Department of Research and Evaluation

Plan of Work, 2018–2019

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

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About the Department of Research and Evaluation

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

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

PREFACE

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

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

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

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

DRE Organization Chart

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AD HOC DRE REPORTS, 2018–2019

Evaluation Director: Holly Williams, Ph.D.

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

Evaluation Staff: All DRE staff

PROGRAM DESCRIPTION

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. What were the characteristics of teachers who stayed in AISD, as compared with the characteristics of those who left?
2. What were the characteristics of AISD student dropouts, compared with the characteristics of their peers who did not drop out?
3. What best predicted students' attendance and mobility in AISD?
4. What were the academic and socio-emotional needs of students in East Austin feeder patterns?
5. How were funds spent and who was served by federal Every Student Succeeds Act (ESSA) monies?

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

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

- July 2018: DRE staff will communicate with staff from the Department of Campus and District Accountability to plan for selected data that will provided by end of the school year for monitoring the district's Strategic Plan Scorecard.
- July–August 2018: DRE staff will analyze and report strategic plan indicators and measurable outcomes for Goal 3.
- July 2018–August 2019: DRE staff will provide ongoing support to campus and central office administrators for ad hoc requests and reports, as needed.

- September 2018: DRE staff will conduct a preliminary data analysis for the Chamber of Commerce Report Card.
- October–December 2018: DRE staff will finalize the Chamber of Commerce Progress Report data analysis.
- March–June 2019: DRE staff will collect, summarize, and report on Coordinated School Health Program data.
- June–July 2019: 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.

AFRICAN AMERICAN ACHIEVEMENT (AAA) PLAN, 2018–2019

Program Manager: Gilbert Hicks

Evaluation Supervisor: Karen Looby, Ph.D.

PROJECT DESCRIPTION

To address inequity between schools, as well as student achievement gaps across school years, particularly between African American and White students, the AAA Plan was developed to assist staff in implementing targeted strategies and to monitor student outcomes. Specifically, AISD seeks to improve the performance of African American students while closing the academic performance gaps between African American students and White students in the following areas:

- State of Texas Assessments of Academic Readiness (STAAR) achievement
- High school graduation rates
- Enrollment in advanced academic programs
- Special education program referrals
- Disciplinary referrals

PURPOSE OF EVALUATION

DRE will provide data support for the Office of Elementary School staff to ensure all AISD students have access to a quality education that enables them to achieve their potential and graduate ready for college, career, and life in a globally competitive economy (*AISD Strategic Plan*, *2015–2020*).

EVALUATION OBJECTIVES

DRE staff will summarize student outcomes to assist program staff in making ongoing implementation and improvement decisions.

EVALUATION QUESTIONS

Program evaluation support will focus on the following questions:

1. Did academic outcomes for African American students improve during the 2018–2019 school year?
2. Did the performance gap between African American and White students decrease in the 2018–2019 school year?

FISCAL CONSIDERATIONS

Evaluation services provided by DRE staff are locally funded. A senior research associate in the DRE will allocate a 0.10 FTE for the work planned in the 2018–2019 school year.

Scope and Method

Data Collection and Analysis

DRE staff will collect quantitative data pertaining to support the district's progress toward its goals. District information systems also will provide students' demographic, school enrollment, STAAR, high school graduation, advanced academic program enrollment, special education program participation, and disciplinary referral data.

Analysis

To determine student outcomes, DRE staff will summarize the quantitative data (e.g., test scores, discipline referrals) using descriptive statistics (e.g., numbers and percentages).

Additional Program Support

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

Time Line

- October 2018: DRE staff will summarize students' program participation for the district scorecard (e.g., Gifted and Talented Program enrollment).
- January 2019: DRE staff will summarize student outcome data from the fall semester to monitor progress of the AAA Plan implementation.
- February 2019: DRE staff will administer a self-assessment survey of principals to elicit feedback regarding their implementation of the AAA Plan and its effectiveness.
- March 2019: DRE staff will summarize survey results to describe campus implementation of the AAA Plan.
- June 2019: DRE staff will summarize student outcome data and update the AAA Plan report and district scorecard.

Special Projects

No special projects are scheduled at this time.

AFTERSCHOOL CENTERS ON EDUCATION (ACE) PROGRAMS, 2018–2019

Program Managers: Sarah Daly, Maddie Jennings, Robert Fowler, Marisela Montoya
Evaluation Supervisor: Cinda Christian, Ph.D.
Evaluation Staff: Hui Zhao, Ph.D.; William Dela Cruz, Ph.D.

PROGRAM DESCRIPTION

The ACE Program is composed of a compilation of activities and centers throughout the district that are federally funded by the 21st Century Community Learning Center [CCLC] grant. Diverse community partners are brought together to enhance instruction and leverage resources to benefit students. Grantees includes AISD, the Boys and Girls Club of the Austin Area (BGCAA), and Foundation Communities. All grantees offer afterschool activities that are aligned with Texas Essential Knowledge and Skills (TEKS) and are distributed for maximize impact at Title I campuses. ACE programs include but are not limited to the following types of activities: academic assistance, academic enrichment, family support services, and college and workforce readiness. Academic assistance activities support all educational areas, as needed, to promote students' achievement and success in their school experiences; these programs are designed to foster intrinsic motivation to sustain students' participation. Enrichment activities provide positive social, cultural, recreational, and interpersonal skills; health and wellness opportunities; and experiences to enrich and expand students' understanding of life and involvement in their community. Family and parental support services and activities help to increase parents' participation in the students' educational experiences. College and workforce readiness activities promote workforce awareness, skills training, and assistance in the attainment of employment and/or funding for college. Across activities and centers, the ACE program focuses on the following common primary objectives, as defined by the TEA:

- Improve academic performance
- Improve school day attendance
- Improve positive behavior
- Increase grade promotion rates
- Increase graduation rates
- Improve college and career competencies

AFTERSCHOOL CENTERS ON EDUCATION

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

$3,158,700 for the 2018–2019 academic year and serving 20 schools. BGCAA has been awarded a 21st CCLC grant as well (amount to be determined) and serves nine schools, and Foundation Communities has been awarded a grant in the amount of $262,134 to serve three schools. The opportunity to participate is open to all students at these campuses, and approximately 5,000 students are expected to participate, based on previous rates.

Purpose of Evaluation for ACE

Evaluation Questions

The program evaluation will focus on these major questions:

1. What were the characteristics of program participants and their level of participation in afterschool programs?
2. What was the relationship between participation in specific afterschool activities and student outcomes, such as attendance, academic achievement, 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 it relate to student outcomes?

Evaluation Objectives

Evaluation objectives include the following:

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

Fiscal Considerations

When available and appropriate, student outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to cost-effectiveness. One full-time and one part-time (.20 FTE) research analysts are funded for this program year.

Scope and Method

Data Collection

Information regarding students' demographics, school attendance, course grades, standardized test scores, discipline referrals, and year-to-year grade-level promotion or graduation will be gathered from AISD administrative records. Information regarding program participation and attendance will be gathered by program staff from the TEA TX21st Student Tracking System. Annual student and family surveys will be coordinated by DRE staff, with campus-level support from AISD Afterschool Program staff. Teachers will be surveyed through the AISD Employee Coordinated Survey (ECS), conducted by DRE. Qualitative data will be collected via observations and interviews, as needed.

Data Analyses

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

Time Line

- August 2018: DRE staff will work with program leaders to support the needs assessment with survey and outcome data from 2017–2018. DRE staff will complete the 2017–2018 ACE year-end data pull due to TEA August 31. DRE staff will provide training in the Electronic Child Study Team (eCST) at a workshop for site coordinators. DRE staff will finalize the AISD ACE summer program evaluation report.
- September 2018: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2018–2019 school year. DRE staff will assist program staff in creating logic models, as needed.
- October 2018: DRE staff will revise and finalize the student, parent, and employee coordinated surveys (staff surveys). DRE staff will assist program staff to record parent consent forms to share with vendors.
- November 2018: DRE staff will assist program staff to conduct program observations. The online reporting and monitoring system for program observations will be set up for program improvement.
- December 2018: DRE staff will provide attendance, discipline, and grades data for the fall report, which is due to TEA December 22, to program staff by January 6.
- March 2019: DRE staff will assist the program staff to administer the student and parent surveys.
- April 2019: DRE staff will analyze the student and parent survey data. DRE staff will send templates of the final evaluation reports to program directors to update.
- May 2019: ACE program staff will provide student ID files to DRE staff for the ACE spring report and the final evaluation reports by May 19. DRE staff will provide the data for the ACE spring

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

- May 2019: DRE staff will summarize evaluation activities and preliminary results to help cycle 10 to file the application for continuous funding
- June 2019: DRE staff will prepare data for complete analyses for the four narrative reports. These include two grant-level narrative reports for AISD (Cycle 9 and Cycle 10), one grant-level report for the Foundation Communities, and one grant-level report for the Boys and Girls Club.
- July 2019: DRE staff will complete the final narrative reports, which are due to TEA July 31, and share interactive reports with program staff, as appropriate.
- August 2019: When funds are available, DRE staff will conduct some special reports such as examining the relationship between different program components and student outcomes, and/or the relationship between observed program quality and student outcomes.

AUSTIN PARTNERS IN EDUCATION (APIE), 2018–2019

Executive Director: Cathy Jones

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Claude Bonazzo, Ph.D.; Crystal Wang, Ph.D.

PROGRAM DESCRIPTION

APIE is an independent, nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. In 2018–2019, APIE will support the district's college and career readiness programs through multiple academic coaching and mentoring services. As in past years, APIE staff will implement the Math Classroom Coaching Program for students enrolled in 8th-grade math. APIE staff also will pilot a redesign of the Classroom Coaching Program in three middle schools to address individual student needs in selected 6th-grade math and 8th-grade Algebra I classrooms. In 2018–2019, the APIE College Readiness Program will be tailored to meet individual campus needs and expanded to assist students in three middle schools and in seven high schools to meet college readiness standards, as defined by the Texas Success Initiative (TSI). APIE staff will provide tutoring services for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) participants in 11 middle schools. The APIE mentoring program will provide school-based mentoring for approximately 500 students across the district and career mentoring opportunities for Career Launch participants. Additional details about the district's Early College High School (ECHS), Career Launch, and GEAR UP program evaluations are provided elsewhere within this document.

PURPOSE OF THE EVALUATION

DRE staff will provide evaluation support to APIE 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 (*AISD Strategic Plan*, *2015–2020*).

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What APIE program structures were implemented across AISD campuses in 2018–2019?
2. Did APIE Math Classroom Coaching Program participants experience changes in academic self-confidence and/or engagement?
3. What were the academic outcomes for APIE participants and how did these compare with those for similar non-participants?
4. Did APIE program participants, volunteers, and mentors believe the program was effective?

5. Did APIE program participants develop awareness and knowledge pertaining to future career opportunities?
6. What were the postsecondary enrollment outcomes for students who participated in APIE's College Readiness Program during their senior year?

Evaluation Objectives

Evaluation objectives include the following:

- To describe program implementation, participation, and outcomes to assist program staff in making ongoing implementation and improvement decisions

Fiscal Considerations

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

Scope and Method

Data Collection

DRE staff will collect qualitative and quantitative data pertaining to clearly defined performance measures to assess the program's progress toward its goals. District information systems (e.g., eCST, One Logos, and TEAMS) will provide student demographic, testing (e.g., STAAR, SAT, ACT, and TSI), college application, and financial aid application data for program participants. Participating students, APIE academic coaches, and APIE mentors will complete surveys regarding their experiences with the program.

Data Analyses

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

Time Line

- Ongoing: DRE and APIE staff will meet, as needed, to discuss program evaluation needs and to facilitate evaluation activities.
- July–September 2018: DRE staff will complete the 2017–2018 data analyses and develop a narrative report.
- September 2018: DRE staff will update program logic models to address program changes. DRE staff will work with APIE staff to develop a plan for identifying APIE participants and tracking APIE program services within district data systems.
- September 2018: DRE and APIE staff will collaboratively update APIE program surveys for the current school year. APIE and DRE staff will administer the pre-survey for Math Classroom Coaching Program participants.
- December 2018: DRE staff will administer the college readiness survey for fall program participants exiting the program mid year.
- January 2019: APIE staff will update program participation lists for the spring semester. DRE staff will work collaboratively with APIE staff to draft a survey for the mentoring program.
- February 2019: DRE staff will prepare the mentor survey for online administration.
- March 2019: DRE staff will administer the APIE mentor survey and prepare end-of-year (EOY) surveys for program participants.
- May 2019: APIE and DRE staff will administer the post-survey for Math Classroom Coaching participants.
- May–July 2018: DRE staff will analyze program survey and student outcome data.
- August–September 2019: DRE staff will create a narrative report summarizing APIE program participation and student outcomes for the 2017–2018 school year.

Required Reporting

In the fall of 2019, AISD's evaluation staff will complete a narrative evaluation report describing the overall program results.

Program Support

DRE staff will meet, as needed, with APIE program coordinators to develop evaluation plans, help identify participating classes, and facilitate data collection activities for the program evaluations.

Special Projects

No special projects are planned for the 2018–2019 school year.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS, 2018–2019

Program Director: Tammy Caesar

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Claude Bonazzo, Ph.D.; Crystal Wang, Ph.D.

PROGRAM DESCRIPTION

The district's CTE program envisions that all AISD CTE students will graduate college-, career-, and life-ready because of engaging in high-quality, standards-based, industry-aligned programs of study. These CTE programs provide 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 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 2018–2019:

- Program alignment: CTE staff will align 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 THE 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, and student academic and postsecondary outcomes and determine whether AISD CTE programs meet expectations of their AISD high-quality CTE program framework.

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 1 of the 5-year plan:

1. Program alignment: Was the CTE program implementation aligned with industry and postsecondary standards that prepared students for college and careers?
2. Quality of instruction: Did the CTE program provide teachers 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 funded through the 2018–2019 Title I, Part C, Carl D. Perkins Grant. Two partially funded research analysts in the DRE are funded for this program year (i.e., one 0.80 FTE and one 0.20 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. District information systems will provide students' CTE status; demographic, course, and/or dual credits enrollment; course grade; certification completion; and testing data. District surveys, such as the AISD High School Exit Survey, will provide information to assess students' college and career preparation and expectations for postsecondary education, as well as administrators' and teachers' perceptions of the quality of support they received from the CTE administration. CTE teachers will complete surveys evaluating their professional development activities and needs. They also will provide data regarding students' participation in industry certification exams. The district's family survey will gauge parents' knowledge of CTE program offerings at local high schools. DRE staff will create a new teacher survey to measure the alignment of professional learning and teachers' implementation of work-based curriculum in their teaching. DRE staff also may create a student survey to measure whether CTE programs are meeting students' career and college aspirations. National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data will provide information concerning the numbers of students enrolling in postsecondary education and entering the workforce after high school graduation.

Data Analyses

DRE staff will use a mixed-methods approach to provide the evaluation information pertaining to CTE programs. They will analyze quantitative data (e.g., course enrollment) using descriptive (e.g., numbers

and percentages) and inferential statistics. Data will be further explored by disaggregating data by campus, pathway, race/ethnicity, gender, economic disadvantage status, and special education status. They will analyze qualitative data (e.g., open-ended survey responses) using content analysis techniques to identify important details, themes, and patterns.

TIME LINE

DRE staff will perform the following evaluation activities:

- 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 2018: As articulated in the CTE 5-year plan, DRE staff will summarize CTE program data from the 2017–2018 school year that will be used in a baseline analysis of the program. DRE staff will work with CTE program specialists to determine the list of program variables to be summarized. The analysis may include course enrollment, credits completion trends, CTE pathway offerings, certifications earned, articulation/dual credit earned, and investment (e.g., funding/expenditures, space, staffing).
- September 2018: DRE staff will develop a theory of action to describe year 1 of the 5-year plan. Using the CTE program quality rubric, DRE staff will prepare the CTE teacher program self-assessment for online administration. DRE staff will create a glossary of terms to support the CTE program scorecard.
- October 2018: DRE staff will begin designing teacher and student program surveys aligned with the CTE program framework and priorities for year 1 implementation. DRE will assist CTE staff with the program evaluation site visit to Akins High School. DRE staff will work collaboratively to administer the CTE teacher program self-assessment online to all CTE teachers district wide.
- November 2018: DRE staff will summarize NSC and TWC data concerning the numbers of for Class of 2017 students enrolling in postsecondary education and entering the workforce after high school graduation. DRE staff will summarize and report CTE self-assessment results for each school and program.
- December 2018: CTE staff will update the program audit surveys for Akins High School. DRE staff will draft a summary report describing CTE postsecondary outcomes and submit it to CTE staff for review.
- January 2019: DRE staff will summarize and report teachers' feedback from professional learning sessions provided by the CTE team in the fall semester. The 2018–2019 CTE postsecondary summary report will be finalized. DRE staff will prepare for CTE teacher and student survey administration (e.g., finalizing questions, creating and testing the online survey, preparing survey communication materials, and preparing survey participant lists).

- February 2019: DRE staff will collaborate with CTE staff to administer CTE student surveys online.
- March 2019: DRE staff will update the industry and specialist surveys for the Akins High School site visit. DRE staff will analyze and report results from the student surveys. Results may be disaggregated for CTE program areas.
- April 2019: DRE staff will prepare the industry and specialist survey reports from the CTE site audit.
- May 2019: DRE staff will administer EOY CTE teacher surveys. DRE staff will summarize and report teachers' feedback from professional learning sessions provided by the CTE team in the spring semester.
- June 2019: DRE staff will analyze and report results from the teacher surveys. Results may be disaggregated for CTE program areas. DRE staff will summarize district- and campus-level student certification outcomes for the 2018–2019 school year for strategic plan reporting and data required for the completion of the Title I, Part C, *Carl D. Perkins Performance Effectiveness Report*. DRE staff will analyze student outcomes pertaining to the following: CTE course participation, dual credit earning, certifications, and work-based learning opportunities. The results will be disaggregated for program area and student groups.
- July 2019: DRE staff will complete a summary of student certification outcomes and submit it to CTE staff. DRE staff will create a summary report describing CTE program implementation and student outcomes in the 2018–2019 school year in each area of focus and submit it to CTE staff for review.
- August 2019: The 2018–2019 CTE program summary report will be finalized and published online.

Required Reporting

DRE staff will assist CTE staff in completing and submitting reports required by the 2018–2019 Title I, Part C, Carl D. Perkins grant and by the district's board of trustees. A series of district narrative evaluation reports will provide an in-depth summary of program implementation and outcomes for participants. These reports will include:

- 2017–2018 CTE program baseline report
- Theory of action for Year 1 implementation
- CTE postsecondary outcomes report
- Fall and spring professional learning HCP survey reports
- Industry and specialist survey reports from the CTE site audit
- Teacher and student survey reports pertaining to CTE program implementation and perceived outcomes

- 2018–2019 district- and campus-level student certification outcomes reports

Program Support

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

Special Projects

DRE staff will include analysis of CTE variables in the study of postsecondary outcomes. Refer to the postsecondary enrollment evaluation plan elsewhere in this document for details.

CARES SUPPORT, 2018–2019

Program Director: Eddie Curran, M.Ed.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun D. Hutchins, Ph.D.; Paige Hartman DeBaylo, Ph.D.; Jenny Leung, M.A.

PROGRAM DESCRIPTION

AISD continues to work toward an organizational culture that values each employee and provides exceptional customer experiences to students and families. To support this, the district has developed guiding principles to lead this charge: AISD CARES. These five principles (customer focused, action oriented, responsive, empathetic, and service driven) were developed to ensure a culture of positive relationships and exceptional customer experiences at all district locations.

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, 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 program 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 SUPPORT

The primary purpose of the evaluative support is to document program implementation activities, collect baseline 2018–2019 program data, and describe the progress of the program toward meeting key goals: exceptional customer experiences and improvements in district and campus climate and culture that contribute to increases in student enrollment and in staff retention.

EVALUATION OBJECTIVES

Several indicators of success for key program goals will be examined, such as customer experience work related to feedback, training, resources, communication, collaboration, recognition, and planning to determine whether CARES demonstrated evidence of accomplishing its primary objectives. Evaluation objectives include the following:

- To update the CARES theory of change and action plan
- To develop a logic model aligned with the theory of change and implementation goals for 2018–2019
- To collect and analyze data related to CARES
- To provide and validate data to support CARES

- To aid in the development of an initial customer experience dashboard integrating customer experience data
- To develop a Human Resources Exit Survey dashboard limited only to the exit survey data
- To provide information to support implementation and ongoing decision making

Evaluation Questions

DRE staff will answer several key questions about the implementation and efficacy of CARES initiatives, support the program director with formative data collection and analyses, and prepare an annual summative report to support decision making.

Program Design: What was the concept of CARES?

1. What were the goals of CARES?
    a. Near-term goals
    b. Long-term goals
2. What was the theory of change behind CARES?
3. How did the activities of CARES map to the program's processes, outputs, and outcomes?

CARES Implementation: To what extent was CARES operating as designed?

4. Were CARES program activities implemented exhaustively and with fidelity?
    a. What was the baseline level of program implementation in 2018–2019?
    b. Were planned activities implemented as intended?
    c. What was the baseline level of implementation performance?
    d. Did implementation activities perform as intended?

CARES Outputs: What were the baseline levels of CARES outputs?

5. What was the baseline level of customer experience in 2018–2019 (overall and by construct of customer experience)?
    a. Was a baseline relationship observed between the implementation of the CARES program and exceptional customer experiences in 2018–2019 at CARES implementation campuses?

CARES Outcomes: What were the baseline levels of CARES outcomes?

6. What were the baseline levels of district and campus climate and culture in 2018–2019?
    a. Did AISD experience increased levels of district and campus climate and culture at CARES implementation campuses?
7. What was the baseline level of student retention in 2018–2019?
    a. Did AISD experience an increase in student retention at CARES implementation campuses?
    b. What was the historical pattern of student retention across grades?
8. What were the historical rates of student enrollment in AISD?

a. Did AISD experience increased levels of student enrollment at CARES implementation campuses?

9. What were the historical rates of staff retention in AISD?
    a. Did AISD experience increased levels of staff retention at CARES implementation campuses?
10. To what extent was progress made toward the goals of CARES?

Fiscal considerations

Funding for the evaluation of the Human Capital Services' 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 participation data, and customer experience data (e.g., mystery shop/calls, campus audits, school office polls). Multiple surveys regarding staff, student, and parent experiences with AISD and their campus environments will be administered during the school year. These surveys will include but may not be limited to:

- Teaching, Empowering, Leading, and Learning (TELL) AISD survey
- Human Resources Exit Survey
- AISD Family Survey
- Family Leaver Survey
- AISD Student Climate Survey
- Other program-specific surveys

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 staff retention data, student enrollment data, district and campus climate and culture data, as well as data collected through Human Capital initiatives. Staff will analyze quantitative data, such as enrollment information and responses to the climate surveys, as well as qualitative data, such as open-ended responses provided by front office polls or other data collection efforts.

Time Line

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

- August–September 2018: DRE staff will meet with CARES program staff to establish program goals and ensure alignment of 2018–2019 (and beyond) evaluation activities. DRE staff will update the CARES theory of change and action plan. DRE staff will meet with program staff and Management Information Systems (MIS) to identify use and data needs for the customer experience dashboard. DRE staff will develop a draft customer experience dashboard with MIS. DRE staff will refine integration of district data with Qualtrics for use in the Human Resources Exit Survey.
- September 2018–January 2019: DRE staff will develop a draft CARES logic model inclusive of the formative and summative needs throughout the 2018–2019 school year. DRE staff will assist in aligning data collection activities used to evaluate customer experience with CARES goals. DRE staff will finalize the CARES logic model. DRE staff will begin refining the customer experience dashboard with integrated TELL AISD Survey, Human Resources Exit Survey data, and other customer experience data in partnership with MIS. DRE staff will develop a front office customer experience poll. DRE staff will support ongoing formative evaluation and reporting detailed in the logic model. DRE staff will prepare for and administer TELL AISD Survey for 2018–2019. To support reporting of scorecard indicators, prior to fall semester end, DRE staff will examine the number of staff trained to date in the Human Capital Platform (HCP) customer experience courses and the percentage of campuses/departments scoring 75% or more on the AISD CARES Customer Experience Evaluation.
- January–April 2019: DRE staff will calculate student retention and teacher retention data from the 2017–2018 to the 2018–2019 school year. DRE staff will calculate student enrollment for the 2018–2019 school year. DRE staff will analyze results of the TELL AISD Survey. DRE staff will prepare summative data files for campus culture. DRE staff will support ongoing formative evaluation and reporting detailed in the logic model. To support reporting of scorecard indicators, prior to spring break, DRE staff will examine the number of staff trained to date in HCP customer experience courses and the percentage of campuses/departments scoring 75% or more on the AISD CARES Customer Experience Evaluation.
- April–June 2019: DRE staff will analyze baseline staff climate. DRE staff will analyze baseline retention. DRE staff will analyze baseline student climate. DRE staff will analyze baseline student enrollment. DRE will prepare the 2018–2019 evaluation summary report for CARES detailed in the logic model. To support reporting of scorecard indicators, DRE staff will report on the total number of staff trained during 2018–2019 school year in HCP customer experience courses and the percentage of campuses/departments scoring 75% or more on the AISD CARES Customer Experience Evaluation.

Required Reporting

DRE staff will provide district and campus level formative measurement of implementation work and other indicators of exceptional customer experience. Formative measurement will be provided in the form of dashboards that can be accessed online. DRE staff will provide district and campus level summative measurement of baseline short-term outcomes (i.e., district and campus climate and culture) and baseline long-term outcomes (i.e., student enrollment and staff retention). Summative measurement will be provided in the form of an annual report brief summarizing the program implementation in 2018–2019 and related outcomes.

Program Support

DRE staff will meet with program staff and other personnel monthly (and on an ad hoc basis as needed) to discuss CARES support and other needs. DRE staff and program staff also plan to work with MIS on developing and launching customer experience dashboards integrating customer experience information to inform principals and other district stakeholders. This may include assisting MIS on the following:

- Providing necessary data files to be loaded into the dashboard
- Designing dashboards and deciding on data visualization to match the CARES theory of change
- Deciding on imperative variables and drilldowns to aid principals' decision making and knowledge base

Special Projects

No special projects are planned at this time.

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CIVIL RIGHTS DATA COLLECTION, 2018–2019

Evaluation Staff: Holly Williams, Ph.D.; Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

Since 1968, the U.S. Department of Education (ED) has conducted the Civil Rights Data Collection (CRDC) to collect data on key education and civil rights issues in our nation's public schools. The collection was formerly administered as the Elementary and Secondary School Survey (E&S Survey).

DATA COLLECTION

The CRDC collects a variety of information (e.g., student enrollment and educational programs and services), most of which is disaggregated by race/ethnicity, sex, limited English proficiency (LEP), and disability. The CRDC is a longstanding and important aspect of the overall strategy of the ED Office for Civil Rights (OCR) for administering and enforcing the civil rights statutes, for which it is responsible. Information collected by the CRDC is also used by other ED offices as well as policymakers and researchers outside ED.

While AISD has been part of the CRDC for many years, in February 2014, OCR received Office of Management and Budget (OMB) approval to require every public school and school district in the country to respond to the CRDC starting in 2013–2014. Data collection will begin in Fall 2018 and will be completed in Spring 2019.

College and Career Readiness, 2018–2019

Program Managers: Craig Shapiro, Ed.D.; Sissy Camacho; Maritza Gonzalez
Evaluation Supervisor: Karen Looby, Ph.D.
Evaluation Staff: Aline Orr, Ph.D.; Crystal Wang, Ph.D.

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. 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: ECHS, Career Launch, CTE, GEAR UP, and APIE.

ECHSs are innovative high schools that provide students with an opportunity to earn a high school diploma and 60 college credit hours that 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. In 2018–2019, Crockett, Eastside, Lanier, LBJ, Reagan, and Travis ECHSs will offer ECHS programs in partnership with Austin Community College. In 2018–2019, DRE staff will examine outcomes for ECHS participants; details of this work are outlined in this evaluation plan.

In 2018–2019, LBJ and Reagan ECHSs also will begin implementation of Career Launch. Starting as early as 9th grade, this unique model delivers a 6-year, career-focused program that combines high school and college coursework with real-world work experience. Students gain work experience through job shadowing, internships, and apprenticeships in fields connected to their classroom studies. The partnership with Austin Community College, Seton Healthcare, and Dell Technologies focuses on preparing students for careers in technology and health care. Students who successfully complete the 6-year program will graduate with a high school diploma, an associate degree, a CTE endorsement, relevant industry certifications, and practical workplace experience. DRE staff will examine outcomes for Career Launch participants; details of this work are outlined in this evaluation plan.

AISD 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. In 2018–2019, CTE programming will focus on increasing program alignment with industry standards, developing quality of instruction, and ensuring access and equity for all AISD students. CTE evaluation plans are described in detail elsewhere in this document.

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. Across 7

years, GEAR UP Austin aims to serve a cohort of students across 11 economically disadvantaged middle schools, and seven of their feeder high schools in the district. In 2018–2019, the program's 2nd year of federal funding, the program will provide intensive support services relevant to college preparation for the GEAR UP cohort in 7th grade. GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development opportunities, and family engagement. GEAR UP evaluation plans are described in detail elsewhere in this document.

APIE is an independent, nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. APIE brings the Austin community and classrooms together, with the goal of improving academic excellence and personal success for AISD students. In 2018–2019, APIE will provide an 8th-grade math classroom coaching program, academic tutoring for college readiness assessments, mentoring services, and support for the district's Career Launch and GEAR UP programs. Detailed APIE program evaluation plans are described elsewhere in this document.

All AISD high schools provide courses, support services, and programs to support students' 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., 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, postsecondary enrollment, and workforce participation. Research plans for postsecondary outcomes are described elsewhere in this document.

AISD partners with the Austin Chamber of Commerce, Austin Community College, and other Central Texas school districts to implement the Direct-to-College Achievement Plan, or 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 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.

Purpose of the Evaluation

DRE will provide evaluation support for the Office of High Schools to ensure all AISD students have access to a quality education that enables them to achieve their potential and graduate ready for college, career, and life in a globally competitive economy (*AISD Strategic Plan*, *2015–2020*).

Evaluation Objectives

- 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

Program evaluation support will focus on the following questions:

1. What were the academic and postsecondary outcomes for students who participated in district college and career readiness programs?
2. Were ECHS and/or Career Launch participants more likely than a matched comparison group of students to have better academic outcomes in high school?
3. Were ECHS and Career Launch participants more likely than a matched comparison group of students to complete college preparation steps in high school?
4. Were former ECHS participants more likely than a matched comparison group of students to enroll in a postsecondary institution?
5. Were ECHS and Career Launch participants satisfied with the program, and did they believe the program was effective?

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. Student academic information collected from district data systems will include student demographic data; high school enrollment and attendance data; discipline data; STAAR data; advanced course enrollment and earned credit data (e.g., AP and dual credit); certification data; and AP, SAT, ACT, and TSI assessment data. Program participation indicators (e.g., ECHS, Career Launch, Summer Melt), student internship and job shadowing data, and mentoring data will 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. The TWC will supply industry and wage records for AISD graduates, and 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

To determine outcomes related to ECHS and Career Launch 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 because of the program rather than by chance. Staff will analyze qualitative data using content analysis techniques to identify important details, themes, and patterns within survey responses. Staff will triangulate, or cross-examine, results from all analyses to determine the consistency of results and provide a more detailed and balanced picture of the programs.

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 narrative reports 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 workforce participation.

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 will collaborate with district College and Career Readiness staff and leadership ECHS to create logic models for the district's ECHS and Career Launch 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 may attend AISD principals' meetings, as necessary, to present interactive data-use sessions for principals from all high school campuses throughout the 2018–2019 school year. Key data

sources may include results from relevant DRE program evaluation reports (e.g., CTE and APIE), college readiness summary reports, High School Exit Survey results, the FAFSA completion summary report, Apply Texas summary report of college applications, and district postsecondary enrollment summary and research reports. The presentations will give principals an opportunity to create collaborative strategies and to use information about college and career preparation to inform their campus practices.

To ensure the consistency of reporting across all schools and reduce the burden on campus staff to produce data summaries, DRE staff may produce district- and campus-level data summaries for a variety of purposes. For example, DRE staff will provide data summaries related to student participation in college readiness courses and assessments, participation in CTE courses and attainment of certifications and/or licensures, and postsecondary enrollment to support campus planning and monitor the district's strategic plan.

DRE staff will support the district's partnership with the Austin Chamber of Commerce. DRE staff will facilitate district use of the chamber-sponsored counselor's data portal, called One Logos. DRE staff will monitor system uploads and downloads (e.g., student demographic, FAFSA, and Apply Texas data), conduct data validation activities, provide support for district users, and serve as a development advisor to chamber staff and the contracted vendor. DRE staff also will participate in regional Direct to College (DTC) Initiative work groups facilitated by the Austin Chamber of Commerce.

DRE staff may facilitate data-sharing processes and other collaborative efforts with external researchers. For example, DRE staff may serve as a district liaison to the University of Texas Ray Marshall Center's (RMC) Student Futures Project. The project documents and analyzes the progress of Central Texas high school students as they move on to colleges and careers. RMC relies heavily on the provision of AISD student data to inform policy and program alignment for Central Texas independent school districts in preparing students for the demands of adulthood and success in the workplace. Additionally, DRE staff may respond to ad hoc data requests to support external research requests pertaining to college and career preparation activities and postsecondary outcomes.

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

Time Line

- Ongoing: DRE staff will complete information requests and attend program support meetings, as needed.
- July–August 2018: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.

- August–September 2018: 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. Please refer to the AP, SAT, and ACT evaluation plan in this document for more details. DRE staff also will obtain final advanced course completion and college readiness assessment data for the Class of 2018, summarize results, and generate summary reports.
- September 2018: DRE staff will work with program staff to create a theory of change for the district's college and career readiness work, and logic models for the ECHS and Career Launch programs.
- September–December 2018: Using district data and postsecondary outcomes data from the NSC and TWC, DRE staff will conduct analyses related to the research questions listed in the Postsecondary Outcomes evaluation plan and will publish related reports online.
- October 2018: DRE staff will obtain final Apply Texas and FAFSA completion data for the Class of 2018, summarize results, and generate a summary report.
- January 2019: DRE staff will submit the final file for district graduates in 2018 to the NSC to determine how many AISD graduates enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., DTC enrollment).
- February 2019: DRE staff will prepare and administer program specific surveys and the district's High School Exit Survey.
- March 2019: DRE staff will summarize program specific survey results and provide information to program managers.
- April 2019: DRE staff will confirm ECHS and Career Launch participant information and select a matched comparison group for program outcomes analyses. DRE staff will prepare data pulls for analysis of program outcomes.
- May 2019: DRE staff will request all postsecondary enrollment data from the NSC and obtain graduates' employment history from the TWC for 2018–2019. DRE staff will update district and campus summary reports online to describe the postsecondary outcomes for the Class of 2018.
- June 2019: DRE staff will summarize survey results from the High School Exit Survey and publish the results online. DRE staff will analyze ECHS and Career Launch outcomes data.
- July 2019: DRE staff will summarize ECHS and Career Launch program outcomes and generate program evaluation reports to be published on the DRE website.
- August–September 2019: DRE staff will summarize the college readiness outcomes of the Class of 2018 for the district's Strategic Plan Scorecard. DRE staff will publish the district's report brief describing postsecondary outcomes for the Class of 2018, including dual credit course completion, industry certifications, enrollment in higher education, and employment.

Required Reporting

DRE staff will work with program staff to determine compliance reporting needs and time lines for the Career Launch program and prepare compliance reports for submission to the TEA. Program evaluation reports describing program implementation, successes, and challenges will be published for the ECHS and Career Launch programs. Report briefs describing course taking and completion, college admissions testing, college application completion, and FAFSA completion will be published throughout the year as data become available.

Special Projects

DRE staff will explore possible differences in and influences on postsecondary enrollment and persistence for different student groups. Details about this work are described in the Postsecondary Outcomes evaluation plan elsewhere in this document.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2018–2019

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Jay Brown, Ph.D.

PROGRAM DESCRIPTION

External research is any research or evaluation conducted within AISD by persons outside of 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 (i.e., special projects, graduate studies). AISD regularly 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 the external research staff to monitor these projects. The process includes established guidelines that (a) protect staff and students from unnecessary or overly burdensome data collection, (b) ensure compliance with current laws concerning privacy and research, and (c) contribute to the quality of research conducted in AISD. Proposal forms and instructions; information regarding the external research process, including the external research policy, important dates, and a process flow chart; and criteria by which proposals are judged are posted on the AISD web page (http://www.austinisd.org/dre/research).

The procedures for submitting proposals for research or evaluation are as follows. External researchers submit electronic proposals to the external research staff, along with a processing fee. The coordinator reviews proposals to be sure they are complete during the intake process. The coordinator then 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 reviewer comments and receives any application edits required for approval. Upon final approval, documentation is provided for access within the district.

The external research staff draft and process data-sharing agreements and fulfill external requests for data from AISD databases. The external research staff take reasonable care to ensure that data are released with active parental consent or are in a form that makes individual students unidentifiable, as required by the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g; 34 CFR Part 99). Under most circumstances, the coordinator bills external researchers for programming time.

The external research staff maintain a database of all proposals. Information generated from the database includes (a) proposal status (i.e., accepted, declined, withdrawn), (b) schools invited to participate in the project, (c) topic of proposed projects, and (d) information about the external parties conducting research and evaluation in AISD (e.g., organization affiliation, role of researcher at the affiliated organization). Findings from completed research are collected by the external research staff, who disseminate the results to individuals and campuses likely to benefit from knowledge of the research findings.

Purpose of Evaluation

Evaluation Objectives

Evaluation objectives include the following:

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

Scope and Method

Data Collection

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

Data Analyses

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

Time Line

- Ongoing: The external research staff will provide ongoing support to external researchers, including processing data-sharing agreements and data requests throughout the school year, based on project time lines and data availability.

- June–August 2018: The coordinator will receive and process research applications for the fall semester of the 2018–2019 school year.
- October–December 2018: The coordinator will receive and process research applications for the spring semester of the 2018–2019 school year.
- June–August 2019: The coordinator will receive and process research applications for the fall semester of the 2019–2020 school year.
- September 2019: The coordinator will analyze data from the external research database and complete the external research summary report for the 2018–2019 school year.

Required Reporting

The coordinator will provide a written report to the director of DRE at the end of September 2019. The report will provide an overview of the number and types of research projects conducted during the prior school year. The report will (a) discuss noteworthy trends in research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and review process. Each of these sources of information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the following school year.

Program Support

The coordinator will support AISD partnerships with local universities where AISD employees are offered opportunities to enroll and earn higher education degrees and certificates. Programs include the AISD/Texas State University Cohort program for a masters of education in educational leadership. Coordination will include providing support for research opportunities in graduate classes. 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.

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

CREATIVE LEARNING INITIATIVE (CLI), 2018–2019

Program Director: John Green-Otero, M.Ed.

Evaluation Supervisor: Cinda Christian, Ph.D.

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

PROGRAM DESCRIPTION

In 2011, the John F. Kennedy Center for the Performing Arts chose Austin, TX, as the seventh partner city for Any Given Child, a partnership to create a long-range arts education plan for students in kindergarten through grade 8. Austin joined existing partnerships in Sacramento, CA; Springfield, MO; Portland, OR; Las Vegas, NV; Tulsa, OK; and Sarasota, FL. The Austin CLI continues the work started under Any Given Child and extends the program through the secondary grades. CLI is a city-wide collaboration between MINDPOP, the City of Austin, AISD, and more than 100 arts and cultural organizations dedicated to equitable access to creative learning and the arts for every student in Austin.

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

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

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

campus readiness and need. As of 2018–2019, the district had six vertical teams and 62 campuses. The goal is to accomplish district-wide implementation by 2023.

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 Questions

In the context of the following evaluation questions, we will examine equity and access between groups and over time. The program evaluation will focus on the following major questions:

1. To what extent did achievement of the intermediate 2017–2018 program goals influence CLI's desired outcomes?
    a. What were the impacts of 2017–2018 campus level arts richness on average student outcomes (e.g., student engagement, attendance, academic achievement, and SEL skills)?
    b. What were the impacts of 2017–2018 CLI professional development activities on teachers' Creative Teaching outcomes (e.g., competency and frequency of use)?
    c. What was the impact of 2017–2018 creative teaching implementation and access to sequential fine arts on student outcomes (e.g., engagement, attendance, academic achievement, and social emotional learning skills)? Did impact vary based on student characteristics (e.g., race, English learner [EL] status)?
2. How were 2018–2019 CLI implementation activities executed?
    a. How were CLI campus leaders supported toward increasing arts richness in their schools in 2018–2019?
    b. How many and what manner of Creative Teaching workshops were taken by teachers in 2018–2019?
    c. How much and what manner of follow-up coaching in Creative Teaching did teachers receive in 2018–2019?
    d. How were dance and drama skills taught in elementary schools in 2018–2019?
    e. How did campuses support arts partnerships in 2018–2019?
3. To what extent did CLI achieve its 2018–2019 intermediate program goals?
    a. How did campus leaders engage in their school's arts richness?
    b. In what stage of arts richness was each campus in 2018–2019?
    c. How did teachers perceive the professional development activities offered for Creative Teaching in 2018–2019?
    d. How did teachers use Creative Teaching in the classroom in 2018–2019?

e. How much did students participate in sequential fine arts instruction in 2018–2019?

f. How much and what manner of arts partnerships was created by schools in 2018–2019?

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, including campus Title 1 status and demographic profiles, as well as student race, EL status, and special education status, when looking at student outcomes; in addition, to identifying existing gaps, we also strive to celebrate successes, 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), while disaggregating by relevant groups; in addition to describing what works, we strive to understand who it works for and in which ways
- 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

Fiscal Considerations

As appropriate, the outcomes of programs and services will be examined in relation to their allocations and expenditures. Evaluation services for CLI are locally funded. One fully funded (1.0 FTE) research analyst and a partially funded (0.5 FTE) research analyst in the DRE are assigned for this program year.

Scope and Method

Data Collection

Data collection regarding professional development activities will happen on an ongoing basis, as delivered, throughout the school year, as well as ongoing data about teacher frequency of implementation. Observation protocols will be integrated into coach tracking tools, and observations will be recorded throughout the year to measure teachers' competency of implementation of creative teaching in their classrooms, as well as to track the amount of support teachers receive from CLI coaches. The campus arts inventory will be administered at all AISD elementary and secondary school campuses in the spring to gauge students' access to creative learning opportunities in and out of school time. To examine school-, teacher-, and student-level outcomes, a variety of

extant data sources will be used. Data sources may include survey data (e.g., the end of year CLI Survey, campus climate surveys, family surveys), teacher outcome data, and student data (e.g., academic records, attendance, and discipline data).

Data Analyses

Data analysis will include a summary of all Creative Learning Professional Development Workshop Survey responses across all CLI program participants. Coach implementation data will be represented with a live interactive report, as documentation is entered for 2018–2019 and compared over time. Arts Inventories will be examined according to the Creative Campus rubric to determine the level of arts richness in each AISD school in 2018–2019 and the change in arts richness over time. Teacher and student outcome data will be examined in relation to program participation and implementation, will be examined over time, and will be described in an annual outcomes report in the following year.

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–August 2018: DRE staff will work with CLI coaches to develop coaching and observation tracking tools that serve their ongoing documentation needs and feed into the eventual analysis of program outcomes. DRE staff will work with program staff on revisions to the 2018–2019 Creative Campus rubric and data collection tools to streamline the documentation of arts partnerships. DRE staff will revise the Professional Development Workshop Survey. DRE staff will prepare the 2017–2018 teacher- and student-level data sets for outcome analyses.
- August–September 2018: DRE staff will administer the CLI Fall 2018 Professional Development Workshop Survey to those who completed professional development activities in August. DRE staff will join August session and teacher information with Professional Development Workshop Survey data. DRE staff will deliver an interactive report to track all professional development activities for the August administration. DRE staff will undertake preliminary 2017–2018 outcome analyses to examine the relationship between CLI and teacher-, school-, and student-level outcomes (e.g., relationships between the level of participation in professional development activities, implementation of creative teaching, and student outcomes [e.g., attendance, achievement, and behavior]).
- September–October 2018: DRE staff will administer CLI's Fall 2018 Professional Development Workshop Survey to those who completed professional development activities in September. DRE staff will join September session and teacher information with Professional Development Workshop Survey data. DRE

staff will deliver an interactive report to track all professional development activities for the September administration and a second interactive report to cumulatively track all professional development activities across all four 2018–2019 Professional Development Workshops. DRE staff will complete 2017–2018 outcome analyses.

- October–November 2018: DRE staff will review and revise CLI-related questions incorporated into the AISD Family Survey. DRE staff will prepare a draft report of 2017–2018 CLI outcomes.
- November–December 2018: DRE staff will prepare a final summary report for 2017–2018 CLI outcomes.
- December 2018–February 2019: DRE staff will administer CLI's Spring 2019 Professional Development Workshop Survey to those who completed professional development activities in January. DRE staff will join January session and teacher information with Professional Development Workshop Survey data. DRE staff will deliver an interactive report to track all professional development activities for the January administration and update the cumulative interactive report with January session data.
- February–March 2019: DRE staff will administer CLI's Spring 2018 Professional Development Workshop Survey to those who completed professional development activities in February. DRE staff will deliver an interactive report to track all professional development activities for the February administration and update the cumulative interactive report with February session data. DRE staff will work with the leadership team and committees to revise the elementary and secondary school arts inventories before sending the inventory out to principals.
- March–April 2019: DRE staff will administer end of year CLI Survey to teachers who have been at a CLI school and align questions teachers at non-CLI schools. Data will be delivered to program leaders to inform ongoing improvement of the coaching program.
- April–June 2019: If applicable, DRE staff will pull data for CLI-related grants. DRE staff will provide campus leadership and facilitators with elementary and secondary school arts inventory and work toward a 100% response rate. DRE staff will administer the questions to non-CLI teachers. DRE staff will compute high school and middle school sequential fine arts participation.
- June–July 2019: DRE staff will summarize findings from the coaches' observation data, teacher surveys, and summarize elementary and secondary arts inventory data, and score each campus on arts richness. All these data will be made available to the project manager through interactive reports.
- July–August 2018: DRE staff will pull data for Kennedy Center, due August 1. DRE staff will pull data for the CIP. DRE staff will complete a final analysis of CLI implementation. DRE staff will deliver an interactive report with creative campus profiles. DRE staff will deliver four 2-4 page 2018–2019 implementation research briefs reporting on (a) progress toward creative campuses, (b) arts partnerships, (c) sequential fine arts,

and (d) creative teaching. DRE staff will present this report to the leadership team for review and then finalize and publish it.

Reporting

The evaluators will provide one full report describing program outcomes from 2017–2018; a series of interim internal progress-monitoring reports during 2018–2019, usually through the interactive platform; and four brief reports summarizing the highlights of 2018–2019 implementation.

Special Projects

As time permits, special projects may be attempted that are above and beyond the standard evaluation plan:

- Focus on the unique needs of CLI program implementation at sustaining campuses
- Validate ways of measuring the quality of sequential fine arts programming offered at a campus
- Determine if increased access to sequential fine arts instruction in elementary school predicts increased arts engagement in secondary school
- Determine school and student factors that contribute to various levels of secondary student participation in the sequential fine arts
- Determine if the use of certain Creative Strategies or certain groups of strategies predict desirable student outcomes more than others do
- Determine characteristics of a high-quality community arts partnerships, from the perspectives of schools and arts partners
- Explore the relationship between the professional development activities offered on Creative Teaching and changes in TELL responses, general instructional practice, and job retention to determine if the support received by teachers has an impact on their overall job experience
- Explore potential variations of the Creative Campus rubric to see if they increase predictive validity

CREDIT RECOVERY PROGRAMS, 2018–2019

Program Manager: Dr. Gloria Williams

Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Aline Orr, Ph.D.

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 within the Department of School, Family and Community Education aim to help students with course credit recovery, course credit protection, and/or attendance recovery. The programs primarily follow two models for serving students within and outside the school day. Instruction may be online or teacher led, and students may progress at their own pace.

The 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 instruction that will help students earn academic credits and graduate from high school. The DELTA Program is offered within a scheduled class during the school day, where most students work at their own pace to complete course curriculum meeting the State of Texas Essential Knowledge and Skills (TEKS) requirements for courses they previously failed or need to take. Students often access course curriculum through two learning platforms: Edgenuity and GradPoint. In some instances, DELTA teachers also may provide course instruction using AISD curriculum. Students typically enroll in DELTA during the school year or in the early summer and stay enrolled until they complete the courses for which they were assigned.

AISD's Twilight Evening School Program serves both high school and middle school students and takes place outside the school day. The Twilight Program is like the DELTA Program in that it mainly provides students with credit recovery opportunities using online curricula that meet the TEKS requirements. Again, credits are primarily offered through the Edgenuity or GradPoint learning platforms. Twilight also offers a limited number of teacher-taught courses using AISD curricula. While all students enrolled in the Twilight Program will meet standard requirements, Twilight may be implemented differently across AISD campuses. Schools may elect to offer the program on week nights or weekends, for varying periods of time and with differing numbers of staff supporting the program.

PURPOSE OF EVALUATION

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 or purposes for which students enrolled in DELTA and Twilight?
3. How many credits were earned among those attempted by students who participated in DELTA and Twilight? If they left the program (or unenrolled?) before earning credit, what was their reason for leaving?
4. What proportion of students enrolled in DELTA or Twilight maintained their enrollment in school, were promoted, or graduated, and how did this compare with similar students who did not enroll in these programs?
5. How did students who recovered credits from the programs fare in the STAAR and STAAR end-of-course (EOC) exams, as compared with similar students who did not enroll in these programs?

Evaluation Objectives

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

Fiscal Considerations

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 be involved in the following in gathering data from data systems and program managers regarding program participation. They will assist staff in the Office of Innovation and Development with grant applications. They will also undertake data collection, summarization, and reporting for the Credit Recovery Program.

Data Analyses

DRE staff will prepare data for the monitoring student credits earned as well as prepare summary data for use in district reports.

Time Line

- August–September 2018: DRE staff will work with program managers and MIS staff to develop a tracking system for the Twilight Program.

- September 2018: DRE staff will collaborate with staff from the Department of School, Family and Community Education and MIS to plan data collection (e.g., program enrollment and goal attainment).
- October 2018: DRE staff will develop program exit surveys for DELTA and Twilight students and EOY surveys for teachers and campus administrators.
- November–December 2018: DRE staff will analyze graduation and promotion data for prior year DELTA and Twilight students.
- January 2019: DRE staff will summarize program enrollment and goal attainment (e.g., credits earned or protected, and attendance earned) for program participants in the fall semester.
- April 2019: DRE staff will administer EOY surveys for teachers and campus administrators.
- May–June 2019: DRE staff will draft a report outline, meet with program administrators, and begin data analysis to summarize program outcomes.
- July–August 2019: DRE staff will complete the analysis and reporting.
- September–October 2019: 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 and assistance with the data collection methodology.

Special Projects

No special projects are planned at this time.

DISTRICT LITERACY PLAN, 2018–2019

Program Managers: Katherine Ryan, Ilza Garcia
Evaluation Supervisor: Karen Looby, Ph.D.

PROJECT DESCRIPTION

The AISD Literacy Plan focuses on strengthening core instruction, with a balanced literacy approach to ensure all AISD students are reading and writing on grade level (Strategic Plan, Strategy 3.1A). The AISD Literacy Plan is based on a body of research showing that enthusiastic and habitual reading leads to the highest academic achievement levels and the ability to reach desirable life outcomes, regardless of family income levels (Bayless, 2010; Guthrie , 2012). Thus, the plan addresses literacy (a) throughout the day, using literacy strategies in all content areas; (b) inside the language arts classroom, using specified instructional practices; and (c) beyond the school day via literacy engagement and community partnership projects.

In Year 3 of the Literacy Plan, district staff will focus on reading and writing with purpose, while maintaining the practices developed with Structured Independent Reading (StIR) and Active Reading and Connected Writing. Staff from the Office of Teaching and Learning will provide ongoing and targeted professional learning for cohorts of teachers to strengthen their instructional practices. The professional learning will focus on scientifically based reading and writing pedagogy and support for striving readers and writers. To meet individual and school needs, school staff also may choose from a menu of additional support services. In 2018–2019, the program evaluation will focus on the outcomes for 1st-grade teachers who participated in the CORE Reading Academy, and 9th-grade teachers who participated in the Writers' Workshop training.

PURPOSE OF EVALUATION

DRE will provide evaluation support for the Office of Teaching and Learning staff to ensure all AISD students have access to a quality education that enables them to achieve their potential and graduate ready for college, career, and life in a globally competitive economy (*AISD Strategic Plan*, *2015–2020*).

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To describe program implementation, participation, and outcomes to assist program staff to make ongoing implementation and improvement decisions

EVALUATION QUESTIONS

Program evaluation support will focus on the following questions:

1. What were the expected resources, objectives, activities, outputs, outcomes, and impacts of the district's Literacy Plan?
2. What were the outcomes for 1st- and 9th-grade teachers who participated in key professional development sessions (e.g., CORE reading and Writers' Workshops)?
3. Were the academic outcomes for the students of 1st- and 9th-grade teachers who participated in key professional development sessions like those of a matched comparison group of students whose teachers did not participate?

Fiscal Considerations

Evaluation services provided by DRE staff are locally funded. A senior research associate in the DRE will allocate a 0.20 FTE for the work planned in the 2018–2019 school year. As appropriate, return on investment (ROI) may be calculated using program cost per student in relation to academic outcomes.

Scope and Method

Data Collection

DRE staff will collect qualitative and quantitative data pertaining to support the district's progress toward its goals. District information systems will provide teachers' professional development activity participation data. District information systems also will provide students' demographic, school enrollment, and language arts assessment data (e.g., ISIP Benchmark scores, STAAR scores). Teacher surveys will be developed and administered to determine whether the professional development activities were helpful to participants and to identify instructional practices they implemented or improved as a result.

Data Analysis

To determine outcomes for teachers participating in professional development activities to implement AISD's Literacy Plan, DRE staff will use a mixed-methods approach. A matched student comparison group will be selected for use in analyses to determine whether teachers' professional development activities may have influenced students' academic outcomes. Staff will analyze quantitative data (e.g., test scores and survey results) using descriptive statistics (e.g., numbers and percentages). Staff will use inferential statistics (e.g., tests of statistical significance) to make judgments of the probability that an observed difference between groups happened because of the program rather than by chance. Staff will analyze qualitative data using content analysis techniques to identify important details, themes, and patterns within survey responses. Staff will triangulate, or cross-examine, results from all analyses to determine the consistency of results and provide a more detailed and balanced picture of the programs.

Additional Program Support

Throughout the school year, DRE staff may respond to additional data and information needs of the Office of Teaching and Learning. Ad hoc requests typically require data collection, analysis, and reporting within a relatively short time period to provide current information for decision-making purposes.

These requests will be reviewed and subject to approval by the DRE director, based on the scope of the requested work and projects that are in progress at the time of the request.

Time Line

- Ongoing: DRE staff will participate in ongoing, regularly scheduled program meetings with the program staff for evaluation collaboration and provision of continuous feedback.
- August–September 2018: DRE staff will collaborate with the Office of Teaching and Learning staff to develop a logic model that will describe expected resources, objectives, activities, outputs, outcomes, and impacts of the district's Literacy Plan.
- September–October 2018: DRE staff will collaborate with the Office of Teaching and Learning staff to develop program surveys for teachers and establish a time line for administration and reporting.
- November 2018: DRE staff will select matched comparison groups for the analysis of program outcomes.
- February 2019: DRE staff will summarize student assessment outcomes for the fall semester.
- March–May 2019: DRE staff will administer the teacher survey, summarize survey results, and provide those results to program staff for planning and decision-making purposes.
- June 2019: DRE staff will analyze teachers' professional development activity outcomes and students' academic outcomes and provide a draft for the program manager to review.
- July 2019: DRE staff will create and publish a report brief describing the overall program outcomes.

Special Projects

No special projects are scheduled at this time.

District-Wide Surveys of Students, Families, and Staff, 2018–2019

Evaluation Supervisors: Cinda Christian, Ph.D.; Martha Doolittle, Ph.D.; Karen Looby, Ph.D.
Evaluation Staff: Lindsay Lamb, Ph.D.; Cason Fayles, M.A.; Claude Bonazzo, Ph.D.; Paige Hartman, Ph.D.; Jenny Leung, M.A.; Shaun Hutchins, Ph.D.

Program Description

DRE develops, administers, and reports about district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD Family Survey, TELL AISD Survey, AISD High School Exit Survey, AISD Student Substance Use and Safety Survey (done on alternating years), and AISD Central Office Work Environment Survey (done on alternating years). These surveys are used to inform district staff regarding perceptions of the school environment and customer service on each campus, and to examine the work environment of central office departments. 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. Some family and student survey items are used to support other grant program evaluations and help provide school-level data for campus improvement plans. Examples include data to monitor AISD's key action Step 2.1 (i.e., "use multiple and appropriate methods of communication and engagement to reach all stakeholders and every part of the community to gain meaningful input, participation, partnerships, and shared responsibilities for student success") and Goal 3 (additional measures, such as measures of students' self-confidence and attitudes toward school, work, and success).

Purpose of Evaluation

Evaluation Questions

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

1. Did school climate change over time?
2. Did students' ratings of school climate differ based on student characteristics (i.e., gender, race, ethnicity, EL status, 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 seniors rate and describe their high school experiences, and to what extent were their responses related to postsecondary enrollment and persistence?
5. To what extent did parents and guardians perceive that staff at their child's school showed them courtesy and respect? To what extent did school staff provide school-related information to parents and guardians?

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', staffs', and 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 (i.e., HB 5)
- 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 ongoing evaluation of social and emotional learning (SEL)
- 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

Fiscal Considerations

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

Scope and Method

Data Collection

The TELL AISD Survey will be administered in January via an online survey. Paper surveys will be available for some classified staff (e.g., custodial staff). Principal-appointed campus contact persons will coordinate the online survey and will administer the paper survey, as needed, to classified employees. Surveys remain completely confidential, with only campus name and major job classification as identifying information used for reporting. On alternating school years, central office staff will complete the online Central Office Work Environment Survey, which assesses the work environment of staff who are not employed on school campuses. This survey will be conducted next in 2019–2020.

The AISD Family Survey will be administered online in English, Spanish, and Vietnamese during the early spring. Some paper versions of the survey may be made available in other requested languages on an as needed basis. 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 electronically in February and March to all students in grades 3 through 11. School administrators will be encouraged to use the online version of the Student Climate Survey. Teachers will ensure the administration of the survey to their students.

The Student Substance use and Safety Survey is administered anonymously online in alternating school years, during March and April, to a representative sample of students in randomly selected middle school and high school classrooms. Results from the Student Substance Use and 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 2018–2019.

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.

Data Analyses

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

Time Line

- August–September 2018: DRE staff will request campus survey contacts be identified by principals.
- September–October 2018: DRE staff will begin revising all surveys and identify any items in need of alteration, and then will submit all suggested changes to key program managers and to the chief Human Capital officer for approval.
- October–November 2018: DRE staff will determine the AISD Family Survey project time line and will finalize and obtain translations of the survey from the district 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 AISD Survey and Student Climate Survey and will prepare paper forms if requested, and will modify the online surveys, as necessary.
- December 2018: DRE staff will prepare and distribute contact packets and paper TELL AISD Surveys to campus contacts for distribution in January, obtain Student Climate Survey and AISD Family Survey estimated participation counts, and order Student Climate Survey paper copies if needed.

- January 2019: DRE staff will email the online TELL AISD Survey to staff. DRE staff will program the online Student Climate Survey and distribute Student Climate Survey contact packets. Campus staff will receive notification about the AISD Family Survey, and emails will be sent to parents and guardians to provide a link to the online survey. If paper forms in translated languages are necessary, DRE staff will ensure Family Survey forms are delivered to schools for distribution and collaborate with AISD communications staff to ensure that announcements and a link to the online Family Survey are posted on the AISD website.
- February 2019: DRE staff will enter data for any paper TELL AISD Surveys and analyze TELL AISD data. In addition, DRE staff will deliver Student Climate Surveys to campuses for administration (if conducting the survey on paper). DRE staff will finalize High School Exit Survey items and inform high school staff about the process for survey administration. Staff also will begin preparing items for the ECS.
- March 2019: DRE staff will analyze data for the TELL AISD Survey, administer the Student Substance Use and Safety Survey, and complete administration of the Student Climate Survey at all campuses. The TELL AISD Survey reports will be available online as the responses are collected. Campuses will return any paper family surveys to DRE. DRE staff will determine staff sampling for the ECS.
- April 2019: DRE staff will complete administration of the Student Substance Use and Safety Survey and begin administering the High School Exit Survey. Results for the High School Exit Survey will be available online as students complete the survey. Weekly High School Exit Survey response statistics may be sent to principals and campus survey facilitators. DRE staff will prepare and scan the AISD Student Climate Surveys. Final collection of the Family Survey will be completed, and analysis of results will begin.
- May–June 2019: DRE staff will continue administering the High School Exit Survey and sending weekly High School Exit Survey response statistics to principals and campus survey facilitators. DRE staff will post online AISD Student Climate Survey reports. 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 district and campus improvement plans, the strategic plan, and the district score card will be submitted to staff in the AISD Department of Campus and District Accountability.
- June–August 2019: DRE staff will post online Student Substance Use and Safety Survey results. Additional analyses and reports documenting differences in students' climate survey ratings based on their demographics will be produced.

Required Reporting

DRE will provide campus and district reports for each of the surveys. Survey data will be provided for the following required monitoring reports or data submissions: *Strategic Plan Scorecard*, *Annual Report*

to the Public, and the superintendent's evaluation. All district and campus survey reports will be posted on AISD's external website. Survey data also will be used for the evaluation of multiple district- and campus-level programs.

SPECIAL PROJECTS

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

ELECTRONIC CHILD STUDY TEAM (ECST) DATA CONNECTION PROJECT, 2018–2019

Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Jay Brown, Ph.D.

PROGRAM DESCRIPTION

The eCST Data Connection Project consists of a cross-functional team of AISD personnel from the Office of Innovation and Development, the Department of Information Management Support Services, and DRE, in conjunction with representatives from partner organization Michael and Susan Dell Foundation (MSDF). This team came together with the purpose of aligning and integrating existing AISD systems and processes of data collection and sharing to allow a single, web-based access point for both district staff and community service providers to view service and outcome information of students. This alignment both provides a single source for information through the district's tool (i.e., the eCST), and reduces the current duplication of processes for service providers and the district. The Data Connection Project emphasizes efficiencies between current protocols across entities. In 2015–2016, piloting of processes began with the Andy Roddick Foundation's coordination of services at Pecan Springs Elementary and four pilot service providers: Communities in Schools, Breakthrough Austin, Foundation Communities' afterschool program, and SafePlace's Expect Respect program. During 2016–2017, more than 30 service providers were included in the rollout. Participation in the Data Connection Project is now required for all partners. DRE is funded for 0.25 FTE through a grant from MSDF and provides a match for this donation with an additional 0.25 FTE support for the project.

TIME LINE

- Ongoing: DRE staff will provide ongoing support to design and implement processes associated with the Data Connection Project. For example, they provide consultation regarding finalization of legal agreements between parties (e.g., Memorandums of Understanding, Data Sharing Agreements, and consent documents) and regarding data elements and system functionality.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

EDUCATION INNOVATION AND RESEARCH (EIR) PROGRAM, 2018–2019

Program Staff: Angela Ward, M.Ed., Sarah Johnson, M.Ed.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Cason Fayles, M.A.

PROJECT DESCRIPTION

The primary goal of the 5-year project is to improve school climate in high-need schools by employing culturally responsive restorative practices (CRRP) within a SEL framework. To reach this overarching goal, AISD will guide and support teachers, leaders, and staff at 10 schools (four high-need middle schools and six elementary schools) as they adopt CRRP in their classrooms, create a sustainable school-wide CRRP culture and high likelihood of program continuation in participating schools and throughout the district, and ensure replicability for and applicability to elementary and middle schools in various communities. We will assess our progress toward these larger goals through short- and long-term objectives of student- and campus-level academic and behavioral outcomes as well as changes in teachers' practices.

The project will leverage existing annual AISD student, staff and family surveys that measure perceptions of campus culture and acquisition of competencies related to CRRP. All surveys have high reliability estimates, and the student survey is appropriate for students in elementary and middle schools. The project will assess teachers' changes in practice (e.g., decreased use of exclusionary disciplinary practices) and use existing classroom observation tools, with a focus on classroom climate and on the procedural components of the observational protocols.

PURPOSE OF EVALUATION

The primary purpose of the EIR evaluation is to support AISD program staff with formative information and decision making and to monitor the effectiveness of the EIR Program. To that end, staff from DRE will work with EIR Program staff to support, plan, and implement the EIR Program. In addition, DRE staff will collect survey data, collect and evaluate data to assess progress toward interim and longer-term goals, make mid-course corrections, and interpret the efficacy of the intervention. DRE staff will also support the larger external evaluation of the EIR grant, conducted by the American Institutes for Research (AIR).

EVALUATION QUESTIONS

In the 2018–2019 school year, the EIR Program evaluation will focus on the following major questions:

1. What were the demographic characteristics of student and staff program participants prior to the beginning of program implementation?

2. How did student, staff, and climate survey results for EIR schools compare with results from other similar AISD schools not participating in EIR?
3. How did results from students' school-related and academic measures (e.g., attendance, discipline, STAAR) from EIR schools compare with those of students from other similar AISD schools not participating in EIR?

Evaluation Objectives

The proposed evaluation will examine the impact of the EIR grant efforts at the district and campus levels, and the priorities identified as part of the EIR grant. Toward this end, the evaluation objectives include the following:

- To facilitate conversations between AISD staff and AIR about the development and implementation of the grant
- To provide AISD staff with ongoing formative feedback
- To attend principal and staff meetings and principals' training sessions
- To conduct focus groups and interviews, as needed, to provide program staff with ongoing feedback regarding program implementation
- To provide program staff with timely data that are responsive to their needs

Fiscal Considerations

As appropriate, in the evaluation process, total program cost, and funding sources will be identified, and implications may be examined. Evaluation services for EIR are grant funded by the United States Department of Education. One half of a full-time equivalent (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, campus-level EIR implementation ratings, and data from the restorative practice facilitators' activity log. Additionally, AISD student attendance, academic performance on the STAAR, discipline, and elementary school personal development skills report card data will be gathered using extant data sources. DRE staff will work with AIR to develop a fidelity of implementation rubric and will attend meetings with AIR and external collaborators, as needed.

Data Analyses

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

qualitative data using MaxQDA software will be used to evaluate open-ended survey responses. Analyses will control for level of program implementation, as appropriate.

Time Line

- July–August 2018: The EIR evaluation plan will be reviewed and approved by AISD and AIR staff. DRE staff will work with AIR to develop a fidelity of implementation rubric and will attend meetings with AIR and external collaborators, as needed. DRE staff will work with CRRP staff on the development of a logic model for the 2018–2019 school year. Student, staff, and family survey questions will be developed.
- September–October 2018: DRE staff will finalize the student, staff, and family survey questions and will attend training sessions and meetings with CRRP associates and principals.
- January–February 2019: DRE staff will administer the student, staff, and family surveys district wide.
- March–April 2019: DRE staff will complete administration of the student, staff, and family surveys and will clean the data prior to analyses.
- May–June 2019: DRE staff will obtain annual student data (attendance, STAAR, discipline, and elementary school personal development skills report card), family survey data, and staff climate survey data.
- July–August 2019: DRE staff will complete summary reports on student, family, and staff data and shared these with program staff and AIR researchers.

Required Reporting

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

Special Projects

The DRE evaluators 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 will travel to Washington, DC, to participate in formal gatherings related to the EIR grant.

EVERY STUDENT SUCCEEDS ACT (ESSA), 2018–2019

Grant Manager: Mary Thomas, Ed.D.

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

PROGRAM DESCRIPTION

ESSA is the nation's federal education funding for education programs supporting schools that was signed into law 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 allocations in the current school year and that AISD will be providing 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 ELs and Immigrant Students
- Title IV, Part A, 21st Century Schools

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 TEA
- To provide information to district decision makers in 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 student, staff, parent, and financial records.

TIME LINE

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

- April–June 2019: DRE staff will survey private nonprofit schools and facilities for delinquent youth to collect information on their participation in ESSA Title grants. Results will be summarized to prepare for state reporting. Staff will obtain final compliance report drafts from TEA.
- June–August 2019: 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, such as surveys and data from district data bases for each of the Title grants. DRE staff will assist with the completion of TEA-required compliance reports.

SPECIAL PROJECTS

No special projects are currently planned.

GEAR UP AUSTIN, 2018–2019

Program Director: Elizabeth Severance

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Crystal Wang, Ph.D.; Aline Orr, Ph.D.

PROGRAM DESCRIPTION

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) 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 their feeder high schools in the district. In 2018–2019, the program's 2nd year of federal funding, the program will provide intensive support services relevant to college preparation for the GEAR UP cohort in 7th grade. GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development activities, and family engagement.

GEAR UP Austin seeks to ensure all students graduate from high school and are prepared for and succeed in postsecondary education by providing:

- Personalized, rigorous academic preparation that will reduce the need for remediation at the postsecondary level
- Personalized college and career advising to improve awareness of postsecondary opportunities and increase rates of enrollment
- Ongoing professional development activities that support students' learning
- Engagement of family and community members as partners in high students' achievement

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 QUESTIONS

The program evaluation will focus on the following major questions:

1. For each program component, what program services were developed and implemented throughout the course of the GEAR UP Austin project?
2. For each program component, what were the outcomes and impacts for GEAR UP participants?

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

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, 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 the GEAR UP Austin staff. The GEAR UP Austin parent survey will gauge parents' knowledge of the program and their experiences in the program for their child/children. 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) 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 effectiveness.

TIME LINE

- The ongoing evaluation activities required of DRE staff include participating in ongoing, regularly scheduled meetings with the program staff for the purposes of evaluation collaboration and provision of continuous feedback, documenting evidence of program activities that reflect the value of academic achievement and college in communications (e.g., blogs, newsletters, meetings), and monitoring and summarizing program services (e.g., tutoring, mentoring, counseling, and family engagement) and related outcomes monthly for program implementation purposes.
- August 2018: DRE staff will work with the 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 the summer enrichment program. DRE staff will document and summarize evidence of GEAR UP Austin teachers' participation in professional development activities in August.
- September 2018: DRE staff will summarize the fall GEAR UP Teacher Professional Development Activities Survey results. DRE staff will design questions for focus groups with GEAR UP Austin cohort students.
- October 2018: DRE staff will conduct focus groups with GEAR UP Austin cohort students to identify students' needs for GEAR UP Austin implementation.
- November 2018: DRE staff will analyze focus group data, draft the report brief, and present it to the program staff.
- December 2018: DRE staff will set up queries prepared for the *Annual Performance Report,* due to the Department of Education April 15, 2019.
- January 2019: DRE staff will work with the program staff to revise the GEAR UP Austin student and family surveys. DRE staff will administer the GEAR UP Austin Family Survey. DRE staff will provide the list of GEAR UP Austin cohort students and the GEAR UP Austin Student Survey link to the GEAR UP facilitators, who will administer the GEAR UP Austin Student Survey at each participating campus. DRE staff will perform work for the ongoing development of the *Annual Performance Report.*
- February 2019: DRE staff will analyze results from the GEAR UP Austin family and student surveys, draft the report brief, and present it to the program staff. DRE staff will perform work for the ongoing development of the *Annual Performance Report.*

- March 2019: DRE staff will work with the program staff to revise GEAR-UP-related questions incorporated into the AISD coordinated survey, as necessary. DRE staff will complete the *Annual Performance Report*.
- April 2019: DRE staff will design 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 from the GEAR UP Austin implementation.
- May 2019: DRE staff will analyze focus group data, draft the report brief, and present it to the program staff.
- June 2019: DRE staff will prepare analyses of program implementation records and student outcomes that will be included in the final annual program evaluation report.
- July 2018: DRE staff will write the final annual program evaluation report. DRE staff will present the final annual program evaluation report to the program staff for review and publish the report online.

Required Reporting

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

HUMAN CAPITAL SERVICES, 2018–2019

Evaluation Director: Fernando Medina, Ed.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun D. Hutchins, Ph.D.; Paige Hartman DeBaylo, Ph.D.; Jenny Leung, M.A.

PROGRAM DESCRIPTIONS

The 2018–2019 evaluation of AISD's Human Capital Services will focus on projects within three departments and the AISD Customer Service Team operating under the Office of Human Capital. An overarching goal of Human Capital Services is to recruit, support, develop, and retain highly qualified staff in AISD.

The first of the Human Capital Services departments included in the 2018–2019 evaluation is the Department of Educator Effectiveness. The Department of Educator Effectiveness provides professional development activities and support for teacher appraisal through the implementation of AISD's Professional Pathways for Teachers (PPfT). The goal of the Department of Educator Effectiveness is to have a positive impact on and support the recruitment, development, and retention of effective teachers throughout AISD.

The second department, the Department of Leadership Development, provides development and support for AISD's scalable pipeline of outstanding urban school leaders. The goal of the Department of Leadership Development is to identify, support, and retain equity-focused and highly effective educational leaders for campuses.

The third department, the Department of Professional Learning, provides continuous and innovative support and professional learning opportunities that speak to different stages of employees' careers. The goal the Department of Professional Learning is to empower educators and build their capacity to design, facilitate, and support highly engaged learning in a psychologically, physically, and emotionally safe environment where students collaborate, communicate, create, connect, cultivate cultural proficiency, and think critically.

The AISD Customer Service Team is organized around five principles: customer focused, action oriented, responsive, empathetic, and service driven. The five principles are represented by the acronym CARES. CARES is used as the name and brand of the AISD customer service program. The goal of CARES is to embrace a culture of positive relationships through the creation of exceptional customer experiences for students, families, community members, and others.

PURPOSE OF THE EVALUATION

DRE will provide evaluation support for multiple Human Capital departments and programs in the 2018–2019 school year. Initially, the evaluation will conceptualize how programs and initiatives within

Human Capital Services connect and align. Subsequently, DRE staff will work to determine program outcomes. The overall evaluation will capture information related to customer service, teacher appraisal, professional learning, leadership development, teacher recruiting and induction, and staff retention.

Evaluation Objectives

The evaluation objectives across Human Capital programs broadly include but are not limited to the following:

- To develop a meta-logic model to conceptualize and align all supported programs within Human Capital Services
- To standardize reporting time lines, formats, rubrics, and other metrics to better align work and deliverables
- To identify possible common threads throughout Human Capital Services initiatives, such as retention, professional learning, and early-career teacher work
- To provide information about the effectiveness of these areas within Human Capital and in alignment with the strategic plan to district decision makers to help them make decisions about program implementation and improvement

Evaluation Questions

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

1. Did the Human Capital programs implement structures and employ strategies to meet articulated performance goals?
2. Did the Human Capital programs meet expected outcomes or goals?
3. How well did the Human Capital program outcomes align with the district's vision and goals?

Fiscal Considerations

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

Scope and Methods

Data Collection

DRE staff will collect qualitative and quantitative data pertaining to clearly defined measures to assess the department's progress toward its goals. District information systems will provide employee demographic and job-related information, student enrollment and academic achievement data, staff professional development participation data, and customer service data. Multiple surveys regarding staff's,

students', and parents' experiences with AISD and their campus environments will be administered during the school year. These surveys will include but may not be limited to:

- TELL AISD Survey
- Human Resources Exit Survey
- AISD Student Climate Survey
- AISD Family Survey
- Family Leaver Survey
- Various program-specific surveys

Data Analyses

To describe program outcomes for multiple Human Capital programs, DRE staff will use a multiple-methods approach. DRE staff will analyze quantitative data (e.g., teacher retention rates and survey results) using descriptive statistics (e.g., numbers and percentages). Additional analyses (e.g., regression, correlation) may be employed to discern predictive and relational qualities between variables of interest. Staff will analyze qualitative data using content analysis techniques to identify important details, themes, and patterns within open-ended survey responses. Staff will triangulate, or cross-examine, results from all analyses to determine the consistency of results and provide a more detailed and balanced picture of the programs.

Time Line

Specific time lines for each of the four initiatives are presented in the respective program evaluation plans. Ongoing Human Capital Services evaluation support will include:

- DRE staff will meet with Human Capital staff, as needed, to discuss evaluation needs and to facilitate evaluation activities. Human Capital will schedule appropriate staff to attend meetings to ensure that their input is received.
- DRE staff will begin drafting a working meta-logic model to align and connect Human Capital initiatives.

Required Reporting

DRE staff will deliver the Human Capital meta-logic model to Human Capital staff. DRE staff will create theory of change models and program logic models for multiple Human Capital programs. DRE staff will create and employ dashboards for the CARES program and the Human Resources Exit Survey. DRE staff will communicate program evaluation outcomes in a series of report briefs. Refer to the evaluation plans describing the CARES, PPfT, Leadership Pipeline, and early-career teachers work for details.

Program Support

DRE staff will meet, as needed, with Human Capital program coordinators to develop evaluation plans and facilitate data collection activities for the evaluations. DRE staff will work with Human Capital staff to develop reporting time lines that will provide relevant formative and summative data and information to stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

KELLOGG FOUNDATION: AUSTIN FAMILIES AS PARTNERS (FAP), 2018–2019

Lead Parent Support Coordinator: Maria Martell

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Chelsea Cornelius, Ph.D.; Aline Orr, Ph.D.

PROGRAM DESCRIPTION

Over a 3-year grant period, funded by the W. K. Kellogg Foundation, AISD is building upon lessons learned during a planning initiative to expand parent engagement and community involvement. The primary objective of the FAP Program is to build and enhance family and school leadership capacity to effectively partner in supporting students' success. In 2018–2019, the 3rd and final year of the grant period, the FAP program will operate in 14 elementary schools.

Grounded in the guiding principle of building trusting partnerships, school groups called *think tanks*—comprising parents, teachers, parent support specialists, and the school principal—will be responsible for developing and updating a strategic action plan that addresses the hopes, dreams, and needs of the school. Think tank members will identify the personnel and resources required to successfully implement proposed school-based interventions and then vote to approve the spending of grant funds that have been allocated to the school.

The parent champion model that was established in 2017–2018 will continue in the final year of the program. A local nonprofit organization, Con Mi Madre, will cultivate parent leaders and train them in specialized roles. For example, parent leaders will be trained by a literacy specialist to assist teachers with small-group reading instruction to students, and these trained parent literacy champions will, in turn, train other parents to become volunteer classroom assistants. This train-the-trainer model helps ensure that parent engagement is authentic and sustainable. Parent champions receive a stipend for their work at the end of each semester.

In addition to the trainings facilitated by parent champions, FAP Program staff will offer ongoing workshops and professional development sessions aimed at equipping parents and staff with the knowledge and skills needed to be effective leaders in their schools, communities, and homes. Examples of training topics may include cardiopulmonary resuscitation (CPR) certification, Conscious Discipline, conversation circles, ePromotora, Estrellita, individual relational meetings, Love and Logic, paraprofessional skills, SEL, True Colors, and work-life balance.

PURPOSE OF EVALUATION

The purpose of the evaluation is to support program staff with data-driven decision making and grant compliance. Evaluation activities by DRE staff include collaborating with the program coordinator on the development and refinement of the program's logic model; reviewing the program evaluation plan to

ensure grant requirements are fulfilled; providing updates at grant management meetings and participating in various grant-sponsored events; providing guidance to program staff on developing and using evaluation tools; analyzing district-, campus-, and project-based sources of data for formative and summative evaluations; consulting with individuals outside AISD who work in partnership with the FAP Program; and writing reports (ad hoc, interim, and annual), as needed, throughout the grant cycle.

Evaluation Questions

Evaluation activities will focus on the following questions:

1. How did the program continue to strengthen family engagement at the schools that participated in 2017–2018 (i.e., cohort 1 and cohort 2 schools)? Did the family engagement process begin at additional schools in 2018–2019 (i.e., cohort 3 schools)?
2. What characterized successful parent engagement at a FAP school?
    a. What were parents' and staff's perceptions of family-school engagement? Did these perceptions change after participation in the FAP Program?
    b. Who comprised the think tank? How often were meetings held, and in what format? What intervention strategies did the think tank pursue, and what was the voting protocol? Did the school successfully use all its intervention funds?
    c. Which parent champion roles were fulfilled at the school? How were these parents involved in training other parents?
    d. What were some of the workshops or other initiatives at the school that fostered parent engagement?
3. What was the experience of parents who completed the parent champion program?
    a. How did these parents' knowledge and skills change over time? Did parents' participation in the program increase their perceived self-efficacy?
    b. What type of and how many trainings did parent champions lead? How did other parents perceive these parent-led trainings? What did the children of the parent champions think about their parents' new roles at their school?
4. What were the outcomes of the parent volunteer literacy program? How many parents were trained to provide small-group intervention to students? How did teachers perceive this program? What was the impact of the program on student achievement?
5. Across all FAP schools, what type of and how many program-related parent and staff engagement events occurred? Did the participating schools meet their target goals for events (including parent-led events, think tank meetings, all-staff meetings, principals' meetings, and school-wide events for all parents)?
6. How did participating schools' parent and staff survey results change over time on questions about perceived family-school engagement? Did all FAP schools reach their target goals for these measures?

7. What were the long-term academic achievement and socio-emotional benefits for students at participating schools? Did all FAP schools meet their target goals for these student outcomes?

Evaluation Objectives

The evaluation objectives include the following:

- To inform grantors, grant and project management staff, district decision makers, participating school staff, and parents about program activities and outcomes

Fiscal Considerations

Evaluation of the FAP Program is grant funded by the W. K. Kellogg Foundation. Grant management staff will summarize grant funds used for each year and category of expenditure, and this information will be used in reporting to the grantor. 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

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

- District-wide surveys (e.g., AISD Family Survey, TELL Staff Climate Survey)
- Project-based surveys (e.g., School Engagement Survey, exit surveys for program events) and focus groups
- District information systems (e.g., student assessment data, teachers' report card ratings of students' personal development skills, student attendance records)
- Project activity records, including data from parent support staff, project management staff, partner organizations, and parents

Data Analyses

Summary statistics of key program indicators will be prepared, as required, for reporting to the grantor. Formative evaluations of qualitative and quantitative data from program events (e.g., think tank meetings, exit surveys from trainings, focus groups) will be shared with program staff and district decision makers to ensure alignment between the program's activities and its goals. Summative analyses will be performed on data from parent engagement activities, parent and teacher surveys, and assessments of students' academic achievement and personal development skills. When appropriate, data will be examined for change over time.

Time Line

- June–July 2018: DRE staff will refine the program logic model to ensure activities, outputs, outcomes, and intended impact are aligned. DRE staff will work with the program coordinator to revise and update the program evaluation plan to ensure that appropriate measures and reporting cycles match grant objectives. DRE staff will analyze 2017–2018 responses from the AISD Family Survey, the TELL Staff Climate Survey, and the School Engagement Survey; results will be shared with program staff to help guide targeted engagement strategies at participating schools. DRE staff will meet biweekly with program staff to ensure smooth transition into the new school year.
- August–September 2018: DRE staff will create a needs assessment for participating schools and summarize data from the assessment after it is administered. DRE staff will revise and administer the School Engagement Survey and provide periodic participation rates to program staff, as needed, throughout the survey administration period. DRE staff will participate in orientations at schools new to the program, support data-entry training sessions for new program staff, and attend initial stakeholders' meetings. DRE staff will meet with staff from partner agencies (e.g., Con Mi Madre, Advancing America, Austin Community College) to establish documentation and data collection protocols for the parent champion program. A survey will be administered to the parent champions from each participating school.
- October–November 2018: DRE staff will analyze data from the School Engagement Survey and the beginning-of-year Parent Champions Survey; provide summary reports to program coordinators; and present data summaries to principals, parent support staff, and other stakeholders. DRE staff will meet with AISD reading specialists to discuss evaluation of the parent volunteer literacy program. DRE staff will analyze beginning-of-year literacy data for students receiving small-group intervention in the parent volunteer literacy program. DRE staff may support program staff with a fall parent camp, including the development, administration, and analysis of an exit survey. DRE staff will work with program staff to identify which schools to include in a case study of successful parent engagement.
- December 2018–January 2019: DRE staff will conduct focus groups with parents, staff, and children at school(s) selected for case study. DRE staff will prepare and distribute the AISD Family Survey and TELL Staff Climate Survey. DRE staff will attend stakeholders' meetings and other program-related events (e.g., think tank meetings, staff and parent trainings), as needed. DRE staff will analyze middle-of-year literacy data for students receiving small-group reading interventions led by parent volunteers.
- February–March 2019: DRE staff may continue to conduct focus groups with parents, staff, and children at school(s) selected for case study. DRE staff will assist program and grant management staff with the preparation of the annual report due to the grantor in April 2019. This report will summarize project activities and outcomes, environmental challenges and opportunities, and sustainability and scalability of the program. DRE staff may assist program

and grant management staff with subsequent grant applications for continuation of the FAP Program.

- April–May 2019: DRE staff will conduct a focus group and/or interviews with parent champions and administer to them the post-survey of self-efficacy. DRE staff may support program staff with a spring parent camp, including the development, administration, and analysis of an exit survey. DRE will prepare and administer the School Engagement Survey.
- June–July 2019: DRE staff will begin summarizing qualitative data (e.g., focus groups, interviews, newsletters) and quantitative data (e.g., family and staff survey responses, student test scores and report card ratings) for reports to be published in August 2018.
- August 2019: DRE will publish reports that address the aforementioned research questions.

Required Reporting

DRE staff will help the program and grant management staff complete the annual narrative report due to the grantor, W. K. Kellogg Foundation.

Special Projects

No special projects are planned at this time.

MULTILINGUAL EDUCATION PROGRAMS, 2018–2019

Program Manager: David Kauffman, Ed.D.
Evaluation Supervisor: Martha Doolittle, Ph.D.
Evaluation Staff: Mishan Jensen, Ph.D.

OVERVIEW

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

PROGRAM DESCRIPTION

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

- Transitional Late Exit BE is a program of instruction in the native language (e.g., Spanish, Vietnamese) and English, offered in pre-K through 6th grade (at elementary schools with 6th grade, otherwise up to 5th grade). 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 the student enrolls in school.
- DL is a type of BE program with a highly prescribed method of core content instruction in English and a second language (e.g., Spanish, Mandarin, Vietnamese) that emphasizes both bilingualism and biculturalism, with at least 50% of the instruction in the students' primary language. In 2018–2019, DL will be implemented in pre-K through grade 5 at most elementary schools, in grades 6 through 8 at designated middle schools, and starting in grade 9 at two high schools. In AISD, one-way DL classrooms serve only native Spanish speakers, and two-way classrooms serve both native English speakers and native Spanish, Vietnamese, or Mandarin speakers. At secondary schools, DL students participate in one core class in Spanish

and one Spanish language other than English (LOTE) course per year. In future years, additional grade levels at the secondary level will be added to DL as the program expands. Students may be eligible to exit the program no earlier than 6 years or later than 7 years after the student enrolls in school. In the DL program, students who meet English language proficiency requirements may exit EL status but remain in the DL program.

- ESL is a program of specialized instruction in English only, provided to elementary school students whose parents declined BE but approved ESL instruction, to elementary school students for whom BE instruction in their native language is not available in the district, and to all secondary school ELs except those enrolled in DL. In the ESL program, students are immersed in an English learning environment. However, core content instruction is provided using second-language methodologies, including content-based and pull-out ESL sessions. In pre-K through grade 8, instruction in English should be commensurate with the student's levels of English proficiency and academic achievement.

ESSA (2015)[1] continues Title III, Part A, and Immigrant funds in the 2018–2019 school year. The grant provides funds to school districts through TEA to assist in the teaching of English to ELs at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. In addition, funds are set aside to support immigrant students new to U.S. schools. These supplemental funds may be used to (a) support specialized student instruction; (b) provide professional development opportunities to staff; (c) acquire instructional supplies and materials; (d) provide community and family coordination and outreach for ELs, immigrant students, and their families; and (e) support other relevant programmatic efforts. The estimated total Title III, Part A, and Immigrant planning amount for 2018–2019 is $2,580,748.

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

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

Purpose of Evaluation

The program evaluation will provide both formative and summative information to district decision makers to monitor programs and support the program improvement process. The program evaluation will include a summary of all AISD ELs and will evaluate outcomes of all BE/ESL programs.

[1] See http://www.ed.gov/essa?src=rn for more information on ESSA.

Because the district also uses Title III and local funds to provide professional development opportunities for staff, acquire instructional materials, and provide parent and community outreach, a summary of those efforts also will be examined.

Evaluation Questions

The program evaluation will focus on the following major questions during the 2018–2019 school year:

1. How many ELs and non-ELs were served by BE/ESL programs? How many EL students' parents declined BE/ESL program participation? How many EL students were exited from BE/ESL programs, as compared with the number who were eligible for exit (overall, by grade level, and by BE/ESL program)? Who were the AISD immigrant and refugee students enrolled in AISD? What were the languages spoken by ELs? How many special education ELs were identified and served by BE/ESL programs? How many ELs were classified as gifted students? How many were enrolled in CTE courses?
2. How did ever ELs (current and former ELs) and never ELs perform on state academic assessments (i.e., STAAR, EOC, TELPAS)? How did ELs in each of the BE/ESL programs perform on these same tests (disaggregating by program)? How did EL performance differ by certain student demographic characteristics, such as economic disadvantage, years in US schools (e.g., less than 3 years, 3 to 6 years, and 7 or more years), and home language? How did ever ELs perform on STAAR over multiple years? How did AISD ELs perform on state academic assessments, compared with ELs statewide? How did AISD ELs whose parents refused BE/ESL program service perform on these tests? How did exited (i.e., monitored, former EL) students perform on these tests? How does STAAR performance relate to TELPAS performance for ELs?
3. How did students in AISD's middle school and high school DL program perform on state assessments (i.e., Texas English Language Proficiency Assessment System [TELPAS], STAAR, and EOC)? How did they perform relative to ELs or former ELs who never participated in DL? How did DL middle and high school students perform in their Spanish LOTE class? How did they perform on AP exams? How many students obtained high school course credits? What were secondary DL students' perceptions about cultural, social, and linguistic experiences, as measured in the secondary DL student survey?
4. How did ELs perform on other academic measures, such as graduation rate and dropout rate?
5. How did teachers and principals perceive the implementation of the BE/ESL models? How did campus staff perceive the adequacy of support and resources they received to provide instruction to ELs?
6. How did students perform academically at 13 DL cluster elementary schools, as compared with students at other schools with DL programs? How did staff at these cluster schools

perceive support and curriculum resources available to them? What did results from the observation rubric show about how DL was being implemented at these schools?

7. How did 5th-grade non-EL English-speaking two-way DL students perform in Spanish proficiency, as measured by the Standards-based Measurement of Proficiency (STAMP) assessment?
8. How were Title III funds used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, and (d) provide community and family coordination and outreach for ELs and their families?
9. How well did the Multilingual Institute support BE/ESL teachers and administrators who participated in training sessions during August 2018? What were new BE/ESL teachers' professional development support needs during the school year?
10. What were teachers' perceptions and feedback about BE/ESL courses offered on the district's online training platform, BLEND?
11. What are elementary and secondary ESL teachers' training and resource needs? What instructional materials are they using that they perceive to be effective with ELs?
12. How did a cohort of secondary ESL teachers at selected schools, who received focused training and coaching on sheltered instruction throughout the school year, perceive the usefulness and effectiveness of what they learned and implemented?
13. How did staff perceive the EL elementary summer school program? How many ELs were eligible to attend the summer program, as compared with the number who attended? How was elementary ELs' academic achievement in 2018–2019 influenced by whether they attended 2018 summer school?
14. What feedback did world language teachers provide on the newly implemented district curriculum for languages other than English?

Evaluation Objectives

Evaluation objectives include the following:

- To provide information about program effectiveness to district leaders to help them make decisions about program implementation and improvement
- To assist program staff in meeting the documentation and evaluation requirements of the state as well as of TEA's ESSA Consolidated Compliance Report for Title III

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 BE/ESL programs is supported with

local funds from the AISD Multilingual Education Team (MET). 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

ELs' demographic, program participation, language acquisition, and achievement data will be accessed through the district's information systems. BE/ESL teachers' professional development activity data and feedback will be collected from the district's HCP system, from program staff, and from administered surveys. Campus DL program fidelity will be measured with the help of program staff, especially with the implementation of DL model options in 2018–2019. Program staff will use a web-based classroom observation tool to assess the level of DL implementation in DL cluster schools' classrooms. If time and resources allow, DRE and program staff will survey campus principals, asking about BE/ESL programs and resources for ELs and staff. Staff surveys also will contribute to the measurement of program implementation and fidelity. A staff survey will be used to examine staffs' impressions of the EL elementary summer school program. A staff survey will be given to world languages teachers every 6 weeks to get their feedback on the newly implemented district curriculum for languages other than English. DRE staff will gather and summarize program descriptions and financial expenditures from program staff for local and state reporting.

Data Analyses

Descriptive statistics will be used to summarize the characteristics of ELs and non-ELs in BE/ESL programs. Summary statistics will be used to document the annual academic achievement of AISD ELs and to document their progress in becoming proficient in English. In addition, descriptive statistics will be used to summarize the characteristics of immigrant and refugee students. Summary statistics of languages represented at AISD will be used to show trends regarding numbers of students served for each home language and to infer types of EL programs needed. Data concerning the participation of BE/ESL teachers, administrators, and other staff in professional development opportunities will be summarized. Results from the use of the DL classroom observation tool will be summarized and used with other data in DL implementation analyses. Results from staff surveys will be analyzed, and reports will be written.

Time Line

- July–August 2018: DRE staff will analyze ELs' participation and performance results for the 2017–2018 school year. DRE staff will work with program staff to complete and submit the TEA Title III compliance report for 2017–2018, due September 28. DRE staff will work with program staff to develop a survey for teachers who attended the Multilingual Institute in August 2018 as well as develop a follow-up survey to be administered in October.

- August–December 2018: DRE staff will summarize the 2017–2018 district-level demographic and academic performance data (including STAAR, EOC, and TELPAS) for ELs and former ELs and provide several summary reports to program staff. DRE staff will conduct a longitudinal academic performance analysis on ELs over several years using STAAR data. DRE staff will continue to work with program staff on the use of a DL classroom observation rubric at DL cluster schools. The follow-up Multilingual Institute survey will be administered in October to those staff who attended in August. During the fall semester, DRE staff will work with MET staff to develop a BLEND modules survey for teachers, a survey for teachers at the 13 DL cluster elementary schools, and surveys for elementary and secondary ESL teachers. In November, a cohort of secondary teachers of ELs at selected schools, who received focused training and coaching in sheltered instruction, will be surveyed about their experiences. All survey results will be shared with MET staff by December. Beginning-of-year academic data will be collected for elementary ELs who attended 2018 summer school as well as a similar comparison group of ELs who did not attend summer school, and a summary of results will be provided to MET staff. At the end of each 6 weeks, world language teachers will be surveyed about the newly implemented district curriculum.
- January–April 2019: DRE staff will work with program staff to develop survey questions for a sample of BE/ESL teachers regarding BE/ESL program implementation and guidelines. DRE staff will continue to monitor information collected by program staff on a DL class observation tool to assess the implementation of the AISD DL model at the DL cluster schools. DRE staff will work with program staff to develop an EL summer school staff survey. In January or February, the BLEND survey will be administered to teachers who took BLEND modules, the survey for teachers at DL cluster elementary schools, as well as the ESL elementary and secondary teacher surveys will be administered. In February, a survey will be administered to secondary DL students to find out about their cultural, social, and linguistic experiences in the secondary DL program. In March or April, a cohort of secondary teachers of ELs who received focused training and coaching on sheltered instruction will be surveyed again about their experiences. At the end of each 6 weeks, world language teachers will be surveyed about the newly implemented district curriculum.
- May–July 2019: In May, campus staff will have an opportunity to answer questions about BE/ESL programs as part of a survey. Evaluation planning will begin for the 2019–2020 school year. In addition, DRE staff will incorporate spring staff survey results into annual reports, analyze all academic achievement and language acquisition performance data for Els, gather and summarize data to be submitted as part of TEA's annual ESSA Consolidated Compliance Report for Title III due in either August or September, and work with program staff to prepare and administer an electronic EL elementary summer school staff survey at the end of June.

- August–October 2019: DRE staff will produce multiple research briefs, such as analyses of DL program implementation and summaries of all BE/ESL students served, EL parent denials, and recently exited (i.e., monitored) students and their academic performance results on assessments.

Required Reporting

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

Program Support

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

Special Projects

All ad hoc requests and special projects will be reviewed and subject to approval by the DRE director. The following may be of interest:

- Bring student voice into the evaluation through a student survey by asking students about their cultural, social, and linguistic experiences in the secondary DL student survey.
- How did ELs, compared with non-ELs, respond to the district's Student Climate Survey? How did elementary ELs' personal development skills ratings on report cards differ from those of non-ELs?
- How did ELs in kindergarten through grade 2 perform and progress on early reading assessments? How did ELs in pre-K perform on early reading assessments?
- What was the longitudinal STAAR performance in reading and math for 5th- and 8th-grade ELs subject to the state's student success initiative (SSI)?
- What were the postsecondary outcomes of ELs and former ELs?

POSTSECONDARY OUTCOMES, 2018–2019

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Aline Orr, Ph.D.; Claude Bonazzo, Ph.D.; Crystal Wang, Ph.D.

PROGRAM DESCRIPTION

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

PURPOSE OF EVALUATION

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

RESEARCH AND EVALUATION QUESTIONS

This program evaluation project will focus on the following questions:

1. How have postsecondary outcomes for AISD graduates changed from the prior school year and over the past 5 years?
2. Did AISD student participation in college readiness programs (e.g., ECHS, CTE, dual credit, Summer Melt) influence postsecondary enrollment and persistence or workforce participation outcomes?
3. What factors from the middle school level influenced postsecondary enrollment?

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect a variety of quantitative and qualitative data, summarize student outcomes annually, and report on trends across time. Student academic information collected from district data systems will include demographic data; high school enrollment and attendance data; discipline data; STAAR data; advanced course enrollment and earned credit data (e.g., AP and dual credit); certification data; and AP, SAT, ACT, and TSI assessment data. Program participation indicators (e.g., ECHS, Career Launch, Summer Melt); student internship and job shadowing data, and mentoring data will 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. The TWC will supply industry and wage records for AISD graduates, and 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, the AISD Student Climate Survey, and individual program surveys administered to participants.

Data Analyses

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

Time Line

- July–August 2018: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.
- September–December 2018: Using district data and postsecondary outcomes data from the NSC and TWC, DRE staff will conduct analyses and will publish related reports online.
- January 2019: DRE staff will submit the final file for district graduates in 2018 to the NSC to determine how many AISD graduates enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., DTC).
- May 2019: DRE staff will request all postsecondary enrollment data from the NSC for 2018–2019. Staff will obtain graduates' employment history from the TWC.
- July 2019: DRE staff will update the online district report to include postsecondary outcomes for the Class of 2018, including dual credit course completion, industry certifications, enrollment and persistence in higher education, and/or employment.

- August 2019: DRE staff will summarize college readiness outcomes of the Class of 2018 for the district Strategic Plan Scorecard.

Required Reporting

DRE staff will summarize postsecondary outcomes for the Class of 2018 on the district Strategic Scorecard. The superintendent, department staff, and program staff will examine postsecondary outcomes relative to expectations articulated within the district's strategic plan for their respective decision-making purposes.

Program Support

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

Special Projects

No special projects are planned at this time.

PROFESSIONAL LEARNING, 2018–2019

Program Director: Jan John

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun D. Hutchins, Ph.D.; Paige Hartman DeBaylo, Ph.D.; Jenny Leung, M.A.

PROGRAM DESCRIPTION

Professional learning is defined in AISD as "a comprehensive, sustained approach to improving all employees' effectiveness in supporting the realization of the district's Vision and Strategic Plan." The AISD Professional Learning (PL) Department offers numerous services to support AISD's employees' professional learning needs. These include new teacher professional learning supports; instructional coach professional learning supports; the National Board certification program; online and blended learning opportunities; supports for staff to design and facilitate high quality, engaging online, blended, and face-to-face learning; student teaching program; cross department support for PPfT's Leadership Pathways, problem-based learning (PBL), and the AAA Plan; and maintenance and development of the HCP that houses the district's Professional Learning Management System.

The PL Departments' new teacher professional learning supports include the Teacher Induction Program (TIP), a late hire online course to supplement TIP, targeted professional learning for novice middle school teachers, the district mentoring program for teachers in the 1st and 2nd year in the profession, and the New Teacher Trails Series (a series that provides ongoing professional learning for new teachers in areas of need). The professional learning team works collaboratively with the middle school office to identify middle schools with significant numbers of novice teachers to targeted professional learning and increase the success of these teachers. The novice teacher mentoring program matches every 1st- and 2nd-year teacher with a master teacher who provides support and guidance for early-career challenges and needs. The instructional coach professional learning support focuses on the best practices of coaching and creating a professional learning community where instructional coaches can share and learn together. Through the National Board certification program, the PL Department funds the fees for the certification components and the fees for the recertification process, provides cohort support for teachers working their way through the certification process with current National Board Certified Teachers (NBCTs), and pays a stipend each year the teacher is National Board certified.

The PL Department supports online and blended learning opportunities through HCP and BLEND. The supports for online and blended learning opportunities are inclusive of opportunities for campus staff through collaboration with the Office of Technology Integration and opportunities for central office staff through collaboration with program managers. The supports for staff to design and facilitate high-quality, engaged online, blended, and face-to-face learning include training program managers in developing training for their programs, facilitation of the delivery of training for program managers, and collaboration

with teams delivering training. Through the student teaching program, the PL Department works to strengthen the teacher pipeline and support recruiting to the district. The PL Department does outreach to help build connections with teacher preparation programs, offers placement for student teachers in AISD schools, enlists current effective AISD teachers to share their knowledge and expertise in the area of teaching and instruction as cooperating teachers, offers district orientation to incoming student teachers, and supports the integration of student teachers into HCP and BLEND so they can participate in district professional learning opportunities. The cross-department support for PPfT's Leadership Pathways (LP) includes content development and delivery support for the literacy pathway. The cross-department support for PBL is coordinated across divisions under the leadership of Sandra Creswell. The cross-department support for the AAA Plan is coordinated across divisions under the leadership of Teaching and Learning.

In line with the services of the PL Department and district definition of professional learning, the PL Department has set the following professional learning theory of action:

> If we empower educators and build their capacity to design, facilitate, and support highly engaged learning in a psychologically, physically, and emotionally safe environment where students collaborate, communicate, create, connect, cultivate cultural proficiency, and think critically, then our students will be inspired to be designers of the changing world.

Purpose of Evaluation Support

The goal of evaluation support is to understand the breadth of services offered by the PL Department and identify areas of need for data collection/analysis and evaluation in support of programmatic decision making.

Evaluation Objectives

Evaluation objectives include the following:

- To develop a logic model aligned with the PL theory of action for 2018–2019 inclusive of department activities/processes, activity outputs, and short-term, intermediate, and long-term outcomes
- To understand the data currently collected in support of programmatic decision making
- To understand what additional data collection could further augment programmatic decision making
- To identify any gaps between current and desired processes, outputs, and outcomes (needs assessment)
- To understand why any identified gaps may exist (needs analysis)
- To provide information to support decision making

Evaluation Questions

DRE staff will answer several key questions about the implementation and efficacy of initiatives in place to support and retain early-career teachers.

PROGRAM DESIGN: WHAT WAS THE DEPARTMENTAL CONCEPT OF PROFESSIONAL LEARNING AND ITS SERVICES?

1. What were the goals of the PL Department?
    a. What were the goals of each PL program or service?
    b. What were the overall departmental goals?
    c. How did the departmental goals align with and support the larger goals of Talent Acquisition and Development?
2. Did the existing PL theory of change\action accurately represent the department's current goals?
3. How did the activities of the PL Department map to the department's processes, outputs, and outcomes?

PL SERVICES IMPLEMENTATION: TO WHAT EXTENT WERE THE SERVICES OF THE PL DEPARTMENT OPERATING AS DESIGNED?

4. What were the most important processes to measure on each PL service?
5. What process data were currently collected on each PL service?
6. What was the state of operation for each PL service?
7. What was the desired state of operation for each PL service?

Why might gaps exist between current and desired states of operation?

8. What additional process data could augment measurement of PL services?

PL SERVICES OUTPUTS: TO WHAT EXTENT DID THE PL SERVICES PRODUCE THE DESIGNED OUTPUTS?

9. What were the most important outputs to measure on each PL service?
10. What output data were collected on each PL service?
11. What were the outputs for each PL service?
12. What were the desired outputs for each PL service?
13. Why might gaps exist between current and desired output?
14. What additional data could augment measurement of the output of PL services?

PL SERVICES OUTCOMES: TO WHAT EXTENT DID THE PL SERVICES PRODUCE THE DESIGNED OUTCOMES?

15. What were the most important short-term, intermediate, and long-term outcomes to measure for each PL service?
16. What short-term, intermediate, and long-term outcome data were collected on each PL service?
17. What were the short-term, intermediate, and long-term outcomes for each PL service?
18. What were the desired levels of short-term, intermediate, and long-term outcomes for each PL service?
19. Why might gaps exist between current and desired outcomes?

20. What additional data could augment measurement of programmatic outcomes?

Fiscal Considerations

Funding for the evaluation of the Human Capital Services' 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 work with PL staff to identify current measures and the associated data sources. District information systems will provide employee demographic, job-related, professional development participation, and other data needed to describe the PL services.

Data Analyses

Descriptive and comparative analyses will be performed for the needs assessment to examine current measures and compare with desired results. Qualitative data, and where necessary quantitative data, will be collected from program staff to support the needs analysis to determine why any identified gaps might exist.

Time Line

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

- June–September 2018: DRE staff will meet with program staff to establish program goals and ensure the alignment of evaluation activities. DRE staff will support program staff during the TIP sessions scheduled for August. DRE staff will review and assist in making changes to TIP surveys to better assess TIP perceptions.
- September 2018–January 2019: DRE staff will receive and analyze data from August 2018 TIP sessions to assess early-career teachers' and teacher trainers' perceptions of newcomer training and orientation. DRE staff will provide summative findings from the TIP survey. DRE staff will meet with program staff to understand and describe the PL services. DRE staff will further work with PL staff to develop a working logic model of the PL services, associated activities/processes, activity outputs, and short-term, intermediate, and long-term outcomes. As part of the logic modeling, DRE staff will work with program staff to identify process, output, and short-term, intermediate, and long-term outcome measures.
- January–April 2019: As part of the needs assessment, DRE staff will work with PL program staff to reflect on the measures identified as part of the logic modeling process and specify the desired level of program implementation, outputs, and outcomes. DRE staff will collect all existing measures from program staff and analyze the current level program implementation,

outputs, and outcomes. DRE staff will provide program staff with information about any gaps. As part of the needs analysis, DRE staff will work with PL staff to understand gaps and identify possible causes between current and desired program implementation and impact.

- April–June 2019: DRE staff will prepare brief summary of the needs assessment and needs analysis. Based on these findings, DRE staff will make recommendations for program evaluation activities in the 2019–2020 school year. DRE staff will meet with PL program staff to discuss the recommendations.

Required Reporting and Deliverables

DRE staff will summarize results of the TIP survey. The TIP program manager will receive comprehensive TIP survey results and a report brief summarizing overall results. A research brief on the needs assessment and needs analysis for the PL Department will be provided for program staff.

Program Support

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

Special Projects

No special projects are planned at this time.

PROFESSIONAL PATHWAYS FOR TEACHERS SUPPORT (PPFT), 2018–2019

Program Director: Dru McGovern-Robinett, Ph.D.; Trish Jarrott

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun D. Hutchins, Ph.D.; Paige Hartman DeBaylo, Ph.D.; Jenny Leung, M.A.

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.

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 activities 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 (PDUs), 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, which takes into account the percentage of economically disadvantaged students, percentage of students served in BE/ESL programs, and percentage of students served with special education programs. Campuses rated as improvement required (IR) who are not in the top 25% are also considered.

PURPOSE OF EVALUATION

The purpose of the evaluation is to document program changes over time and describe the progress of the program toward meeting key goals (goals to be determined as part of the 2018–2019 scope of work). Several indicators of success in these key areas will be examined to determine whether PPfT demonstrated evidence of accomplishing its primary objectives. DRE staff will answer several key questions

about the implementation and efficacy of PPfT elements. DRE staff will prepare an annual summary report to support decision making.

Evaluation Questions

The evaluation will focus on the following questions:

Program design: What was the concept of PPfT?

1. What were the goals of PPfT?
    a. Primary goals
    b. Secondary goals
2. What was the theory of change behind PPfT?
3. How did the activities of PPfT map to the program's processes, outputs, and outcomes?

PPfT Validity: What was the validity of PPfT?

4. What was the content validity of PPfT?
    a. How well did the components of PPfT align with what the district, teachers, school leadership, and community members' value in the teaching profession?
5. What was the concurrent validity of PPfT?
    a. To what extent did final ratings on PPfT differentiate teachers?
6. What was the interrater reliability for teachers' instructional practice ratings?
    a. Did interrater reliability vary for different types of teachers?
7. What was the internal consistency of PPfT?
    a. To what extent were ratings on the components of PPfT correlated?
8. What was the convergent validity of PPfT?
    a. At the campus level, to what extent were average final ratings on PPfT associated with an external measure of student growth and/or other student outcome(s) of value?
9. What was the discriminant validity of PPfT?
    a. At the campus level, to what extent were average final ratings on PPfT associated with school characteristics (i.e., percentage of ELs, percentage of economically disadvantaged, percentage by race/ethnicity)?

PPfT Implementation: To what extent did PPfT operate as designed?

10. How were PPfT data collected, scored, validated, and archived?
    a. By overall final scores and ratings
    b. By fall observations
    c. By spring observations
    d. By instructional practices ratings
    e. By professional growth and responsibilities ratings

f. By student learning objectives
g. By school-wide value-added scores
h. By PDUs participation
i. By LPs participation
j. By PPfT compensation participation
k. By PPfT compensation points earned (appraisal, years of service, PDUs, LPs, total, cumulative)
l. By employee (e.g., school year, appraisal plan, location)

11. How many teachers were appraised under PPfT Appraisal in 2018–2019?
    a. Overall
    b. By appraisal plan
    c. By school level
    d. By Title I and non-Title I schools
    e. By years of service (1, 2, 3, 4, 5, or more)
    f. By race/ethnicity group
    g. By PPfT Compensation versus non-compensation
11. How many teachers participated in PPfT Compensation (and at what rate relative to PPfT Appraisal only)?
    a. By appraisal plan
    b. By school level
    c. By Title I and non-Title I schools
    d. By years of service (1, 2, 3, 4, 5, or more)
    e. By race/ethnicity group
    f. By standard versus enhanced campuses
12. To what extent did teachers participate in PDUs?
    a. Frequency and rate of teachers who participated in PDUs
        i. Overall
        ii. By appraisal plan
        iii. By school level
        iv. By Title I and non-Title I schools
        v. By years of service (1, 2, 3, 4, 5, or more)
        vi. By race/ethnicity group
        vii. By standard versus enhanced campuses
    b. Frequency and rate of teachers who completed PDUs
        i. Overall
        ii. By appraisal plan
        iii. By school level

iv. By Title I and non-Title I schools
v. By years of service (1, 2, 3, 4, 5, or more)
vi. By race/ethnicity group
vii. By standard versus enhanced campuses

c. Frequency and rate of teachers who earned additional compensation points from PDUs
i. Overall
ii. By appraisal plan
iii. By school level
iv. By Title I and non-Title I schools
v. By years of service (1, 2, 3, 4, 5, or more)
vi. By race/ethnicity group
vii. By standard versus enhanced campuses

13. To what extent did teachers participate in LPs?

a. Frequency and rate of teachers who participated in LPs
i. Overall
ii. By appraisal plan
iii. By school level
iv. By Title I and non-Title I schools
v. By years of service (1, 2, 3, 4, 5, or more)
vi. By race/ethnicity group
vii. By standard versus enhanced campuses

b. Frequency and rate of teachers who completed LPs
i. Overall
ii. By appraisal plan
iii. By school level
iv. By Title I and non-Title I schools
v. By years of service (1, 2, 3, 4, 5, or more)
vi. By race/ethnicity group
vii. By standard versus enhanced campuses

c. Frequency and rate of teachers who earned additional compensation points from LPs
i. Overall
ii. By appraisal plan
iii. By school level
iv. By Title I and non-Title I schools
v. By years of service (1, 2, 3, 4, 5, or more)
vi. By race/ethnicity group

vii. By standard versus enhanced campuses

PPfT Outputs: To what extent did PPfT produce the designed outputs?

13. How were teachers' PPfT appraisal scores (overall and by component) distributed?
    a. Overall
    b. By appraisal plan
    c. By school level
    d. By Title I and non-Title I schools
    e. By years of service (1, 2, 3, 4, 5, or more)
    f. By race/ethnicity group
    g. By PPfT Compensation versus non-compensation
    h. By standard versus enhanced campuses
14. What was the distribution of PPfT Compensation points earned (current year and cumulative)?
    a. Overall
    b. By PPfT Appraisal plan
    c. By school level
    d. By Title I and non-Title I schools
    e. By years of service (1, 2, 3, 4, 5, or more)
    f. By race/ethnicity group
    g. By standard versus enhanced campuses
15. What was the distribution of PPfT Compensation base salary increases (current year and cumulative)?
    a. Overall
    b. By PPfT Appraisal plan
    c. By school level
    d. By Title I and non-Title I schools
    e. By years of service (1, 2, 3, 4, 5, or more)
    f. By race/ethnicity group
    g. By standard versus enhanced campuses

PPfT Outcomes: To what extent did PPfT achieve the designed outcomes?

16. What were employees' (teacher and administrator) perceptions of PPfT?
    a. Support and resources
    b. Appraisal
    c. Compensation
17. What was the impact of PPfT Compensation on student outcomes?
    a. Did student achievement (STAAR scale scores) differ for teachers' ratings in PPfT Appraisal and PPfT Compensation?

i. By grade and subject

b. Did student growth (STAAR progress measure) differ for teachers' ratings in PPfT Appraisal and PPfT Compensation?

i. By grade and subject

18. What was the association between PPfT Compensation base salary increases and student outcomes?
    a. STAAR scale scores
        i. By grade and subject
    b. STAAR progress measure
        i. By grade and subject
19. What was the impact of PPfT on teacher retention?
    a. By final PPfT Appraisal rating
    b. By PPfT Appraisal plan
    c. By school level
    d. By Title I and non-Title I schools
    e. By years of service (1, 2, 3, 4, 5, or more)
    f. By race/ethnicity group
    g. PPfT Compensation versus non-compensation
    h. By standard versus enhanced campuses
20. To what extent was progress being made toward the goals of PPfT Appraisal?

Evaluation Objectives

Evaluation objectives include the following:

- To revisit long- and short-term goals of PPfT and align the body of evaluative work with those goals
- To develop a theory of change and logic model
- To support development of a PPfT database for archiving PPfT records and to advise district staff on the data requirements for evaluation
- To develop supporting auxiliary datasets (e.g., staff retention, TELL responses, STAAR data, student outcomes)
- To collect and analyze data from PPfT
- To validate PPfT data
- To provide information to support decision making

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 and student academic performance data to address the evaluation questions, data support needs, and ad hoc requests. Data collection procedures may include extraction of human resources data, student assessment data, student-teacher rosters, and student attendance data necessary for value-added modeling, in addition to appraisal scoring and eligibility rosters.

Data Analyses

Descriptive and comparative analyses will be performed to examine distributions of teacher appraisal data, teacher compensation data, teacher retention, and student achievement outcomes.

Time Line

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

- September–October 2018: DRE staff will meet with PPfT program staff to establish program goals and ensure alignment of 2018–2019 (and beyond) evaluation activities. DRE staff will collect information necessary to develop a draft PPfT theory of change and logic model. DRE staff will work with MIS staff to develop a PPfT database. DRE staff will prepare historical (2014–2015 through 2018–2019) data sets for analysis of PPfT goals.
- October–November 2018: DRE staff will prepare a final PPfT theory of change and logic model. DRE staff will DRE staff will work with SAS EVAAS staff to confirm record counts in each file uploaded to SAS EVAAS. DRE staff will review custom labels to be used in the EVAAS web reports.
- November 2018–January 2018: DRE staff will prepare for and administer the TELL AISD survey. DRE staff will prepare a roster of principals and CAC staff for the SAS EVAAS web report login authorizations. DRE staff will provide administrative access to district and school users in the EVAAS web reporting system and email all users their account information.
- January–June 2019: DRE staff will calculate teacher retention data from the 2017–2018 through the 2018–2019 school years. DRE staff will facilitate distribution of EVAAS results. DRE staff will calculate the instructional services index and work with program staff to determine the list of 2019–2020 enhanced compensation campuses. DRE staff will analyze results of the TELL AISD survey.
- June–August 2019: DRE staff will prepare student data files (e.g., ACT, SAT, PSAT, STAAR, and AP) and submit to EVAAS. DRE staff will conduct analyses of the PPfT implementation, outputs, and outcomes, in addition to performing a validity study of PPfT ratings. DRE staff will calculate student achievement using 2018–2019 STAAR data for the purpose of monitoring change over time. DRE will prepare a 2018–2019 evaluation summary report for PPfT.

Required Reporting

DRE staff will produce the following reports and deliverables for the 2018–2019 evaluation:

- PPfT theory of change document
- PPfT logic model
- PPfT summary report

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

DRE staff will research metrics to include in a Human Capital Index for use in determining enhanced compensation schools under PPfT Compensation. Examples of possible metrics include but are not limited to teacher experience, percentage of novice teachers, principal experience, assistant principal experience, teacher retention, principal retention, and assistant principal retention. DRE staff will work collaboratively with Human Capital leadership to ensure the index aligns with and provides a relevant measures of staff-based need at AISD schools.

SOCIAL AND EMOTIONAL LEARNING (SEL), 2018–2019

Program Staff: Pete Price, Caroline Chase

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Lindsay M. Lamb, Ph.D.; Chelsea Cornelius, Ph.D.; Cason Fayles, M.A.; Melissa Andrews, M.A., M.Ed.

PROGRAM DESCRIPTION

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

In 2015–2016, AISD reached the goal of implementing SEL district wide. In 2016–2017, a fellowship comprising district leaders, including SEL and DRE staff, developed a strategic plan for SEL through 2020. This fellowship continued in 2017–2018, with new members invited to join to help influence SEL integration district wide. With partial support from Buena Vista Foundation, Michael L. Klein Foundation, Tapestry Foundation, and the St. David's Foundation, AISD's SEL Department will continue implementation of the SEL 2020 strategic plan.

The following areas of focus will help evaluate SEL's 2020 strategic plan: (a) a case study of a sample of the SEL seed model campuses (i.e., schools that have self-selected to monitor progress in certain areas of growth related to SEL over the course of an academic year); (b) case studies to identify best practices and barriers to SEL implementation; (c) a case study of SEL's mindfulness initiative; (d) analysis of adults' SEL skills; (e) continued support of student-led data summits to promote student voice and explore authentic and meaningful ways for students to inform school and district priorities; (f) analysis of SEL-related data to provide formative feedback regarding signature programs (e.g., Facing History, Trust-Based Relational Intervention [TBRI], Neurosequential Model in Education [NME], mindfulness); and (g) continued support of the SEL specialists in their work, with particular focus on the calibration of the SEL implementation rubric, the SEL LP (a micro-credential professional learning opportunity that provides teachers who fulfill all associated requirements with monetary compensation as part of AISD's PPfT appraisal system), and specialists' work with parents and community partners.

PURPOSE OF EVALUATION

The primary purpose of the SEL evaluation is to support SEL Program staff with decision making and to monitor the effectiveness of the SEL Program in AISD. To that end, staff from DRE work with SEL

Program staff, the associate superintendent of academics and SEL, and the director of SEL and multi-tiered systems of support (MTSS) to plan, support, and implement SEL's 2020 strategic plan. In addition, DRE staff will collect survey data and conduct focus groups to produce case studies of seed model SEL schools, identify best practices and barriers to SEL implementation, and gain insight into signature SEL initiatives (e.g., mindfulness, TBRI, NME, Facing History). DRE staff also will provide data and guidance to SEL Program staff with the continuation of student-led data summits, support specialists in their daily work, provide data and analyses to support program staff and external evaluators in their ongoing evaluation of SEL, and serve on the district's SEL fellowship/planning committee. Additionally, staff will participate in the national conversation regarding the development of SEL assessment measures for students and staff, serve as a district liaison to districts in the Collaborative District Initiative (CDI) and other districts implementing SEL, and present relevant research results at national conferences.

Evaluation Questions

In the 2018–2019 school year, the SEL Program evaluation will focus on the following major questions:

1. What were the best practices and barriers of SEL implementation?
    a. What specific strategies were implemented at SEL seed model campuses? How were these strategies identified, and were specific goals met? What best practices could be gleaned from the work at these schools?
        i. What characterized seed model SEL schools (e.g., what were students', staff members', and parents' perceptions of school climate and SEL at seed model SEL schools; what were discipline rates, attendance rates, and STAAR passing rates at seed model SEL schools)?
        ii. Which signature programs (e.g., TBRI, NME, mindfulness, Facing History) were present at these schools?
    b. What were the barriers to SEL implementation? Did signature programs (e.g., TBRI, NME, mindfulness, Facing History) relate to SEL implementation?
2. Did adults' SEL skills, as measured by items on the ECS, improve from 2016–2017 to 2017–2018? Did schools with adults who had favorable SEL skills relate to outcomes of interest (e.g., SEL implementation, STAAR passing rates, discipline rates)?
3. What were teachers' and administrators' perceptions of NME and of their students' classroom behavior prior to and after receiving NME training?
4. What were students' and staff members' perceptions of mindfulness, and how did they use it at school? What characterized effective mindfulness implementation?
5. Did students' perceptions of school climate change at Kealing Middle School and Akins High

School after implementing Facing History?

Evaluation Objectives

The proposed evaluation will examine the impact of SEL efforts at the district and campus levels and the priorities identified as part of the SEL 2020 strategic plan. Toward this end, the evaluation objectives include the following:

- To continue to support program staff in the implementation of the SEL 2.0 strategic plan
- To provide mentorship and guidance to other districts that request evaluation support
- To participate in district-wide conversations about ways to strengthen and support SEL alignment with the district's policies and practices (e.g., TBRI, NME, mindfulness, restorative practices, pre-K through grade-2 suspension ban, EIR grant)
- To continue to support SEL specialists in their work related to the SEL PPfT LP and support family and community members
- To conduct and report campus- and district-level Student Climate Survey data to provide feedback to campuses for their own continuous improvement monitoring
- To provide formative and summative data regarding school- and student-level outcomes to the program manager related to SEL, NME, TBRI, and mindfulness, as needed
- To use student voice to explore authentic and meaningful ways to positively influence school climate and culture
- To share best practices of SEL implementation, as measured by the SEL implementation rubric, perceptions gathered during focus groups, and information gathered during student-led data summits

Fiscal Considerations

As appropriate, in the evaluation process, total program cost and funding sources will be identified, and implications may be examined. Evaluation services for SEL are grant funded (e.g., Buena Vista Foundation; Klein Foundation; Tapestry Foundation; St. David's Foundation; Kozmetsky Foundation; and Title II, Part A). Three FTEs in DRE are funded for this grant period.

Scope and Method

Data Collection

Survey data include but are not limited to the Student Climate Survey, TELL Staff Climate Survey, the ECS, campus-level SEL implementation ratings, and Family Survey data. Additionally, AISD attendance, discipline, and elementary school personal development skills report card data will be gathered using

extant data sources. DRE staff will work with SEL specialists to calibrate the SEL implementation rubric. DRE staff will conduct focus groups with SEL staff and school staff (and possibly students and parents) at a sample of schools to produce reports related to SEL seed model schools, identification of best practices and barriers of SEL implementation, and qualitative data for additional reports related to other signature initiatives (e.g., mindfulness, TBRI, NME, and Facing History). DRE staff will attend meetings with external collaborators (e.g., CASEL, St. David's Foundation, Facing History), as needed.

Data Analyses

Appropriate statistical significance tests (e.g., *t* test, chi-square, ANOVA) or measures of effect size (e.g., Cohen's *d*) will be used (i.e., when samples of students are surveyed or when data are available for all students in the population, respectively) to discern meaningful changes over time. Analyses of qualitative data using MaxQDA software will be used on qualitative data gathered from focus groups.

Time Line

- July–August 2018: DRE staff will gather and summarize data necessary for various grant reports. DRE will analyze responses to SEL-related items (focused on adult SEL skills) from the 2016–2017 and 2017–2018 ECS and produce a report. DRE staff will analyze TELL Survey items related to SEL from 2015–2016 through 2017–2018 and produce a report. DRE staff will support SEL specialists to calibrate and, if necessary, refine SEL implementation ratings. DRE staff will provide 2017–2018 implementation data for the superintendent's scorecard. DRE staff will publish a report focusing on gender non-binary students' responses to the Student Climate Survey. DRE staff will develop questions for focus groups and work with SEL Program staff to identify schools to participate in focus groups to address the SEL seed model school case study, the barriers to SEL implementation qualitative study, and the mindfulness case study. DRE staff will work with the TBRI and Brain Development coordinator to administer a brief survey to pre-K through grade-2 teachers and administrators at NME pilot schools prior to receiving NME training. DRE staff will work with the TBRI and Brain Development coordinator to design questions that graduate students from The University of Texas at Austin will use during focus groups with teachers and administrators at the five pilot schools implementing NME.
- September–October 2018: DRE staff will administer the NME pre-survey and begin conducting focus groups with SEL staff and school staff (and possibly students and parents) at schools selected to be part of the seed model school case study, the best practices and barriers to SEL implementation qualitative analysis, and the mindfulness case study. DRE staff will examine Student Climate Survey data for students at schools participating in the Facing History program and produce a report. DRE staff will also support SEL specialists in the

development of training tools concerning research design and data collection for teachers engaging in the SEL micro-credential program.

- November–December 2018: DRE staff will analyze the 2017–2018 Student Climate Survey data and refine items on the Student Climate Survey. DRE staff will assist in the scoring of SEL micro-credentials. DRE staff will continue conducting focus groups with principals, teachers, students, and parents at selected schools.
- January–February 2019: DRE staff will coordinate the administration of the Student Climate Survey. DRE staff will begin assisting with the design of student data summits. DRE staff will begin transcribing and analyzing qualitative focus group data relating to the SEL seed model campuses and mindfulness case studies.
- March–April 2019: DRE staff will provide the SEL Program manager with data for various grant requirements. DRE staff will analyze results from the Student Climate Survey. DRE staff will assist SEL staff in organizing and conducting student data summits.
- May–June 2019: DRE staff will develop and administer questions on a staff survey that will assess staff's SEL skills and perceptions of SEL and other signature programs (i.e., mindfulness, Facing History, TBRI, NME). DRE staff will include 2018–2019 survey data (i.e., Student Climate, TELL, Parent) and other extant data from 2017–2018 and 2018–2019 (e.g., discipline, attendance, and students' personal development skill report card ratings) in case study reports relating to seed Model SEL schools, mindfulness, and the barriers to SEL implementation reports. DRE staff will update, if necessary, the SEL implementation rubric and share the survey link with SEL Program staff. DRE staff will continue to support student data summits and provide summaries of the data to program staff. DRE staff will work with the TBRI and Brain Development coordinator to administer a brief survey to pre-K through grade-2 teachers and administrators at NME pilot schools receiving NME training to gain insight into their experiences during the school year.
- July–August 2019: DRE staff will publish reports focused on the SEL seed model campuses, mindfulness, and best practices and barriers to SEL implementation. DRE staff will update the superintendent scorecard when data become available. DRE staff will produce a report analyzing teachers' and administrators' perceptions of NME and summarize teachers' perceptions observations of their students' behaviors after piloting NME at their respective schools.

REQUIRED REPORTING

DRE staff will assist the program manager with data needed for district reporting and for lead donor grants, the annual St. David's Foundation grant report, and other grants on an as needed basis.

SPECIAL PROJECTS

The DRE evaluators will meet with staff from CASEL, St. David's Foundation, Buena Vista Foundation, Klein Foundation, Tapestry Foundation, AIR, The University of Texas at Austin, and Facing History, as necessary, to facilitate evaluation efforts. When needed, DRE staff will work with Dr. David Yeager to help develop and strengthen a research collaborative between AISD and The University of Texas at Austin. On an as-needed basis, DRE staff will travel to other districts interested in implementing SEL to share knowledge of SEL in AISD. DRE staff will explore opportunities to present findings at relevant conferences and to submit findings to professional publications. DRE staff will provide information and support to AISD and external SEL advisory bodies and administrators, as needed, and will support external researchers with FAP and EIR grant-funded projects (for more information, see other evaluation plans elsewhere in this document).

STATE COMPENSATORY EDUCATION (SCE) AND HIGH SCHOOL ACCELERATED INSTRUCTION, 2018–2019

Grant Manager: Mary Thomas, Ed.D.

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: TBD

PROGRAM DESCRIPTION

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

SCE is a supplemental program with two aims: (a) to reduce the dropout rate and (b) to improve the academic performance of students identified as being at risk of dropping out of school (Chapter 39 of the Texas Education Code, Subchapter C, Sec 29.081, 1995, amended in 2017). SCE funds supplement a broad range of programs in AISD, previously including the Alternative Learning Center, Elementary Alternative Learning Center, Garza Independent High School, International High School, Leadership Academy, DELTA, and the Virtual Schools Program. Other recipients of SCE funds have included a BE program that provides academic assistance to immigrant students, as well as programs for elementary- and secondary-level tutorial assistance and summer school.

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

1. What were the characteristics of at-risk students, including reason(s) for being at risk and demographics?
2. What services and programs were provided using state compensatory education funds?
3. Did the disparity between students at risk of dropping out of school and other students in the district decrease in terms of dropout rates and academic achievement?
4. Did the performance of students who previously failed EOC exams improve on subsequent exams?

Evaluation Objectives

Evaluation objectives include the following:

- To describe the characteristics of at-risk students, including reason(s) for being at risk and demographics
- To list each of the programs funded by SCE
- To describe the effectiveness of the SCE program, based on state-mandated performance indicators
- To describe the effectiveness of the accelerated instruction program, based on EOC exam performance of targeted students
- To facilitate decision making about SCE and accelerated instruction by providing information to program managers and decision makers about program effectiveness
- To meet reporting requirements established by TEA

Fiscal Considerations

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

Scope and Method

Data Collection

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

Data Analyses

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

Time Line

- September 2018: Staff will obtain a list of programs to be funded by SCE.
- June–August 2019: Staff will analyze STAAR results.
- September 2019: Staff will analyze state-provided dropout data and write a narrative report.

Required Reporting

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

Special Projects

No special projects are planned at this time.

Summary of District-Wide Advanced Placement (AP), SAT, and ACT Test Results, 2018–2019

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Aline Orr, Ph.D.

Project Description

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

Purpose of Evaluation

Evaluation Questions

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

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

Evaluation Objectives

Evaluation objectives include the following:

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

Fiscal Considerations

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

Scope and Method

Data Collection

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

Data Analyses

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

Time Line

- August–October 2018: The district's System-Wide Testing Department will obtain AP, SAT, and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on their website.

Required Reporting

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

Special Projects

No special projects are planned in 2018–2019.

URBAN EDUCATION LEADERSHIP DEVELOPMENT, 2018–2019

Evaluation Director: Rosa Peña, Ph.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun D. Hutchins, Ph.D.; Paige Hartman DeBaylo, Ph.D.; Jenny Leung, M.A.

PROGRAM DESCRIPTION

Developing a sustainable and scalable pipeline of outstanding urban school leaders is a vital component of the *AISD Strategic Plan: 2015–2020*. AISD Human Capital Services is committed to creating a rigorous and scalable leadership pipeline that focuses on recruiting, hiring, training, and retaining highly qualified principals and assistant principals. There are four major areas of leadership pipeline development in the 2018–2019 school year.

- The Assistant Principal Preparation Program (AP3) is designed for teachers who already have their masters and principal certification. This curriculum focuses on providing specific AISD content and preparing cohort members for campus leadership in an urban setting.
- The New Assistant Principal Induction and Support Program supports new assistant principals. Each year they come together to prepare for their leadership on an AISD campus. Support is provided throughout the year in blended formats, such as professional learning communities and conference learning.
- The Principal Preparation Program (P3) prepares selected assistant principals for principalship in AISD. These cohort members attend sessions with district leadership to increase their knowledge of AISD initiatives and understand the significance of their role in creating an effective, agile, and responsive organization.
- The New Principal Induction and Support Program supports all principals new to AISD or new to principalship. Their support begins with a 2-day institute in the summer to help them gain a foundational knowledge of AISD initiatives and prepare them to start the year on their campus as principal. Ongoing support is provided through the Novice Principal Coaching Program.

In addition to these four major areas, the Leadership Pipeline Program has partnered with Texas State University to offer an opportunity for current AISD teacher leaders to earn a master of education degree in educational leadership, with principal certification that is strongly tied to AISD's vision, mission, beliefs, and values. This cohort is exclusive to AISD. The program began in the summer of 2017 and will end in Spring 2019. Classes are held in the evenings and/or weekends at the Baker Professional Development Center and are taught by Texas State University professors working in collaboration with AISD central office leadership.

PURPOSE OF EVALUATION

As the district continues to build its leadership pipeline in 2018–2019, DRE staff will support development and planning efforts for its evaluation in 2018–2019 and beyond. The main purpose of the 2018–2019 evaluation is to examine the process for identifying new assistant principals and placing them into assistant principal positions (e.g., evaluate data related to AISD's use of an assessment center and video interviewing as tools for selecting high-quality assistant principals, and gain feedback to inform future assessment centers for principals).

Evaluation Questions

The following questions will guide the evaluation planning for the program in the 2018–2019 school year:

1. How did applicants perceive the video interviewing process, HireVue?
    a. How could applicants be better prepared for their HireVue interviews?
2. How well did interview questions (HireVue and assessment centers) capture the KSAOs necessary to be successful in the assistant principal role?
3. What were the perceptions of the assessment centers by those who had been hired as assistant principals after the completion of the assessment center?
    a. Did these new assistant principals feel the tasks they were given in the assessment center reflected their on-the-job (OTJ) tasks?
    b. Did principals perceive that their assistant principals hired through the assessment centers were well prepared for their OTJ tasks?
4. To what extent did applicants find value in the assessment center scoring feedback received upon completion? Did perceived value differ between applicants selected for the pool and those not selected?
5. How were different demographic groups progressing through the application, screening, and hiring process?
    a. What was the demographic makeup of applicants applying for assistant principal positions?
    b. For each demographic group, how did scores on the HireVue screening compare?
    c. For each demographic group, what was the rate of passing the HireVue screening?
    d. For each demographic group, how did scores on the assessment center tasks compare?
    e. For each demographic group, what was the rate of passing the assessment center screening?
    f. How closely did the demographic makeup of the hiring pool compare to that of the applicants prior to screening?
    g. What was the overall placement rate (in and out of district) in assistant principal positions? Did the placement rate differ by demographic group?

h. Were there differences found between these assistant principal newcomers in and the assistant principals hired using different personnel selection tools?

6. How did the Leadership Framework align with the Campus Administrator Performance Review (CAPR) rubric?

Evaluation Objectives

The evaluation objectives outlined below are formulated specific to the assistant principal hiring and placement process due to the existing administration of AP3 and assistant principal assessment centers. However, where possible, evaluation activities and learning aligned with the evaluation objectives will dually be leveraged as opportunities to inform the program manager's development of similar processes for principals.

- To align interview questions and assessment center tasks with pertinent knowledge, skills, abilities, and other characteristics (KSAOs) for successful assistant principals
- To examine and receive feedback from new assistant principals hired through the new personnel selection tools
- To determine what impact the HireVue and assessment center processes are having on the AISD assistant principal hiring pool and job placement
- To assist in aligning the CAPR rubric with the leadership framework to streamline employee expectations

Fiscal Considerations

Funding for the evaluation of the Human Capital Services' 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 a variety of data and information to support development and planning efforts for the Leadership Pipeline Program implementation and evaluation. DRE staff will collect data related to the assessment centers and HireVue process as job applicants complete their assessment center and HireVue interview. Data also may be collected from assistant principal incumbents to assess perceptions of these selection tools.

Data Analyses

DRE staff will use a multiple-methods approach to analyze data collected in support of the Leadership Pipeline Program. Descriptive statistics will be used to describe responses to each survey question. Data analyses also may include a summary of qualitative data collected from open-ended

responses. Data analyses for 2018–2019 will be an ongoing process, and inferential analyses pertinent to using personnel selection processes to predict various outcomes (e.g., performance, satisfaction, commitment) may be performed.

Time Line

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

- Ongoing: DRE staff will meet with program staff, as needed, to discuss evaluation needs and to facilitate evaluation activities. Program staff will schedule appropriate staff to attend meetings to ensure their input is received.
- July–August 2018: DRE staff will meet with program staff to align evaluation plans with 2018–2019 goals. DRE staff will get debriefed on the 2017–2018 implementation of the leadership pipeline.
- September–October 2018: DRE staff will review the leadership pipeline theory of change and logic model with program staff and update when or if needed. DRE staff will develop data collection to assess newly hired assistant principals' perceptions of the HireVue and assessment center processes and to assess hiring principal's perceptions of the quality of candidates in the assistant principal hiring pool. DRE staff will assimilate existing HireVue, assessment center, and applicant data.
- November 2018–February 2019: DRE staff will review and analyze data pertaining to assessment center and HireVue performance and experiences. DRE staff will perform think-alouds with assistant principals and principals to receive feedback on interview questions. DRE staff will use HireVue, assessment center, and applicant data to understand the association between HireVue performance and assessment center performance, scoring distributions, cut points, and demographic pass rates. DRE staff will use perceptions of HireVue to determine possible training needs/feedback related to HireVue interviews. DRE staff will use perceptions of assessment centers and candidate quality to determine if tasks performed in the assessment center reflect OTJ tasks. DRE staff will alter interview questions if needed, based on think-alouds. DRE staff will help program staff prepare for 2019 assessment centers and aid in program staff's understanding of potential improvements to assessment center tasks, based on data analyses.
- March–June 2019: DRE staff will assist in assessment center implementation aligned with evaluation activities. DRE staff will help to align the CAPR rubric with leadership framework. DRE staff will prepare a summary report highlighting assessment center practices and related findings.

Required Reporting

DRE staff will provide program staff with the requested reports and deliverables. DRE staff will provide a summary report highlighting assessment center practices and related findings.

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 will perform a job analysis of the assistant principal and principal roles to determine proper tasks for assessment centers. DRE staff may also assess differences in job performance, job satisfaction, and organizational commitment of assistant principals hired through the assessment centers, in comparison with that of those hired using previous personnel selection tools.

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