Plan of Work, 2010–2011

ABOUT THE DEPARTMENT OF PROGRAM EVALUATION

The Department of Program Evaluation (DPE) was established in 1972 to support program decision making and strategic planning in Austin Independent School District (AISD). The department is housed in the Office of Accountability and is charged with evaluating federal, state, and foundation grant-funded programs, as well as locally funded programs in AISD. DPE staff continuously strive to integrate best and innovative evaluation practices with educational and institutional knowledge. DPE works with program staff throughout the district to design and conduct formative and summative program evaluations. DPE'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, decision makers, and planners in the district.

In addition to evaluation activities, DPE staff coordinate research requests of external agencies (e.g., universities and governmental organizations) and routinely handle internal and external information requests. DPE staff conduct annual surveys of district students, parents, and staff that are used to evaluate district programs, to inform campus and district improvement efforts, as well as to monitor the board of trustees' executive limitations and results policies, and the district's strategic plan. DPE reports can be accessed online at http://www.austinisd.org/inside/accountability/evaluation/reports.phtml.

PREFACE

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

Following is the planned scope of work for the 2009–2010 school year, with annotations for each major project within that scope. The annotations for each planned evaluation and service included in this document are presented in the following format:
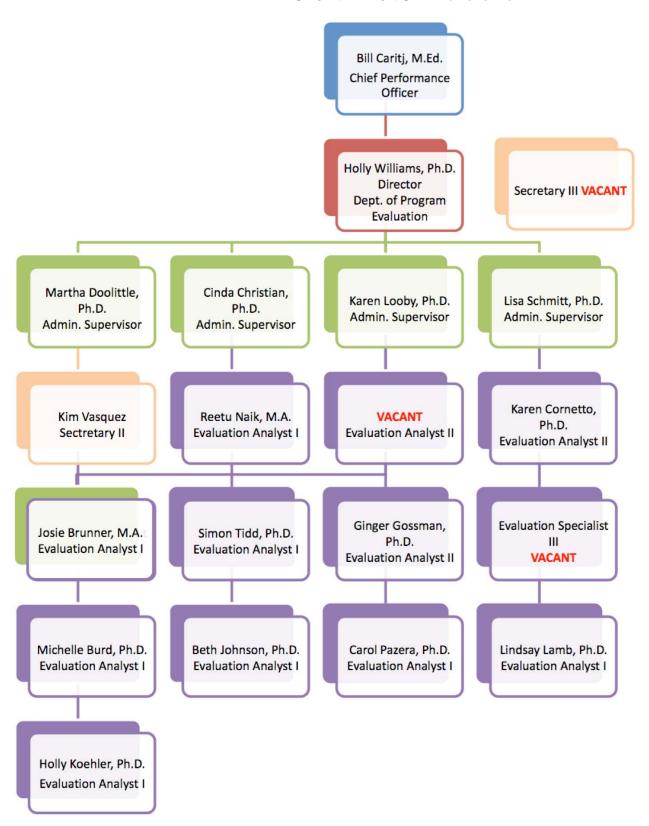
1. A heading, which gives the name(s) of the program or project, the program manager, and the evaluation staff who will be responsible for the work

2. A brief program description, which provides general information about the program, its goals and objectives, and other information pertinent to understanding its importance to the district such as Strategic Plan Key Action Steps supported by the program

3. An Evaluation Purpose 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 2010–2011 evaluations and services to Holly Williams, the director of DPE, or to the contact person(s) named in the plan in question.

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DPE ORGANIZATION CHART: 2010–2011

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AD HOC DPE REPORTS

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PROGRAM DESCRIPTION

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

1. Conducting district-wide surveys of students, staff and teachers, and parent stakeholder groups

2. Collecting, analyzing, and reporting data regarding student academic achievement, including district benchmark assessment results and additional ad hoc requests for achievement data

3. Collecting, analyzing, and reporting data to monitor the district's 5-year strategic plan

4. Collecting, analyzing, and reporting data necessary for grant applications and grant reporting

PURPOSE OF EVALUATION

Evaluation Questions

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

- Are there Texas Assessment of Knowledge and Skills (TAKS) items on which English language learners (ELLs) perform similarly or differently than do their non-ELL peers?

- What are the characteristics of AISD dropouts, compared with the characteristics of their peers who do not drop out?
- What were the common themes and actionable items to address, based on the student IdeaJam?
- What best predicts student attendance and mobility in AISD?
- What are the academic and socio-emotional needs of students in East Austin feeder patterns?

Evaluation Objectives

Evaluation objectives will include the following:

- To provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making
- To assist in monitoring the board's executive limitations and results policies, including the development of the Annual Report to the Public, Level Reports, and other annual presentations of data
- 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 (see evaluation plan for Strategic Plan Monitoring)
- To assist with grant applications and reporting, as needed
- To provide the board of trustees with reports about factors that have an impact on student achievement at each school level

Fiscal Considerations

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

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

SCOPE AND METHOD

Data Collection

Although many special projects are ad hoc in nature, some specific data collection and reporting activities are planned. These include the development and administration of the AISD Parent Survey, Staff Climate Survey, Teacher Survey, Central Office Work Environment Survey, Student Climate Survey, and Employee Coordinated Survey (see the District-wide Survey evaluation plan for more information). In addition, DPE staff

will be involved in the analysis and preparation of data for monitoring the Strategic Plan, the superintendent's evaluation, and various executive limitations and results monitoring reports. DPE staff will assist in the provision of data to be reported for the revised board measures now under consideration and will assist with the development of the district's Data Warehouse. DPE staff also will assist in the collection and analysis of data for the annual Chamber of Commerce Report Card and will continue to examine factors related to teacher retention in AISD, using results from district-wide surveys and teacher demographic data.

Data Analyses

Summary data will be prepared for district executive limitation and results indicators. In addition, value-added scores will be calculated for student TAKS scores and aggregated to provide teacher and campus-level scores that can be examined for growth over time. Teacher retention study data will be examined using correlation, regression, and statistical modeling to answer questions such as "What predicts campus-level teacher retention?" and "Is the rate of retention associated with student achievement in AISD independent of the contribution by other factors?" and "What characteristics are associated with teacher quality in AISD?"

Time Line

- August 2010: Staff will calculate TAKS growth for 2010 TAKS data, analyze and report Strategic Plan indicators and measurable outcomes
- September 2010: Staff will prepare a teacher retention data file, and will conduct a preliminary data analysis for the Chamber of Commerce Report Card
- October–November 2010: Staff will finalize the teacher retention data file and data analyses, and the Chamber of Commerce data analysis
- December 2010 to February 2011: Staff will conduct teacher retention analyses
- March–April 2011: Staff will prepare EL 3 and 4 monitoring reports, and prepare and report on TAKS data
- May–June 2011: Staff will complete district-wide survey analysis and reporting

PROGRAM SUPPORT

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

SPECIAL PROJECTS

1. Strategic plan monitoring and reporting. E-Team staff will assist the chief performance officer and other district administrators in the development of tools with which to monitor the district's Strategic Plan. Additionally, E-Team staff will analyze relevant data to assess progress toward the interim and long-term goals outlined in the Strategic Plan.
2. Data Warehouse reporting. E-Team staff will continue to assist with the development of valuable and timely reports based on the data in the new Data Warehouse, with the goal of alignment between these reports and Strategic Plan monitoring.

AMERICAN RECOVERY AND REINVESTMENT ACT: INDIVIDUALS WITH DISABILITIES
EDUCATION ACT

Grant Manager: Janna Lilly, Special Education Director
Evaluation Supervisor: Martha Doolittle, Ph.D.
Evaluation Staff: Holly Koehler, Ph.D.

PROGRAM DESCRIPTION

The American Recovery and Reinvestment Act of 2009 (ARRA) (Public Law 111-5) appropriates significant new funding for programs under Part B of the Individuals with Disabilities Education Act (IDEA) for a 2-year period. Part B of the IDEA provides funds to state educational agencies (SEAs), and through them to local educational agencies (LEAs). The funds are awarded to help ensure that children with disabilities, including children aged 3 through 5, have access to a free appropriate public education to meet each child's unique needs and prepare each child for further education, employment, and independent living. States and LEAs must obligate all IDEA Part B ARRA funds by September 30, 2011.

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

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

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

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

All AISD projects funded by ARRA IDEA align with federal and state priorities and are organized according to one of the following five goals:

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

These goals are tied to all four of the district's strategic plan goals for 2010-2015:

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

At this time, AISD's ARRA IDEA maximum formula allocation for the 2-year period 2009–2011 is $16,890,578, with an additional IDEA preschool allocation of $439,130. Allocations fund approximately 25 projects, each of which addresses one of the five district goals. Each project has specific goals and measurable outcomes, and all project activities are aligned with these goals and outcomes. Each project has a team consisting of a district staff team leader; other key staff; and in many cases, community and parent representatives. These teams meet regularly to report and review progress, consider possible barriers to a project, and provide critical data about project activities and outcomes. All project leaders report to an executive staff committee every 6 weeks to review progress and highlight any successes or barriers to project goals. An overview of AISD's ARRA IDEA activities can be found on the district's website at http://www.austinisd.org/inside/accountability/arra/sped-idea.phtml.

PURPOSE OF EVALUATION

Evaluation Questions

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

- Are IDEA-funded projects improving special education students' access to the general curriculum and reducing or eliminating the achievement gap, as measured by progress in student TAKS performance and course passing rates?

- Are IDEA-funded projects helping to reduce disproportionality among special education student groups (e.g., differences in ethnicity and gender) in areas such as special education identification, disciplinary incidents and referrals, and academic assessment participation and performance?
- Are IDEA-funded projects improving special education processes, such as the monitoring of the individual education plan (IEP) for students, and building trusting, collaborative relationships with parents and the community through family education outreach and improved procedures for Admission, Review and Dismissal (ARD) committee meetings?
- Are IDEA-funded projects helping prevent special education students from dropping out of school and improving graduation rates for special education students?
- Are IDEA-funded projects improving teacher quality in instruction and being evaluated in a way that promotes program improvement through use of logic models and data analysis?

Evaluation Objectives

The evaluation will include the following objectives:

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

Fiscal Considerations

As appropriate, the stated outcomes of ARRA IDEA projects will be examined in relationship to their allocations and expenditures. Some projects will be narrow in scope

and have specifically targeted populations, while other projects will be broad and intended to have an impact at the district level. All of the projects' goals and scope of activities will be taken into consideration when examining fiscal impact. If appropriate, a cost per person served will be calculated. Project outcomes will be examined to determine the degree to which they are consistent with the overall ARRA focus on sustainability beyond the 2-year funding limits.

The ARRA evaluation is grant funded.

SCOPE AND METHOD

Data Collection

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

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

These data will be summarized to describe program participant demographics; services provided to students; student academic performance (e.g., TAKS, promotion/retention, and pre- and posttests) and progress toward graduation; student attendance rates; student discipline incident rates; special education services information (e.g., rates of identification); services to staff (e.g., professional development opportunities, provision of resource materials); parent involvement activities; and use of ARRA IDEA funds, by district goal and project.

Data Analyses

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

- are identified as needing special education services;
- participate in grant-funded academic interventions;
- take and meet passing standards on state-mandated academic achievement assessments (e.g., TAKS); and
- receive discipline referrals.

Qualitative data (e.g., information gathered from project meetings, focus group discussions, and surveys) will supplement the quantitative data provided to district decision makers. Any resources or materials generated as a result of ARRA projects will be documented (e.g., resource libraries, and web-based seminars or training materials). Semiannual report briefs will be posted online and shared with stakeholders to ensure transparency.

Time Line

- July 2010–June 2011: DPE staff will ensure the evaluation plan in place for ARRA IDEA is up to date, obtain all budget information, and consult with program staff about data collection and reporting requirements, according to an evaluation timeline. DPE staff also will work to ensure district student and staff data systems are tracking needed information.
- July 2010–September 2011: DPE staff will provide ongoing consultation and support to staff on all ARRA IDEA project teams, attend meetings, ensure alignment of appropriate outcome measures with project goals, and assist with data collection strategies.
- December 2010, June 2011, and September 2011: DPE staff will support ARRA IDEA executive staff with semiannual reports required about project progress and accomplishments. DPE staff also will support executive staff with any local reporting that may be required for district leadership and the board of trustees.
- July 2011–September 2011: DPE staff will conduct a budget analysis and will confirm and verify all data for end-of-grant reporting purposes. Final reports about ARRA projects will be written, reviewed by staff, and published.

REQUIRED REPORTING

At this time, state and federal education agencies require quarterly update reports from all school districts that receive ARRA IDEA funds. AISD staff gather and report financial and staffing data for these reports. In addition to these reports, several ad hoc narrative summary reports about the district's IDEA projects are requested by staff, and

DPE staff will continue to assist in preparing such reports for district decision makers, the board of trustees, and the Austin community.

PROGRAM SUPPORT

Ongoing support for ARRA IDEA will be provided to district and project staff in several ways. In some cases, guidance will be provided to staff or other individuals working with the district on evaluation planning, data collection strategies, survey development, and data analysis. Evaluation staff will act in an advisory capacity on all project teams, and as needed when called upon by district staff for special projects. Evaluation staff will attend district ARRA IDEA meetings. Evaluation staff will be involved in district-level required reporting efforts, and they will provide support by responding to ad hoc requests for summaries of information used in relation to ARRA IDEA topics. Finally, evaluation staff will be responsible for keeping current on local, state, and federal legislation and compliance related to ARRA IDEA.

SPECIAL PROJECTS

During August and September 2010, interviews will be conducted with staff from schools that had high percentages of special education students who passed TAKS reading/ELA and/or math during 2009-2010 to gather information on best practices in instruction and intervention. A summary of this information will be shared with school staff in the fall and used for guiding school staff in their 2010-2011 intervention practices.

AUSTIN COMMUNITY COLLABORATION TO ENHANCE STUDENT SUCCESS

Director: Brenda Hummel, Ph.D.

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Simon Tidd, Ph.D.; Beth Johnson, Ph.D.

PROGRAM DESCRIPTION

The Austin Community Collaboration to Enhance Student Success (ACCESS) is a combined effort by AISD and Austin community-based agency staff to integrate and coordinate district and community resources in innovative ways to best serve the students of AISD. ACCESS is funded by a 4-year, $8.6 million Safe Schools/Healthy Students (SS/HS) grant, with a budget of $2,579,289 for 2010–2011. SS/HS is a collaborative grant program supported by three federal agencies: the USDE, the U.S. Department of Health and Human Services, and the U.S. Department of Justice. The goals of ACCESS are to (a) create and sustain a safe, civil, and productive learning environment through district plans, processes, and policies that promote safe, drug-free, and disciplined schools; (b) promote a culture that supports a healthy lifestyle, including non-tolerance of substance abuse (i.e., alcohol, tobacco, and other drugs); (c) develop and sustain a culture that supports the social emotional and behavioral well-being of all children and youth; (d) implement an integrated plan to support and sustain a culture that promotes the mental wellness of all children and youth, especially those with complex needs; and (e) increase readiness to learn in children up to 5 years of age who are at high risk with respect to having complex needs.

ACCESS is attempting to transform school and community systems in order to address the social emotional and behavioral needs of our city's children and youth and to fully meet the criteria of the SS/HS initiative. A cornerstone of ACCESS is Positive Behavior Support (PBS), which is being facilitated by 17 district level staff to promote safe and disciplined schools. In addition, partners both from within AISD and from the community are providing services, programs, or both. These programs and services include gang-related prevention and intervention, violence prevention, dropout prevention, substance abuse prevention, individual and family counseling, transition support for disciplinary placements, early childhood social emotional development, and adolescent pre- and post-natal services. A final critical element of ACCESS is a technology initiative that aims to enable AISD and its many partners to share and analyze

data in order to target the needs of the area's youth. The technology component includes the integration of geographic information systems mapping technology with Youth Service Mapping (a social services inventory that is accessible to designated AISD staff and community providers).

PURPOSE OF EVALUATION

ACCESS is a multi-faceted effort to address learning environments, school safety, school culture, substance use, mental health, and early school readiness. As such, the primary purpose of the evaluation is to describe the level of implementation of each program designed to address these areas and to assess the relationships between the selected program's implementation and proposed outcomes. Some elements of the ACCESS evaluation will contribute to understanding the district's progress on several of the key action steps (i.e., #s 1.9, 1.16, 1.20, 1.23, 1.24, 2.2, 2.3, and 4.3) defined in the Strategic Plan.

Evaluation Questions

The program evaluation will focus on these major questions:

- Are ACCESS programs and services being implemented with fidelity?
- When implemented with fidelity, do ACCESS programs and services have the intended effect(s) on student outcomes? The following outcomes will be examined for each of the listed ACCESS programs:

    Drop Out Prevention Specialist at Mendez Middle School: student attendance.

    Gang Specialist School Resource Officer: student behavior, student and staff perceptions of gang activity and campus safety, and impact of targeted interventions.

    Incredible Years Counselor at Lucy Read: student behavior and social emotional development.

    Positive Behavior Support: student climate, staff climate, and student behavior.

    Responding in Peaceful and Positive Ways: student knowledge and attitudes related to violence prevention and conflict resolution, and student behavior.

    Transition School to Community Liaisons: recidivism to Disciplinary Alternative Education Placement.

- What systems are being put in place to facilitate sustainability of collaboration and maximization of resources?

Evaluation Objectives

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

- To examine the fidelity of implementation by focusing on process measures as key indicators of success
- To describe collaboration between partners and to document new student service protocols and systems that have been created
- To assess the impact of ACCESS efforts (i.e., at the individual, campus, and district levels) on student outcomes
- To conduct an in-depth evaluation of three programs: Incredible Years, transition school to community liaisons, and Responding in Peaceful and Positive Ways
- To report recommendations for improving and sustaining ACCESS practices

Fiscal Considerations

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

The ACCESS evaluation is grant funded.

SCOPE AND METHOD

Three partially funded internal evaluators (1.5 total full-time equivalents [FTEs]); one external evaluator; and a sustainability coordinator are collaborating on the assessment of the ACCESS grant.[1] The evaluation team will meet with ACCESS staff on a biweekly basis for mutual information sharing about grant progress.

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[1] An additional 1.0 FTE is funded locally to evaluate AISD PBS efforts in depth (see page 50 of this document for more detailed information).

In-depth implementation evaluations of three of the ACCESS programs will be undertaken in 2010–2011. The three programs of interest are Incredible Years at Lucy Read; the work of the transition school to community liaisons at ACES, ALC, and Gardner-Betts; and Responding in Positive and Peaceful Ways, at Garcia Middle School.

Data Collection

Data collection will be conducted throughout the year, with implementation data collected on an ongoing basis and outcomes data collected semiannually. These processes serve to capture data necessary for program evaluation and federal grant reporting, as well as to assess and improve implementation efforts. To examine outcomes for individuals, campuses, and the district, a variety of data sources will be used, dependant on the program or service being evaluated. Data sources include the Student Substance Use and Safety Survey (SSUSS), campus climate surveys, district attendance and discipline data, pre-school student social emotional competence (Pre-K report card behavioral data), PBS program implementation records, documentation of service provider activities, interviews with a variety of stakeholders, time and effort accounting, and a semiannual ACCESS progress survey.

Data Analyses

Both quantitative and qualitative analyses will be used to summarize and describe ACCESS implementation fidelity and the relationship to student outcomes. Appropriate statistical significance tests (e.g., t test, chi-square) or measures of effect size (e.g., Cohen's h) will be used (i.e., when samples of students are surveyed or when data are available for all students in the population, respectively) to discern meaningful changes over time or differences between groups.

Technical Assistance

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

Time Line

- September 2010: Staff will submit a 2009–2010 end-of-year report to federal agencies.

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- October 2010: Staff will submit GPRA data to the National Evaluation Team.
- December 2010: Staff will conduct progress surveys or interviews with all internal partners.
- January 2010: Staff will summarize year-to-date time and effort activities for internal partners. Midyear program outcome reports for internal AISD programs funded through ACCESS will be compiled.
- March 2011: Staff will summarize output and outcome data from existing district data sources for midyear reporting. Staff will submit midyear reports to federal agencies.
- April 2011: Staff will submit Student Climate Survey data to the National Evaluation Team.
- May 2011: Staff will conduct progress surveys or interviews with all internal partners.
- June 2011: Staff will summarize year-to-date time and effort activities for internal partners.
- July 2011: Staff will summarize output and outcome data from existing district data sources for annual reporting. Staff will write an annual narrative report.
- August 2011: Staff will summarize Government Performance and Results Act (GPRA) data for a final report to federal agencies. Staff will complete an annual narrative report summarizing all ACCESS program and service outcomes.

REQUIRED REPORTING

In addition to responding to occasional ad hoc reporting requests, DPE staff will provide two formal SS/HS reports for the 2010–2011 school year to the federal funding agencies, focusing on GPRA measures. In addition, DPE staff will compile the information necessary to complete annual reporting for the national evaluation of SS/HS grants to the agencies' contracted evaluators, the National Evaluation Team (NET). Finally, DPE staff will produce an annual narrative report that summarizes progress made

on implementation during year 4, describes current findings,[2] and provides

recommendations for programs funded through ACCESS.

SPECIAL PROJECTS

       No special projects are planned at this time.

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

AISD AFTERSCHOOL PROGRAM

Program Managers: Shirlene Justice, Leah Blankenship

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Reetu Naik, M.A.

PROGRAM DESCRIPTION

The AISD Afterschool Program is composed of a compilation of activities and centers throughout the district that are funded by a combination of three federal (21st Century Community Learning Centers), city (Prime Time), and county (Travis County Collaborative Afterschool Partnership) grants, with a total budget of $5,118,000 for 2010–2011. A broad array of community partners are brought together to enhance instruction and leverage resources to benefit students. The majority of afterschool activities are Texas Essential Knowledge and Skills (TEKS) aligned and are distributed to maximize impact at Title I campuses. The vision of the AISD Afterschool Program is youth making a positive difference through learning, working, thriving, connecting, and leading. AISD afterschool programs provide academic support and homework assistance to help students meet state and local standards in core academic subjects (i.e., reading, mathematics [math], science, and social studies). In addition, the programs support a broad array of enrichment activities (e.g., fine arts, technology, health and fitness, character education, and youth development and leadership). The afterschool programs are intended to complement the regular academic program and offer literacy and other educational services to the families of participating children.

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

- Increase regular school day attendance
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities
    - Students will meet or exceed standards on all TAKS tests each year
    - Students will demonstrate improved grades
- Increase promotion rates (e.g., students will be promoted to the next grade level each year)

- Increase graduation rates (e.g., students will graduate within 4 years of entering 9th grade)

Afterschool Centers on Education

The Afterschool Centers on Education (ACE) Austin is the component of the AISD Afterschool Program that is federally funded by the 21st Century Community Learning Center (CCLC) grant. This grant is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), and administered through the TEA. AISD has had 21st CCLC grant funding since the 2003–2004 school year, and has applied for and received several additional grants to expand the services to more schools since then. AISD 21st CCLC grants total $3,412,000 for the 2010–2011 academic year. These funds are used to support ACE Austin in order to provide academic enrichment opportunities during nonschool hours for children who attend high-poverty and low-performing schools. AISD has been awarded four 21st CCLC grants that currently serve students and families at five high schools, nine middle schools, and 11 elementary. The opportunity to participate is open to all students at these campuses, but approximately 8,600 students are expected to participate, based on previous rates.

Prime Time Afterschool Program

The goal of the Prime Time grant is to develop a community of leaders centered on community schools by involving teachers, parents, students, and others in the provision of free afterschool classes and activities. These classes and activities reinforce students' academic skills, while providing a safe, supervised, and structured environment. Parents and community members who become active partners in the educational process are better prepared than are those who are not trained to reinforce positive educational values. Prime Time has been a program in the district for 12 years and will serve approximately 6,700 students during 2010–2011, with $801,257 in grant funding. To enable students to participate in activities to which they would not have access outside of this program, schools with predominantly low-income students are specifically targeted.

Travis County Collaborative Afterschool Program

The Travis County Commissioner's Court approved $544,800 in funding for 2010–2011 from Travis County for the Travis County Collaborative Afterschool Partnership (TCCAP). The Travis County Health and Human Services Department and

the AISD Department of School, Family, and Community Education administer TCCAP-funded afterschool program activities. TCCAP was introduced in the district during the 2004–2005 school year at Pearce and Webb Middle Schools. In 2008–2009, Webb and Ann Richards Middle Schools were included, and in 2010–2011 approximately 1,125 students attending these four campuses will be served. This model provides comprehensive social services during the school day and afterschool programming during the hours following the regular school day. The TCCAP grant philosophy is based on the idea that "children who receive at least four of the Five Promises are much more likely than those who experience only one or zero Promises to succeed academically, socially and civically. They are more likely to avoid violence, contribute to their communities and achieve high grades in school," (America's Promise Alliance, 2008). TCCAP funding provides opportunities for students in each of the Five Promise areas. The Five Promises are:

- Caring adults
- Safe places
- A healthy start
- Effective education
- Opportunities to help others

PURPOSE OF EVALUATION

The primary purpose of the evaluation is to describe the level of participation in the After School Program and to assess the relationships between the program participation and the proposed outcomes. Some elements of the After School Program evaluation will contribute to understanding the district's progress on key action steps 1.1 ("Provide more opportunities for students to participate in enrichment programs…") and 2.3 ("Ensure that schools have the resources and services (public, private, non-profit) needed to support their students, parents, and families") as defined in the Strategic Plan.

Evaluation Questions

The program evaluation will focus on these major questions:

- What is the level of participation in afterschool programs?

- What is the relationship between participation in specific afterschool programs and student outcomes (e.g., attendance, academic achievement, and behavior)?

Evaluation Objectives

Evaluation objectives will include the following:

- To assist the AISD Afterschool Program staff in pulling data from district archival records for state, city, and county compliance report submissions
- To summarize annual program survey results for program administrators and district stakeholders
- To provide a narrative final report to TCCAP funding partners and summary reports to 21st century and Primetime funding partners; these reports will include program descriptions, participation information, and outcomes related to each programs' goals

Fiscal Considerations

DPE staff will describe how the funding sources are used to facilitate program implementation and to provide resources for students. Because the programs are primarily grant funded, the impact on the district budgeting and program sustainability will be addressed. When available and appropriate, student outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to cost effectiveness.

The After School program evaluation is grant funded.

SCOPE AND METHOD

Data Collection

Information regarding student demographics, school attendance, course grades, standardized test scores, and year-to-year grade-level promotion or graduation will be gathered from AISD administrative records. Information regarding program participation and attendance will be gathered from the EZ Reports program database. Annual student, parent, and teacher surveys will be coordinated by AISD Afterschool program staff, with the technical assistance of DPE staff, and will be scanned by AISD data service staff. Scanned data files will be provided to DPE staff for summary and analysis.

Data Analyses

Participation will be summarized across all AISD Afterschool Program participants and by individual program or funding source. Student outcome data (e.g.,

school attendance, academic achievement, and behavior) will be examined in relation to program participation.

Time Line

- August 2010: DPE staff will obtain a list of afterschool programs and locations from the program manager.
- September 2010: DPE staff will contact program facilitators and center staff to obtain descriptions of the program activities and will prepare data for the ACE Austin campus reports, due September 30, and for the Prime Time report, due September 25.
- October 2010: DPE staff will undertake student survey revisions, parent survey development, and planning activities for Spring 2011.
- December 2010: DPE staff will prepare data for the January Prime Time report, due January 25, and the Travis County report, due January 15.
- January 2011: DPE staff will prepare data for the ACE Austin report, due to TEA on February 8.
- January 2011: DPE staff will also provide interim program outcome status reports for ACE Austin and TCCAP-funded programs to the program manager.
- May 2011: DPE staff will summarize the program survey results.
- June 2011: DPE staff will prepare data for the ACE Austin reports, due June 3, and the Prime Time report, due July 25.
- July 2011: DPE staff will prepare data for the Travis County Afterschool Program final report and the ACE campus-level reports.
- August 2011: Staff will complete the Travis County Afterschool Program final report and ACE Austin campus-level reports.

REQUIRED REPORTING

DPE staff will assist with required reporting to federal, state, and county funding agencies by compiling necessary district archival data. These reports will include semiannual submissions to TEA for ACE Austin programs, and quarterly reports to the city of Austin for Prime Time programs. In addition to required reporting, DPE staff will complete a narrative final report summarizing the implementation and outcomes for TCCAP-funded afterschool programs, as well as campus-level outcome reports for ACE Austin programs.

SPECIAL PROJECTS

No special projects are planned at this time.

BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND DUAL LANGUAGE
PROGRAMS

Program Managers: Celia Glick (Elementary), Mollie Avelino (Secondary)

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Josie Brunner, M.A.

OVERVIEW

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

PROGRAM DESCRIPTION

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

- BE is a program of instruction in the native language (i.e., Spanish, Vietnamese, or Korean) and English, offered in pre-K through Grade 6, and is provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level on a particular campus, if their parents have given permission for program participation.

- DL is a program of instruction with a highly prescribed method of core content instruction in English and Spanish that emphasizes both bilingualism and biculturalism. DL will be implemented in AISD at pre-K, kindergarten, and 1st grade for the first time in 2010–2011 on 10 elementary campuses. Six of these campuses will have one-way classrooms, and four will have both one-way and two-way classrooms. One-way DL classrooms serve only native Spanish speakers, and two-way classrooms serve equal numbers of native English speakers and native Spanish-speakers.

- ESL, a program of specialized instruction in English, is provided to elementary students whose parents declined BE instruction but approved ESL instruction, and to elementary and secondary students for whom BE instruction in their native language is not available in the district. The program is offered at all grade levels, but primarily to ELLs in middle and high school. Parents must give their permission for program participation.

NCLB of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students (P.L. 107-110). The grant provides funds to school districts through TEA to assist in the teaching of English to ELLs at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. These supplemental funds may be used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, (d) provide community and family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts.

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

BE/ESL programs play an integral role in meeting the goals of the Strategic Plan; particularly goal 2, achievement gaps among all student groups will be eliminated. ELLs are one of the major disaggregations of students to whom this goal applies.

PURPOSE OF THE EVALUATION

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

community outreach, so the influence of those efforts also will be examined. The pilot DL program also will be evaluated in its first year of implementation.

Evaluation Questions

The program evaluation will focus on these major questions during the 2010–2011 school year:

- How many students were served by BE/ESL/DL programs? How many students' parents declined participation? And how many students were exited from BE/ESL programs?
- How did BE/ESL students perform on the Spring 2011 TAKS?
- How did BE/ESL/DL students progress in learning English, as measured by the 2011 Texas English Language Proficiency Assessment System (TELPAS)?
- In what ways are long-term ELLs similar to or different from other struggling students?
- Does the achievement gap on TAKS between ELLs and other students and ELLs English proficiency levels vary across campuses? If so, what "best practices" distinguish campuses with higher achieving ELLs?
- What do DL teachers report about implementation progress, campus climate, changes to their teaching practices, and student achievement at the end of the 2010–2011 school year?
- What do DL parents report about implementation progress, campus climate, and student progress at the end of the 2010–2011 school year?
- Did the DL implementation proceed according to schedule? Do teachers, principals, and administrators report obstacles to successful implementation or make recommendations in anticipation of continued roll-out of DL throughout the district?
- What proportion of Title III, Part A funds are used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, and (d) provide community and family coordination and outreach for ELLs and their families?

Evaluation Objectives

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

DPE staff also will assist BE/ESL staff in meeting the documentation and evaluation requirements of TEA's NCLB Consolidated Compliance Report for Title III, Part A.

Fiscal Considerations

As part of the annual summary report, DPE staff will summarize all program funding contributions and calculate an annual cost per student served.

The Bilingual, ESL and Dual Language program evaluations are funded with local funds from the Bilingual department.

SCOPE AND METHOD

Data Collection

ELL student demographic, attendance, program participation, assessment, and achievement data are available in the district information systems and Public Education Information Management System (PEIMS records). BE/ESL teachers' professional development activity data will be collected from the professional development activity database and other district records. If funding and staff time are available, DPE staff will conduct surveys or focus groups with teacher and parent participants of the DL program to understand their perceptions of the program.

Data Analyses

Descriptive statistics will be used to summarize the characteristics of students participating in AISD's BE/ESL/DL programs. Summary statistics will be used to document the 2010–2011 academic achievement of AISD ELLs and to document their progress in becoming proficient in English. Longitudinal cohort analyses, ANCOVA, MACOVA, HLM, and regression analyses will be used, as appropriate, to examine ELL's academic trajectories, attendance, and graduation and dropout patterns, according to student characteristics and controlling for campus effects. Data concerning the participation of BE/ESL/DL teachers in professional development opportunities will be summarized.

Time Line

- June–July 2010: DPE staff will work closely with program managers and principals to make final recommendations regarding student assessments for the DL program.
- August–September 2010: DPE staff will summarize the 2009–2010 district-level ELL demographic data and ELL academic performance on TAKS and TELPAS. DPE staff will prepare a narrative report for program staff.
- October–December 2010: DPE will examine the performance gap on TAKS between ELLs and non-ELLs and any differences in English proficiency levels of ELLs across campuses. If resources allow, best practices will be identified at schools with high percentages of ELLs passing TAKS.
- February–April 2011: DPE and BE/ESL/DL staff will conduct surveys and focus groups with parents, teachers, and administrators (if resources permit) regarding the first year implementation of the DL program.
- May–August 2011: DPE staff will write a report summarizing students', parents', teachers', and administrators' perceptions of the first year implementation of the DL program.
- May–July 2011: DPE staff will gather data to be submitted as part of TEA's 2010–2011 NCLB Consolidated Compliance Report for Title III, Part A in August 2011.
- August–October 2011: DPE staff will produce a summary report about the 2010–2011 BE/ESL/DL student academic achievement and English language proficiency.

REQUIRED REPORTING AND DELIVERABLES

The evaluation staff, in collaboration with Accountability, Finance, and BE/ESL staff, will complete the TEA Title III, Part A report in August 2011. Evaluation staff will write the state-required BE/ESL/DL narrative report in Summer 2011.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

CAREER AND TECHNICAL EDUCATION PROGRAMS, 2010–2011

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

Within AISD, all students are expected to demonstrate preparedness for postsecondary education and to understand the skills, knowledge, work habits, attitudes, leadership ability, and teamwork skills required by employers for success in the global 21st century workplace. In June 2003, AISD's board of trustees selected Austin Community College (ACC) to manage the development and implementation of the Career and Technical Education (CTE) programs and redesign. In 2010–2011, the contracted budget for CTE is $736,161.00. Within the CTE programs, students will

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

PURPOSE OF THE EVALUATION

It is expected CTE programs will provide opportunities for students to acquire 21st century academic and technical skills needed for entry into the global workforce and/or postsecondary education in order to become contributing members of their community. Therefore, the program evaluation will be conducted to describe student participation in CTE programs and their academic and postsecondary outcomes. Elements of the CTE evaluation will be used to monitor the district's strategic plan, e.g. the percentage of students taking coherent sequences of CTE courses, participating in the Tech Prep program, and earning career certifications.

Evaluation Questions

The program evaluation will focus on these major questions:

1. Are the demographic and academic characteristics of CTE students consistent over time? How do they compare with the characteristics of students who have not taken CTE courses?
2. Do the postsecondary aspirations of CTE students differ from those of students who have not taken a sequence of CTE courses?
3. Does the college readiness of CTE seniors differ from that of seniors who have not taken a sequence of CTE courses?
4. What are the postsecondary outcomes for CTE students, compared with the outcomes for non-CTE students?
5. How do the outcomes of special education students at Clifton Career Development School compare with those of special education students not enrolled at Clifton?
6. What are the program's funding sources, and how are they used to implement CTE programs and provide resources for students?
7. How cost-effective is the CTE program?

Evaluation Objectives

Evaluation objectives include the following:

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

Fiscal Considerations

DPE will identify program funding sources and describe how the sources are used to facilitate program implementation and provide resources for students. DPE will conduct a cost-effectiveness analysis to determine the cost to the district of having CTE students meet the state-defined college and career readiness standard.

The CTE evaluation is grant funded.

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide students' CTE status, demographic, attendance, course enrollment, course grade, and testing data for program

participants. District surveys will provide information to assess students' college and career preparation and expectations for postsecondary education, as well as administrators' perceptions of the quality of CTE programs. The following surveys may be used: the AISD High School Exit Survey, Employee Coordinated Survey, and Student/Staff Climate Surveys. Recently hired CTE teachers will be surveyed to assess their compliance with quality standards. CTE teachers will be asked to provide data regarding student participation in industry certification exams. National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data will provide information concerning the number and percentage of students going to college and entering the workforce after high school graduation.

Data Analyses

A mixed-methods approach will be used to provide the evaluation information pertaining to CTE programs. Quantitative data (e.g., course enrollment and TAKS test scores) will be analyzed using descriptive (e.g., numbers and percentages) and inferential statistics. Qualitative data (e.g., open-ended survey responses) will be analyzed using content analysis techniques to identify important details, themes, and patterns within open-ended survey responses. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the programs.

Timeline

- July–October 2010: DPE staff will develop a district narrative evaluation report providing an in-depth summary of program implementation and outcomes for participants.
- August 2010: DPE staff will create and submit to CTE program staff a summary of program participation and completion, and student outcomes for the 2010–2011 school year for strategic plan reporting and the completion of the Title I, Part C Carl D Perkins Grant, both due by September 1, 2011.
- September 2010: DPE staff will administer the online safety survey to all CTE teachers, and analyze and report the results. DPE staff will report on enrollment in CTE, by school, prior to the PEIMS October snapshot.
- October 2010: DPE staff will administer the chemical inventory survey to all CTE teachers.

- November 2010: DPE staff will compile a list of chemicals used by CTE teachers.

- February 2011: DPE staff will provide a report about CTE student outcomes at Clifton Career Development Center. DPE staff will assist in the revision of the CTE teacher survey and administer the revised survey to CTE teachers hired after March 2010.

- March 2011: DPE staff will analyze and report the results of the CTE teacher survey and assist with development of questions for the district's coordinated survey.

- April 2011: DPE staff will assist with the preparation for the program evaluation site visit, administer a survey to participants, and report on the results of both the site visit and the reviewer survey.

- June 2011: DPE staff will create and submit to CTE program staff evaluation information that summarizes program participation and student outcomes for the 2010–2011 school year.

REQUIRED REPORTING AND DELIVERABLES

DPE staff will assist CTE staff in completing and submitting reports required by the 2010–2011 Title I, Part C Carl D Perkins Grant and by TEA's Performance-Based Monitoring Analysis System (PBMAS), and information required by the district's board of trustees. A district narrative evaluation report will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

DPE 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

No special projects are planned at this time.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Coordinator: TBD

PROGRAM DESCRIPTION

A formal application and data collection process facilitates research and evaluation conducted by parties external to AISD and allows the coordinator of external research to monitor these projects. The process establishes guidelines that (a) protect staff and students from unnecessary or overly burdensome data collection, (b) ensure compliance with current laws concerning privacy and research, and (c) contribute to the quality of research conducted in AISD. Proposal forms and instructions, questions and answers regarding the external research process, and criteria by which proposals are judged may be accessed through the AISD web page at http://www.austinisd.org/inside/accountability/research.

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

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

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

The external research team supports the goals of the Strategic Plan, particularly Strategy 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging. Many of the key action steps within this and other strategies require or suggest that the district build partnerships with other publically and privately funded organizations and institutions. The external research team supports this work by vetting proposals from outside groups and by ensuring that all data sharing done in support of the work itself or the evaluation of the work is done in a FERPA compliant manner.

PURPOSE OF EVALUATION

Evaluation Questions

Key evaluation questions investigated will include:

- What are the trends among external research topics?
- How are external research projects distributed among grade levels, subject areas, and research methodologies?
- What persistent problems need to be addressed through modifications to the research application and review process?
- What recommendations about research priorities can be made for the 2011–2012 school year?

Evaluation Objectives

Evaluation objectives include the following:

- To identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
- To 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 2011–2012 school year

Fiscal Considerations

DPE staff will examine the annual cost to the district to provide this community service and support role and summarize the revenue obtained from application fees and data requests. External Research is locally funded.

SCOPE AND METHOD

Data Collection

Information concerning research projects will be compiled through the application for external research and entered into a database.

Data Analyses

DPE staff will provide summary data on the number of external research projects across different grade levels, subject areas, methodologies, and types of external parties, and the percentage of proposals accepted. The coordinator will develop recommendations for the 2011–2012 school year, evidenced by case studies and trends based on the external research process.

Time Line

- June–December 2010: The coordinator will receive and process research applications for the 2010–2011 school year.
- June 2010–May 2011: The coordinator will provide ongoing support to external researchers, including processing data-sharing agreements and data requests, as needed.
- June–August 2011: The coordinator will analyze data from the external research database and complete the external research summary report for the 2010–2011 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DPE at the end of August 2011. The report will provide an overview of the number and type of research projects conducted during the 2010-2011 school year. The report will (a) discuss noteworthy trends among research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and

review process. Each of these sources of information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the 2011–2012 school year.

PROGRAM SUPPORT

In previous years, the coordinator has offered workshops for graduate students and faculty in the College of Education at the UT at Austin. The objectives of this workshop included the following: (a) to offer students and faculty an overview of the research application process requirements so they can take them into consideration during the planning stages of their research and (b) to enhance the dialogue between the two institutions (i.e., UT and AISD) to ensure that collaborative research projects are of high quality and of benefit to both the researchers and the district. Due to an increase in the number of internal district initiatives requiring evaluation support, a university workshop will be offered only upon request.

SPECIAL PROJECTS

No special projects are planned at this time.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF

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

Evaluation Staff: Lindsay Lamb, Ph.D.; Ginger Gossman, Ph.D.; Reetu Naik, M.A.

PROGRAM DESCRIPTION

DPE develops, administers, and reports on district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD Parent Survey, AISD Staff Climate Survey, AISD High School Exit Survey, and AISD Central Office Work Environment Survey. These surveys are used to inform district staff regarding perceptions of the school environment and customer service on each campus, and to examine the work environment of central office departments. Results from these surveys are used to monitor the board's executive limitations policies concerning staff treatment and treatment of stakeholders, board results policies, the district's strategic plan, and the district improvement plan. In addition, district-wide survey data are used for a variety of program evaluations in AISD. Finally, results will be used to assist in the monitoring of the Strategic Plan. Examples include data to monitor Key Action Step 2.1 "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 student self-confidence and attitudes toward school, work, and success.

DPE also conducts an annual Employee Coordinated Survey that allows multiple questionnaires to be administered in a single data collection instrument to minimize the paperwork burden on teachers and other staff. The survey system permits items to be targeted to specific respondent groups or to a random sample of district employees who are in various job roles. Coordination ensures that participants receive only a limited number of survey items each year. The Employee Coordinated Survey is administered online, and samples are selected to provide representative results for employee groups, with a 95% level of confidence.

DPE conducts an annual Student Substance Use and Safety Survey that is administered to a random, representative sample of students at all AISD middle schools and high schools. The survey results provide self-report data on student knowledge,

attitudes, and behavior related to substance use and abuse, and on student aggression and violence on campuses. These results are used to inform and assist with district-level and campus-level substance use and violence prevention and intervention planning.

PURPOSE OF EVALUATION

Evaluation Questions

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

- Is school climate improving over time?
- Which climate factors are most related to student achievement and teacher retention?
- Are school climate and safety improving at campuses implementing PBS?
- Do central offices support employees with good customer service?
- In what ways can central offices best support the needs of district staff?
- How do exiting seniors rate and describe their high school experiences, and to what extent are these responses related to postsecondary enrollment and persistence?
- To what extent do schools support parental involvement, and to what extent do parents report involvement in their child's education?

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 student, parent, and staff opinions and information, to support the evaluation of programs
- To obtain information about various programs and policies of interest
- To obtain information about levels of employee satisfaction with central office services
- To gain efficiency in obtaining such information by replacing multiple, separate data collections with a single, coordinated data collection that minimizes the paperwork burden on teachers and other staff

Fiscal Considerations

When possible, survey data will be used to provide information regarding the quality of program implementation and the status of climate and customer service-related

outcomes for the purpose of performance-based budgeting and cost-effectiveness
analyses.

Districtwide survey are supported with a mixture of local and grant funds.

SCOPE AND METHOD

Data Collection

The 2010–2011 Staff Climate Survey will be administered in November via an
anonymous scan form (English and Spanish) distributed by principal-appointed campus
contact persons to each campus employee. Surveys remain completely anonymous, with
only campus name and major job classification as identifying information. Completed
surveys will be returned to DPE in person by campus contact persons. Attached to the
campus Staff Climate Survey is the annual Teacher Survey, on which teachers may
choose to identify themselves for the purpose of participating in longitudinal research
regarding teacher mobility. In addition, central office staff will complete the annual
online Central Office Climate Survey, which assesses the work environment of staff who
are not employed on school campuses.

The 2010–2011 Parent Survey will be administered in January and February via
anonymous scan form and also will be made available online in English, Spanish, and
Vietnamese. Principal-appointed campus contact persons will be responsible for
distributing surveys to parents of all students, with assistance from parent support
specialists. Parents may return surveys directly to DPE via mail or in person, may return
surveys to the school, or may respond to the online survey.

The 2010–2011 Employee Coordinated Survey will be administered online in
March through May 2011. Area supervisors and associate superintendents will be
encouraged to submit questions for the survey. Teachers, administrators, classified staff,
and other professionals will be surveyed to answer questions related to (a) the evaluations
of federal Title programs; (b) customer service provided by central offices; and (c) other
topics and programs (e.g., BE and services for students with dyslexia and learning
differences). To the extent possible, participants will be surveyed according to samples
requested by the staff submitting particular survey items (e.g., random sample of all
special education teachers).

For purposes of initial Employee Coordinated Survey administration, individual
participants will not be anonymous, but the confidentiality of their responses will be

protected through the reporting of aggregate data. After the survey analysis has been completed, the computer files linking responses to individuals will be erased. Employee records containing work location, job title, job description, employee ID, and e-mail address will be generated for the random selection of appropriately sized samples to provide results representative at a 95% confidence level with a range no greater than +/- 10 points, adjusting sample sizes to allow for an 80% response rate. Multiple samples may be generated for employee groups for whom the number of survey items exceeds a designated limit.

The 2010–2011 Student Climate Survey will be distributed in March and April to teachers of all students in Grades 3 through 11. Teachers will administer the survey and return them to principal-appointed campus contact persons, who will then return surveys in person to DPE. Magnet surveys will be maintained separately to allow for disaggregation of results for magnet and comprehensive schools.

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

The 2010–2010 Student Substance Use and Safety Survey will be administered in March and April via anonymous scan forms (English and Spanish). The surveys will be distributed by principal-appointed campus contact persons to teachers of a randomly selected sample of students in Grades 6 through 12. Teachers will administer the surveys and return them to the campus contact persons, who will then return surveys in person to DPE.

Data Analyses

Results of the district-wide surveys will be summarized using basic descriptive statistics. Reports will be prepared for survey data at the campus and district levels, and will include average item responses and percentages of respondents selecting various response options. In addition, effect size calculations will be examined, where possible, to identify meaningful longitudinal changes in survey results. Results of open-ended questions on the High School Exit Survey will be categorized according to common themes. Survey data from all instruments will be compiled to identify thematic subscales comprising items from multiple instruments. Multi-level modeling will be used to examine the changes in school climate over time.

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

Time Line

- July–August 2010: DPE staff will revise Staff Climate and Teacher Surveys and replace any items in need of alteration. They will determine Staff Survey counts for each campus, order survey scan forms, and distribute Campus Contact requests to principals.
- September 2010: DPE staff will determine AISD Parent Survey items and timeline.
- October 2010: DPE staff will prepare AISD Campus Staff Climate Surveys and contact packets and distribute these to campus contact persons for administration during November; they will finalize and translate the AISD Parent Survey.
- November 2010: DPE staff will administer the AISD Campus Staff Climate Survey and will administer the AISD Central Office Climate Survey via e-mail.
- December 2010: DPE staff will determine AISD Parent Survey counts for campuses, order scan forms, and develop an online version of the Parent Survey.
- January 2011: DPE staff will scan AISD Staff Climate Surveys, begin to administer the AISD Parent Survey, distribute Requests for Employee Coordinated Survey item submission to district administrators, analyze AISD Staff Climate Surveys and prepare reports, finalize and translate AISD Student Climate Survey items, order surveys, conduct AISD Student Substance Use and Safety Survey sampling, and e-mail parent notification letters.
- February 2011: DPE staff will analyze Central Office Work Environment Survey results, review Employee Coordinated Survey items for word choice, request sample(s), prepare an item bank, deliver Student Climate Surveys and

contact packets to campuses for March administration, create random samples from human resources files to reflect sampling requirements for the Employee Coordinated Survey items, finalize High School Exit Survey items and put them online, develop paper surveys, inform high school staff about the process for survey administration, and inform principal-appointed campus contact persons at all middle schools and high schools about the process for survey administration of the Student Substance Use and Safety Survey.

- March 2011: DPE staff will scan returned AISD Parent Surveys, prepare and distribute the Central Office Work Environment Survey report, begin administering the High School Exit Survey and Student Climate Survey, compile data for EL-3 and EL-4 board monitoring reports, distribute Employee Coordinated Survey notifications by e-mail, and distribute and administer Student Substance Use and Safety Surveys at middle and high school campuses.

- April 2011: DPE staff will continue administering the High School Exit Survey. They will send reminder e-mails about the Employee Coordinated Survey to non-respondents, analyze the AISD Parent Survey data, prepare and distribute reports, prepare and scan the AISD Student Climate Surveys, and complete administration of the Student Substance Use and Safety Survey.

- May 2011: DPE staff will continue administering the High School Exit Survey. They will send out reminders about the High School Exit Survey, prepare and distribute AISD Student Climate Survey reports, prepare principal tools for all the surveys, and scan the Student Substance Use and Safety Surveys.

- June 2011: DPE staff will prepare and distribute the AISD High School Exit Survey reports, prepare Integrated Survey tools and distribute them to principals, and analyze and distribute Employee Coordinated Survey results and Student Substance Use Survey results.

REQUIRED REPORTING

DPE will provide campus and district reports for each of the surveys, along with data interpretation and presentation aids (e.g., district-wide rank order summaries, how-to worksheets, and PowerPoint templates). Survey data and achievement data will be

provided for the following required monitoring reports: EL-3 Treatment of Stakeholders; EL-4 Staff Treatment; board performance monitoring at elementary, middle, and high school levels; Strategic Plan Scorecard; Annual Report to the Public; and the superintendent's evaluation. All district and campus parent and student survey reports will be posted on AISD's external website. Survey data also will be used for the development of Campus Improvement Plans (CIPs) and the evaluation of multiple district- and campus-level programs.

SPECIAL PROJECTS

No special projects are planned at this time.

MIDDLE LEVEL EDUCATION PLAN (MLEP) EVALUATION, 2010–2011

Director of Middle School Operations: Debra Hester

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

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

Given the comprehensive nature of the MLEP and the continuing development of this plan, evaluations of two strategies and supporting action plans are planned for the 2010–2011 school year. These strategies and action plans are as follows:

- Strategy 2: Implement a rigorous, relevant, world-class curriculum and ensure that teachers have the professional development opportunities necessary to consistently apply best instructional and assessment practices.
    - o 2.6 Design and implement a rigorous and cross-disciplinary curriculum that ensures meaningful and real-life learning for all students
- Strategy 7: Identify and implement effective academic support and interventions for underachieving students.
    - o 7.3 Implement a systematic intervention process that supports students' success in literacy, math, and science instruction in middle schools (e.g., Dufour's Pyramid of Intervention or Response to Intervention [RTI] three-tier framework).

PURPOSE OF THE EVALUATION

It is expected that the implementation of the MLEP will result in the development and implementation of world class curriculum and systemic response to interventions enabling students to achieve academic success. The MLEP evaluation may be used in the monitoring of Goals 1 and 2 in the district's Strategic Plan and related strategies.

Evaluation Questions

The following overarching questions have been articulated to guide the evaluation of the MLEP strategies in the 2010–2011 school year:

- Did the middle schools implement activities articulated within the MLEP Strategies 2.6 and 7.3, with fidelity to ensure quality and program sustainability?
- Which middle schools employed the framework outlined in Understanding by Design (Wiggins & McTighe, 1998) to assist teachers in improving their curriculum and assessments?
- How many teachers participated in the professional development provided by the Middle School Office? Did the participants perceive the PD opportunity to be helpful in improving their instruction?
- Were middle school students supported by a systematic intervention process to increase their success in literacy, math, and science instruction in middle schools? For students who participated in academic interventions provided as a part of MLEP, what were their outcomes on the TAKS reading, math, and science tests?
- How cost-effective are the MLEP strategies in providing teacher professional development opportunities and student success in literacy, math, and science?

Evaluation Objectives

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

Fiscal Considerations

In the evaluation process, program resources and funding will be determined for the 2010–2011 school year, and programmatic implications may be examined. Cost-effectiveness analyses will be conducted using measures of effectiveness that will be determined during the 2010–2011 school year.

The MLEP evaluation is locally funded.

SCOPE AND METHOD

Data Collection

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

- Student demographic, attendance, discipline, course enrollment, course grades, and testing data supplied through district information systems
- Teacher demographic, experience, and professional development activity data
- District survey data, including the Employee Coordinated Survey, Student/Staff Climate Surveys, and Parent Survey
- Program-specific survey data administered as a part of professional development activities or program implementation activities
- Teacher focus group data

Data Analyses

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

Time Line

- Ongoing: DPE staff will collect and analyze professional development activity data as events occur.
- August–September 2010: DPE staff will develop program logic models and articulate cost-effectiveness measures.
- October–November 2010: Staff will develop survey questions to be administered in the Employee Coordinated Survey in Spring 2011 and will develop a protocol for teacher focus groups, to be conducted in the spring.
- January–February 2011: Staff will summarize the MLEP activities for the fall semester and will create a focus group and classroom observation calendar.
- March–May 2011: Staff will conduct teacher focus groups and classroom observations.

- May–June 2011: Staff will analyze all program data.
- July–August 2011: Staff will develop district narrative evaluation reports.

DISTRICT REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

DPE staff will provide formative data related to program implementation and participation to program stakeholders to make implementation decisions, assess the progress of teachers and students, and evaluate the degree to which promising practices are being adopted. The formative data summaries will be provided to project staff as the information becomes available. The evaluation staff will attend meetings, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

POSITIVE BEHAVIOR SUPPORT

Program Coordinator: Jane Nethercut

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Beth Johnson, Ph.D.; Simon Tidd, Ph.D.

PROGRAM DESCRIPTION

Positive Behavior Support (PBS) is a systems approach designed to identify, prevent, and reduce patterns of problem behavior to improve the academic performance of students through the development of a positive and predictable school culture (Sugai et al., 2000). PBS is based on a problem-solving model and includes three levels of intervention, varying in scope and intensity. PBS was first piloted at AISD in three middle schools during the 2003–2004 school year. Each year since, the number of campuses implementing PBS has increased. In 2010–2011, PBS will be implemented on 84 AISD campuses.

PBS builds a collaborative structure within schools to improve behavior and strengthen a positive learning environment. In the AISD PBS model, behavior support is nested within the school-wide, classroom, and individual student systems. Within each system, PBS provides a continuum of systemic and individualized strategies to assist campus staff in addressing behaviors based on students' demonstrated level of need. PBS specialists deliver embedded professional development activities as teachers identify needs, design strategies to address them, and use data to monitor improvement. Systemic strategies are universal practices for the whole school. Examples of universal strategies include planned adult supervision, clearly stated behavioral expectations, active teaching and rewarding of appropriate social skills, and consistent consequences for problem behavior. Further along the continuum of support, targeted strategies address behavior support needs for specific groups of students or teachers. Examples of targeted strategies include (a) implementing a bully prevention program with 6th-grade students after consulting referral data, and (b) modifying classroom expectations to align with campus guidelines for success based on classroom observation data. Finally, intensive strategies use a flexible, focused, and personalized approach to meet individual student needs; for example, conducting student behavioral observations to implement a behavior plan for a specific student.

PBS activities on a campus are coordinated by a campus PBS team consisting of representative staff members, including an internal coach who attends district-wide training and is responsible for coordinating campus PBS team meetings and updates. Each campus is assigned a team of external coaches specializing in school-wide, classroom, and individual student level systems. A total of 15 external coaches will provide support to the 84 AISD campuses implementing PBS in 2010–2011. In addition to the ongoing support provided by the external coaches, schools receive additional program support through the PBS coordinator, a PBS technical advisor, and district-wide training sessions.

PURPOSE OF EVALUATION

The focus of the evaluation is PBS implementation and the relation between implementation levels and student outcomes. An additional focus is the cost-effectiveness of the PBS program. The evaluation also will provide information for program improvement and to address sustainability, given that 2010–2011 is the final year of ACCESS funding. Some elements of the PBS evaluation will contribute to understanding the district's progress on several of the key action steps (i.e., #s 1.9, 1.16, 1.19, 1.20, 3.5, and 3.6) defined in the Strategic Plan.

Evaluation Questions

The following questions will guide the evaluation:

- To what extent is PBS being implemented in the district?
- How effective is the training and coaching structure for campus implementation?
- How does PBS affect classroom practice?
- What is the relationship between PBS implementation and campus and student outcomes (e.g., staff climate, student climate, and student behavior)?
- Is PBS a cost-effective means to improve the student learning environment, student behavior, and academic outcomes?
- How does PBS fit with other district-wide systems initiatives?
- How can PBS be sustained beyond 2010–2011?
- What unexpected effects has PBS generated?

Evaluation Objectives

In order to examine the cost-effectiveness of PBS, DPE staff will analyze variance in implementation among PBS campuses, identify best practices in campus implementation and district support, and relate implementation to student and campus outcomes. Sustainability will be addressed through cost-effectiveness and the integration of PBS with other district initiatives. Evaluation objectives include the following:

- To assess PBS implementation fidelity and progress at the campus and classroom level
- To assess training and technical assistance efforts for PBS at the district, campus, and classroom levels
- To assess the relation between implementation and campus and student outcomes
- To collaborate with program staff to revise the logic model and to define the model for cost-effectiveness analysis

Fiscal Considerations

Staff will consider performing an analysis to determine the impact of PBS implementation on factors that have fiscal ramifications for the district (e.g., student attendance and disciplinary actions).

The PBS evaluation is funded with local funds from the Department of Learning Support.

SCOPE AND METHOD

Data Collection

The following qualitative and quantitative data will be used to document program activities and to evaluate the impact of PBS:

DPE staff will use tools developed and tested during previous program years to collect data about the PBS training and coaching structure and implementation. Campus-level implementation and support will be assessed with data from the Campus Assessment and Planning Tool (CAPT) and the Benchmark Tool. District-wide training sessions will be assessed with a training evaluation survey. The PBS Benchmark Tool summarizes implementation levels for the campus team and for school-wide, classroom, and individual student systems. The CAPT and Benchmark Tool will be completed twice during the year.

Data from several existing district measures (e.g., the AISD Staff Climate Survey, AISD Student Climate Survey, the Employee Coordinated Survey, and Parent Survey) as well as from attendance, discipline records, and special education referrals will be used to assess perceptions of the school environment and student behavioral outcomes. The relation between PBS implementation and student academic achievement will be examined using TAKS scores.

Implementation data will be collected twice during the year and outcomes data will be collected annually. Data about implementation status will be collected from PBS staff. Some data (e.g., office discipline referrals) will be entered by campus staff but accessed by DPE staff through district data systems. DPE staff will observe schools and classrooms and interview selected school staff and administrators in the fall and spring semesters.

Data Analysis

Both quantitative and qualitative analyses will be used to summarize and describe PBS implementation at the classroom and school-wide levels and to determine the relation between implementation and outcomes. Data analysis procedures will include descriptive statistics (numbers and percentages) of survey responses, tallies of observational data, and appropriate measures of effect size. The links between implementation level and outcomes will be examined using advanced statistical procedures as appropriate (e.g., correlations, regression, and hierarchical linear models). Qualitative data will be analyzed using content analysis to categorize data and identify themes.

Time Line

DPE staff efforts to design and implement activities required for evaluation and reporting will be systematically conducted, guided by the following timeline:

- June 2010: DPE staff will work with PBS staff to review and revise the format for data collection tools. DPE staff will review and summarize PBS-relevant items on district surveys.
- July 2010: DPE staff will collaborate with PBS staff to develop a training evaluation tool to be administered after district training sessions. DPE and PBS staff will work together to decide how campus needs will be assessed. DPE staff will attend and present relevant training or evaluation information, as needed, at the PBS district refresher training session.

- August 2010: DPE staff will summarize and report results from the refresher training evaluation survey.
- October–November 2010: DPE staff will conduct school-wide and classroom observations and teacher interviews at selected schools.
- November–December 2010 [Date pending PBS implementation schedule]: DPE staff will collect CAPT and Benchmark Tool data from the PBS technical facilitator. DPE staff will generate and distribute campus progress reports based on data from the fall CAPT and Benchmark Tool and will present summary findings to district coaches and associate superintendents.
- November 2010–January 2011: DPE staff will administer the Staff Climate Survey.
- December 2010: DPE staff will attend the district PBS training session and present relevant training or evaluation information, as needed.
- January–February 2011: DPE staff will summarize and report results from the December district training evaluation survey. The Parent Survey will be administered by DPE staff.
- March 2011: DPE staff will conduct school-wide and classroom observations and teacher interviews at selected schools. The Student Climate Survey and Substance Use and Safety Survey will be administered by DPE staff.
- April–May 2011: DPE staff will administer the Employee Coordinated Survey.
- April–May 2011 [Date pending PBS implementation schedule]: DPE staff will collect CAPT and Benchmark Tool data from the PBS technical facilitator. DPE staff will generate and distribute campus progress reports based on data from the spring CAPT and Benchmark Tool and will present summary findings to district coaches and associate superintendents.
- June 2011: Staff will coordinate with the PBS technical facilitator to conduct a "lessons learned" and planning workshop with PBS coaches. DPE staff will conduct data analyses for the annual narrative report.
- July–August 2011: DPE staff will complete the annual narrative report summarizing program activities, participation, and outcomes.

SPECIAL PROJECTS

No special projects are planned at this time.

POSTSECONDARY ENROLLMENT FOLLOW-UP ON AISD GRADUATES

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.

RESEARCH PROJECT DESCRIPTION

AISD expects that 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 district progress toward helping all students advance to postsecondary educational institutions, AISD's DPE will continue to report the rates at which AISD high school graduates enroll in postsecondary educational institutions and enter the workforce during the fall or spring semester after their high school graduation. Additionally, DPE will continue to explore determinants of postsecondary enrollment and retention.

PURPOSE OF THE RESEARCH STUDY

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, become profitably employed, or both, and whether the gaps among student groups enrolling in postsecondary institutions are reduced. Determining the influences on postsecondary enrollment for student groups will help district- and campus-level staff to better support their students.

Evaluation Task

DPE staff will provide information to district decision makers and program managers (e.g., Guidance and Counseling, CTE, Project ADVANCE, and AVID) 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. Data will be used to monitor progress towards meeting Goal 3 of the district's Strategic Plan.

Evaluation Questions

The following questions will guide the work:

- How many AISD graduates enroll in postsecondary institutions and in what types of institutions do they enroll (e.g. 2-year, 4-year, and career colleges)?
- How does the postsecondary enrollment for 2010 graduates compare with enrollment in previous years?

- How does postsecondary enrollment vary by students demographic subgroups?

- What student characteristics or factors influence (e.g. program participation, FAFSA completion, school climate, etc.) the likelihood that students will enroll in a postsecondary institution?

Fiscal Considerations

The findings from the study will be used to determine what types of interventions or programs effectively address student needs and to make related funding decisions. Data may be used as an effectiveness measure for college and career readiness programs.

The post-secondary follow-up work is supported with Local funds.

SCOPE AND METHOD

Data Collection

The data used to calculate postsecondary enrollment and workforce entry rates will be obtained from two primary sources: the NSC and the TWC. The NSC will be used as the primary source of postsecondary enrollment information The TWC data will be used to summarize employment trends for the 2009 senior cohort.

Beyond postsecondary outcome data, the wide range of student- and campus-level academic and attitudinal data collected by AISD will be used to gain a better understanding of the factors governing postsecondary outcomes. These sources may include the annual AISD High School Exit Survey, administered annually to seniors; campus-level climate data obtained from the AISD School Climate Survey; federal financial aid indicators provided through a USDE pilot program; and student-level academic achievement, disciplinary, and attendance data extracted from district data systems.

Data Analyses

Diverse methodological approaches will be used. First, the postsecondary enrollment and employment rates for AISD students will be determined through a multi-step process. Students will be classified into separate groups, based on their initial postsecondary enrollment and employment history, and simple comparative descriptive statistics will be used to summarize the information by relevant student subgroups to identify gaps in enrollment and employment outcomes. Second, this exploratory descriptive analysis will frame more methodologically sophisticated investigations of the determinants of postsecondary enrollment. Multi-level modeling will be used to account

for the nested structure of the enrollment data in conjunction with estimation procedures suitable for the categorical, non-continuous nature of the outcome variables to assess the student-level indicators associated with transitions into and retention in postsecondary institutions.

Time Line

- July 2010: Staff will publish the summary report of postsecondary outcomes for the Class of 2009.
- Fall 2010: Staff will obtain an employment history from the TWC.
- November 2010–February 2011: Staff will conduct analyses pertaining to determinants of postsecondary enrollment and generate a corresponding district narrative report.
- April 2011: Staff will request postsecondary enrollment data from the NSC. Staff will obtain employment history from the TWC and will obtain postsecondary enrollment data from the NSC for AISD graduates.
- May–June 2011: Staff will generate a district narrative report to describe the postsecondary enrollment and employment rates for the Class of 2010.

REQUIRED REPORTING

DPE staff will provide the board of trustees with a postsecondary enrollment follow-up report to document progress toward meeting the board's Results Policy 3.3, which states that all students will be able to successfully enroll in postsecondary education, access financial aid, transition into the workforce, and be successful in a variety of jobs and careers (http://www.austinisd.org/inside/policy/policy.phtml?type=results).

PROGRAM SUPPORT

DPE staff will 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

AISD is participating in a multi-state pilot program implemented through the Texas High School Project (THSP) and the NSC from November 2009 to December 2011. Funded by the Bill and Melinda Gates Foundation, the pilot aims to enhance the ability of schools, districts, and states to track high school students into and through postsecondary education. In the pilot, staff will develop high-quality, actionable, data-

driven reports that link P–12 and postsecondary data and that can be used to improve the college readiness and success of students. They also will develop online professional development materials and capture lessons learned about college readiness preparation and related outcomes nationally.

Although a total of eight districts in Texas are participating in the pilot, three districts are members of the state's stakeholder advisory group: El Paso, Austin, and McAllen. Throughout the project, DPE staff will serve in an advisory capacity to THSP and NSC staff and will provide data files containing locally available, student-level data elements for a range of academic years to support data validation and enhanced reporting. DPE staff, district- and campus-level administrators, counselors, and teachers will provide input into the design and development of core and enhanced pilot reports provided by the NSC and will participate in actionable data workshops and a train-the-trainer conference.

PREKINDERGARTEN PROGRAM

Program Manager: Jacquie Porter

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Josie Brunner, M.A.

PROGRAM DESCRIPTION

The state and district goal of the AISD Prekindergarten (pre-K) program is to prepare students for the rigors of kindergarten and beyond. Half-day pre-K programs are mandated and funded by the state of Texas in school districts with 15 or more 4-year-olds who meet at least one of the following eligibility requirements:

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

AISD offers a full-day pre-K program, supported through use of local, state, and federal funds. The 2010–2011 funding sources include ARRA Title I ($1.3 million), state and local funding ($12.3 million), TEA Prekindergarten Early Start Grant ($4.6 million). Eligible students will be served in 68 of the 78 AISD elementary schools, including the Lucy Read Prekindergarten Demonstration School.

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

The AISD pre-K program supports many of the goals of the Strategic Plan, particularly those centered around closing the achievement gaps between student ethnic and economic groups, because the program primarily serves students who are English language learners, economically disadvantaged, or both.

PURPOSE OF EVALUATION

Evaluation Questions

Key evaluation questions investigated will include:

- How do pre-K students' attendance rates compare with the overall attendance rates at elementary schools with pre-K programs over the last 5 years?
- Have the demographic characteristics of pre-K students changed over time, from 2005–2006 to 2010-2011?
- What was the pattern of inter- and intra-district mobility for pre-K students between 2005–2006 and 2010-2011?
- What is the overall cost per student to provide a full-day pre-K program?
- What is the cost for each student to become ready for kindergarten as a result of participation in the pre-K program, as measured by the Peabody Picture Vocabulary Test (PPVT)?
- How does participation in the AISD pre-K program affect students' later elementary school performance, including early literacy and TAKS achievement?
- What is the correlation between the Circle–Phonological Awareness, Language, and Literacy Awareness (C-PALS) assessment (a proposed standard for state accountability for the pre-K program) and the PPVT?
- What do pre-K teachers report about the quality of the pre-K program?

Evaluation Objectives

Evaluation objectives include the following:

- To describe pre-K program participants and services, per local, state, and federal reporting requirements
- To provide information for decision makers about program effectiveness to facilitate decisions about program modification
- To share data with community organizations that collaborate with the AISD pre-K program

Fiscal Considerations

In the evaluation process, program resources and funding contributions will be determined and implications may be examined. DPE staff will calculate an overall cost-effectiveness estimate that can be used as a baseline for future evaluations.

The evaluation of the pre-K program is grant funded.

SCOPE AND METHOD

Data Collection

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

Program effectiveness for pre-K in the area of language arts will be determined on the basis of students' average gains during the year on the English-language Peabody Picture Vocabulary Test-IV (PPVT-IV) and the Spanish-language Test de Vocabulario en Imágenes Peabody (TVIP). The PPVT-IV and TVIP measure students' knowledge of receptive (hearing) vocabulary. To measure achievement gains for pre-K students, the PPVT-IV and the TVIP will be administered in Fall 2010 and Spring 2011 to a random sample of AISD pre-K classes, including those at the Lucy Read Prekindergarten Demonstration School. All pre-K students in the testing sample will be tested in English, and bilingual Spanish students also will be tested in Spanish.

DPE staff will also administer a survey to pre-K teachers to provide program managers with feedback to improve program effectiveness.

Data Analyses

Summary statistics will be used to describe the demographic characteristics of AISD pre-K students. In addition, summary statistics will be used to describe pre-K teachers' responses to the survey. DPE staff will use longitudinal data to examine attendance rates and enrollment patterns of pre-K students compared with the attendance rates and enrollment patterns of all other elementary students (at elementary schools with pre-K programs). PPVT-IV and TVIP test scores will be analyzed to measure average gains from pretest to posttest, using hierarchical linear modeling.

Time Line

- July–September 2010: Staff will summarize data on pre-K students' participation, attendance, and enrollment patterns over the past 5 years. Staff will analyze the cost-effectiveness of the pre-K program and prepare a narrative report summarizing the pre-K program for 2009-2010.

- September–October 2010: Staff will administer the PPVT-IV and TVIP pretests to a sample of pre-K students, and will report the results to teachers and principals.
- November–December 2010: Staff will develop growth analysis models to examine longitudinal performance indicators and will compare the performance of students who participated in the 2005-2006 AISD pre-K program with the performance of matched students who did not participate during the same year.
- January–February 2011: Staff will analyze the correlation between C-PALS and PPVT assessments.
- March 2011: Staff will develop an online survey and administer it to pre-K teachers.
- April 2011: Staff will analyze results from the pre-K teachers' survey and report the results to program administrators.
- April–May 2011: Staff will administer the PPVT-IV and TVIP posttests to students who were tested in the fall.
- May 2011: Staff will report pretest, posttest, and gain scores on the PPVT-IV and TVIP to teachers and principals.
- June–August 2011: Staff will compile information that may be helpful to other staff submitting federal ARRA Title I report or Prekindergarten Early Start grant report. Staff will compile any information required for the TEA grant reports and write a report about student achievement. Staff will analyze the cost-effectiveness of the pre-K program for the school year.

REQUIRED REPORTING

Staff will assist, as needed, in the compilation of data for submissions to Children's Learning Institute and for required TEA grant reporting. In addition, evaluation staff will prepare narrative reports for district administrators that describe the pre-K program during the current year and its longitudinal effectiveness.

PROGRAM SUPPORT

Program managers, teachers, and principals will receive formative and summative data related to the pre-K program. Students' scores on the PPVT-IV and TVIP will be

reported to principals and teachers in the testing sample. In addition, the evaluator will process ad hoc data requests received from pre-K program managers, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

QUALITY TEACHING FOR ENGLISH LEARNERS (QTEL)

Program Manager: Mollie Avelino, Melissa Hutchins, M.A.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D., TBA

PROGRAM DESCRIPTION

AISD supports the Quality Teaching for English Learners (QTEL) program designed by WestEd. In 2007, The Office of Redesign entered into a 3-year partnership with WestEd's QTEL initiative as a part of a concerted effort to close gaps and increase high-quality instruction for ELLs in AISD through a unique, whole-school model of change at two pilot high schools, Lanier and International High Schools. The QTEL model was chosen after an extensive review of programs around the nation and selected because of the leadership of Dr. Aida Walqui and because of its strong foundation in instructional theory. Work over the past 3 years at these high schools has included: professional development opportunities for all teachers, instructional support for core departments, focused instructional support in math, and development of a leadership group of teachers trained to carry on this work as professional developers and coaches through a process of apprenticeship. QTEL is funded by several sources: a (no-cost extension) grant from the Bill and Melinda Gates Foundation ($197,993), LEP SSI funds ($42,000), and bilingual local funds ($20,000). The goals of this program are that:

- Content area teachers will demonstrate sustained, purposeful implementation of QTEL principles, as they plan and enact quality lessons.
- A core group of teacher professional developers and disciplinary leaders will design and provide professional development opportunities, and support colleagues through coaching and lesson planning in their disciplines to implement QTEL principles, tools, and structures.
- School leadership teams will monitor and promote quality instruction for ELLs.
- Schools will serve as demonstration sites for quality instruction for ELLs.
- QTEL staff will develop the capacity of BE/ESL staff to support and leverage the work that has been accomplished through the QTEL and AISD collaboration.

- QTEL staff will continue to develop a district-wide comprehensive plan focused on language acquisition for ELLs.

PURPOSE OF THE EVALUATION

As a result of this program, it is expected that the number of ELLs advancing in language proficiency on the TELPAS will increase; the number of LEPs passing TAKS will increase in math, ELA, science, and social studies; changes in teacher practice will be observed at Lanier and International High Schools; and achievement gaps will continue to be reduced.

Evaluation Questions

The program evaluation will focus on these major questions:

- Did students who began 9th grade at International persist in AISD? What were the graduation rates for IHS students? Did IHS students who transferred to Lanier have comparable outcomes to IHS students who transferred to other AISD high schools?
- What were the student TAKS and TELPAS outcomes for teachers who participated in QTEL professional development? Did teachers with greater exposure to QTEL PD have better outcomes?
- How did outcomes for beginner LEPs at QTEL pilot schools compare to beginner LEPs in other high schools?
- How cost-effective was the QTEL program in meeting the objectives for teacher professional development opportunities and student academic success?

Evaluation Objectives

Evaluation objectives include the following:

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

Fiscal Considerations

The direction and supervision of the QTEL program has been moved under the responsibilities of the director of secondary ESL in an effort to begin integrating the

conceptual framework of QTEL into language acquisition efforts district wide. In addition to funding from a no-cost extension of the Gates grant, AISD has committed additional federal and state funds to the budget for 2010–2011 to support expansion of this work. A cost-effectiveness analysis will be conducted, and the unit of effectiveness will be determined in the 2010–2011 school year. The evaluation is grant funded.

SCOPE AND METHOD

Data Collection

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

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

Data Analyses

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

Time Line

- August–September 2010: Staff will create summary reports describing 2009–2010 program outcomes.
- November–December 2010: Staff will revise program surveys to be administered in Spring 2011. Staff will prepare surveys for spring administration.
- January–February 2011: Staff will create a focus group and classroom observation calendar.
- March–May 2011: Staff will participate in classroom observations.
- May–June 2011: Staff will analyze student academic and survey data and will provide formative reports to program managers.
- July–August 2011: Staff will develop program evaluation reports for required and district reporting purposes.

REQUIRED REPORTING AND DELIVERABLES

Required by program funding agreements, an annual progress report will be submitted to the Bill and Melinda Gates Foundation on or before September 1, 2011. This summary report will provide an overview of program accomplishments, lessons learned, and outcomes for participants related to articulated success indicators. DPE staff will assist in the development and submission of this program progress report.

Required by program funding agreements, an annual data submission will be provided to the Bill and Melinda Gates Foundation on or before a date determined by the Foundation in Spring 2011. The data submitted will include school descriptive, student demographic, attendance, discipline, academic achievement, graduation, and postsecondary enrollment information.

DISTRICT REPORTING AND DELIVERABLES

Up to five evaluation report briefs will be created to provide information regarding implementation and outcomes. The topic of these briefs will be decided collaboratively by program and evaluation staff.

PROGRAM SUPPORT

Program stakeholders will be provided with formative and summative data related to identified performance indicators to make implementation decisions, assess the progress of students, and evaluate the degree to which promising practices are being

adopted. To facilitate effective program implementation, formative data summaries will be provided to project staff as the information becomes available. The evaluation staff will attend meetings pertaining to program implementation, evaluation, and reporting. All program staff and campus administrators will be provided with each annual report. Details within these reports will be discussed in project staff meetings or special debriefing meetings.

SPECIAL PROJECTS

No special reporting projects are planned at this time.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH INITIATIVE (T-STEM), 2010–2011

Grant Compliance Manager: Ralph Smith

Evaluation supervisor: Karen Looby, Ph.D.

Evaluator: Carol Pazera, M.S., M.A.

PROGRAM DESCRIPTION

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

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

PURPOSE OF THE EVALUATION

Through their participation in courses at Eastside's Green Tech High School, it is expected that students excel academically and become prepared to enter science, technology, engineering, and math careers at increasing rates. Limited funding was provided for program evaluation support for this program; thus, program evaluation support will be restricted to required academic performance reporting defined by TEA. The campus-level data will be used to monitor progress towards meeting Goals 1, 2, and 3 of the district's Strategic Plan.

Evaluation Questions

The following questions will guide performance reporting in the 2010–2011 school year:

- What were the outcomes on TAKS tests for students enrolled in Green Tech High School? How did their performance on TAKS tests compare to students in previous school years?
- What were the math and science course passing rates for students enrolled in Green Tech High School? How did their math and science course passing rates compare to students in previous school years?
- What are the postsecondary aspirations of the students enrolled in Green Tech High School? Are their aspirations similar to other students across the district?

Evaluation Objectives

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

Fiscal Considerations

Because the program is substantially grant funded, the impact on district budgeting and program sustainability may be addressed. If it is determined that a cost-effectiveness analysis is needed, measures of effectiveness will be determined in the 2010–2011 school year. The evaluation is grant funded.

SCOPE AND METHOD

Data Collection and Analyses

The required state report articulates performance and outcome measures. Student measures will include attendance rates; course enrollment and passing rates; TAKS scores and passing rates; PSAT, SAT, and ACT scores; graduation and dropout rates; on-track reports; and postsecondary enrollment data. DPE staff will extract the data for program participants. The data will be uploaded into a secure site supported by TEA at the end of each semester, and these data will be analyzed. DPE staff also may help facilitate survey administration required by TEA.

Time Line

- Fall 2010: DPE staff will determine specific program activities, reporting requirements, and the data collection timeline.
- January 2011: DPE staff will collect the required data, complete associated analyses, and submit data, as determined by TEA.

- Spring 2011: DPE staff will facilitate survey administration, as determined by TEA.
- June 2011: DPE staff will collect the required data, complete associated analyses, and submit data, as determined by TEA.

REQUIRED REPORTING AND EVALUATION DELIVERABLES

As required by program funding agreements, data submissions and a possible annual performance report will be submitted to TEA. The requirements and dates are to be set by the agency.

PROGRAM SUPPORT

The program evaluation support for this program includes required academic performance reporting defined by TEA, survey facilitation, and responses to ad hoc requests.

SPECIAL PROJECTS

No special reporting projects are planned at this time.

<div align="center">**SMALLER LEARNING COMMUNITIES PROGRAM, 2010–2011**</div>

Grant Compliance Manager: Ralph Smith

Evaluation Liaison: Ginger Gossman, Ph.D.

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

PROGRAM DESCRIPTION

The Smaller Learning Communities (SLC) Program is a competitive federal grant program supporting the planning and implementation of SLCs in large high schools. For the 2010–2011 school year, the SLC program was funded for $1.3 million. The 2007–2008 school year was the first year of a "3+2" funding cycle (3 years guaranteed, 2 years discretionary) for SLC programs for McCallum, Crockett, LBJ, Travis, and Reagan High Schools. Additional years of funding are allocated at the discretion of the USDE and are based on funding availability and overall grant compliance.

The primary objective of the SLC Program in AISD is to support school redesign efforts, including the implementation of professional learning communities (PLCs) and student advisory, and career and academic academies in which students learn in a smaller, personalized environment. The secondary objective is to contribute to college readiness, including increasing student awareness of college opportunities and increasing the number of students who apply to college. Program activities are expected to improve students' academic performance and participation and to increase common planning time for teachers.

Additionally, supplemental grant funds were provided to establish three new SLC evaluation activities in the district. DPE staff will (a) provide professional development opportunities pertaining to the use of postsecondary enrollment data, tailored for counselors and administrators and unique to each SLC grantee campus; (b) compare the postsecondary outcomes within SLC grantee schools and between grantee and non-grantee schools; and (c) conduct a survey of AISD graduates 6 months after the students graduate from an SLC grantee campus.

PURPOSE OF THE EVALUATION

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

towards meeting targets set for Goal 3 of the district's Strategic Plan may be examined across SLC and non-SLC schools.

Evaluation Questions

The following questions will guide the evaluation of the SLC grant in 2010–2011:

1. Did the schools fully implement SLC structures (e.g., SLCs, PLCs, advisory, and common planning time)?

2. Did the schools implement teacher professional development activities to support student learning? How many teachers attended and what were their perceptions of the professional development provided?

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

4. What are the underlying causes of the postsecondary aspiration gap (i.e., the gap between wanting to attend college and not going)?

5. How cost-effective were the program activities in terms of meeting the goals of the grant?

Evaluation Objectives

DPE staff will provide data and evaluation services:

- To comply with federal law requiring an annual evaluation of the SLC Program and to support the external evaluator who prepares the federally required report

- To improve program implementation and effectiveness

Fiscal Considerations

Because the program is substantially grant funded, the impact of specific program strategies on district budgeting and program sustainability may be addressed. The measures of cost-effectiveness will be determined during the 2010–2011 school year. The evaluation is grant funded.

SCOPE AND METHOD

Data Collection

The required federal report prescribes performance and outcome measures. Student measures include school enrollment; attendance rates; frequency of disciplinary action; TAKS passing rates; graduation rates; college enrollment; and participation in SLCs, Advanced Placement/International Baccalaureate courses, Advisory, alternative

scheduling, and 9th-grade transition programs. Both qualitative and quantitative data will contribute toward evaluating these measures. District information systems will provide student demographic; attendance; discipline; course enrollment; course grade; and testing (i.e., TAKS, PSAT, SAT, and ACT) data for program participants. District surveys will provide information regarding students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes.

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

Data Analyses

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

Time Line

- August–September 2010: DPE staff will conduct professional development sessions pertaining to the use of postsecondary enrollment data for district and campus staff.
- October 2010: DPE staff will collect and analyze student demographic; attendance; discipline; course enrollment; course grade; testing (i.e., TAKS, PSAT, SAT, and ACT); postsecondary enrollment; and district survey data from the 2009–2010 school year and provide aggregate data to the external evaluator.
- October 2010: DPE staff will compare the postsecondary outcomes within SLC grantee schools and between grantee and non-grantee schools, and provide results to program stakeholders.

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- October–November 2010: DPE staff will conduct cost-effectiveness analyses and complete the federal annual performance report template for SLC schools and provide this to the external evaluator.
- January 2011: The external evaluator will submit evaluation reports to the USDE and to district stakeholders.
- November 2010–January 2011: DPE staff will conduct an online postsecondary follow-up survey of former graduates.
- February 2011: DPE staff will summarize the postsecondary follow-up survey of former graduates and provide results to program stakeholders.
- March–May 2011: DPE staff may assist with SLC focus group and interview preparation and/or facilitation.

REQUIRED REPORTING AND EVALUATION DELIVERABLES

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special reporting projects are planned at this time

STATE COMPENSATORY EDUCATION, 2010–2011

Grant Manager: Nancy Phillips

Evaluation Staff: Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

State Compensatory Education (SCE) funds are a portion of local funds that are required to be allocated in accordance with state regulations to assist students at risk of academic failure. The amount of local funds school districts are required to allocate toward SCE programming is based on a percentage of the regular formulae for state-provided funding for students who are educationally disadvantaged. This amount, proportional to the AISD total budget, has increased each year as the population of educationally disadvantages students has increased. The actual required amount of the allocation will not be accurately determined until the October snapshot date, but is currently estimated to be $36,700,000.

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

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

PURPOSE OF EVALUATION

Evaluation Questions

The program evaluation will focus on these major questions:

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- What services and programs were provided to students at risk of dropping out of school?
- Has the disparity between students at risk of dropping out of school and other students in the district decreased with respect to dropout rate and academic achievement (i.e., TAKS passing rates)?

Evaluation Objectives

Evaluation objectives will include the following:

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

Fiscal Considerations

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

The evaluation is locally funded.

SCOPE AND METHOD

Data Collection

Information regarding student demographics and at-risk status will be gathered from AISD administrative records. Graduation, dropout, and school continuation rates will be taken from TEA's most recent publication of *Secondary School Completion and Dropouts in Texas Public Schools: Supplemental District Data*. These records will be used to evaluate program effectiveness, based on the state-mandated performance indicators. Additional program and student information to describe the student populations served will be collected from AISD administrative records and program facilitators.

Data Analyses

Data will be summarized by all students and at-risk students to display changes in disparity between these groups on high school completion rates and TAKS performance.

Time Line

- September 2010: Staff will obtain a list of programs to be funded by SCE.
- October 2010: Staff will contact facilitators of funded programs to obtain descriptions of the services provided. DPE will coordinate with facilitators regarding procedures to track student participation, as applicable.
- December 2010: An end-of-semester check-in will occur with the program manager and facilitators regarding program changes and tracking issues.
- August–September 2011: Staff will perform data analyses and write a narrative report.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

AISD STRATEGIC COMPENSATION INITIATIVE PILOT, AISD REACH

Supervisor: Lisa Schmitt, Ph.D.

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

PROGRAM DESCRIPTION

In 2006, the board of trustees approved a four-penny increase to the district's Maintenance and Operations tax rate, which included dedicating one penny of this increase ($4.3 million) annually to "strategic compensation." AISD REACH, a strategic compensation pilot, began in nine schools in 2007–2008, expanded to 11 schools in 2008–2009, added five more schools in 2009–2010, and will expand to four additional schools in 2010–2011, for a total of 19 schools. In 2010–2011, AISD REACH will provide incentives to teachers, instructional coaches, assistant principals, school counselors, Project ADVANCE facilitators, and principals for:

- *student growth,* by awarding stipends to individuals whose students met approved Student Learning Objectives (SLOs), to teams of staff whose students met approved SLOs, and to all eligible staff at schools where students met at least three of four approved campus goals[3];

- *professional growth,* by awarding participants who effectively engaged with a group of colleagues in study and reflection for an area of need, and who implement strategies to improve practice and student achievement (called Professional Development Units, or PDUs); and

- *additional support and incentives for teachers,* including intensive novice teacher mentoring for teachers in their 1st through 3rd year of the profession[4] and stipends for teachers and principals, based on their years in a hard-to-staff campus or position.

The program also provides leadership pathways for educators who assume additional responsibilities and receive stipends to support the SLO or PDU processes for their campus.

In addition to the annual $4.30 million appropriation of local funding, the AISD REACH program is supported in 2010–2011 with $5.79 million of state District Awards

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

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

for Teaching Excellence (D.A.T.E.) grant monies, $0.47 million of state Beginning Teacher Induction grant funding, and a federal grant of $84,097 for a mentor coordinator. The AISD Office of Strategic Compensation , and the AISD REACH pilot program directly support the Strategic Plan Strategy 3: Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff. The results of the evaluation of AISD REACH will inform all of the Key Action Steps for Strategy 3.Purpose of Evaluation

To accomplish the evaluation objectives for year 4, DPE staff will document the pilot changes over time and describe the progress of the pilot toward meeting key program goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas will be examined, and outcomes for pilot schools will be compared with those for similar non-pilot comparison schools to determine whether AISD REACH demonstrated evidence of accomplishing its primary objectives in year 4. Results of statistical analyses will be provided to document the areas in which REACH participants did or did not outperform their comparison school peers.

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

Evaluation Questions

Evaluation questions include but are not limited to the following:

Outcomes

- Do pilot schools outperform comparison schools with respect to:
    - TAKS passing percentages,
    - Comparable Improvement ranking (elementary and middle only), and
    - student growth from year to year?
- Do pilot schools outperform comparison schools on measures included in the four campus-specific goals each campus establishes at the beginning of 2010-2011 (yet to be determined)?
- Are SLO stipends awarded to the teachers (or teams of teachers) whose students perform the best on TAKS?

- Do teachers at schools with recruitment and retention stipends return to their campuses at greater rates than do teachers at non-pilot comparison schools with similar student needs?
- Compared to non-REACH novice teachers (who do not have REACH mentors), are novice teachers with REACH mentors:
  - more satisfied with their jobs,
  - more likely to return to their schools, and
  - more likely to be effective teachers?

Implementation

- What challenges are associated with the program changes for 2010–2011, including:
  - the training of campus SLO and PDU experts,
  - the implementation of team SLOs and campus goals, and
  - the implementation of PDUs?
- What program changes are recommended for the coming school year?

Evaluation Objectives

Evaluation objectives will include the following:

- To collect and analyze data from all stakeholders, including pilot participants and program staff, to determine whether the program is accomplishing its objectives
- To provide ongoing formative feedback for program staff and stakeholders (e.g., the Strategic Compensation Steering Committee, AISD board of trustees, and the District Advisory Council)

Fiscal Considerations

The current evaluation will examine the influence of program elements within the context of policy implications for teacher recruitment and retention strategies in AISD and their relative cost to the district. Should the pilot result in improvement in teacher retention and student performance, cost-benefit analyses will examine the cost per percentage point of improvement. In addition, evaluation results will be used to garner additional grant funding to support future program expansion. The evaluation is supported by a combination of grant funds and local funds from the Office of Educator Quality.

Scope and Method

Data Collection

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

Data Analyses

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

Time Line

- September 2010: Staff will publish the first year 3 report, containing results from the employee survey, SLOs, and TAKS.

- November 2010: Staff will conduct the district-wide Staff Climate Survey and the district-wide Teacher Survey, including an addendum for pilot schools; staff will conduct focus groups with staff at new schools.

- December 2010: Staff will publish the final year 3 evaluation report with results from year 3, including results for school-wide growth, novice teacher mentoring, and teacher retention; cost-benefit analyses will be included, as available.

- January 2011: Staff will conduct the Parent Survey and publish the Staff Climate Survey Reports; staff will conduct a principal focus group.

- February 2011: Staff will publish the first year 4 evaluation report, containing results from teacher and principal focus groups.

- March 2011: Staff will conduct the Employee Coordinated Survey, including targeted items for mentees and mentors, pilot and comparison staff, and all staff.

- April–May 2011: Staff will hold focus groups with all eligible staff to obtain feedback about new program features and the end of the 4-year pilot.
- September 2011: Staff will publish the second year 4 report, containing results from the employee survey, SLOs, and TAKS.

REPORTING

A series of evaluation reports will be published as data become available and will identify successes, challenges, and recommendations based on the 4th year of the pilot. Data will be submitted to TEA for the D.A.T.E. grant and the Beginning Teacher Induction grant.

PROGRAM SUPPORT

DPE staff will assist with the following additional activities:

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

SPECIAL PROJECTS

No special projects are planned at this time.

<div align="center">**STRATEGIC PLAN MONITORING**</div>

Evaluation Supervisors: Lisa Schmitt, Ph.D.,

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

PROGRAM DESCRIPTION

DPE staff are involved in ongoing data collection efforts to assist in monitoring the 5-year strategic plan. These efforts include the following:

1. Assisting district administrators with the completion of strategic plan monitoring tools

2. Summarizing the status of progress toward implementation of key action steps

3. Assisting with the development of custom strategic plan monitoring reports from the Data Warehouse

4. Conducting district-wide surveys of students, staff and teachers, and parent stakeholder groups

5. Collecting, analyzing, and reporting data regarding student academic achievement, including district benchmark assessment results and additional ad hoc requests for achievement data

6. Collecting, analyzing, and reporting attendance, discipline, and accountability data to monitor the district's 5-year strategic plan

PURPOSE OF EVALUATION

Evaluation Questions

Evaluation questions include the following:

- To what extent is AISD implementing the four major strategies described in the strategic plan?
- To what extent is AISD implementing the key action steps outlined in the strategic plan?
- To what extent is AISD progressing toward the accomplishment of measurable outcomes defined in the strategic plan?
- Which leading indicators are most related to the measurable outcomes of the strategic plan?

Evaluation Objectives

Evaluation objectives include the following:

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- To assist in monitoring the district's strategic plan through provision of data required for the Strategic Plan Scorecard
- To assist with the development of custom automated reports from the Data Warehouse

Fiscal Considerations

DPE staff will continue to support the implementation of performance-based budgeting. This project is locally funded.

SCOPE AND METHOD

Data Collection

To support strategic plan monitoring, specific data collection and reporting activities are planned. These include the development and administration of the AISD Parent Survey, Staff Climate Survey, Teacher Survey, Central Office Work Environment Survey, Student Climate Survey, and Employee Coordinated Survey (see the District-wide Survey evaluation plan for more information). In addition, DPE staff will be involved in the analysis and preparation of attendance, discipline, and accountability data and in the examination of factors related to Goal 3 (see Validation of Goal Three Strategic Plan Indicators evaluation plan for more information). DPE staff will assist in the provision of data to be reported for the revised board measures now under consideration and will assist with the development of the district's Data Warehouse.

Data Analyses

Summary data will be prepared for the strategic plan monitoring report and for interim reports describing the district's progress toward implementation of the strategic plan.

Time Line

- August 2010: DPE staff will prepare a preliminary report about Strategic Plan indicators and measurable outcomes and will test the Data Warehouse custom reports.
- October 2010: DPE staff will complete the Strategic Plan Balanced Scorecard.
- November 2010: DPE staff will summarize the Strategic Plan Monitoring Reports.
- February 2011: DPE staff will summarize the Strategic Plan Monitoring Reports.
- June 2011: DPE staff will summarize the Strategic Plan Monitoring Reports.

PROGRAM SUPPORT

DPE staff will provide ongoing support to campus and central office administrators through timely responses to ad hoc requests for strategic plan data analyses.

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE SAT AND ACT TEST RESULTS

Supervisors: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.; Carol Pazera, M.S., M.A.

PROJECT DESCRIPTION

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

PURPOSE OF EVALUATION

Evaluation Questions

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

- What are the district- and campus-level trends in student SAT and ACT score averages across multiple school years?
- How do district students' performance on SAT and ACT exams compare with state and national students' performance?
- Are there differences between student groups (e.g., by ethnicity, limited English proficiency, economic disadvantage, and special education)with respect to SAT and ACT exam results?

Evaluation Objectives

DPE staff will summarize SAT and ACT exam results to assist district decision makers in monitoring district progress toward its goals and in facilitating program improvement.

Fiscal Considerations

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

SCOPE AND METHOD

Data Collection

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

Data Analyses

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

Time Line

- August–September 2010: The district's System-wide Testing Department will obtain SAT and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DPE will analyze data, develop a report, and publish the information on their website.

District Reporting

Campus and district reports will be provided for each of the exams. The exam data will be provided for the following required monitoring reports: board performance monitoring at elementary, middle, and high school levels, and the Strategic Plan Scorecard. SAT and SAT data also will be used for the development of CIPs and the evaluation of multiple district- and campus-level programs. District and campus summary reports will be provided on the external website for AISD's DPE.

SPECIAL PROJECTS

No special projects are planned at this time.

TEXAS HIGH SCHOOL REDESIGN AND RESTRUCTURING GRANT (CYCLE 5), 2010–2011

Grant Compliance Manager: Ralph Smith

Evaluation supervisor: Karen Looby, Ph.D.

Evaluator: Carol Pazera, M.S., M.A.

PROGRAM DESCRIPTION

The Texas High School Redesign and Restructuring Grant, Cycle 5 was awarded to Crockett High School in March 2009 for a total of $200,000.00, to be used over a period of 2 years. The purpose of this grant was to provide high schools that were previously rated as academically unacceptable with resources to implement innovative school-wide initiatives to improve student performance. It is expected that schools will correct identified deficiencies, demonstrate innovative practices, develop leadership capacity, improve instructional quality, and raise academic standards for all students.

Crockett High School chose to support its PLCs, Student Advisory, and ACC Connections programs. The PLCs are focused on creating higher levels of student engagement and improving teacher instructional practices. The Student Advisory program aims to create personalized support for students and their families to ensure that students navigate high school successfully. The ACC Connections program provides greater access to and support for dual-credit course taking in hopes that students can graduate from high school with 42 hours of college credit.

PURPOSE OF THE EVALUATION

Through the restructuring of high school practices, it is expected that student academic performance will improve. Student performance data will be collected and analyzed. Results will be shared with program stakeholders. Limited funding was provided for program evaluation support for this program; thus, program evaluation support will be restricted to required academic performance reporting, as defined by TEA. The campus-level data will be used to monitor progress towards meeting Goals 1, 2, and 3 of the district's Strategic Plan.

Evaluation Questions

The following questions will guide performance reporting in the 2010–2011 school year:

- What were the academic achievement outcomes for students enrolled in Crockett High School, as measured by TAKS scores, advance course

enrollment, and postsecondary enrollment? How did those outcomes compare with students in previous school years and with other schools in the district?

- What are the postsecondary aspirations of the students enrolled in Crockett High School? What percentage of Crockett 2010 graduates enroll in a postsecondary institution? What were the characteristics of 2010 graduates who enrolled in a postsecondary institution?

- How cost-effective were the program activities in terms of meeting the goals of the grant?

Evaluation Objectives

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

Fiscal Considerations

Because the program is substantially grant funded, the impact on district budgeting and program sustainability may be addressed. If it is determined that a cost-effectiveness analysis is needed, measures of effectiveness will be determined in the 2010–2011 school year. This evaluation is grant funded.

SCOPE AND METHOD

Data Collection and Analyses

The TEA articulates required performance and outcome measures for state reports. Student measures include attendance rates; course enrollment and passing rates; TAKS scores and passing rates; PSAT, SAT, and ACT scores; graduation and dropout rates; on-track reports; and postsecondary enrollment data. DPE staff will extract the data for program participants. At the end of each semester, the data will be uploaded onto a secure site supported by TEA, and these data will be analyzed. DPE staff also may help facilitate survey administration required by TEA.

Time Line

- Fall 2010: DPE staff will determine specific program activities, reporting requirements, and the data collection timeline.

- January 2011: DPE staff will collect the required data, complete associated analyses, and submit data, as determined by TEA.

- Spring 2011: SPE staff will facilitate survey administration, as determined by TEA.

- June 2011: DPE staff will collect the required data, complete associated analyses, and submit data, as determined by TEA.

REQUIRED REPORTING AND EVALUATION DELIVERABLES

As required by program funding agreements, data submissions and a possible annual performance report will be submitted to TEA. The requirements and dates are to be set by the agency.

PROGRAM SUPPORT

The program evaluation support for this program includes required academic performance reporting defined by TEA, survey facilitation, and response to ad hoc requests.

SPECIAL PROJECTS

No special reporting projects are planned at this time.

TITLE I, PART A AND PART D PROGRAMS

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

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

Evaluation Staff: Reetu Naik, M.A.

PROGRAM DESCRIPTION

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

- By 2013–2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.
- All LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and math.
- All students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

These goals are tied to all four of the district's strategic plan goals for 2010-2015:

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

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

Title I funding for a school district is based on census data for the percentage of low-income students, ages 5 through 17, living in the district's attendance area. Similarly,

Title I funding for a school is determined by the percentage of low-income students living in the school's attendance area. For district purposes, a child is considered low income if he or she is eligible for free or reduced-price meals. Schools are ranked annually on the basis of the projected percentage of low-income children residing in the schools' attendance areas. Districts must serve schools with 75% or more low-income students residing in their attendance areas, and remaining schools with less than 75% low-income students residing in their attendance areas are served in rank order, as funding allows.

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

At this time, AISD will be using a Title I, Part A grant planning amount of $26,362,888 plus an estimated roll-forward amount of $4,449,920 from 2009–2010 (provided by TEA) to allocate Title I, Part A funds to 67 school-wide AISD schools and to a variety of district-wide support services. Prior to determining allocations for AISD schools, some Title I funds will be set aside for the following services:

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

The Title I, Part D, Subpart 2 planning amount is $528,438, which will be used to support instructional programs serving students at several local facilities for delinquent youth within the district's attendance zone. The purpose of Title I, Part D, Subpart 2 funds is similar to that of Title I, Part A funds in the following ways:

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

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

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

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

PURPOSE OF EVALUATION

Evaluation Questions

Evaluation activities will be focused primarily on the following questions:

- Is the district meeting federal and state requirements of the Title I, Part A and Part D grants for the appropriate use of funds to serve students, staff, and parents as outlined in grant regulations?
- Is the district using Title I, Part A funds in ways that promote student academic progress overall and to close the achievement gap among student groups, as measured by TAKS and other academic indicators?
- Are Title I schools making progress in meeting state and federal accountability standards? Is progress observable in year-to-year changes in school ratings? Are more Title I schools attaining the academically acceptable or exemplary ratings in the state accountability system, and are more of these schools attaining the adequate yearly progress (AYP) rating in the federal accountability system?
- Are schools that receive Title I, Part D funds enabling their students to be successful academically, according to grant statute, as defined by students being promoted and meeting graduation requirements?

Evaluation Objectives

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

At this time, Title I funds are entitlement funds used to support all schools with a Title I designation and to provide supplemental services to students across the district. Efforts will be made to examine whether Title I funds are tied specifically to programs with distinct measurable outcomes. However, it may be difficult to distinguish at the school level how Title I funds are used differently from other funds, especially when school-wide status allows all funds to be used to serve all students and improve the

overall campus program. If appropriate, a cost per person served will be calculated. The evaluation is grant funded.

SCOPE AND METHOD

Data Collection

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

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

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

Data Analyses

Summary statistics of key indicators for the Title I programs will be prepared, as required, for local and state reporting. For instance, frequencies and percentages will be calculated for student demographic and academic performance summaries. Progress toward closing the achievement gap among students at Title I and non-Title I schools will be examined. Likewise, similar analyses will be applied to data about teacher qualifications and professional development opportunities, parent involvement activities, and Title I allocations and expenditures. If appropriate, a cost per person served will be calculated. When appropriate, data will be examined for progress over time, such as the percentages of students who met passing standards on state-mandated academic achievement assessments (e.g., TAKS). An examination of TAKS data will help AISD staff gauge whether the district is closing the achievement gap between students at Title I schools and non-Title I schools. Analysis by student groups (e.g., low income, ethnicity, special education, ELL) also will shed light on whether or not Title I funds are making a

difference for these students' academic success. Qualitative data will supplement the quantitative data provided to district decision makers.

TIME LINE

- August–October 2010: DPE staff will provide draft evaluation forms to participating private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will obtain all budget information and will finalize all surveys and data collection tools and establish an evaluation timeline. They will work to ensure district student and staff data systems are tracking needed information. DPE staff will analyze Adequate Yearly Progress (AYP) and state accountability ratings for schools.
- December 2010: DPE staff will collect interim parent involvement activities data and will prepare all parent and staff survey items.
- January 2011: DPE staff will analyze PEIMS submission 1 data.
- April–July 2011: DPE staff will collect data from private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will collect data about year-end parent involvement activities. DPE staff will conduct TAKS accountability analyses and will summarize PEIMS homeless student data. DPE staff will collect and summarize teacher data (e.g., certification, education, professional development opportunities) and will analyze district parent and staff survey data as they become available. DPE staff will collect data from Title I summer schools.
- July–August 2011: DPE staff will conduct a Title I budget analysis and will confirm and verify all data required by TEA for annual reports. DPE staff will complete analyses of PEIMS submission 3 student data.
- August 2011: DPE staff will assist in the submission of required compliance reports to TEA.

REQUIRED REPORTING

Annually, evaluation staff will complete the TEA compliance reports for Title I, Part A and Title I, Part D, Subpart 2, and a homeless student report, all of which are due in early August. Narrative summary reports about various district Title I program activities will be written for district decision makers upon request.

PROGRAM SUPPORT

Ongoing support for Title I will be provided to district and campus staff in several ways. In some cases, guidance will be provided to staff or other individuals working with the district on evaluation planning, data collection strategies, survey development and administration, data analysis, and reports. Evaluation staff will act in an advisory capacity

on various committees, and when called upon by district staff for special projects. Evaluation staff will attend Title I meetings about various topics (e.g., homelessness; high-quality teachers and professional development opportunities; parent involvement; and consultations with private schools, facilities for neglected youth, and facilities for delinquent youth). Evaluation staff also will provide support by responding to ad hoc requests for summaries of information about Title I topics. Finally, evaluation staff will be responsible for keeping current on local, state, and federal legislation topics and on compliance related to NCLB in general and Title I in particular.

SPECIAL PROJECTS

No special projects are planned at this time.

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

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

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Holly Koehler, Ph.D.

PROGRAM DESCRIPTION

The Title II, Part A Teacher and Principal Training and Recruitment Fund of NCLB (P.L. 107-110) provides funding to increase student achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program emphasizes improving instruction and student performance in core academic subjects and focuses on training, recruiting, and retaining highly qualified teachers and principals.

These goals are tied to all four of the district's strategic plan goals for 2010-2015:

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

Program activities are aligned with curriculum content standards and student assessments, as designated by TEA, and include a needs assessment based on teacher input and analyses of district- and campus-level student achievement data. The program also supports strategies to boost the academic achievement of students who are economically disadvantaged or have diverse learning styles. In addition, Title II, Part A funds are used to provide professional development opportunities for staff at local private and nonprofit schools and at facilities for neglected or delinquent youth who participate in the grant program. AISD's 2010–2011 planning amount allocation is $4,288,890, with an approximate roll-forward amount of $500,000.

PURPOSE OF EVALUATION

Evaluation Questions

Title II, Part A funds have been aimed primarily at professional development for teachers, principals, and assistant principals; class size reduction; and efforts at attracting

and keeping highly qualified teachers. Thus, the following key evaluation questions will be addressed:

- What are the professional development needs among teachers, principals, and assistant principals?
- Do Title II, Part A funds enable district teachers, principals, and assistant principals to obtain needed professional development opportunities?
- Do Title II, Part A funds help the district attract and retain highly qualified teachers?
- How are new teachers mentored in the district with the support of Title II, Part A funds?

Evaluation Objectives

Evaluation objectives include the following:

- To assist with a needs assessment for professional development activities that would inform the District Improvement Plan and guide professional development planning
- To gather information regarding Title II, Part A funded professional development activities tracked through the district's E-Campus professional development data system and the AISD web-based teacher mentoring reporting tools
- To evaluate the effectiveness of new teacher support initiatives, such as the New Teacher Academy (NTA) and Mentor Teacher Program
- To provide descriptions of program activities and expenditures, as required by TEA
- To facilitate decisions about how to improve the program (e.g., the hiring, professional development activities, and retention of highly qualified staff, including paraprofessionals)

Fiscal Considerations

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

SCOPE AND METHOD

Data Collection

DPE staff will conduct a needs assessment, as specified in P.L. 107-110, to determine the professional development activities that need to be conducted in order to give:

- teachers the means (e.g., subject matter knowledge and teaching skills) to provide effective instruction, and
- principals the instructional leadership skills to help teachers.

The AISD Employee Coordinated Survey, which will take place in the spring semester, will be used for this needs assessment. Teachers, principals, and assistant principals will be surveyed to assess their professional development activity needs in relationship to instructional practices. Results of the needs assessment will be shared with the federal grant program coordinator and the director of Professional Development Center so they can advise district staff and have an impact on program improvement.

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

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

addressed and the number of staff served. All data will be summarized and reported to TEA in August.

Data Analyses

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

Time Line

- July 2010: DPE staff will check the Mentor Teacher Program database to ensure it is ready for the new school year and meets local and state reporting needs. The staff will collaborate with the Department of State and Federal Accountability on the form for professional development activity tracking to be provided to private and nonprofit schools and facilities for neglected or delinquent youth.

- August 2010: DPE staff will contact the Department of State and Federal Accountability for a list of staff paid out of Title II, Part A funds. DPE staff will send a memo to individuals whose salary is funded by Title II, Part A regarding tracking their provision of professional development activities through E-campus. DPE staff will make available an electronic data record to these individuals so they can record information about additional professional development activities not entered in the district's E-campus.

- August–September 2010: DPE staff will analyze NTA survey results and provide a summary of findings to key district staff.

- October 2010: DPE staff will provide a district needs assessment summary report to staff in AISD's Department of State and Federal Accountability, the Professional Development Center, and to the District Advisory Council.

- October–November 2010: DPE staff will conduct a follow-up survey of NTA attendees to assess the impact of the NTA training on new teachers'

classroom instructional experiences. The results of the survey will be used by key staff to help improve future NTA trainings.

- November–December 2010: DPE staff will submit items for the needs assessment for inclusion on the Employee Coordinated Survey.
- December 2010–June 2011: DPE staff will enter data into a database for Title II, Part A funded professional development activities completed by private and nonprofit schools and by facilities for neglected or delinquent youth.
- May–June 2011: DPE staff will analyze and summarize data for the district's professional development activity needs assessment.
- June–July 2011: DPE staff will contact staff in the Department of State and Federal Accountability and Department of Human Resources to obtain information needed for the TEA compliance report.
- August 2011: DPE staff will assist in the submission of required compliance reports to TEA.

REQUIRED REPORTING

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

PROGRAM SUPPORT

Evaluation staff will respond to ad hoc requests; monitor the online Mentor Teacher Program database; and serve as a liaison to PDC, curriculum, and accountability staff. In addition, upon request, evaluation staff will provide reports on program data to district staff. Finally, evaluation staff will be responsible for keeping current on local, state, and federal legislation topics and on compliance related to NCLB in general and Title II A in particular.

SPECIAL PROJECTS

No special projects are planned at this time.

U.S. DEPARTMENT OF EDUCATION CIVIL RIGHTS DATA COLLECTION

Evaluation Staff: Holly Williams, Ph.D.; Becky Sanchez

PROGRAM DESCRIPTION

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

EVALUATION OBJECTIVE

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

Fiscal Considerations

This project is supported by local funds.

SCOPE AND METHOD

Data Collection

Data are collected from district data sources, including some elements that must be collected directly from campuses.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

VALIDATION OF GOAL THREE STRATEGIC PLAN INDICATORS, 2010–2011

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.; Carol Pazera, M.S., M.A.

PROJECT DESCRIPTION

Goal Three of the district's Strategic Plan 2010–2015 articulates that the district expects all students will graduate ready for college, career, and life in a globally competitive economy. Multiple strategies supporting college and career preparation have been developed to achieve this goal. Short- and long-term outcome measures have been identified to monitor progress toward meeting this goal and to determine the ultimate success of AISD students.

PURPOSE OF THE RESEARCH STUDY

Although measureable outcomes have been selected to monitor the district's progress toward attaining Goal Three of the Strategic Plan, validation of the selected indicators and identification of more appropriate measures are necessary. This work will help district- and campus-level staff better support their students and monitor progress.

Evaluation Task

DPE staff will provide information to district decision makers and program managers (e.g., Guidance and Counseling, CTE, Project ADVANCE, and AVID) to aid in the examination of the district's ongoing efforts to help students advance to postsecondary educational institutions and to be successful in the workplace.

Fiscal Considerations

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

SCOPE AND METHOD

Data Collection

The short-term outcome measures identified to monitor progress toward meeting Goal Three will be provided primarily through the district's student information systems and surveys, and will include the following:

- Student participation in 3 or more years of foreign language patterns; language proficiency test scores

- Student participation in extracurricular activities (e.g., band, orchestra, and choir; art and drama; and athletics)
- Student completion of a graduation portfolio (e.g., sample performances, products and projects, internships, volunteer work)
- Student-reported measures of attitudes toward school, self-confidence, student engagement, and college intentions on the Student Climate and Senior Exit Surveys
- Student attainment of student financial aid
- Student completion of a career plan with goals, strategies, and action steps
- Student participation in speech communication courses
- Student completion of CTE programs (e.g., business education, career and vocational, and health and medical)
- Student completion of college preparatory activities (e.g., college applications, college visits, career fairs)
- District National Assessment of Educational Progress (NAEP) and Trends in International Mathematics and Science Study (TIMSS) indicators
- Student participation in computer technology courses

The data used to measure long-term outcomes identified to monitor progress toward meeting Goal Three will be obtained from two primary sources: the NSC and the TWC. The NSC will be used as the primary source of postsecondary enrollment information The TWC data will be used to summarize employment trends for the 2009 senior cohort.

Data Analyses

Diverse methodological approaches will be used, and this work will be folded into the analyses described in the Postsecondary Enrollment Follow-Up and Determinants of Postsecondary Enrollment/Persistence Studies (page 56 of this document). Simple comparative descriptive statistics will be used to summarize student outcomes for each measure. An exploratory descriptive analysis will frame more methodologically sophisticated investigations of the determinants of college and career success. 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 into college and careers.

Time Line

- July–August 2010: Staff will summarize baseline outcomes for articulated outcome measures.
- September 2010–March 2011: Staff will conduct a literature review and analyses pertaining to the validation of Goal Three indicators.
- April–May 2011: Staff will generate a district narrative report to identify best measures of college and career readiness.
- June–August 2011: Staff will update and compare student outcomes across school years for selected measures.

REQUIRED REPORTING

District decision makers and the board of trustees will be provided with formative and summative reports to monitor progress toward meeting Goal Three of the district's Strategic Plan 2010–2015.

PROGRAM SUPPORT

DPE staff will 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.

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