
DEPARTMENT OF RESEARCH AND EVALUATION

PLAN OF WORK, 2019–2020



September 2019

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ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

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

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

PREFACE

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

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

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

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

DRE ORGANIZATION CHART



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AD HOC DRE REPORTS, 2019–2020

Evaluation Director: Holly Williams, PhD

Supervisors: Cinda Christian, PhD; Martha Doolittle, PhD; Karen Looby, PhD

Evaluation Staff: All DRE staff

PROGRAM DESCRIPTION

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making
- To assist in monitoring the district’s strategic plan through provision of data required for the strategic plan scorecard and through the development of custom automated reports from the data warehouse
- To assist with grant applications and reporting, as needed

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

- Analysis and preparation of data for monitoring campuses’ and district’s strategic plan scorecards and campus improvement plans (CIPs)
- Collection and analysis of data for the annual Chamber of Commerce Report Card
- Assistance to staff in the Office of Innovation and Development (OID) with grant applications
- Data collection, summarization, and reporting for the Coordinated School Health Program
- Assistance to staff in the Department of State and Federal Accountability with ESSA compliance reporting

DATA ANALYSES

Summary data will be prepared for use in district reports.

TIME LINE

- July 2019: DRE staff will communicate with staff from the Department of Campus and District Accountability to plan for selected data that will provided by end of the school year for monitoring the district’s strategic plan scorecard.
- July–August 2019: DRE staff will analyze and report results on selected strategic plan indicators and measurable outcomes.
- July 2019–August 2020: DRE staff will provide ongoing support to campus and central office administrators for ad hoc requests and reports, as needed.

- January 2020: DRE staff may update available data for progress monitoring of the district scorecard.
- March–June 2020: DRE staff will collect, summarize, and report on Coordinated School Health Program data.
- June–July 2020: DRE staff will provide selected data for the district scorecard and campus and district improvement plans to staff in the Department of Campus and District Accountability. DRE staff will assist staff in the Department of State and Federal Accountability with gathering data for completion of the ESSA compliance reports due to the Texas Education Agency (TEA).

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

AFTERSCHOOL CENTERS ON EDUCATION (ACE) PROGRAMS, 2019–2020

Program Managers: Sarah Daly, Maddie Jennings, Robert Fowler, Erika Gonzalez

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: William Dela Cruz, PhD; TBD

PROGRAM DESCRIPTION

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

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

AFTERSCHOOL CENTERS ON EDUCATION

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

\$3,108, 939 for the 2019–2020 academic year and serving 20 schools. BGCAA has been awarded a 21st CCLC grant in the amount of \$1,492,000 and serves nine schools, and Foundation Communities has been awarded a grant in the amount of \$254,270 to serve three schools. The opportunity to participate is open to all students at these campuses, and approximately 5,000 students are expected to participate, based on previous rates.

PURPOSE OF EVALUATION FOR ACE

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What were the characteristics of program participants and their level of participation in afterschool programs?
2. What was the relationship between participation in afterschool activities and student outcomes, such as attendance, academic achievement, behavior, and college and career readiness?
3. What were students', teachers', and parents' perceptions of the afterschool programs?
4. What was the quality of the program and how did that quality relate to student outcomes?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- August 2019: DRE staff will work with program leaders to support the needs assessment with survey and outcome data from 2018–2019. DRE staff will complete the 2018–2019 ACE year-end data pull due to TEA August 31. DRE staff will provide training at workshops for site coordinators on conducting site needs assessments, including use of the interactive student outcomes dashboard and Electronic Child Study Team (eCST) data.
- September 2019: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2019–2020 school year. DRE staff will assist program staff in creating logic models, as needed.
- October 2019: DRE staff will revise and finalize the student and parent surveys. DRE staff will assist program staff to record parent consent forms to share with vendors.
- November 2019: DRE staff will assist program staff to conduct program observations. The online reporting and monitoring systems for program observations will be refreshed for the 2019–2020 school year.
- December 2019: ACE program staff will provide student participation data from the Texas 21st system to DRE staff.
- January 2020: DRE staff will provide attendance, discipline, and grades data for the fall report to program staff by January 15 (due to TEA February 15).
- March 2020: DRE staff will assist the program staff in administration of the student and parent surveys.
- April 2020: DRE staff will analyze the student and parent survey data. DRE staff will send templates of the final evaluation reports to program directors to update.

- May 2020: ACE program staff will provide student participation from Texas 21st system to DRE staff for the ACE spring report and the final evaluation reports by May 19. DRE staff will provide the data for the ACE spring report, which is due to TEA June 28, to ACE program staff by June 15. DRE staff will prepare student and parent survey interactive reports.
- June 2020: DRE staff will prepare data for analyses for the narrative grant reports. Reports include two grant-level narrative reports for AISD (Cycle 9 and Cycle 10), one grant-level report for the Foundation Communities (Cycle 9), and one grant-level report for the BGCAA (Cycle 10).
- July 2020: DRE staff will complete the final narrative reports, which are due to TEA July 31, and share interactive reports with program staff.
- August 2020: DRE staff will work with program leaders to support the needs assessment with survey and outcome data from 2019–2020. DRE staff will complete the 2019–2020 ACE year-end data pull due to TEA August 31. DRE staff will provide training at workshops for site coordinators on conducting site needs assessments, including use of the interactive student outcomes dashboard and eCST data.

SPECIAL PROJECTS

No special projects are scheduled at this time.

AUSTIN PARTNERS IN EDUCATION (APIE), 2019–2020

Executive Director: Cathy Jones

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Marlena Coco, PhD

PROGRAM DESCRIPTION

APIE is an independent, nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. In 2019–2020, APIE will support the district’s college and career readiness programs through multiple academic coaching services in grades 8 through 12. APIE staff also will implement the Math Classroom Coaching program for students enrolled in 6th and 7th grade math. In addition, APIE staff will provide tutoring services for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) participants who are in 8th grade in 11 middle schools for English language arts (ELA) and math. APIE staff also will support the district’s Career Launch program by providing program coordination services. Additional details about the district’s Early College High School, Career Launch, and GEAR UP program evaluations are provided elsewhere within this document.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What APIE program structures were implemented across AISD campuses in 2019–2020?
2. Did APIE Math Classroom Coaching program participants experience changes in academic self-confidence and/or engagement?
3. What were the academic outcomes for APIE participants and how did these compare with those for similar non-participants?
4. Did APIE program participants and volunteers believe the program was effective?
5. Did APIE program participants develop awareness and knowledge pertaining to future career opportunities?
6. What were the postsecondary enrollment outcomes for students who participated in APIE’s College Readiness Program during their senior year?

EVALUATION Objectives

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- Ongoing: DRE and APIE staff will meet, as needed, to discuss program evaluation needs and to facilitate evaluation activities.
- July–September 2019: DRE staff will complete the 2018–2019 data analyses and develop a narrative report.
- September–October 2019: DRE staff will provide data support for compliance reporting for the Michael and Susan Dell Foundation. DRE staff will work with APIE staff to develop a plan for identifying APIE participants and tracking APIE program services within district data systems. APIE and DRE staff will administer the pre-survey for Math Classroom Coaching program participants.

- November 2019: DRE staff will work collaboratively with APIE staff to update the survey for APIE’s College Readiness Program.
- December 2019: DRE staff will administer the College Readiness Survey for fall program participants exiting the program mid-year.
- January 2020: APIE staff will update program participation lists for the spring semester.
- March 2020: DRE staff will prepare end-of-year surveys for program participants for the spring semester administration.
- May 2020: APIE and DRE staff will administer the post-survey for Math Classroom Coaching participants.
- May–August 2020: DRE staff will analyze program survey and student outcome data.
- August–September 2020: DRE staff will create a narrative report summarizing APIE program participation and student outcomes for the 2018–2019 school year.

REQUIRED REPORTING AND DELIVERABLES

In the fall of 2020, DRE staff will also support compliance reporting needs for APIE’s Michael and Susan Dell Foundation grant. DRE staff also will complete a narrative evaluation report describing the overall program results from the 2018–2019 school year.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

DRE staff work collaboratively with APIE staff to support the district’s Career Launch program at Navarro, LBJ, and Northeast High Schools by providing data related to student program participation, certification completion, and completion of associate’s degrees.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS, 2019–2020

Program Director: Tammy Caesar

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Marlana Coco, PhD

PROGRAM DESCRIPTION

The district's CTE program envisions that all AISD CTE students will graduate college, career, and life ready (Core Belief One, AISD Strategic Plan, 2015–2020) as a result of engaging in high-quality, standards-based, industry-aligned programs of study. CTE programs provide AISD CTE students with work experience, academic knowledge, technical and professional skills, leadership development, and postsecondary credentials. Therefore, the 2018–2023 goals of the CTE 5-year plan are to (a) prepare all CTE students for high-demand, high-skill, high-wage careers in industry-aligned pathways built on academic, professional and technical skills, leadership development, work experience, and postsecondary credentials; (b) allow elementary students to participate in integrated career awareness activities; and (c) provide middle school students with opportunities to participate in career and personal exploration in order to make informed decisions regarding program of study options for high school and beyond.

More specifically, the CTE program will focus on three major areas in 2019–2020:

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will describe outcomes related to the three areas of CTE focus in year 1 of the 5-year plan:

1. Program alignment: Was the CTE program implementation aligned with industry and postsecondary standards that prepared students for college and careers?
2. Quality of instruction: Did the CTE program provide teachers with the resources and professional learning opportunities needed to provide high-quality work-based instruction?
3. Access and equity: Did the CTE program provide students with access to a coherent sequence of courses that met students' pathway aspirations?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

The CTE evaluation is locally funded through the 2019–2020 with an 0.80 FTE. As appropriate, the outcomes of programs and services will be examined in relation to their allocations and expenditures.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect both qualitative and quantitative data to measure the program's progress toward its goals. District information systems will provide students' CTE status, demographic, course and/or dual credits enrollment, course grade, certification completion, and testing data. District surveys, such as the AISD High School Exit Survey, will provide information to assess students' college and career preparation and expectations for postsecondary education, as well as administrators' and teachers' perceptions of the quality of support they receive from the CTE administration. CTE teachers will complete surveys evaluating their professional development activities and needs. They also will provide data regarding students' participation in industry certification exams. The district's family survey will gauge parents' knowledge of CTE program offerings at local high schools. DRE staff will create a new teacher survey to measure the alignment of the professional learning and teachers' implementation of work-based curriculum in their teaching. DRE staff also may create a student survey to measure whether CTE programs are meeting students' career and college aspirations. National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data will provide information concerning the numbers of students enrolling in postsecondary education and entering the workforce after high school graduation.

DATA ANALYSES

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

TIME LINE

- Ongoing: DRE staff will participate in ongoing, regularly scheduled CTE program meetings with the program staff for evaluation collaboration and provision of continuous feedback.
- August 2019: DRE staff will summarize and report teachers' feedback from professional learning sessions provided by the CTE team in the fall semester.
- September 2019: As articulated in the CTE Five-Year Plan, DRE staff will begin summarizing CTE program data from the 2018-2019 school year. The analysis will include career cluster enrollment, dual credits earned, CTE pathway offerings, certifications earned, and dual credit earned. This analysis may include pathway enrollment, pathway completion, and completion of practicums.
- October 2019: DRE staff complete the CTE program data summary. DRE will work with CTE program staff to develop a logic model for Five-year plan and align it with the theory of change. DRE staff will obtain descriptions of the program activities, planning, implementation, and evaluation purposes. The logic models will depict relationships between the objectives, resources, activities, outputs, and outcomes of a program. DRE staff will distribute program rbric survey to new CTE teachers.
- November 2019: DRE staff will continue logic model development. DRE staff will summarize National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data concerning the numbers of students enrolling in postsecondary education and entering the workforce after high school graduation for the Class of 2018.
- December 2019: DRE staff will draft an executive summary report for the Class of 2018 describing CTE postsecondary outcomes and submit it to CTE staff for review. DRE staff will analyze 2018-2019 CTE teacher's PPFT data. This analysis may be disaggregated by CTE program areas and compared to other teachers in the district.
- January 2020: DRE staff will create a summary report for 2018-2019 CTE teacher's PPFT outcomes and share results with program staff.
- February–March 2020: DRE staff will prepare for CTE teacher and student survey administration (e.g., finalizing questions, creating and testing online surveys, preparing survey communication materials, preparing survey participant lists). DRE staff will collaborate with CTE staff to administer CTE student surveys online.

- April 2020: DRE staff will report the summative results from student and teacher surveys. Results may be disaggregated by CTE program areas.
- May 2020: DRE staff will conduct quality checks for CTE career cluster, pathways, and certification data.
- June 2020: DRE staff will summarize district- and campus-level student certification outcomes for the 2019–2020 school year for strategic plan reporting and data required for the completion of the Title I, Part C, Carl D. Perkins Performance Effectiveness Report. DRE staff will analyze student outcomes pertaining to the following: CTE participation, dual credit earning, certifications, and work-based learning by program area and by student group.
- July 2020: DRE staff will complete a summary of student certification outcomes and submit it to CTE staff. DRE staff will create a summary report describing CTE program implementation and student outcomes in the 2019–2020 school year in each area of focus and submit it to CTE staff for review.
- August 2020: The 2019–2020 CTE program summary report will be finalized and published online.

REQUIRED REPORTING AND DELIVERABLES

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

- 2018–2019 CTE program summary report
- Logic model
- CTE postsecondary dashboard report and executive summary report
- Fall professional learning Human Capital Platform (HCP) survey reports
- Teacher and student survey reports on program implementation and perceived outcomes
- CTE PPFT report
- 2018–2019 district- and campus-level student certification outcomes reports

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned for the 2019–2020 school year.

CARES, 2019–2020

Program Directors: Eddie Curran, MEd; Beverly Reeves, MS

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Paige DeBaylo, PhD; Jenny Leung, MA, Dana Minney, MS

PROGRAM DESCRIPTION

AISD continues to work toward an organizational culture that values each employee and provides exceptional customer experiences. As part of AISD Human Resources, the AISD CARES team supports the district’s guiding principles and the superintendent’s initiatives to help nurture an organizational culture that values equity, relationships, and teaching and learning, while providing exceptional customer service to our students, families, and staff. The AISD CARES customer service model is part of the 2019–2020 Superintendent’s Initiative regarding creating a culture of respect. Moreover, AISD CARES is aligned with Core Belief 2 from the [AISD 2015–2020 Strategic Plan](#), with a particular emphasis on Commitment 6, which states that AISD will commit to “creating a positive organizational culture that values customer service and every employee.” CARES also aligns with Core Belief 3 from the *AISD 2015–2020 Strategic Plan*, and particularly to Commitment 9, stating that AISD is committed to “engaging authentically with students, parents/guardians, teachers, and community.” Five customer service standards drive the AISD CARES vision and brand, which are being

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

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

PURPOSE OF EVALUATION SUPPORT

The primary purpose of the evaluative support is to continue documenting program implementation activities, collect Year 2 program data, and describe the progress of the program toward meeting key goals (i.e., exceptional customer experiences and improvements in district and campus climate and culture that contribute to increases in student enrollment and in staff retention).

EVALUATION QUESTIONS

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

Marketing and education:

1. Where and/or how was CARES information marketed?
2. What were perceptions of CARES by principals?
3. What documents/reports were developed to assist in providing education about CARES?

CARES implementation:

4. Were CARES program activities implemented exhaustively and with fidelity?
 - a. What was the Year 2 level of program implementation in 2019–2020?
 - i. Were QR code feedback surveys implemented? If so, how frequently were they used and how valuable were the data?
 - b. Were planned activities implemented as intended?
 - c. What was the Year 2 level of implementation performance?
 - d. Did implementation activities perform as intended?

CARES outputs:

5. What was the Year 2 level of customer experience in 2019–2020 (overall and by construct of customer experience)?
 - a. How does this level of customer experience compare with the baseline level of customer experience established in 2018–2019?

Perceptions of the CARES program:

6. How did principals view the CARES program?
 - a. Did principals understand the scoring?
 - b. Did principals understand the different components of CARES?
 - c. Did principals perceive a link between customer service and their campus's climate and culture? Or between campus climate and culture and student achievement and enrollment?

HR Exit Survey:

7. How do responses on the HR Exit Survey from 2019–2020 compare with those from 2018–2019?
8. Are there any relationships between CARES scores and HR Exit Survey responses in 2019–2020?

EVALUATION OBJECTIVES

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

- Assist in marketing, education, and communication related to CARES, inclusive of creating documents or other forms of information explaining differences in customer service metrics and the importance of customer service in relation to district priorities (e.g., student enrollment, student achievement)
 - Assess other district events or programs that may benefit from the dissemination of CARES materials (e.g., new assistant principal and principal institutes, TIP, assistant principal and principal preparation programs)
- Collect and analyze data related to CARES and provide and validate data to support CARES
 - Implement the use of the quick response (QR) code feedback surveys, and collect and analyze related data
- Understand perceptions of the CARES initiative from stakeholders' (e.g., principal) perspectives
- Maintain the HR Exit Survey and the survey dashboard in Qualtrics
- Provide information to support implementation and ongoing decision making
- Update the CARES theory of change and logic model, as needed

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect qualitative and quantitative data pertaining to clearly defined measures to support the implementation of CARES and to monitor progress toward its goals. District information systems will provide employee demographic and job-related information; student enrollment and academic achievement data; staff professional development participation data; and customer experience data (e.g., mystery calls, audits, front office polls). DRE staff will also conduct focus groups with district stakeholders (e.g., campus-based administrators) to gather qualitative data regarding perceptions of CARES. Multiple

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

- TELL Survey
- HR Exit Survey
- Family Survey
- Family Leaver Survey
- Student Climate Survey
- Other program-specific surveys or data collection efforts

DATA ANALYSES

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

TIME LINE

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

- July–September 2019: DRE staff will meet with CARES program staff to establish 2019–2020 program goals and ensure alignment of 2019–2020 (and beyond) evaluation activities. DRE staff will clean and reupload HR Exit Survey data to delineate 2018–2019 leavers from 2019–2020 leavers according to the established cutoff date. DRE staff will draft brief documents highlighting (a) the different components of the CARES program (e.g., walkthroughs, audits, mystery calls), (b) links between customer service and organizational climate, and (c) links between organizational climate and other important outcomes (e.g., retention, satisfaction, and performance) to help support campus and district buy-in for CARES initiatives. As requested, DRE staff will refine the QR code surveys and launch those on campuses.
- September 2019–February 2020: In collaboration with the CARES team, DRE staff will develop items for principal feedback focus groups to determine principals' understanding and perceptions of the CARES program. DRE staff will conduct focus groups with principals as scheduling permits. DRE staff will pull mid-year HCP training data and provide data to the CARES team in order to target certain campuses to increase numbers of trained staff. DRE staff will prepare for and administer the TELL and Family Surveys. DRE staff will provide formative data regarding the implementation of the QR code feedback surveys. As requested, DRE will

collaborate with the CARES team to develop possible additional items regarding retention and/or customer experience to the TELL survey.

- February–April 2020: DRE staff will analyze results of the TELL and Family Surveys. DRE staff will prepare summative data files of TELL, Family, Student Climate, and other available relevant surveys and provide to MIS for the eCST or Forecast5's 5Lab dashboard, as available. DRE staff will analyze feedback from the principal focus groups and provide formative results to the CARES team. To support reporting of scorecard indicators, prior to spring break, DRE staff will provide data pertinent to CARES indicators on the district scorecard.
- April–June 2020: DRE staff will analyze Year 2 CARES data in comparison with baseline CARES data. DRE will prepare the 2019–2020 evaluation summary report for CARES. To support reporting of scorecard indicators, DRE staff will provide final data pertinent to CARES indicators on the district scorecard.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will provide district- and campus-level formative measurement of implementation work and other indicators of exceptional customer experience. Formative measurement will be provided in the form of dashboards or other reports. DRE staff will provide district- and campus-level summative measurement of short-term outcomes (i.e., district and campus climate and culture). Summative measurement will be provided in the form of an annual report brief summarizing the program implementation in 2019–2020 and related outcomes.

PROGRAM SUPPORT

DRE staff will meet with program staff and other personnel monthly (and on an ad hoc basis, as needed) to discuss CARES support and other needs. DRE staff and program staff also plan to work with MIS to share relevant data for the customer service principals' dashboard in eCST or Forecast5's 5Lab dashboarding system. This may include assisting MIS on the following:

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

SPECIAL PROJECTS

No special projects are planned at this time.

COLLEGE AND CAREER READINESS, 2019–2020

Program Managers: Craig Shapiro, EdD; Sissy Camacho; Maritza Gonzalez

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Aline Orr, PhD

PROGRAM DESCRIPTION

AISD expects all students will graduate ready for college, career, and life in a globally competitive economy and is committed to providing all students with quality college and career preparation (Core Belief One, *AISD Strategic Plan, 2015–2020*). The programs described here contribute to fulfilling the commitments of preparing students to graduate on time and perform at or above grade level in math and reading, and of developing and maintaining community partnerships that will support our students while at AISD and after high school graduation.

In this effort, the district has created a portfolio of college and career readiness support services, programs, and initiatives focused on helping all students succeed. Several comprehensive programs are instrumental in achieving this goal: Early College High School (ECHS), Pathways in Technology Early College High School (P-TECH), and Career Launch (an early phase in the path to P-TECH program designation), CTE, GEAR UP, APIE.

ECHS are innovative high schools that provide students with an opportunity to earn a high school diploma and 60 college credit hours, which leads to an associate degree. These high schools provide dual credit at no cost to students, offer rigorous instruction and accelerated courses, and provide academic and social support services for students. In 2019–2020, Akins, Crockett, Eastside, Navarro, LBJ, Northeast, and Travis Early College High Schools will offer ECHS programs in partnership with Austin Community College (ACC). In 2019–2020, DRE staff will examine outcomes for ECHS participants, and details of this work are outlined in this evaluation plan.

In 2019–2020, Crockett, LBJ, and Navarro ECHSs also will implement P-TECH, and Northeast ECHS will implement Career Launch. Starting as early as 9th grade, these models deliver a 6-year, career-focused program that combines high school and college coursework with real-world work experience. Students will gain work experience through job shadowing, internships, and apprenticeships in fields connected to their classroom studies. The partnership with ACC, Seton Healthcare, Dell Technologies, and the Austin board of realtors will focus on preparing students for careers in technology, health care, and business. Students who successfully complete the 6-year program may graduate with a high school diploma, an associate degree, relevant industry certifications, and practical workplace experience. DRE staff will examine outcomes for P-TECH and Career Launch participants, and details of this work are outlined in this evaluation plan.

AISD CTE programs prepare all students for high-demand, high-skill, high-wage careers. All AISD students may enroll in CTE courses aligned with industry standards that focus on academic, professional and technical skills, leadership development, work experience, and postsecondary credentials. In 2019–2020, CTE programming will focus on increasing program alignment with industry standards, developing quality of instruction, and ensuring access and equity for all AISD students. CTE evaluation plans are described in detail elsewhere in this document.

GEAR UP Austin is a federally funded program encouraging low-income at-risk students to have high educational expectations, stay in school, and complete the required courses to enter college. Across 7 years, GEAR UP Austin aims to serve a cohort of students across 11 economically disadvantaged middle schools, and seven of their feeder high schools in the district. In 2019–2020, the program’s third year of federal funding, the program will provide intensive support services relevant to college preparation for the GEAR UP cohort in 8th grade. GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development opportunities, and family engagement. GEAR UP evaluation plans are described in detail elsewhere in this document.

APIE is an independent nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. APIE brings the Austin community and classrooms together with the goal of improving academic excellence and personal success for AISD students. In 2019–2020, APIE will provide math classroom coaching programs, academic tutoring for college readiness assessments, and support for the district’s Career Launch and GEAR UP programs. Detailed APIE program evaluation plans are described elsewhere in this document.

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

AISD partners with the Austin Chamber of Commerce, ACC, and other Central Texas school districts to implement the Direct-to-College (DTC) Achievement Plan, or DTC70, committed to enrolling 70% of graduating seniors directly in higher education in the fall after graduation. In this work, district staff participate in regional efforts to prepare students for college (e.g., sending targeted text messages and hosting financial aid Saturday events) and to ensure student data are readily available to counselors and

program staff for counseling and advisement purposes. District staff also provide support to AISD graduates in the summer after high school graduation to ensure those who planned to enroll in a postsecondary institution after graduation complete all the administrative steps to do so. To support students not planning to enroll in college in the fall, district staff also host a career and job fair in the summer after graduation.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

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

EVALUATION OBJECTIVES

- To improve high school students' preparation for college, career, and life
- To examine whether the programs within the college and career readiness portfolio have assisted students to become enrolled in a postsecondary institution, profitably employed, or both
- To determine whether the gaps between student groups enrolling in postsecondary institutions have been reduced

To provide program effectiveness information to district decision makers and program managers that will inform decision making about program implementation and improvement

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect a variety of quantitative and qualitative data, summarize student outcomes annually, and report on trends across time. Student academic information collected from district data systems will include student demographic data, high school enrollment and attendance data, discipline data, STAAR/end-of-course (EOC) data, advanced course enrollment and earned credit data (e.g., AP and dual credit), certification data, college readiness assessment data (SAT, ACT, and TSI), and grade-level promotion and graduation data. Program participation indicators (e.g., ECHS, Career Launch, Summer Melt), student internship and job shadowing data, and mentoring data will be collected from program implementation records. FAFSA completion data and college application data will be provided through the Texas Higher Education Coordinating Board's Apply Texas Administrative and Counselors' Reporting Suite. The TWC will supply industry and wage records for AISD graduates, and postsecondary enrollment data will be obtained from the NSC for AISD graduates. Student attitudinal data will be collected in the AISD High School Exit Survey, the AISD Student Climate Survey, and individual program surveys administered to participants.

DATA ANALYSES

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

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

TIME LINE

- Ongoing: DRE staff will complete information requests and attend program support meetings, as needed.
- July–August 2019: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.
- August–September 2019: The district’s System-wide Testing Department will obtain AP, SAT, and ACT exam data from the College Board and ACT. The data will be uploaded into the district’s student information system. DRE staff will analyze the data, develop a report, and publish the information on the DRE website. Please refer to the AP, SAT, and ACT evaluation plan in this document for more details. DRE staff also will obtain final advanced course completion and college readiness assessment data for the Class of 2019, summarize results, and generate summary reports.
- September 2019: DRE staff will work with program staff to create a theory of change for the district’s college and career readiness work and logic models for the ECHS and Career Launch programs.
- September–December 2019: Using district data and postsecondary outcomes data from the NSC, DRE staff will conduct analyses related to the research questions listed in the postsecondary outcomes evaluation plan, [described elsewhere in this document](#), and will publish related reports online.
- October 2019: DRE staff will obtain final Apply Texas and FAFSA completion data for the Class of 2019, summarize results, and generate a summary report.
- December 2019: DRE staff will submit a preliminary file for district graduates in 2019 to the NSC to determine how many AISD graduates enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., DTC enrollment).
- February 2020: DRE staff will prepare and administer program-specific surveys and the district’s High School Exit Survey.
- March 2020: DRE staff will summarize program-specific survey results and provide information to program managers.
- May 2020: DRE staff will confirm ECHS and Career Launch participant information and select a matched comparison group for program outcomes analyses. DRE staff will prepare data pulls for analysis of program outcomes. DRE staff will monitor High School Exit Survey results and provide staff with weekly updates through the end of the school year.
- June 2020: DRE staff will summarize survey results from the High School Exit Survey and publish the results online. DRE staff will request all postsecondary enrollment data from the NSC for the Class of 2019. DRE staff will analyze ECHS and Career Launch outcomes data.
- July–August 2020: DRE staff will summarize ECHS and Career Launch program outcomes and generate program evaluation reports to be published on the DRE website.

- August–September 2020: DRE staff will summarize postsecondary readiness outcomes from the Class of 2019 for the district strategic plan scorecard and publish a report brief describing the district’s overall college readiness outcomes for seniors in the 2019–2020 school year. DRE staff will also publish a district report brief describing postsecondary outcomes for the Class of 2019, including dual credit course completion, industry certifications, enrollment in higher education, and employment.

REQUIRED REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

DRE staff will work with district College and Career Readiness staff and leadership to create a theory of change to illustrate the change process and expected outcomes for the district’s portfolio of college and career readiness services, programs, and initiatives. DRE staff also will collaborate with district College and Career Readiness staff and leadership from ECHS to create logic models for the district’s ECHS and Career Launch programs to be used for program planning, implementation, and evaluation purposes. The logic models will depict relationships between the objectives, resources, activities, outputs, and outcomes of a program.

DRE staff may attend AISD principals’ meetings, as necessary, to present interactive data-use sessions for principals from all high school campuses throughout the 2019–2020 school year. Key data sources may include results from relevant DRE program evaluation reports (e.g., CTE and APIE), college readiness summary reports, High School Exit Survey results, the FAFSA completion summary report, Apply Texas summary report of college applications, and district postsecondary enrollment summary and research reports. The presentations will give principals an opportunity to create collaborative strategies and to use information about college and career preparation to inform their campus practices.

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

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

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

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

SPECIAL PROJECTS

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

DRE staff will collaborate with APIE staff to collect and report on internship opportunities and mentorship support provided to P-TECH and Career Launch students during the 2019–2020 school year.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2019–2020

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: Jay Brown, PhD

PROGRAM DESCRIPTION

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

The procedures for submitting proposals for research or evaluation are as follows. External researchers submit electronic proposals to the external research staff, along with a processing fee. The coordinator reviews proposals to be sure they are complete during the intake process. The coordinator then works with content and area experts in the district to review the proposal, based on the following criteria: time and resources; value to the campuses, the district, and the field of education; relationship to the strategic plan, district improvement plan, or other key initiatives; level of data extraction; design of the study; and accompanying documents. Proposals that receive favorable feedback for implementation from reviewers typically have high value to AISD, use small and easily accessed samples, and use little or no class time to collect data. The coordinator offers review comments and receives any application edits required for approval. Upon final approval, documentation is provided for access within the district.

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

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

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- Ongoing: The external research staff will provide ongoing support to external researchers, including processing data-sharing agreements and data requests throughout the school year, based on project time lines and data availability.
- June–August 2019: The coordinator will receive and process research applications for the fall semester of the 2019–2020 school year.

- October–December 2019: The coordinator will receive and process research applications for the spring semester of the 2019–2020 school year.
- June–August 2020: The coordinator will receive and process research applications for the fall semester of the 2020–2021 school year.
- September 2020: The coordinator will analyze data from the external research database and complete the external research summary report for the 2019–2020 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of September 2020. The report will provide an overview of the number and types of research projects conducted during the prior school year. The report will (a) discuss noteworthy trends in research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and review process. Each of these sources of information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the following school year.

PROGRAM SUPPORT

Staff will offer assistance to those both internal and external to AISD, including writing letters of support for grant submissions, participating in local research and networking opportunities, and coordinating with the Office of Innovation and Development to streamline partner agreements where evaluation is included.

The coordinator will support AISD partnerships with local universities, wherein AISD employees are offered opportunities to enroll and earn higher education degrees and certificates. Programs include the AISD/Texas State University Cohort program for a masters of education in educational leadership. Coordination will include providing support for research opportunities in graduate classes. The coordinator will (a) review class or student external research plans conducted as part of classwork and (b) ensure research conducted during graduate classwork complies with privacy and data requirements.

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

CREATIVE LEARNING INITIATIVE (CLI), 2019–2020

District Program Director: John Green-Otero, MEd

City-Wide Program Director: Brent Hasty, PhD

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: Melissa Andrews, MA, MEd; Mishan Jensen PhD

PROGRAM DESCRIPTION

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

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

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

- Policy recommendations at the board level
- Curriculum development support at the district level
- Campus planning support for principals
- Professional development opportunities for teachers, including personalized coaching
- Professional development opportunities for community arts partners and Parks and Recreation instructional staff to increase pedagogical skills and align their programs with school needs

The robust program model represents best practices in instructional theory, systems change, and arts education. Each year, campuses new to CLI work collectively for 3 foundational years, during which they receive instructional support for every teacher and school leader. Each foundational year, teachers focus on integrating Creative Teaching strategies from a new art form into their teaching practices, while principals and teacher-leaders build capacity toward sustainability. Campuses that are not yet rolled into the program are called non-CLI schools but have access to some of the same district-wide supports and some open professional development opportunities. At each campus, regardless of CLI status, the initiative works to ensure equitable access to fine arts learning, Creative Teaching across the curriculum, and community arts organizations and resources. In combination, these three pillars align efforts in schools and across the community to provide an arts-rich experience for every student in Austin. As of 2019–2020, the program will go from serving six vertical teams to serving all vertical teams, with a focus on bringing in all of the elementary schools, and eventually serving all district schools.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. To what extent did achievement of the intermediate program goals influence CLI's desired outcomes?
 - a. What was the relationship between students' exposure to high levels of Creative Teaching in the elementary classroom during 2017–2018 and their progress in reading and math, as demonstrated by a change in STAAR scores from the prior year? Did the relationship vary based on student characteristics (e.g., race, English learner [EL] status, and special education status)?
 - b. Were students who enrolled in more fine arts classes in middle school more likely to enroll in more fine arts classes when they got to high school than students who enrolled in less fine art classes in middle school? What was the impact of high school participation in sequential fine arts on graduation, postsecondary enrollment, and postsecondary persistence? Did those relationships vary based on student characteristics (e.g., race, EL status, and special education status)? If appropriate data exist, we will also explore if students who attended elementary schools with more opportunities to study arts, in various art forms, enrolled in more fine arts when they got to middle school.
2. To what extent did CLI achieve its 2019–2020 intermediate program goals?
 - a. How many and what manner of Creative Teaching workshops were taken by teachers in 2019–2020? How did teachers perceive the workshops offered?

- b. How much and what manner of follow-up coaching in Creative Teaching did teachers receive in 2019–2020? How did teachers perceive the coaching offered?
 - c. How did teachers use Creative Teaching in the classroom in 2019–2020?
 - d. How much did students participate in sequential fine arts instruction in 2019–2020?
 - e. How much and what manner of arts partnerships were created by schools in 2019–2020?
 - f. In what stage of arts richness was each campus in 2019–2020?
3. How can we more accurately measure campus level arts richness? (The scope of this project will depend on time available after the analysis of student outcomes and intermediate outcomes.)
- a. Which indicators are feasible to include in a revised arts-richness rubric?
 - b. Which indicators added substantial variance to the final score?
 - c. Which indicators could decrease the burden of data collection for schools?
 - d. Which indicators might increase reliability?
 - e. How should indicators be weighted in the final score to not only provide a well-balanced approach to arts richness but also improve perceived credibility for stakeholders?

EVALUATION OBJECTIVES

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

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding professional development activities will happen on an ongoing basis, as delivered, throughout the school year. Observation protocols will be integrated into coach tracking tools, and observations will be recorded throughout the year to measure teachers' competency of implementation of Creative Teaching in their classrooms, as well as to track the amount of support teachers receive from CLI coaches. The Campus Arts Inventory will be administered at all AISD schools in the spring to gauge students' access to creative learning opportunities in and out of school time. To examine school-, teacher-, and student-level outcomes, a variety of extant data sources will be used. Data sources may include survey data (e.g., the end-of-year CLI Survey, campus climate surveys, family surveys), teacher outcome data, and student data (e.g., academic records, attendance, and discipline data).

DATA ANALYSES

Data analysis will include a summary of all Creative Learning Professional Development Workshop Survey responses across all CLI program participants. Coach implementation data will be represented with a live interactive report, as documentation is entered for 2019–2020 and compared over time. Arts inventories will be examined according to the creative campus rubric to determine the level of arts richness in each AISD school in 2019–2020 and the change in arts richness over time. Teacher and student outcome data will be examined in relation to program participation and implementation, will be examined over time, and will be described in an annual outcomes report in the following year.

TIME LINE

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

- July–August 2019: DRE staff will work with program leaders to develop a revised Professional Development Workshop Survey for 2019–2020 as well as revised coaching and observation tracking tools that serve their ongoing documentation needs while incorporating documentation with academic coach competency tracking. DRE staff will communicate with stakeholders about plans to revise the creative campus rubric and solicit feedback.
- September–December 2019: DRE staff will make the CLI Professional Development Workshop Survey and Coach Documentation Survey available. DRE staff will join session and teacher information with Professional Development Workshop Survey data and provide live (as possible) or periodic updates to the interactive report. DRE will update coach documentation each Monday. After the fall snapshot is taken, DRE staff will create an interactive report showing student and teacher demographics for

program managers to use for planning, reporting, and grant seeking. DRE staff will undertake longitudinal outcome analyses for Creative Teaching and sequential fine arts components and publish two reports based on those findings. DRE will undertake an item analysis for the revision of the creative campus rubric, recommend items, and decide with program managers the scoring parameters for the revised rubric.

- January–February 2020: DRE staff will continue to administer the Professional Development Workshop Survey to those who completed professional development activities and update the associated interactive dashboard. DRE will continue to update the coach documentation dashboard on Mondays. DRE staff will work with the leadership team and committees to revise the elementary and secondary school arts inventory instruments and prep materials. DRE staff will revisit the Creative Teaching Survey with program staff for revisions. DRE staff will prepare the contact list for both the Creative Teaching Survey and the Campus Arts Inventory, which might include calculating secondary fine arts participation (if that item remains in the rubric).
- March–April 2020: DRE staff will administer the Creative Teaching Survey to instructional staff. Data will be delivered to program leaders to inform ongoing improvement. DRE staff will finalize and administer the Campus Arts Inventory to all schools in the district.
- May–July 2020: DRE staff will summarize elementary and secondary arts inventory data and score each campus on arts richness. All these data will be made available to the project manager and published, as needed. DRE staff may pull data for the Kennedy Center, due August 1.
- August 2020: Any implementation reporting to be published will be finished in this month.

REQUIRED REPORTING

Throughout the school year, evaluators will deliver and maintain at least seven interactive reports through Qualtrics/Vocalize (workshop feedback, coaching requests, coach activity documentation, demographics, the Creative Teaching Survey, creative campus profiles, and secondary sequential fine arts). In the fall of 2019, the evaluators will provide one report describing longitudinal program outcomes for Creative Teaching and one report for longitudinal outcomes related to sequential fine arts participation. In the summer of 2020, evaluators will summarize the highlights of 2019–2020 implementation in a report brief and in more detail through the interactive platform. As time is available, special briefs may be published based on shareworthy findings from the internal dashboards that track implementation.

SPECIAL PROJECTS

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

- Support the grant to MINDPOP from the National Endowment for the Arts regarding arts partnerships
- Explore the relative valuation of CLI implementation with other district initiatives (through the district-wide Employee Coordinated Survey, if available)
- Focus on the unique needs of CLI program implementation at sustaining campuses

CREDIT RECOVERY PROGRAMS, 2019–2020

Program Manager: Dr. Gloria Williams

Supervisor: Karen Looby, PhD

Evaluation Staff: Aline Orr, PhD

PROGRAM DESCRIPTION

AISD offers two special programs to meet the learning needs of middle and high school students across the district, many of whom may be at risk for dropping out of school. These programs aim to help students with course credit recovery, 6/9 week course grade repair, and/or attendance recovery. The programs primarily follow two models serving students within and outside of the school day. Instruction may be online or teacher led, and students progress at their own pace, with targeted time lines.

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

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

These programs support the district's strategic plan for 2015–2020. Core Belief One states all students will graduate college, career, and life ready. The Twilight and DELTA programs contribute to fulfilling the district's commitment to ensuring students perform at or above grade level in reading and in math and to preparing students to graduate on time. In addition, these programs support the district's Core Belief Two, which states an effective, agile, and responsive organization will be created with a commitment to generate, leverage, and use strategically all resources.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

1. What were the demographic and academic characteristics of the students who participated in the DELTA and Twilight programs?
2. What were the reasons or purposes for which students enrolled in the DELTA and Twilight programs?
3. How many students enrolled in DELTA and/or Twilight programs? How many times during the school year did students enrolled in DELTA or Twilight earn credit, repair grade, or recover attendance? How many credits were earned among those that were attempted by students who participated in DELTA and Twilight programs? If they left the program (or unenrolled) before earning credit, what was their reason for leaving? How many grades were repaired or credits recovered in math as compared with reading?
4. How long did students typically take to complete DELTA courses? How many attempts through the year did students take to repair a grade or recover a credit?
5. What proportion of students enrolled in DELTA or Twilight maintained their enrollment in school, were promoted, or graduated, and how did this compare with similar students who did not enroll in these programs? How many students did not pass STAAR but were grade placed in high school?
6. How did students who recovered credits from the programs fare in the STAAR and STAAR EOC, as compared with similar students who did not enroll in these programs?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information about student outcomes in relation to program participation to program directors and district stakeholders for program development, improvement, and reporting

FISCAL CONSIDERATIONS

In the evaluation process, total program cost and funding sources will be identified, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collaborate with program staff to design a data collection system and to train program and campus staff on best practices for collecting and recording program data. In addition, DRE staff will collect qualitative and quantitative data pertaining to attendance, course completion, credits obtained, and graduation. District information systems (e.g., eCST and TEAMS) will provide demographic, attendance, testing (e.g., STAAR and EOC), and graduation data for program participants. Participating students and program staff and instructors will complete surveys regarding their experiences with the program. Lastly, DRE staff will provide assistance to staff in the Office of Innovation and Development with grant application.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide the evaluation information pertaining to the Credit Recovery Program. They will analyze quantitative data (e.g., course enrollment and completion, attendance, and graduation) using descriptive (e.g., numbers and percentages) and inferential statistics. Student comparison groups will be included in the quantitative data analyses to separate the program effects on outcomes of interest and inferential statistics (e.g., tests of statistical significance) will be used to make judgments about the probability that an observed difference between groups happened as a result of the program rather than by chance. Academic outcomes will be further explored by disaggregating data by race/ethnicity, gender, economic disadvantage status, and special education status. DRE staff will analyze qualitative data (e.g., open-ended survey responses) using content analysis techniques to identify important details, themes, and patterns.

TIME LINE

- August 2019–May 2020: DRE staff will work with program managers, campus staff, and MIS staff to develop and maintain a tracking system for the Twilight Program data.
- September 2019: DRE staff will collaborate with staff from the Department of School, Family and Community Education and MIS to plan data collection (e.g., program enrollment and goal attainment).
- October 2019: DRE staff will develop program exit surveys for DELTA and Twilight students and year-end surveys for teachers and campus administrators.
- November–December 2019: DRE staff will analyze graduation and promotion data for prior year DELTA and Twilight students.
- January 2020: DRE staff will summarize program enrollment and goal attainment (e.g., credits earned or protected, and attendance earned) for program participants in the fall semester.
- April 2020: DRE staff will administer year-end surveys for teachers and campus administrators.
- May–June 2020: DRE staff will draft a report outline, meet with program administrators, and begin data analysis to summarize program outcomes.

- July–August 2020: DRE staff will complete the analysis and reporting.
- September–October 2020: DRE and program staff will review the report draft. DRE staff will publish the report to the DRE website.

PROGRAM SUPPORT

DRE staff will provide ongoing support to program administrators and assistance with data collection methodology.

SPECIAL PROJECTS

With the goal of understanding students' basic reading ability when entering a credit recovery program and how their reading levels may contribute to student outcomes, DRE staff may examine Twilight/DELTA students' reading levels (e.g., Lexile scores, if available), for each grade level and subject area of courses taken and how their reading levels may be related to overall success in the program.

DISTRICT-WIDE SURVEYS OF STUDENTS, FAMILIES, AND STAFF, 2019–2020

Evaluation Supervisors: Cinda Christian, PhD; Martha Doolittle, PhD; Karen Looby, PhD

Evaluation Staff: Cason Fayles, MA; Paige Hartman, PhD; Jenny Leung, MA, Marlana Cocco, PhD, Dana Minney, MS

PROGRAM DESCRIPTION

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. Did school climate change over time?
2. Did students' ratings of school climate differ based on student characteristics (i.e., gender, race, ethnicity, EL status, economically disadvantaged status, and students identified as needing special education services)?
3. Which climate factors were most related to student achievement and teacher retention?
4. How did exiting senior students rate and describe their high school experiences, and to what extent were their responses related to postsecondary enrollment and persistence?
5. To what extent did parents and guardians perceive that staff at their child's school showed them courtesy and respect? To what extent did school staff provide school-related information to parents and guardians?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To identify factors associated with positive school and work climate in AISD, for use in campus and district improvement planning
- To gather students', staffs', parents', and guardians' opinions and information; to support the evaluation of programs; to provide data for the annual district score card and the campus and district improvement plans; and to help meet state reporting requirements (i.e., HB 5)
- To obtain information about various programs and policies of interest
- To track students' perceptions of self-reported school climate to inform and assist with the ongoing evaluation of social and emotional learning (SEL)
- To inform and assist with district- and campus-level substance use and violence prevention and intervention planning
- To track high school seniors' perspectives, attitudes, and experiences on high school campuses to inform district- and campus-level high school and postsecondary enrollment planning

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD**DATA COLLECTION**

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

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

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

The Student Substance Use and School Safety Survey is administered anonymously online in alternating school years, during March and April, to all middle school and high school students. Results from the Student Substance Use and School Safety Survey provide self-report data about students' knowledge, attitudes, and behavior related to substance use and abuse, and about students' perceptions of safety on campuses. This survey will be conducted in 2020–2021.

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

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

DATA ANALYSES

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

TIME LINE

- August–September 2019: DRE staff will request campus survey contacts be identified by principals.
- September–October 2019: DRE staff will begin revising all surveys and identify any items in need of alteration, and then will submit all suggested changes to key program managers and to the chief Human Capital officer for approval. DRE staff may distribute Employee Coordinated Survey notifications by email for selected programs. Staff will determine the need for the Fall Employee Coordinated Survey. If needed, DRE staff will begin preparing items for the Fall Employee Coordinated Survey. DRE staff will determine staff sampling for the Employee Coordinated Survey.
- October–November 2019: DRE staff will determine the AISD Family Survey project time line and will finalize and obtain translations of the survey from the district translation office staff by November. Staff will determine the process to optimize communication about the AISD Family Survey to parents and guardians by using the support of district and campus personnel.

DRE staff will translate any revisions to the TELL AISD Survey and Student Climate Survey and will prepare paper forms if requested, and will modify the online surveys, as necessary. DRE staff will send reminder emails about the Employee Coordinated Survey to non-respondents.

- December 2019: DRE staff will prepare and distribute contact packets and paper TELL AISD Surveys to campus contacts for distribution in January, and obtain Student Climate Survey and AISD Family Survey estimated participation counts. DRE Staff will summarize results for the Fall administration of the Employee Coordinated Survey.
- January 2020: DRE staff will email a personalized link to the online TELL AISD Survey to staff. DRE staff will program the online Student Climate Survey and distribute Student Climate Survey contact packets. Campus staff will receive notification about the AISD Family Survey, and emails will be sent to parents and guardians to provide a link to the online survey. If paper forms in translated languages are necessary, DRE staff will ensure Family Survey forms are delivered to schools for distribution and collaborate with AISD communications staff to ensure that announcements and a link to the online Family Survey are posted on the AISD website.
- February 2020: DRE staff will enter data for any paper TELL AISD Surveys and analyze TELL AISD data. DRE staff will finalize High School Exit Survey items and inform high school staff about the process for survey administration. Staff also will begin preparing items for the spring administration of the Employee Coordinated Survey.
- March 2020: DRE staff will analyze data for the TELL AISD Survey, administer the Central Office Work Environment Survey, and complete administration of the Student Climate Survey at all campuses. The TELL AISD Survey reports will be available online after the responses are collected. Campuses will return any paper Family Survey data to DRE. DRE staff will determine staff sampling for the spring Employee Coordinated Survey.
- April 2020: DRE staff will complete administration of the Central Office Work Environment Survey and begin administering the High School Exit Survey. Weekly High School Exit Survey response statistics may be sent to principals and campus survey facilitators. Final collection of the Family Survey will be completed, and analysis of results will begin. DRE staff will distribute Employee Coordinated Survey notifications by email.
- May–June 2020: DRE staff will continue administering the High School Exit Survey and sending weekly High School Exit Survey response statistics to principals and campus survey facilitators. After verifying survey results, DRE staff will post online AISD Student Climate Survey reports. AISD Family Survey results will be summarized and campus reports will be prepared for posting online in June. In addition, all survey results required for district and campus improvement plans, the strategic plan, and the district scorecard will be submitted to staff in the AISD Department of Campus and District Accountability. DRE staff will send reminder emails about the Employee Coordinated Survey to non-respondents. Once the Employee

Coordinated Survey is closed, DRE staff will analyze and distribute summarized results to program managers.

- June–August 2019: DRE staff will post online Central Office Work Environment Survey results. Additional analyses and reports documenting differences in students' Climate Survey ratings based on their demographics will be produced.

REQUIRED REPORTING

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

SPECIAL PROJECTS

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

ELECTRONIC CHILD STUDY TEAM (eCST) DATA CONNECTION PROJECT, 2019–2020

Supervisor: Cinda Christian, PhD

Evaluation Staff: Jay Brown, PhD

PROGRAM DESCRIPTION

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

SCOPE AND METHOD

TIME LINE

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

EDUCATION INNOVATION RESEARCH (EIR) GRANT, 2019–2020

Program Staff: Angela Ward, PhD, Sarah Johnson, MEd

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Cason Fayles, M.A.; TBD

PROJECT DESCRIPTION

The primary goal of the 5-year project is to guide and support adoption of Culturally Responsive Restorative Practices (CRRP), a framework intended to improve school climate and reduce exclusionary student discipline, at 10 participating schools (six elementary and four middle schools). To reach this goal, seven restorative practices associates (RPAs) will support educators and school leaders to create a sustainable school-wide CRRP culture that values identity safety; inclusion; and the cultivation of trusting, caring relationships. DRE staff will assess progress toward this goal through analyses of student- and campus-level academic and behavioral outcomes and changes in teachers' and administrators' practices.

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

In the 2019–2020 school year, the CRRP evaluation will focus on the following major questions:

- How did results from students' school-related and academic measures (e.g., attendance, discipline, STAAR) from EIR schools compare with those of students from other similar schools not participating in EIR?
- How did results from campus-based surveys (e.g., Student Climate Survey, TELL Survey, Parent Survey) from EIR schools compare with those of similar schools not participating in EIR?

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of CRRP at the student and campus levels.

Toward this end, the evaluation objectives include the following:

- To facilitate conversations between AISD staff, AIR, and UT on the development and implementation of the grant
- To provide CRRP leaders with formative feedback regarding development and implementation
- To attend CRRP events and professional learning opportunities
- To provide CRRP leaders, AIR, and UT with timely data responsive to their needs

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relationship to their allocations and expenditures. Evaluation services for EIR are grant funded by the United States Department of Education. One-half of a full time equivalent (0.5 FTE) staff person in DRE is funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Survey data include but are not limited to the AISD Student Climate Survey, TELL AISD Survey, the Employee Coordinated Survey, campus-level EIR implementation ratings, and data from the RPA interaction journal. Additionally, student attendance, academic performance on the STAAR, discipline, and elementary school personal development skills report card ratings will be analyzed. DRE staff will continue to work with AIR to develop a fidelity of implementation rubric and will attend meetings with AIR, UT, and other external collaborators, as needed.

DATA ANALYSES

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

TIME LINE

- July–August 2019: The EIR evaluation plan will be reviewed and approved by AISD program staff. DRE staff will continue to work with AIR and UT to develop a fidelity of implementation rubric (IC Map) and CRRP logic model.
- September–October 2019: DRE staff will work with the CRRP program coordinator, school administration, and AIR to schedule site observations. DRE will work with AIR and school

administration to schedule site observations at comparison schools.

- January–March 2020: Student, staff, and parent surveys will be administered district wide.
- March–April 2020: Student, staff, and family survey data will be cleaned prior to analyses.
- May–June 2020: Annual student data (attendance, STAAR, discipline, and elementary school personal development skills report card), family survey data, and staff climate survey data will be obtained.
- July–August 2020: Analyses and summary report on student, parent, and staff data will be completed and shared with program staff and AIR/UT researchers.

REQUIRED REPORTING

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

SPECIAL PROJECTS

The DRE evaluators will meet with staff from AIR and the United States Department of Education, as necessary, to facilitate national evaluation efforts. On an as-needed basis, DRE staff may travel to Washington, DC to participate in formal gatherings related to the EIR grant.

EVERY STUDENT SUCCEEDS ACT (ESSA), 2019–2020

Grant Manager: Mary Thomas, EdD

Evaluation Supervisors: Cinda Christian, PhD; Martha Doolittle, PhD; Karen Looby, PhD

PROGRAM DESCRIPTION

ESSA is the nation’s federal education funding for education programs supporting schools that was signed into law in 2015 (<https://www.ed.gov/essa>). ESSA represents the reauthorization of the 1965 Elementary and Secondary Education Act and consists of several entitlement grants, including but not limited to the following, for which AISD receives a total allocation of more than \$26 million in the current school year and that DRE staff will provide support for compliance reporting:

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

PURPOSE OF EVALUATION

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

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

TIME LINE

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

- August–September 2019: DRE staff will coordinate with the Department of State and Federal Accountability regarding processes for data collection from private nonprofit schools and facilities for delinquent youth regarding information on their participation in ESSA Title grants.
- April–June 2020: DRE staff will gather private nonprofit grant participation information from the Department of State and Federal Accountability and meet with AISD program managers who received Title IV funding to determine spending categories and to collect program documentation. Results will be summarized to prepare for state reporting. Staff will obtain final compliance report drafts from TEA.
- June–August 2020: DRE staff will obtain information from staff in the AISD Department of State and Federal Accountability on grant allocation and expenditure amounts and determine what activities and services are being funded with such grant monies. DRE staff will summarize data, such as surveys and data from district databases, for each of the Title grants. DRE staff will assist with the completion of TEA-required compliance reports.

SPECIAL PROJECTS

No special projects are currently planned.

GEAR UP AUSTIN, 2019–2020

Program Director: Elizabeth Severance

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Crystal Wang, PhD

PROGRAM DESCRIPTION

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Austin is a federally funded program encouraging low-income, at-risk students to have high educational expectations, stay in school, and complete the required courses to enter college. GEAR UP Austin aims to serve a cohort of students across 11 economically disadvantaged middle schools, and seven of their feeder high schools in the district. In 2019–2020, the program’s third year of federal funding, the program will provide intensive support services relevant to college preparation for the GEAR UP cohort in 8th grade. GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development opportunities, and family engagement.

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

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

GEAR UP Austin is aligned with the district’s strategic plan for 2015–2020. The district’s Core Belief One states all students will graduate college, career, and life ready. GEAR UP Austin contributes to supporting students who are prepared to graduate on time and who can perform at or above grade level in math and reading. GEAR UP Austin also supports the district’s Core Belief Two, which describes an effective, agile, and responsive organization. GEAR UP Austin strives to generate, leverage, and strategically use all resources. In addition, GEAR UP Austin supports the district’s Core Belief Three, which states vibrant relationships are critical for successful students and schools. GEAR UP Austin is committed to engaging authentically with students, parents/guardian, teachers, and community, and to developing and maintaining community partnerships.

PURPOSE OF EVALUATION

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

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

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. For each program component, what program services were implemented and/or enhanced in the third year of the GEAR UP Austin project 2019–2020?
2. For each program component, what were the outcomes and impacts for GEAR UP participants?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

discussions to provide in-depth information regarding implementation of the project’s services and perceived participant outcomes. Additional documentation describing the GEAR UP Austin project will be collected and may include observational field notes and meeting/activity agendas.

DATA ANALYSES

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

TIME LINE

- Ongoing: DRE staff will participate in ongoing, regularly scheduled meetings with program staff for the purposes of evaluation collaboration and provision of continuous feedback. DRE staff will document evidence of ongoing program activities that reflect the value of academic achievement and college in communications (e.g., blogs, newsletters, meetings). DRE staff will monitor and summarize program services (e.g., tutoring, mentoring, counseling, and family engagement) and related outcomes monthly for program implementation purposes.
- August 2019: DRE staff will work with program staff to finalize the annual work plan and make updates to the logic model, as necessary. DRE staff will document and summarize evidence of GEAR UP Austin cohort students’ participation in the summer enrichment program. DRE staff will document and summarize evidence of GEAR UP Austin teachers’ participation in professional development activities in August.
- September 2019: DRE staff will revise questions for focus groups with GEAR UP Austin cohort students.
- October 2019: DRE staff will conduct focus groups with GEAR UP Austin cohort students to identify students’ needs for GEAR UP Austin implementation.
- November 2019: DRE staff will analyze the focus group data, draft the report brief, and present it to program staff.
- December 2019: DRE staff will set up queries prepared for the *Annual Performance Report*, due to the Department of Education April 15, 2020, which will cover the program academic year of August 1, 2019 to July 31, 2020
- January 2020: DRE staff will work with program staff to revise the GEAR UP Austin student and family surveys. DRE staff will administer the GEAR UP Austin Family Survey. DRE staff will

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

- February 2020: DRE staff will analyze results from GEAR UP Austin student and family surveys, create dashboards, and present it to program staff. DRE staff will perform work for ongoing development of the *Annual Performance Report*.
- March 2020: DRE staff will work with program staff to revise GEAR UP-related questions incorporated into the AISD Employee Coordinated Survey, as necessary. DRE staff will complete the *Annual Performance Report*.
- April 2020: DRE staff will revise questions for GEAR UP campus focus groups with GEAR UP Austin teachers, administrators, and counselors. DRE staff will conduct GEAR UP campus focus groups with GEAR UP Austin teachers, administrators, and counselors regarding best practices for GEAR UP Austin implementation.
- May 2020: DRE staff will analyze focus group data, draft the report brief, and present it to the program staff.
- June 2020: DRE staff will prepare analyses of program implementation records and student outcomes that will be included in the final annual program evaluation report.
- July 2020: DRE staff will write the final annual program evaluation report. DRE staff will present the final annual program evaluation report to program staff for review and publish the report online.

REQUIRED REPORTING

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

HUMAN CAPITAL SERVICES, 2019–2020

Evaluation Director: Fernando Medina, EdD

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Paige Hartman DeBaylo, PhD; Jenny Leung, MA

PROGRAM DESCRIPTIONS

The 2019–2020 evaluation of AISD’s Human Capital Services will focus on projects within three departments and the AISD customer service team operating under the Office of Human Capital. An overarching goal of Human Capital Services is to recruit, support, develop, and retain highly qualified staff in AISD.

The first of the Human Capital Services departments included in the 2019–2020 evaluation is the Department of Educator Effectiveness. The Department of Educator Effectiveness provides professional development activities and support for teacher appraisal through the implementation of AISD’s PPfT. The goal of the Department of Educator Effectiveness is to have a positive impact on and support the recruitment, development, and retention of effective teachers throughout AISD.

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

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

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

PURPOSE OF THE EVALUATION

DRE will continue to provide evaluation support for multiple Human Capital departments and programs in the 2019–2020 school year. In support of the district’s strategic plan Core Belief Two that prioritizes the creation of an effective, agile, and responsive organization, the overall evaluation of Human

Capital Services will capture program implementation and outcomes information related to customer service, teacher appraisal, professional learning, leadership development, teacher recruiting and induction, and staff retention.

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

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

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHODS

DATA COLLECTION

DRE staff will collect qualitative and quantitative data pertaining to clearly defined measures to assess the department's progress toward its goals. District information systems will provide employees' demographic and job-related information, students' enrollment and academic achievement data, staff's professional development participation data, and customer service data. Multiple surveys regarding staff's, students', and parents' experiences with AISD and their campus environments will be administered during the school year. These surveys will include but may not be limited to:

- TELL AISD Survey
- HR Exit Survey
- The Central Office Climate Survey
- AISD Student Climate Survey
- AISD Family Survey
- Family Leaver Survey
- Various program-specific surveys

DATA ANALYSES

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

TIME LINE

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

- DRE staff will meet with Human Capital staff, as needed, to discuss evaluation needs and to facilitate evaluation activities. Human Capital will schedule appropriate staff to attend meetings to ensure that their input is received.

REQUIRED REPORTING

Refer to the evaluation plans for CARES, PPfT, the Department of Leadership Development's leadership pipeline, and Professional Learning's early-career teachers for details.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

LEADERSHIP DEVELOPMENT, 2019–2020

Evaluation Director: Megan Counihan, MEd

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Paige DeBaylo, PhD; Jenny Leung, MA

PROGRAM DESCRIPTION

The purpose of the Department of Leadership Development—to create a sustainable and scalable leadership pipeline of outstanding urban school leaders—is a vital component of the AISD strategic plan for 2015–2020. Specifically, the Department is aligned with Core Belief Two, which states that AISD will create an effective, agile, and responsive organization. Additionally, while not directly reflected as a measure in the 2018–2019 district scorecard, the goals of leadership development also align with Constraint Three, which states that the district should not conduct itself in an inequitable or discriminatory manner. By creating rigorous selection processes that aim to achieve diversity, the Department of Leadership Development is working to meet Constraint Three. The AISD Office of Human Capital is committed to creating a rigorous leadership pipeline that focuses on seeking, finding, preparing, and keeping a diverse group of equity-focused, effective novice principals and assistant principals. Leadership development has several major focus areas for the 2019–2020 school year.

- Leadership Foundation Programs: Partnerships with Texas State University and UT offer opportunities for current teacher leaders to earn advanced degrees or get placed in a residency at an AISD school to further prepare them for a leadership role in AISD.
- Assistant Principal Preparation Program (AP3): This program designed for teachers focuses on providing specific AISD content and preparing cohort members for campus leadership in an urban setting.
- Principal Preparation Program (P3): This program aims to prepare selected assistant principals for principalship in AISD by attending sessions with district leadership to increase their knowledge of AISD initiatives and understand the significance of their role in creating an effective, agile, and responsive organization.
- Assistant Principal and Principal Hiring Processes: New, multiple-hurdle hiring processes involve candidates participating in an online HireVue interview and an assessment center in the hopes of being added to the highly qualified list and considered for AISD assistant principal or principal roles.
- New Assistant Principal Induction and Support Program: New assistant principals are supported through an induction program at the beginning of the school year that prepares them for leadership on an AISD campus and provides ongoing support throughout the year in blended formats and learning series.

- New Principal Induction and Support Program: All principals new to AISD or new to principalship are supported through a 2-day institute in the summer that helps prepare them to start the year on their campus as principal and provides ongoing support through the novice principal coaching program.

PURPOSE OF EVALUATION

As the district continues to build its leadership pipeline in 2019–2020, DRE staff will support development and planning efforts for its evaluation in 2019–2020 and beyond. The main purposes of the 2019–2020 evaluation are to continue examining the implementation work of the department, with a focus on examining and streamlining the processes involved in the new assistant principal and principal hiring processes as well as analyzing the effectiveness of the programs preparing applicants for campus administrator roles and the effectiveness of the new hiring process in terms of job performance of those selected through the new process.

EVALUATION QUESTIONS

The following questions will guide the evaluation of the department in the 2019–2020 school year:

Analyses of assistant principal and principal HireVue and assessment center data:

1. How did different demographic groups progress through the application, screening, and hiring processes (inclusive of both the HireVue and assessment center processes)?
 - a. What was the demographic makeup of applicants applying for assistant principal and principal positions?
 - b. For each demographic group, what was the rate of passing the HireVue screening for assistant principal and principal candidates?
 - c. For each demographic group, what was the rate of passing the assessment center for assistant principal and principal candidates?
 - d. Was there statistical evidence of adverse impact?

Assessment of the effectiveness of the specialized programs:

2. How did participants completing a preparation or leadership foundation program (i.e., AP3, P3, Texas State, UT) perform in the hiring process?
 - a. What percentages of participants from each program passed the HireVue and passed the assessment center?
 - b. How did the passing rates of program participants compare with rates of other, non-program applicants for each individual program?

- c. What were the average scores on the individual HireVue items and assessment tasks for each program? How did these averages compare with those for participants not in a program?
3. What were the selection rates of those in programs?
 - a. What percentages of program participants were selected for an interview, and how did the percentage compare with those of other candidates selected for an interview?
 - b. What percentage of program participants were hired as an assistant principal, and how did the percentage compare with those of other candidates hired as assistant principals?
 4. How did participants who participated in more than one program perform in the hiring process?
 - a. What percentages passed the HireVue and passed the assessment center tasks?
 - b. How did the passing rates of these participants compare with those of other applicants?
 5. What were the selection rates of those who completed more than one preparation program?
 - a. What percentage of these participants were selected for an interview, and how did the percentage compare with that of other candidates selected for an interview?
 - b. What percentage of these participants were hired as a principal, and how did the percentage compare with that of other candidates hired as assistant principals?

Assessment of job performance of those hired using the new process:

6. How did assistant principals hired under the new process who had been on their campuses for a year or more rate on the Campus Administrator Performance Review (CAPR)?
 - a. How did scores on CAPR compare by demographics and by program participation?
7. How did their CAPR ratings compare with the average district CAPR rating for assistant principals?
 - a. How did these comparisons look when disaggregated by level?
 - b. How did these comparisons look when disaggregated by CAPR focus areas (i.e., instructional leadership and practices, administrator performance target, and student growth)?

Establishment of assistant principal and principal hiring process database:

8. How many assistant principal HireVue interview invitations were extended in 2019–2020?
9. How many assistant principal HireVue interviews were completed in 2019–2020?
10. How many principal HireVue interview invitations were extended in 2019–2020?

11. How many principal HireVue interviews were completed in 2019–2020?
12. How many assistant principal HireVue interviews were passed in 2019–2020?
13. How many principal HireVue interviews were passed in 2019–2020?
14. How many assistant principal assessment centers were conducted in 2019–2020?
 - a. How many assistant principal candidates in total attended the assessment centers in 2019–2020?
 - b. How many assistant principal candidates passed the assessment centers in 2019–2020?
15. How many principal assessment centers were conducted in 2019–2020?
 - a. How many principal candidates in total attended the assessment centers in 2019–2020?
 - b. How many principal candidates passed the assessment centers in 2019–2020?

Assess targeted recruitment efforts:

16. How was recruitment differentiated to attract diverse applicants for assistant principal and principal roles?
 - a. Did the number of minority (e.g., Black, Hispanic) applicants for assistant principal and principal roles increase in 2019–2020?
 - b. If yes, did this have an impact on the number of minority applicants who passed through HireVue and the assessment center?

Streamlining of pre-HireVue and post-assessment center processes:

17. What was put in place to educate those on the highly qualified list regarding necessary steps for applying to open positions?
18. What was put in place to educate hiring staff on the rigor and purpose of the new hiring processes?
19. What was put in place to ease hiring staff's use of the highly qualified list?
 - a. Was the highly qualified list provided to the hiring staff in a dynamic way?
 - b. If yes, did hiring staff find this easier to use?
20. What was put in place to lessen the lift on the leadership development team regarding the vetting of the assistant principal and principal applicant pools and the scoring of HireVue interviews?
 - a. If HireVue interviews were scored on a rolling basis, did we see an increase in the number of applicants who accepted their invitation to complete a HireVue interview?
 - b. If HireVue interviews were scored on a rolling basis, did the leadership development team prefer this way of scoring to the 2018–2019 way of scoring?

EVALUATION OBJECTIVES

The evaluation objectives for leadership development in 2019–2020 include the following:

- To continue monitoring the newly implemented hiring processes as a method for equitably selecting a diverse group of equity-focused, effective novice leaders
- To examine the effectiveness of the preparation and leadership foundation programs (i.e., AP3, P3, Texas State, UT) in terms of performance in the hiring process and the selection of members for an interview for an assistant principalship or principalship and ultimate selection into a new campus administrator role
- To examine the effectiveness of the new hiring process in terms of scores on the CAPR rubric for new campus administrators who have been in their role for a year or more
- To assess the effectiveness of strategies used for targeted recruitment in terms of the impact such recruitment has on the diversity of campus administrator applicant pools
- To assist in establishing a standardized practice for archiving assistant principal and principal applicants' selection process information
- To streamline the processes that occur before and after the HireVue and assessment center
 - To explore possibilities of creating a dynamic version of the highly qualified list to increase efficiency for use
 - To explore possibilities of keeping assistant principal and principal applicant pools open, extending the time applicants have to complete their HireVue, and scoring HireVue interviews on a weekly or rolling basis
- To update the leadership development theory of change and logic model, as needed, to reflect possible additions of new work or goals

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect a variety of data and information to support development and planning efforts for program implementation and evaluation. DRE staff will collect data related to the assessment centers and HireVue process; CAPR data; and feedback data regarding recruitment efforts, education on the new hiring processes and use of the new dynamic highly qualified list, and on the new HireVue workflow process.

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of leadership development. Passthrough rates will be calculated for assistant principal and principal hiring process participants, as will adverse impact analyses. Descriptive analyses will be calculated regarding HireVue and assessment center participation and regarding CAPR scores. Inferential analyses may be performed to determine if HireVue or assessment scores are predictive of CAPR scores a year later. Qualitative information regarding the delivery of education, updates to the highly qualified list format, and the HireVue scoring processes will also be collected.

TIME LINE

Support activities are ongoing, based on support needs and data availability. The time line is also subject to change as research and evaluation needs change throughout the 2019–2020 school year.

- July–August 2019: DRE staff will complete the 2018–2019 report and meet with program staff to align report recommendations, the 2019–2020 evaluation plan, and 2019–2020 leadership development goals.
- September–October 2019: DRE staff will develop an Excel or Google sheet template inclusive of all variables of interest for HireVue, assessment center, and other relevant data archiving. DRE staff will deliver the template to the learning development team for use. DRE staff will aid in the creation of brief documents to explain the benefits of assessment centers and their preliminary success in AISD to help with stakeholder buy-in. DRE staff will discuss possibilities of streamlining the HireVue process with the learning development team to ease the lift of scoring HireVue interviews.
- November–December 2019: DRE and learning development staff will collaborate on ways in which interviewing information can be most effectively gathered from candidates, hiring personnel, or the hiring system (i.e., Applitrack). DRE staff will help implement the gathering of interview data through surveys or other means. DRE staff will calculate formative data analyses regarding Fall 2019 assistant principal and/or principal HireVue and assessment center information. As available, DRE staff will also examine Fall 2019 recruitment efforts in conjunction with HireVue and assessment center passthrough rates. DRE staff will help implement the new dynamic form of the highly qualified list. DRE staff will survey hiring staff on perceptions of the new dynamic, highly qualified list.
- January–March 2020: If available, DRE staff will assess data related to assistant principal and/or principal candidates' interviewing experiences. If implemented, DRE staff will confer with the learning development team on the impact of new HireVue interview review/scoring processes.
- April–June 2020: DRE will calculate formative data analyses regarding Spring 2020 assistant principal and/or principal HireVue and assessment center information. As available, DRE staff

will also examine Spring 2019 recruitment efforts in conjunction with HireVue and assessment center passthrough rates. If needed, DRE staff will update the theory of change and logic model for the learning development team.

- July 2020: The learning development team to provide DRE with the CAPR scores of those who were hired using the new hiring process and have been in their new role for at least a year, as available. DRE staff will analyze CAPR scores in relation to scores in the HireVue and assessment center. DRE staff will prepare a brief summary report and begin 2020–2021 evaluation planning.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will report directly to the program staff on each data collection/analysis activity (e.g., participation and passthrough rates, CAPR scores) as they become available. DRE staff will provide a brief summary report highlighting 2019–2020 analyses and other findings and recommendations for 2020–2021 and beyond.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

MULTILINGUAL EDUCATION PROGRAMS, 2019–2020

Program Manager: David Kauffman, EdD

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: TBD

OVERVIEW

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

PROGRAM DESCRIPTION

Texas law requires that, upon entry to a school district, students for whom a home language survey has indicated a language other than English (LOTE) must be assessed to determine their level of English proficiency. Students identified as limited English proficient (LEP) or ELs have access to BE (i.e., DL or transitional late exit) and ESL programs in AISD. BE is a program of instruction in the native language and English, offered in prekindergarten (pre-K) through 5th grade (or 6th grade on elementary campuses with a 6th grade) and provided to students in any language classification for which 20 or more ELs are enrolled in the same grade level. In some cases, this may not be possible, and school districts must submit a bilingual exception to the TEA that must be approved. AISD offers the following programs:

- Transitional Late Exit BE is a program of instruction in the native language (e.g., Spanish, Vietnamese) and English, offered in pre-K through 6th grade (at elementary schools with 6th grade, otherwise up to 5th grade). Literacy and core content skills initially are developed in the home language, although English is taught daily across the core content areas, and the amount of English increases gradually across grade levels. Students may be eligible to exit the program no earlier than 6 years or later than 7 years after they enroll in school.
- DL is a type of BE program with a highly prescribed method of core content instruction in English and a second language (e.g., Spanish, Mandarin, Vietnamese) that emphasizes both bilingualism and biculturalism, with at least 50% of the instruction in the students' primary language. DL will be implemented in pre-K through grade 5 at most elementary schools, in grades 6 through 8 at approximately 10 middle schools, and in grades 9 and 10 at four high schools. In AISD, elementary one-way DL classrooms serve only native Spanish speakers, and elementary two-way classrooms serve both native English speakers and native Spanish, Vietnamese, or Mandarin speakers. At secondary schools, DL students participate in one core

class taught in Spanish and one Spanish LOTE course per year. In future years, additional grade levels will be added to the secondary DL program as students progress through school. Students may be eligible to exit the program no earlier than 6 years or later than 7 years after they enroll in school. In the DL program, students who meet English language proficiency requirements may be reclassified as English proficient (EP) but remain in the DL program.

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

AISD continues to receive federal ESSA (2015)¹ Title III, Part A, funds to support EL programming. The grant provides funds to school districts through TEA to assist in the teaching of English to ELs at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. These supplemental funds may be used to (a) support specialized student instruction; (b) provide professional development opportunities to staff; (c) acquire instructional supplies and materials; (d) provide community and family coordination and outreach for ELs, immigrant students, and their families; and (e) support other relevant programmatic efforts. The estimated total Title III, Part A planning amount for 2019–2020 is \$2,038,679.

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

BE/ESL programs play an integral role in meeting AISD's:

- Core belief that all students will graduate college, career, and life ready

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

- Goal 2 of the district’s strategic plan, to eliminate achievement gaps between all student groups

PURPOSE OF EVALUATION

The program evaluation will provide both formative and summative information to district decision makers to monitor programs and support the program improvement process. The program evaluation will include a summary of all AISD ELs and will evaluate outcomes of all BE/ESL programs. Because the district uses Title III, Part A, funds and local funds to provide professional development opportunities for staff, acquire instructional materials, and provide parent and community outreach, a summary of those efforts also will be examined.

EVALUATION QUESTIONS

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

1. How many ELs and non-ELs were served by BE/ESL programs? How many ELs’ parents declined BE/ESL program participation for their child? How many ELs were reclassified as EP, as compared with the number who were eligible for exit but were not reclassified as EP (overall, by grade level, and by BE/ESL program)? How many AISD immigrant and refugee students were enrolled in AISD? What were the languages spoken by ELs? How many special education ELs were identified and served by BE/ESL programs? How many ELs were classified as gifted students? How many were enrolled in CTE courses?
2. How did ever ELs (current and former ELs) and never ELs perform on state academic assessments? How did ELs in each of the BE/ESL programs perform on these same tests (disaggregating by program)? How did ELs’ performance differ for student demographic characteristics, such as economic disadvantage, years in U.S. schools (e.g., less than 3 years, 3 to 6 years, and 7 or more years), and home language? How did ever ELs perform on STAAR over multiple years? How did AISD ELs perform on state academic assessments, compared with ELs statewide? How did AISD ELs whose parents refused BE/ESL program service perform on these tests? How did EP (i.e., monitored, former EL) students perform on these tests? How did ELs’ STAAR performance relate to ELs’ performance on the Texas English Proficiency Assessment System (TELPAS)?
3. How did students in AISD’s middle school and high school DL programs perform on state assessments (i.e., TELPAS, STAAR, and EOC)? How did they perform relative to ELs, former ELs, and non-ELs who never participated in DL? How did DL middle and high school students perform in their Spanish LOTE class? How did they perform on AP exams? How many students obtained high school course credits? What were secondary DL students’ perceptions about cultural, social, and linguistic experiences, as measured by the secondary DL Student Survey?
4. How did ELs perform on other academic measures, such as graduation rate and dropout rate?

5. How did teachers and principals perceive the implementation of the BE/ESL models? How did campus staff perceive the adequacy of support and resources they received to provide instruction to ELs?
6. Were any school-level factors associated with high or low elementary EL performance on STAAR and TELPAS?
7. How did 5th-grade non-EL English-speaking two-way DL students perform in Spanish proficiency, as measured by the Standards-based Measurement of Proficiency (STAMP) assessment? In addition, how did a sample of two-way DL native Spanish speakers perform on STAMP?
8. How were state BE funds and federal Title III funds used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, and (d) provide community and family coordination and outreach for ELs and their families?
9. How many staff completed professional development opportunities sponsored by the Multilingual Education Team (MET)?
10. How well did the Multilingual Institute support BE/ESL teachers who participated in training sessions during July? What were teachers' opinions about the July sheltered instruction training in which they participated? What were new BE/ESL teachers' professional development support needs during the school year?
11. What were teachers' perceptions and feedback about BE/ESL courses offered on the district's online training platform, BLEND?
12. What were elementary and secondary ESL teachers' training and resource needs? What instructional materials were they using that they perceived to be effective with ELs?
13. How did a cohort of secondary ESL teachers at selected schools, who received focused training and coaching on sheltered instruction throughout the school year, perceive the usefulness and effectiveness of what they learned and implemented?
14. How did summer teaching staff perceive the EL elementary summer school program? How many ELs were eligible to attend the summer program, as compared with the number who attended? Was elementary ELs' academic achievement influenced by whether they attended the prior year's summer school?
15. How did summer teaching staff perceive the middle school newcomer EL program? How many ELs in 5th through 8th grades were eligible to attend this summer program, as compared with the number who attended? How did the summer program students perform on the TELPAS English proficiency assessment before summer school and in the year following?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

ELs' demographic, program participation, language acquisition, and achievement data will be accessed through the district's information systems. BE/ESL teachers' professional development activity data and feedback will be collected from the district's HCP system, from program staff, and from administered surveys. If time and resources allow, DRE and program staff will survey campus principals, asking about BE/ESL programs and resources for ELs and staff. Staff surveys also will contribute to the measurement of staff's perceptions about program implementation and fidelity. A staff survey will be used to examine staff's impressions of the EL elementary summer school program. A staff survey will be given to world languages teachers every 6 weeks to get their feedback on the newly implemented district curriculum for LOTE. DRE staff will work with MET staff to gather and summarize program descriptions and financial expenditures for local and state reporting.

DATA ANALYSES

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

TIME LINE

- July–August 2019: DRE staff will analyze ELs' participation and performance results for the 2018–2019 school year. DRE staff will work with program staff to complete and submit the

TEA Title III compliance report for 2018–2019 before the due date. DRE staff will work with program staff to develop a survey for teachers who attended the Multilingual Institute in August 2019 as well as develop a follow-up survey to be administered in October. DRE staff will work with program staff to develop and administer a survey to teachers who attended a July sheltered instruction cohort training.

- August–December 2019: DRE staff will summarize the district-level demographic and academic performance data (including STAAR, EOC, and TELPAS) for ELs and former ELs and provide several summary reports to program staff. DRE staff will conduct a longitudinal academic performance analysis on ELs over several years, using STAAR data. The follow-up Multilingual Institute survey will be administered in October to those staff who attended in August. During the fall semester, DRE staff will work with MET staff to develop a BLEND modules survey for teachers, a survey for teachers at the 13 DL cluster elementary schools, and surveys for elementary and secondary ESL teachers.
- November–December 2019: A cohort of secondary teachers of ELs at selected schools, who received focused training and coaching in sheltered instruction, will be surveyed about their experiences. All survey results will be shared with MET staff by December. Beginning-of-year academic data will be collected for elementary ELs who attended last year’s summer school as well as a similar comparison group of ELs who did not attend summer school, and summary results will be provided to MET staff.
- January–February 2020: A spring follow-up Multilingual Institute survey will be administered to those staff who attended in August. DRE staff will work with program staff to develop survey questions for a sample of BE/ESL teachers regarding BE/ESL program implementation and guidelines. DRE staff also will work with program staff to develop a principal survey to obtain their feedback on the role of bilingual cluster specialists. DRE staff will work with program staff to develop an EL summer school staff survey. The BLEND survey will be administered to teachers who took BLEND modules, the survey for teachers at DL cluster elementary schools, as well as the ESL elementary and secondary teacher surveys will be administered.
- February 2020: A survey will be administered to secondary DL students to find out about their cultural, social, and linguistic experiences in the secondary DL program.
- March–April 2020: A cohort of secondary teachers of ELs who received focused training and coaching on sheltered instruction will be surveyed again about their experiences. At the end of each 6 weeks, world language teachers will be surveyed about the newly implemented district curriculum.
- May–July 2020: In May, campus staff will have an opportunity to answer survey questions about BE/ESL programs. Evaluation planning will begin for the next school year. In addition, DRE staff will incorporate spring staff survey results into annual reports, analyze all academic

achievement and language acquisition performance data for ELs, gather and summarize data to be submitted as part of TEA’s annual ESSA Consolidated Compliance Report for Title III due in September, and work with program staff to prepare and administer an electronic EL elementary summer school staff survey at the end of June.

- August–October 2020: Evaluation data from professional learning sessions offered by the MET during the school year will be summarized and included in reports. DRE staff also will produce multiple research briefs for the school year, such as summaries of all BE/ESL students served, EL parent denials, and recently exited (i.e., monitored) students and their academic performance results on assessments.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

- Summarize steps program staff take in a pilot project to develop a Spanish language proficiency assessment for students. If available, summarize students’ performance on the Spanish language proficiency assessment.
- Through the postsecondary outcome evaluation (see this plan elsewhere in this document), analyses will examine the extent to which ELs and ever ELs participated in college readiness programs and their postsecondary outcomes (e.g., enrolling in college, workforce participation).
- What were the school enrollment and graduation outcomes for EL immigrant students who received AISD credit for the foreign high school courses they received in school while in Mexico, using the transcript services provided through an AISD partnership with the Language Learners at UT’s Center for Hispanic Achievement (LUCHA)?

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) TRIAL URBAN DISTRICT ASSESSMENT (TUDA) REPORTING, 2019–2020

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Chelsea Cornelius, PhD

PROGRAM DESCRIPTION

Beginning in 2005, AISD has participated in the NAEP TUDA. Participation in TUDA makes it possible to compare AISD's 4th- and 8th-grade students' performance with that of similar peers in other participating districts nationwide. The National Center for Educational Statistics (NCES) administers the math and reading NAEP to a representative sample of U.S. students every 2 years. As part of TUDA, a representative sample of AISD students is selected to participate in NAEP.

As a TUDA district, AISD participates in data-release workshops, WebEx seminars, and research projects; in return, NCES provides AISD with district-level longitudinal data. Portions of the results from the most recent NAEP assessments are due to be released in the 2019–2020 school year. With staff from AISD System-wide Testing and Communications Departments, DRE staff may travel (if applicable) to the prerelease workshops to examine, analyze, and report AISD's 4th- and 8th-grade students' performance on the math and reading NAEP assessments.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Following each NAEP TUDA data release, DRE staff use the data garnered from the prerelease workshop to answer questions regarding AISD students' performance on NAEP:

1. Did AISD's 4th- and 8th-grade students improve significantly over time?
2. How did AISD's 4th- and 8th-grade students rank compared with their peers in other TUDA districts, other large cities, and the nation?
3. Did AISD's 4th- and 8th-grade student groups (e.g., groups based on ethnicity, gender, EL status, special education status, and economic disadvantage status) improve significantly over time?
4. Did the achievement gap in AISD improve compared with previous years?
5. How did the achievement gap in AISD compare with that in other TUDA districts, other large cities, and the nation?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To produce data displays highlighting AISD’s 4th- and 8th-grade students’ performance on NAEP assessments, as compared with that of students from other TUDA districts, large cities, and the nation
- To produce a press release highlighting AISD’s 4th- and 8th-grade students’ performance on NAEP assessments
- To respond to media requests concerning the released NAEP subject-area data

FISCAL CONSIDERATIONS

Funding for travel and participation in the NAEP data-release workshops, additional research requests, and WebEx sessions is provided by the NCES.

SCOPE AND METHOD

DATA COLLECTION

Student performance data are made available to TUDA districts a few weeks prior to the national NAEP TUDA data release. The data often are released during a 3-day prerelease workshop held in the Washington DC area; however, data also have been released via an online prerelease WebEx workshop. During these prerelease workshops, the embargoed data become available for attendees to review only during authorized times. Copies of the embargoed Nation’s Report Card also are made available, along with embargoed district-level snapshot reports. Additionally, several charts and graphs are created for each district. Although many charts and graphs are created, DRE staff will conduct several tests of significance and prepare additional data displays during the prerelease workshop.

DATA ANALYSES

Using the NAEP Data Explorer (NDE; an online data analysis tool created by NCES that accounts for the family-wise error associated with running simultaneous *t* tests and that is the only way to compute significance testing using NAEP data), tests of significance between student groups (e.g., ethnicity, economic disadvantage, EL status) and jurisdictions (e.g., nation, large city) will be conducted. These data will be added to longitudinal charts and graphs that will accompany the press release.

TIME LINE

- Ongoing: DRE staff will participate in NAEP WebEx presentations, when applicable.
- Fall 2019: DRE staff will participate in prerelease workshop, as necessary, to analyze the most recent NAEP data release and meet with the district’s public relations firm to discuss AISD’s response to the data. A press release and report will be produced and published.

REQUIRED REPORTING

DRE staff will work with the System-wide Testing and Communications Departments to provide the district with a press release and accompanying data displays summarizing the results for 4th- and 8th-

grade students' performance on each NAEP subject area test released. Data will be used by various departments to examine AISD's 4th- and 8th-grade students' performance on NAEP relative to that of their peers in the nation, large cities, and other TUDA districts.

SPECIAL PROJECTS

No special projects are planned. Additional analyses or reports may be produced upon request from the superintendent.

PARENT SUPPORT SPECIALISTS, 2019–2020

Program Supervisor: Leonor Vargas

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Chelsea Cornelius, PhD

PROGRAM DESCRIPTION

With the support of a \$1.29 million grant from the City of Austin, the Parent Engagement Support Office (PESO), within AISD's Department of Communications and Community Engagement, allocates funds to approximately 60 Title I schools to help fund 50% of the parent support specialist (PSS) position. The responsibilities of the PSS are to (a) develop positive relationships with parents and families, (b) empower parents to become active participants in the education of their children, and (c) support and connect students and their families to resources that aid their learning and improve their well-being. The PSS position helps ensure compliance with federal Title I, Part A, parent involvement regulatory guidelines and aligns with AISD's core belief to create vibrant relationships for successful students and schools.

PURPOSE OF EVALUATION

The primary purpose of this evaluation is to support PESO with analysis of performance measures and reporting of results, as stated in the 2019 City of Austin PSS grant.

EVALUATION QUESTIONS

Program evaluation support will focus on the following questions:

1. What was the total number of unduplicated clients served each quarter? What were the demographics of these clients (i.e., ethnicity/race, sex, ZIP code, economic disadvantage status)?
2. What was the total number of parent education events each quarter?
3. What was the total number of life skills events each quarter?
4. What percentage of individuals completed an education program (Maestro en Casa) and demonstrated improved knowledge?
5. What percentage of individuals participated in a parent workshop series that increased their access to community resources and/or improved their parenting skills?
6. Did the PSS program reach its targets for these performance measures?
7. Were there any additional parent needs and/or gaps in services that PSSs could provide to families?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist in the collection, analysis, and reporting of data necessary for grant compliance
- To provide formative feedback for program staff

FISCAL CONSIDERATIONS

Evaluation services provided by DRE staff are grant funded by the City of Austin and will constitute supplemental work.

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSIS

DRE staff will prepare descriptive statistics quarterly, as required for grant reporting purposes. DRE staff also may prepare summary reports of PSS activity for each school for program staff to monitor data quality.

REQUIRED REPORTING

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

TIME LINE

- July 2019: DRE staff will analyze and summarize data necessary for the City of Austin quarterly report. DRE staff will meet with PESO staff to assist in the development of the program's theory of change and generate ideas for novel data collection methods and analyses of the program's impact.
- August 2019: DRE will analyze all PSS activity from 2018–2019 and produce school-level summary tables for program staff. DRE will publish a brief narrative report summarizing the outputs of the PSS program in the 2018–2019 school year. DRE staff will present at the PSS professional development conference to inform staff about data entry protocol and grant requirements for 2019–2020.
- September 2019: DRE will assist PESO in developing additional survey items for the AISD Family Survey.
- October 2019: DRE staff will analyze and summarize data necessary for the City of Austin quarterly report.

- December 2019: DRE staff will assist PESO in collecting evidence of proper service documentation and data analysis for the City of Austin end-of-year audit. DRE staff also may review grant materials (e.g., program statement, budget, performance measures) for the 2020 City of Austin PSS grant.
- January 2020: DRE staff will analyze and summarize data necessary for the City of Austin quarterly report.
- April 2020: DRE staff will analyze and summarize data necessary for the City of Austin quarterly report. DRE will analyze all PSS activity from 2019–2020 and produce school-level summary tables for program staff.
- July 2020: DRE staff will analyze and summarize data necessary for the City of Austin quarterly report.

PROGRAM SUPPORT

Throughout the school year, DRE staff will meet with program staff and respond to additional data and information requests to support data-informed strategic planning. Ad hoc requests typically require data pulls, analysis, and reporting within a short time period. Requests will be reviewed and subject to approval by the evaluation supervisor or DRE director, based on the scope of requested work and projects that are in progress at the time of the request.

SPECIAL PROJECTS

- DRE staff may develop and explore new instruments to measure the impact of family engagement services provided by the PSSs.
- DRE staff may work with PESO staff to align the evaluation of other parent engagement efforts in the district.

POSTSECONDARY OUTCOMES, 2019–2020

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Aline Orr, PhD

PROGRAM DESCRIPTION

AISD expects all students will graduate ready for college, career, and life in a globally competitive economy and is committed to providing all students with quality college and career preparation (Core Belief One, *AISD Strategic Plan, 2015–2020*). This evaluation plan also is aligned with the district’s Core Belief Two, articulating that we will create an effective, agile, and responsive organization. The reporting described in this evaluation plan will contribute to fulfilling the commitment to generate, leverage, and use strategically all resources. To describe the district’s progress toward helping all students prepare for success, DRE will continue to report the rates at which AISD high school graduates enroll in postsecondary educational institutions, enter the workforce during the fall or spring semester after their high school graduation, or both. Additionally, DRE will continue to explore determinants of postsecondary enrollment and persistence.

PURPOSE OF EVALUATION

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

RESEARCH AND EVALUATION QUESTIONS

This program evaluation project will focus on the following questions:

1. How have postsecondary outcomes for AISD graduates changed from the prior school year and over the past 5 years?
2. Did AISD students’ participation in college readiness programs (e.g., ECHS, CTE, dual credit, Summer Melt) influence postsecondary enrollment and persistence and/or workforce participation outcomes?
3. To what extent did AISD students who were ever classified as ELs (ever ELs) participate in college readiness programs (e.g., ECHS, CTE, dual credit, Summer Melt)? Did this participation influence postsecondary outcomes (e.g., enrollment and persistence and/or workforce participation)?

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect a variety of quantitative and qualitative data, summarize student outcomes annually, and report on trends across time. Student academic information collected from district data systems will include demographic data; high school enrollment and attendance data; discipline data; STAAR data; advanced course enrollment and earned credit data (e.g., AP and dual credit); certification data; and AP, SAT, ACT, and TSI assessment data. Program participation indicators (e.g., ECHS, Career Launch, Summer Melt). FAFSA completion data and college application data will be provided through the Texas Higher Education Coordinating Board’s Apply Texas Administrative and Counselors’ Reporting Suite. Postsecondary enrollment data will be obtained from the NSC for AISD graduates, and student attitudinal data will be collected in the AISD High School Exit Survey, the AISD Student Climate Survey, and individual program surveys administered to participants.

DATA ANALYSES

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

TIME LINE

- July–August 2019: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.
- September–December 2019: Using district data and postsecondary outcomes data from the NSC and TWC, DRE staff will conduct analyses and will publish related reports online.
- November–December 2019: DRE will publish a research brief summarizing college readiness and postsecondary outcomes for students who were ever classified as ELs.

- January 2020: DRE staff will submit the final file for district graduates in 2019 to the NSC to determine how many AISD graduates enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., DTC enrollment).
- May 2020: DRE staff will request all postsecondary enrollment data from the NSC for 2019–2020.
- July 2020: DRE staff will update the online district report to include postsecondary outcomes for the Class of 2019, including dual credit course completion, industry certifications, enrollment, and persistence in higher education.
- August 2020: DRE staff will summarize college readiness outcomes of the Class of 2019 for the district’s strategic plan scorecard.

REQUIRED REPORTING

DRE staff will summarize postsecondary outcomes for the Class of 2019 on the district’s strategic plan scorecard. The superintendent, department staff, and program staff will examine postsecondary outcomes relative to expectations articulated within the district’s strategic plan for their respective decision-making purposes.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

PROFESSIONAL LEARNING, 2019–2020

Program Director: Jan John

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Jenny Leung, MA; Paige Hartman DeBaylo, PhD

PROGRAM DESCRIPTION

Professional learning (PL) is defined in AISD as “a comprehensive, sustained approach to improving all employees’ effectiveness in supporting the realization of the district’s Vision and Strategic Plan.” The AISD PL Department offers numerous services to support AISD employees’ PL needs. These include the teacher induction program (TIP); instructional coaching supports; the National Board certification program; digital PL opportunities; supports for staff to design and facilitate high-quality, engaging online, blended, and face-to-face learning; the student teacher program; cross departmental support (e.g., PPFT’s Leadership Pathways, problem based learning [PBL], the African American Achievement [AAA] Plan); and maintenance and development of the HCP, which houses the district’s Professional Learning Management System.

The PL Department’s TIP includes the weeklong district orientation, TIP Academy, a late-hire online course to supplement the TIP Academy, targeted PL for novice teachers, the district mentoring program for teachers in the 1st and 2nd year in the profession, and the AISD EDU Connect Series (a series that provides ongoing PL for teachers in areas of need). The novice teacher mentoring program matches every 1st- and 2nd-year teacher with a master teacher who provides support and guidance about early-career challenges and needs. The instructional coaching support focuses on the best practices of coaching and creating a PL community where instructional coaches can share and learn together. Through the National Board certification program, the PL Department funds the fees for the National Board for Professional Teaching Standards certification components and the fees for the recertification process, provides cohort support for staff working their way through the certification process with current National Board certified staff, and pays a stipend each year the staff member is National Board certified.

The PL Department supports digital PL opportunities through HCP and Blend. The supports for online and blended learning opportunities are inclusive of opportunities for campus staff through collaboration with the Office of Technology Integration and opportunities for Central Office staff through collaboration with program managers. The supports for staff to design and facilitate high-quality, engaging, online, blended, and face-to-face learning include training program managers in developing training for their programs, facilitation of the delivery of training for program managers, and collaboration with teams delivering training. Through the student-teacher program, the PL Department works to strengthen the teacher pipeline and support recruiting to the district. The PL Department does outreach to help build connections with teacher preparation programs, offers placement for student teachers in AISD schools, enlists current effective AISD teachers to share their knowledge and expertise in the area of teaching and

instruction as cooperating teachers, offers district orientation to incoming student teachers, and supports the integration of student teachers into HCP and Blend so they can participate in district PL opportunities. Upon request, the PL Department collaborates with departments, to varying degrees, to provide expertise for designing, facilitating, and/or supporting PL activities. For example, the cross-department support for PPFT’s Leadership Pathways includes content development and delivery support for the literacy pathway and PBL pathway. The cross-department support for PBL is coordinated across divisions under the leadership of the director of PL. The cross-department support for the AAA Plan is coordinated across divisions under the leadership of the associate superintendent of Area 2 Elementary Schools.

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

If we empower employees and build their capacity to design, facilitate, and support highly engaged adult and student learning, then we will improve employee effectiveness, staff retention, and student outcomes. To do this, the AISD PL Department will build relationships and provide continuous and innovative PL aligned with district curriculum, instructional programs, and initiatives.

PURPOSE OF EVALUATION SUPPORT

The 2019–2020 evaluation will focus on providing support for the TIP, National Board certification program, and student teacher program.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions during the 2019–2020 academic year:

TIP:

1. How did teachers new to the district perceive the TIP Academy?
 - a. Was the TIP Academy successful in differentiating support based on characteristics of new hires (e.g., prior teaching experience)?
 - b. Was the TIP Academy successful in providing voice and choice to new hires?
2. How did facilitators perceive the TIP Academy?
3. What were the characteristics and/or qualifications of the staff assigned as mentors for the Novice Teacher Mentoring Program?
4. How did novice teachers perceive the support provided through the Novice Teacher Mentoring Program?
 - a. How did perceptions differ by mentor characteristics?

National Board certification program:

5. What was the impact of National Board certification on teacher effectiveness and student outcomes?
 - a. How did annual appraisal data differ based on National Board certification status?
 - i. How did appraisal data differ by certification content area, campus level, campus status, and student demographics?
 - b. How did students' STAAR performance differ based on teacher's National Board certification status (e.g., certified, withdrawn from process, applied, never applied)?
 - i. How did students' STAAR performance differ by certification content area, campus level, campus status, and student demographics?
6. What was the representativeness of National Board certified teachers across the district?
 - a. What were the demographic characteristics of the National Board certified teachers?
 - i. How did National Board certified teachers' characteristics compare with district teachers' characteristics?
 - ii. What was the distribution of certified content areas?
 - b. How were National Board certified teachers distributed across the district (e.g., employed at Title I campuses)?
 - c. What was the in-district campus transfer rate for National Board certified teacher?
 - i. What were the transfer patterns for National Board certified teacher employed at high-needs campuses?

Student Teaching Program

7. What were the characteristics of cooperating teachers who hosted a student teacher in the classroom (e.g., number of years of teaching experience, certifications)?
 - a. Were there differences in teacher recommendations for hiring of their assigned student teachers? Did hiring recommendations differ based on partnering organization?
 - b. Did hiring recommendations differ based on the characteristics of the cooperating teacher?
 - c. Did hiring recommendations differ based on the characteristics of the student teacher?
 - d. Were the student teachers prepared to provide instruction?
 - i. Did student teachers' level of preparedness differ based on partnering organization?
 - ii. Did student teachers' level of preparedness differ based on characteristics of the cooperating teacher?
8. What was student teachers' experience in the classroom?
 - a. Did cooperating teachers provide a positive student teaching environment?

- b. How could the student teaching experience be enhanced for future cohorts?
9. Did student teachers apply for positions within the district upon completion of their student teaching experiences?
 - a. Did the AISD job application rate differ by partnering organization?
 - b. Did the AISD job application rate differ by student teachers' characteristics?
 - c. Did the AISD job application rate differ by cooperating teachers' characteristics?

EVALUATION OBJECTIVES

The evaluation objectives in 2019–2020 are:

- To provide support for the TIP
- To examine the impact of National Board certification on employee effectiveness and student outcomes
- To examine the representativeness of National Board certification across the district
- To assess perceptions of participation in the student teacher program
- To examine student teacher program outcomes by partnering organizations
- To provide information to support decision making

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of the PL Department programs. DRE staff will collect and summarize data related to the TIP program, National Board certification program, and student teacher program. Descriptive analyses and comparative analyses will be performed to examine appraisal data, survey data, and student achievement outcomes.

TIME LINE

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

- July–September 2019: DRE staff will meet with program staff to establish program goals and ensure the alignment of evaluation activities. DRE staff will review and assist in making changes to TIP Academy surveys.
- September–November 2019: DRE staff will administer the TIP Academy surveys. DRE staff will create a dashboard to display the results from the TIP Academy surveys. DRE staff will analyze results from the TIP Academy survey and provide PL staff with a limited number of respondents for further inquiry. DRE will examine the characteristics of teachers selected as mentors for the novice teacher mentoring program and prepare a brief summary report.
- November–January 2020: DRE staff will examine application rates for 2018–2019 student teachers and prepare a brief summary report. DRE staff will develop a student teacher survey for cooperating teachers and student teachers. DRE staff will administer the student teacher surveys for Fall 2019 cooperating teachers and student teachers.
- January–March 2020: DRE staff will create a dashboard to display the results from the student teacher survey. DRE staff will analyze data from Fall 2019 cooperating teachers and student teachers survey. DRE staff will examine the relationship between National Board certification and employee effectiveness and student outcomes and prepare a brief summary report.
- March–April 2020: DRE staff will examine the representativeness of National Board certified staff and prepare a brief summary report. DRE staff will review and assist in making changes to TIP novice teacher mentoring surveys.
- April–June 2020: DRE staff will administer the novice teacher mentoring program survey. DRE staff will analyze data from the novice teacher mentoring program survey and provide summative findings. DRE staff will administer the Spring 2020 cooperating teacher and student teacher survey. DRE staff will update the dashboard summarizing the student teacher survey results and analyze data from the Spring 2020 cooperating teachers and student teachers survey. DRE will prepare a 2019–2020 evaluation summary report highlighting evaluation activities and results.

REQUIRED REPORTING AND DELIVERABLES

The TIP program manager will receive access to the TIP Academy survey dashboard in October. The student teacher program manager will receive a report summarizing the results of the application rates of former student teacher analyses in December. The student teacher program manager will receive access to the student teacher and cooperating teacher survey results dashboard in February. The NBC program manager will receive a report of the results of the National Board certification analyses in March. DRE will prepare a 2019–2020 evaluation summary report highlighting evaluation activities and results.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

Time permitting, DRE will provide instructional coaching support as a Coaching Connection PL activity.

PROFESSIONAL PATHWAYS FOR TEACHERS (PPfT) SUPPORT, 2019–2020

Program Directors: Dru McGovern-Robinett, PhD; Shaun D. Hutchins, PhD

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Paige DeBaylo, PhD; Jenny Leung, MA, Dana Minney, MS

PROGRAM DESCRIPTION

PPfT was developed through a collaboration between AISD, Education Austin, and American Federation of Teachers to design a human capital system that blends appraisal, compensation, leadership pathways, and professional development activities. PPfT Appraisal was piloted in AISD in 2014–2015 and 2015–2016. PPfT Appraisal was implemented district wide in AISD in 2016–2017. PPfT is aligned with *AISD Strategic Plan: 2015–2020 Core Belief 1*, which states that all students will graduate college, career, and life ready. Specifically, PPfT supports commitment 1, stating that it is a goal of AISD to achieve excellence by delivering a high-quality education to every student.

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

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

PURPOSE OF EVALUATION SUPPORT

To document the program changes over time and describe the progress of the program toward meeting key goals, several indicators of success will be examined to determine whether PPfT demonstrated evidence of accomplishing its primary objectives. DRE staff will answer key questions about the implementation, outcomes, and efficacy of PPfT elements. DRE staff will prepare an annual summary report to support decision making and other formative reports, as requested.

EVALUATION QUESTIONS

The program evaluation will focus on the following questions:

PPfT implementation data:

9. How many teachers were appraised under PPfT Appraisal in 2018–2019?
10. How many teachers participated in PPfT Compensation in 2018–2019 (and at what rate relative to PPfT Appraisal only)?

PPfT outcome data:

11. What was the relationship between appraisal outcomes and staff/student outcomes?
 - a. What was the association of the final rating with:
 - i. retention?
 - ii. staff climate?
 - iii. stakeholders' perceptions from the program survey?
 - iv. student achievement?
 - v. student growth?
12. What was the relationship between participation in compensation and staff/student outcomes?
 - a. What was the association of compensation points with:
 - i. retention?
 - ii. staff climate?
 - iii. stakeholders' perceptions from the program survey?
 - iv. student achievement?
 - v. student growth?
13. Did staff/student outcomes differ by participation in compensation?
 - a. What was the difference in outcomes by participation in compensation for
 - i. retention?
 - ii. staff climate?
 - iii. stakeholders' perceptions from the program survey?
 - iv. student achievement?
 - v. student growth?

14. Did staff/student outcomes differ by participation in professional development opportunities?
 - a. What was the difference in outcomes by participation in professional development opportunities (leadership pathways and professional development units) for
 - i. retention?
 - ii. staff climate?
 - iii. stakeholders' perceptions from the program survey?
 - iv. student achievement?
 - v. student growth?
15. What was the impact of PPfT components on outcomes overtime?
 - a. What were the longitudinal retention outcomes
 - i. by rating?
 - ii. by year in compensation?
 - iii. by participation in professional development opportunities?
 - iv. by participation in leadership opportunities?

Stakeholders' perceptions of PPfT:

8. For those appraised under PPfT, what were their perceptions of
 - a. leadership pathways?
 - b. professional development units?
 - c. school-wide value-added modeling?
 - d. student learning objectives (SLOs)?
 - e. SLO campus contacts?
 - f. instructional practice ratings?
 - g. professional growth and responsibilities ratings?
 - h. compensation?
 - i. the overall appraisal system?
 - j. enhanced compensation designations?

Facilitators'/scorers' feedback:

9. For those delivering or scoring professional development units through leadership pathways, what were their perceptions of
 - a. how adequately they were trained to judge the quality of submissions (e.g., content expertise, calibration to the rubric, calibration between scorers)?
 - b. the effectiveness/efficiency of the process for submitting evidence for each leadership pathways micro-credential?
 - c. the most effective/accessible ways of designing/delivering professional learning in leadership pathways that are
 - i. micro-credential areas (sequence and flow toward leadership component)?

- ii. online, face-to-face, blended?
10. For those delivering or scoring professional development opportunities through professional development units, what were their perceptions of
- a. how adequately they were trained to judge the quality of submissions (e.g., content expertise, calibration to the rubric, calibration between scorers)?
 - b. the most effective/useful format to deliver training (e.g., Adobe Connect, face-to-face info sessions)?
 - c. how effective/sufficient the district support/communication was throughout the school year?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To collect and analyze 2018–2019 implementation and outcome data from PPfT
 - To develop supporting auxiliary datasets (e.g., staff retention, TELL responses, STAAR data, student outcomes), as needed, to analyze outcome data
- To develop and administer a survey for staff appraised under PPfT to assess perceptions of PPfT experiences and processes
- To collect and analyze feedback data from those engaged in facilitating and/or scoring leadership pathways and professional development units
- To provide information to support decision making
- Update the theory of change and logic model, as needed

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will use existing district HR data and students' academic performance data to address the evaluation questions, data support needs, and ad hoc requests. Data collection will include the use of surveys, such as the TELL Survey and the new PPfT Perceptions Survey, as well as focus groups to gather qualitative data from those leading and scoring leadership pathways and professional development units. Other data procedures may include extraction of student-teacher rosters and students' attendance data necessary for value-added modeling, in addition to appraisal scoring and eligibility rosters.

DATA ANALYSES

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

TIME LINE

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

- August–September 2019: DRE staff will meet with PPfT program staff to establish program goals and ensure alignment of 2019–2020 (and beyond) evaluation activities. DRE staff will work with program staff to develop items for the PPfT Perceptions Survey. DRE staff will administer the PPfT Perceptions Survey to necessary staff. As data are available, DRE staff will work to complete the 2018–2019 PPfT summary report.
- October–November 2019: DRE staff will prepare a dashboard to display PPfT Perceptions Survey results and provide access to program staff. DRE staff will analyze results from PPfT Perceptions Survey and prepare a brief summary report of survey data. DRE staff will work with program staff to determine data collection efforts regarding leadership pathways and professional development units facilitators’ and scorers’ feedback and develop a possible list of items for data collection. As data are available, DRE staff will work to complete the 2018–2019 PPfT summary report.
- November 2019–January 2020: DRE staff will prepare for and administer the AISD TELL Survey. DRE staff will analyze 2018–2019 PPfT outcomes data, as delineated in the Evaluation Questions section, in support of assisting program staff in preparation for a PPfT-related board presentation.
- January–June 2020: DRE will collect data from leadership pathways and professional development units facilitators and/or scorers. DRE staff will calculate teacher retention data from the 2018–2019 to the 2019–2020 school year. DRE staff will calculate the instructional services index and work with program staff to determine the list of 2019–2020 enhanced compensation campuses. DRE staff will analyze results of the TELL Survey. DRE staff will analyze data collected from leadership pathways and professional development units facilitators and/or scorers and prepare a brief summary report, as requested.
- June–August 2020: DRE will prepare a 2019–2020 evaluation summary report for PPfT and begin preparation for 2020–2021 evaluation planning.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will produce the following reports and deliverables for the 2019–2020 evaluation:

- PPfT summary report
- PPfT Perceptions Survey dashboard
- PPfT Perceptions Survey brief report
- PPfT leadership pathways and professional development unit facilitators'/scorers' perceptions brief report

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

READ BY THREE, 2019–2020

Program Managers: Ami Cortes-Castillo

Evaluation Supervisor: Karen Looby, PhD

PROJECT DESCRIPTION

The AISD Read by Three Initiative is an early literacy plan focused on the development of strong literacy skills in preschool years, so students perform better in the primary grades. The goal of Read by Three states, “100% of all students will be reading on grade level by the end of second grade.” To accomplish this goal, this work connects strong early literacy and biliteracy instruction with the intentional development of students’ social and emotional competencies. Additionally, the cultivation of positive reading and writing experiences using creative learning strategies and early identification and interventions for striving-reader students is considered key to transforming students’ learning experiences and outcomes. This work aligns with the AISD comprehensive literacy plan, the early childhood strategic plan, and the SEL 2.0 strategic plan. Four major program objectives include a focus on (a) primary literacy and biliteracy, (b) Whole Child and SEL competencies, (c) professional learning and leadership development, and (d) a network of support through staffing.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

Program evaluation support will focus on the following questions:

1. What was the participation level of primary-grade teachers in key professional development sessions focused on early literacy and biliteracy instruction?
2. What were the perceptions of primary-grade teachers who participated in key professional development sessions focused on early literacy and biliteracy instruction related to their professional learning experience and implementation of instructional practices?
3. To what extent did instructional coaches provide support for primary-grade teachers and how was the support perceived by primary-grade teachers?
4. Were the academic outcomes at the end of the school year for the students of primary-grade teachers who participated in key professional development sessions and coaching?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

Evaluation services provided by DRE staff are locally funded. A senior research associate in the DRE will allocate a 0.25 FTE for the work planned in the 2019–2020 school year.

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

DRE staff will collect qualitative and quantitative data pertaining to support of the district's progress toward its goals. District information systems will provide teachers' professional development participation data. District information systems also will provide students' demographic, school enrollment, and language arts assessment data (e.g., Texas KEA scores, ISIP Benchmark scores, STAAR scores). Teacher surveys will be developed and administered to determine whether the professional development activities were helpful to participants and to identify instructional practices they implemented or improved as a result. Observation protocols will be integrated into coach tracking tools, and observations will be recorded throughout the year to measure teachers' implementation of early literacy strategies in their classrooms, as well as to track the amount of support teachers received from their instructional coaches.

ANALYSIS

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

TIME LINE

- Ongoing: DRE staff will participate in ongoing, regularly scheduled program meetings with the program staff for evaluation collaboration and provision of continuous feedback.
- August–September 2019: DRE staff will collaborate with the Office of Teaching and Learning staff to develop observational checklists to be used in the instructional coaching process.

- September–October 2019: DRE staff will collaborate with the Office of Teaching and Learning staff to develop program surveys for teachers and establish a time line for administration and reporting.
- December 2019: DRE staff will administer the teacher survey, analyze results, and report findings.
- January 2020: DRE staff will summarize coaching outcomes from the fall semester and report outcomes to the Office of Teaching and Learning staff.
- June–July 2020: DRE staff will analyze teachers' professional development activities and coaching outcomes and students' academic outcomes and provide a draft for the program manager's review.
- August 2020: DRE staff will create and publish a report brief describing overall program outcomes.

SPECIAL PROJECTS

No special projects are scheduled at this time.

SCHOOL TRANSFORMATION GRANT – PREKINDERGARTEN PARTNERSHIP, 2019–2020

Program Director: Ami Cortes-Castillo, MEd

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Cason Fayles, MA; Helen Poulsen, PhD

PROGRAM DESCRIPTION

AISD was awarded a \$2,000,000 2-year School Transformation Fund – Implementation grant by the TEA, authorized by the federal ESSA, Title I, Part A, School Improvement grant. The grant supports a pre-K partnership between AISD, United Way for Greater Austin (UWATX), and participating child development centers (CDCs), to co-enroll 3- and 4-year-old eligible students, and thereby increase pre-K education access for Austin’s families. Prior to the implementation grant, AISD and UWATX partnered in a planning grant with TEA to develop this pre-K partnership managed through an innovation management organization. This organization, contracting with AISD, will provide the CDCs with administrative and instructional support, including recruitment and co-enrollment of eligible pre-K students, coaching and professional learning opportunities for CDC staff, and assistance with recruiting CDC teachers. The goals of the grant will be to ensure CDCs attain and maintain state high-quality pre-K education standards, increase student enrollment in CDCs, gauge students’ learning and skills over time, and provide CDC staff with professional learning opportunities for continuous improvement in instruction.

The district’s pre-K partnership grant is aligned with the following AISD core beliefs: that all students will graduate college, career, and life ready; and that we will create vibrant relationships critical for successful schools and students.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

The following are some evaluation questions that will be addressed:

1. To what degree did the CDCs partnering with AISD attain and maintain the state’s high-quality pre-K program standards?
2. How many students participated in the pre-K CDC partnership program?
3. How does the academic and social-emotional performance of participating pre-K students change over time? How did the performance of these students compare with that of similar AISD pre-K students?
4. What types of professional learning opportunities were offered to CDC staff and how many participated? What were staff’s opinions about the training they received, and were they able to implement what they learned?
5. What type of family/parent outreach occurred during the pre-K CDC partnership program?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making, including program improvements
- To assist with required grant reporting to TEA

FISCAL CONSIDERATIONS

In the evaluation process, total program cost and funding sources will be identified, and implications may be examined. Evaluation services provided by DRE staff are funded by the School Transformation Fund.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect qualitative and quantitative data related to the evaluation questions stated here and to help with any required reporting. Program staff will provide information on the degree to which the CDCs attained and maintained high-quality pre-K program standards. District information systems will provide participating students' demographic, school enrollment, and academic and social-emotional performance assessment data (e.g., CLI Engage scores). District information systems will provide teachers' professional development activity participation data. Teacher surveys will be developed and administered to determine whether the professional development activities were helpful to participants and to identify instructional practices they implemented or improved as a result. Student outcomes will be measured by teachers three times per school year (beginning, middle, and end) using the CLI CIRCLE pre-K monitoring system (see <https://cliengage.org/>). The CLI CIRCLE measure, also known as Engage, is an online tool to measure students' skills and knowledge in many categories, such as rapid letter naming, rapid vocabulary, letter-sound correspondence, social and emotional development, and approaches to learning. For this grant, the following Engage sub-tests will be administered: approaches to learning (initiative, flexibility, creativity, and dramatic play), book and print awareness, and social emotional behavior (e.g., self-care, positive social behavior). Some CDCs may choose to give other assessments, and those data also will be gathered for analysis. In addition, students who participated in the partnership will be monitored in subsequent years to see if they enroll in AISD kindergarten and to what degree they are kindergarten ready.

DATA ANALYSES

Summary data will be prepared for use in district and state reports. The primary data summaries will include the following:

- Total numbers of staff who participate in professional learning annually, by type of training

- Total numbers of pre-K students (ages 3 and 4) who participated in the pre-K partnership CDCs, and their demographic characteristics
- Total numbers and percentages of pre-K students who were on target in the various CLI Engage subtests (or other comparable assessments) at beginning, middle, and end of year
- Percentages of staff who responded to surveys about the trainings they received and the degree to which they implemented what they learned from the trainings
- Total number of CDCs who attained and maintained high-quality pre-K program standards

TIME LINE

- July 2019: DRE staff will obtain for program and grant staff the following: approval of the evaluation plan; a list of planned professional learning opportunities for the year; and information on the participating CDCs, pre-enrolled students, and CDC staff, to be updated after school begins in August.
- August 2019: DRE staff will obtain updated lists of CDC staff, students, and planned professional learning opportunities. DRE staff will coordinate with grant staff to ensure the timeline for student assessments is on track and ensure access to the assessment system data.
- September–December 2019: DRE staff will summarize CLI Engage student assessment results for the beginning of the year, counts of staff who have participated in professional learning activities since the beginning of the school year, and any other relevant program information.
- January 2020: DRE staff will summarize CLI Engage student assessment results for the middle of the year.
- February–May 2020: DRE staff will summarize CLI Engage student assessment results for the end of the year, counts of staff who have participated in professional learning opportunities since January, and any other relevant program information. DRE staff will summarize the total number of pre-K students who participated at any time during the school year. DRE staff will summarize the total number of CDC staff who were hired, remained, or left during the school year.
- June–July 2020: DRE staff will gather data for completion of any required reports due to the TEA. An analysis of CDC pre-K students' CLI Engage performance will be compared with that of similar AISD pre-K students, and this analysis will be summarized in a report for the grant program manager.
- August 2020: DRE staff will determine the numbers of CDC-participating pre-K students from 2019–2020 who enrolled in AISD kindergarten.

PROGRAM SUPPORT

DRE staff will provide ongoing support to the program manager, as needed, attending meetings, responding to requests for program evaluation information, and assisting with TEA reporting if necessary.

SPECIAL PROJECTS

Any special project will have to be approved by the director of DRE. If time and resources allow, focus groups with participating staff will be conducted to gauge opinions and experiences during the pre-K partnership.

SOCIAL AND EMOTIONAL LEARNING (SEL), 2019–2020

Program Staff: Peter Price, PhD; Caroline Chase MEd

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Melissa Andrews, MA, MEd; Chelsea Cornelius, PhD; Cason Fayles, MA; Helen Poulsen, PhD

PROGRAM DESCRIPTION

SEL in AISD provides a learning environment that is safe, inclusive, culturally responsive, academically engaging, and equitable. In this environment, learners develop competencies such as self-awareness, self-management, social awareness, relationship skills, executive functions, and responsible decision making. The SEL vision is that all AISD students will internalize and demonstrate the social and emotional competencies needed to thrive in school and in life. Although the level of SEL implementation varies across the district's 130 campuses, and there is variation in the degree to which the district's 80,000 students and 7,000 professional staff exhibit SEL competencies, AISD and the SEL Department remain committed to integrating SEL into the school experience for all.

Phase-in of SEL implementation in AISD began in the 2011–2012 school year, with the goal of all schools implementing SEL by the end of the 2015–2016 school year. After achieving this goal, an SEL fellowship comprising district leaders, principals, community partners, students, parents, teachers, and SEL team members developed the SEL 2.0 strategic plan. The priorities of the strategic plan are (a) strengthen the district's culture, (b) invest in adult SEL development, (c) advance equity district wide, (d) develop an integrated system of social, emotional, and mental health for students, and (e) contribute to the national evidence base for SEL. This school year, AISD's SEL Department will continue implementing the SEL 2.0 strategic plan, with partial support from the Buena Vista Foundation, Michael L. Klein Foundation, Tapestry Foundation, and St. David's Foundation.

The following focus areas will help evaluate SEL in 2019–2020: (a) examination of the SEL seed model process, (b) analysis of adults' SEL skills, (c) analysis of SEL-related data regarding signature programs and initiatives (e.g., Neuro-sequential Model in Education (NME), pre-K to grade 2 positive behavior support pilot, mindfulness, SEL BLEND course, PPFT SEL micro-credentials), (d) support for SEL specialists in calibrating and analyzing the SEL implementation data, and (e) support for the SEL fellowship in the development of an updated logic model to inform future programming.

PURPOSE OF EVALUATION

The primary purpose of the SEL evaluation is to measure the implementation and effectiveness of SEL and its signature programs in AISD and to support SEL program staff with decision making.

EVALUATION QUESTIONS

The SEL program evaluation will focus on the following questions:

1. What were the characteristics of the 2018–2019 cohort of SEL seed model schools? Were seed model schools representative of AISD in terms of their demographics and outcomes of interest (e.g., SEL implementation ratings, student discipline rates)? What motivated seed model schools to apply for the program? How did seed model schools use data to inform their goals? What types of goals did seed model schools set, and what percentage of these schools achieved their goals?
2. Did staff SEL skills, as measured by items on the 2018–2019 Employee Coordinated Survey, improve over time? Were staff SEL skills related to school climate, job satisfaction, staff retention/tenure, campus-level SEL implementation ratings, or student outcomes of interest?
3. What were staff’s perceptions of self-efficacy with respect to implementing NME strategies in 2019–2020? Which NME strategies did staff use most often, and what was the observed impact on students’ learning and behavior? How did staff’s perceptions of students’ SEL skill development change over time at NME pilot schools (as measured by AISD personal development skills report card ratings)?
4. What were facilitators’ experiences in the pre-K to grade 2 positive behavior support pilot program in 2019–2020? What lessons were learned that can be shared with district leaders?
5. Did the emotional well-being of staff at middle schools participating in the Recognizing, Understanding, Labeling, Expressing, and Regulating Emotions (RULER) pilot program change over the course of the 2019–2020 school year? Did SEL implementation change at participating schools?
6. What should be the strategic priorities of the SEL Department after 2020?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide formative and summative data regarding school- and student-level outcomes to SEL program staff, as needed, to support the SEL 2.0 strategic plan
- To collect and report campus- and district-level Student Climate Survey data to provide feedback to campuses for their own continuous improvement monitoring
- To identify and share best practices of SEL implementation and measurement
- To participate in district-wide conversations about ways to strengthen and support SEL

alignment with the AISD policies and practices

- To provide mentorship and guidance to other districts that inquire about SEL measurement and evaluation

FISCAL CONSIDERATIONS

Evaluation services for SEL are grant funded through the Buena Vista Foundation, Michael L. Klein Foundation, Tapestry Foundation, and St. David’s Foundation. Three research analysts in DRE will be partially funded by these grants (approximately 1.2 FTE), in addition to a locally funded program evaluation coordinator who will contribute to the SEL program evaluation.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect quantitative and qualitative data to fulfil the evaluation objectives. Survey data will include responses from the district-wide Student Climate Survey, TELL AISD Survey, Employee Coordinated Survey, Family Survey, as well as campus-level SEL implementation ratings collected from the SEL implementation rubric. Additionally, AISD student and staff demographic information as well as data on student attendance, discipline, and elementary students’ personal development skills will be accessed through the district’s information systems. DRE staff will work with SEL Program staff to obtain program-specific records (e.g., application materials for the seed model program). DRE staff may conduct focus groups, interviews, or additional surveys with staff at seed model schools and/or schools implementing signature programs (i.e., NME, RULER, pre-K to grade 2 positive behavior support).

DATA ANALYSIS

DRE staff will use quantitative and qualitative methods to provide evaluation information regarding SEL implementation and effectiveness. Descriptive and inferential statistics will be conducted, and when appropriate, significance tests or measures of effect size will be used to discern changes over time or differences between groups/subgroups.

TIME LINE

Support to program staff is ongoing, based on needs and availability.

- July–August 2019: DRE staff will gather and summarize data necessary for various grant reports (i.e., St. David’s Foundation, lead donor report). DRE staff will summarize 2018–2019 campus-level SEL implementation ratings and report to SEL staff and district administrators. DRE staff will meet with the trust-based relational intervention (TBRI) and brain development coordinator to refine surveys for the five pilot schools implementing NME, and DRE staff will administer the pre-school year survey to participating schools. DRE staff will meet with various SEL specialists to discuss evaluation planning and data needs for signature programs

(e.g., PPFT SEL micro-credential, mindfulness).

- September 2019: DRE staff will produce an interactive report of the 2018–2019 implementation rubric data for program staff to use for strategic planning with campuses throughout the year. DRE staff will consult with SEL program staff to identify appropriate data sources for examination of the 2018–2019 SEL seed model schools. DRE will support the 2019–2020 cohort of seed model schools with the development of measurable goals. In coordination with the Yale Center for Emotional Intelligence, DRE staff will administer a survey measuring the emotional well-being of teachers and administrators at eight middle school piloting the RULER program. DRE staff will attend a kick-off meeting with the campus facilitators of the pre-K to grade 2 positive behavior support pilot program and provide campus-level climate data, if needed. DRE staff will review the demographic data and teacher appraisal data of teachers participating in the PPFT SEL Leadership Pathway micro-credentials.
- October 2019: DRE will analyze responses to adult SEL items from the 2018–2019 Employee Coordinated Survey and compare results with those from previous years. DRE staff will begin collecting and analyzing teacher- and campus-level data from the 2018–2019 TELL Survey as well as data pertaining to job satisfaction, staff retention and tenure, and campus SEL implementation ratings. DRE staff will administer a survey to staff at the five schools piloting NME and will share an interactive dashboard of the NME survey results with program leaders and specialists.
- November–December 2019: DRE will review the SEL BLEND course for staff and produce a brief report. DRE staff will analyze data from the 2018–2019 Student Climate Survey and refine items, if necessary. DRE staff will continue analyzing data related to adult SEL skills and data from the seed model schools. DRE staff will assist with grant reporting, if necessary.
- January–February 2020: DRE staff will coordinate the administration of the Student Climate Survey. DRE staff will publish a report about the seed model schools. DRE staff will publish a report about adults' SEL skills.
- March–April 2020: DRE staff will provide the SEL program manager with data for various grant requirements. DRE staff will analyze results from the Student Climate Survey and publish an interactive dashboard to display results. DRE staff will conduct a focus group with the facilitators of the pre-K to grade 2 positive behavior support pilot program. DRE staff will assist with the administration of the NME survey to staff at participating schools. DRE will assist with the administration of the Teacher Emotional Well-Being Survey to staff at schools participating in the RULER program. DRE will review the SEL items for the Employee

Coordinated Survey and refine if necessary.

- May–June 2020: DRE staff will update the NME dashboard with post-survey results and outcomes of interest. DRE staff will administer the Employee Coordinated Survey. DRE staff will make the necessary edits to the online survey platform used to collect campus-level SEL implementation ratings and support the SEL specialists in their use of the platform as they meet with campus staff to determine 2019–2020 SEL implementation ratings. DRE staff will support SEL specialists in reviewing teachers’ submissions for the PPFT SEL micro-credential. DRE will summarize findings and lessons learned from the pre-K to grade 2 positive behavior support pilot and publish a brief report.
- July 2020: DRE staff will gather and summarize data necessary for various grant reports (i.e., St. David’s Foundation, lead donor report). DRE staff will summarize 2019–2020 campus-level SEL implementation ratings and report to SEL staff and district administrators.

REQUIRED REPORTING

In addition to the aforementioned reports, DRE staff will assist the SEL program staff with data analysis needed for district reporting and for the annual St. David’s Foundation grant report, lead donor reports, and other grants, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE ADVANCED PLACEMENT (AP), SAT, AND ACT TEST RESULTS, 2019–2020

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Aline Orr, PhD

PROJECT DESCRIPTION

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- August–September 2019: The district's System-wide Testing Department will obtain AP, SAT, and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on their website.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned in 2019–2020.

VERIZON INNOVATIVE LEARNING SCHOOLS (VILS), 2019–2020

Evaluation Director: Erin Bown-Anderson

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Paige DeBaylo, PhD

PROGRAM DESCRIPTION

Millions of students nationwide lack access to technology and the skills they need to succeed in the digital world. Since 2012, Verizon has been working to help solve this problem through a transformative program called Verizon Innovative Learning Schools (VILS). Digital Promise collaborates with Verizon to equip every student and teacher at select middle schools across America with a device and a 2-year data plan. In addition to free technology and access, VILS schools receive extensive teacher training; support; and the opportunity to engage in a unique, immersive curriculum to leverage technology in their classrooms. In 2019, AISD was awarded a 2-year grant through the VILS project and will be able to provide support to five middle schools: Paredes, Martin, Burnet, Sadler Means Young Women’s Leadership Academy, and Garcia Young Men’s Leadership Academy. Through the implementation of this grant, all students at these five schools will receive Chromebooks and a 2-year data plan, and campuses will receive additional technology coaches and trainings for coaches and teachers. The implementation of the VILS grant in AISD is directly aligned with Core Belief One from the *AISD Strategic Plan: 2015–2020*, and specifically to commitment 2, which states that the district will implement the transformative use of technology.

PURPOSE OF EVALUATION

As the district implements the VILS grant, it is the purpose of this evaluation to assess the impact that the implementation of the VILS program (e.g., access to coaches, access to Chromebooks, and increased support) has on VILS campuses. Generally, it is the purpose of this evaluation to determine if the access to these increased supports, both technological and through coaching, has positive impacts on the campus.

EVALUATION QUESTIONS

The following questions will guide the evaluation of the department in the 2019–2020 school year. These questions should not be considered an exhaustive or exact list to be evaluated in 2019–2020.

Differences on relevant AISD district-wide surveys:

1. Descriptively and statistically, were there differences between mean responses on relevant TELL Survey items at VILS campuses in comparison with non-VILS middle school campuses?
 - a. At VILS campuses, were relevant 2019–2020 TELL Survey results different from responses at those campuses in 2016–2017, 2017–2018, and 2018–2019?

2. Descriptively and statistically, were there differences between mean responses on relevant Student Climate Survey items at VILS campuses in comparison with non-VILS middle school campuses?
 - a. At VILS campuses, were relevant 2019–2020 Student Climate Survey results different from responses at those campuses in 2016–2017, 2017–2018, and 2018–2019?
3. Descriptively and statistically, were there differences between mean responses on relevant Family Survey items at VILS campuses in comparison with non-VILS middle school campuses?
 - a. At VILS campuses, were relevant 2019–2020 Family Survey results different from responses at those campuses in 2016–2017, 2017–2018, and 2018–2019?

Perceptions of blended and personalized learning (BPL) and related constructs:

4. On VILS campuses, how did teachers' attitudes shift on the following or similar items related to BPL throughout the year:
 - a. I believe my students can learn just as well from each other as they can from me.
 - b. I find joy in teaching.
 - c. I know how to use stations in my classroom.
 - d. I value offering students a choice of product.
 - e. I can use technology to:
 - i. differentiate.
 - ii. offer student choice.
 - iii. personalize learning.
 - iv. foster collaboration among students.
 - f. I feel comfortable trying new things in the classroom.
 - g. I feel comfortable learning from failure.
 - h. I welcome and value feedback.
 - i. My students take ownership in the classroom and share their learning.
 - j. I feel part of an inspiring professional community of learners.
5. How did students' attitudes shift on BPL throughout the school year?

Focus groups with coaches:

6. How did VILS coaches perceive only coaching on one campus? Easier? More difficult?
7. What were some of the challenges of being a VILS coach? What was least challenging about being a VILS coach?
8. How did being a VILS coach compare with other coaching roles they have had?

9. What supports would aid in their ability to be an effective coach?
10. What was going well on their campus regarding the implementation of VILS?

EVALUATION OBJECTIVES

The evaluation objectives for the VILS grant implementation in 2019–2020 are to:

- To examine possible differences on relevant AISD district-wide surveys (e.g., the TELL Survey, Student Climate Survey, and Family Survey) between VILS schools and non-VILS middle schools on 2019–2020 surveys
 - To explore possible differences on relevant survey items at VILS schools for 2019–2020 and 2016–2017, 2017–2018, and 2018–2019 surveys for comparison
 - As requested, to create matched comparisons schools for VILS campuses for more direct survey comparisons
- To explore teachers' understanding of and attitude regarding BPL on VILS campuses.
 - To assess teachers' and students' attitudinal shifts at VILS campuses regarding teaching, learning, and technology
- To conduct focus groups with VILS coaches to learn more about their experiences operating on a single campus and implementing the VILS grant
- Where beneficial, to analyze Digital Promise's VILS survey and other data (e.g., usage data) to assess implementation and perceptions on VILS campuses

FISCAL CONSIDERATIONS

Funding for the evaluation of the VILS program is provided through the AISD VILS grant.

SCOPE AND METHOD

DATA COLLECTION

DRE will collect a variety of data and information to support development and planning efforts for VILS implementation and evaluation. DRE staff will collect data and use selected items relevant to VILS implementation from the TELL, Student Climate, and Family Surveys. DRE staff will create additional items related to attitudinal shifts and BPL, as necessary, to ask students and teachers at VILS campuses. DRE staff will collect qualitative data gathered from focus groups with coaches on VILS campuses. DRE staff will request pertinent data collected by Digital Promise related to teachers' perceptions, Digital Promise's focus groups, device usage and breakage information, and data collected related to the Technology Integration Matrix tool used to assess coaching.

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of the assessment of Year 1 VILS implementation. DRE staff will analyze selected items relevant to VILS implementation from the TELL, Student Climate, and Family Surveys, as well as items that are created and implemented for the purposes of VILS evaluation. DRE staff will analyze qualitative data gathered from focus groups with coaches on VILS campuses. DRE staff will analyze pertinent data collected by Digital Promise related to teachers' perceptions, Digital Promise's focus groups, device usage and breakage information, and data collected related to the Technology Integration Matrix tool used to assess coaching.

TIME LINE

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

- July–August 2019: DRE staff will meet with program staff to begin 2019–2020 evaluation planning. DRE staff will develop a time line of important VILS tasks and update in the provided Google sheet, as necessary. DRE staff will meet with members of the VILS team to discuss possible coaching survey administration and data reporting.
- September–December 2019: DRE staff, in collaboration with the AISD VILS team, will determine relevant TELL, Student Climate, and Family Survey items for analyses. DRE staff will pull determined relevant survey item results from VILS campuses in 2016–2017, 2017–2018, and 2018–2019 to prepare for comparison with 2019–2020 (i.e., Year 1 of VILS implementation) survey results. DRE will assist Westat, as needed, in facilitation and administration of Westat surveys. As requested, DRE will create matched comparison campuses for VILS campuses. DRE staff will collect and review coaching feedback from technology coaches, as requested. DRE staff will conduct a focus group with VILS coaches and/or teachers to assess attitudes, experiences, challenges, areas for celebration, and areas where more support is needed. As available, DRE staff will analyze relevant Fall 2019 Digital Promise VILS-related data.
- January–June 2020: When available, DRE staff will pull determined relevant 2019–2020 TELL, Student Climate, and Family Survey item results for comparison. DRE staff will analyze 2019–2020 district survey data. DRE will assist Westat, as needed, in facilitation and administration of Westat surveys. DRE staff will collect and review coaching feedback from technology coaches, as requested. DRE staff will conduct a follow-up focus group with VILS coaches and/or teachers to assess Year 1 attitudes, experiences, challenges, areas for celebration, and areas where more support is needed for a successful Year 2. As requested, DRE staff will analyze relevant Spring 2020 Digital Promise VILS-related data. DRE staff will write a brief

summary report containing Fall 2019 and Spring 2020 data analyses and other relevant information from focus groups, surveys, coaching feedback, and Digital Promise surveys.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will report to program staff on each data collection/analysis activity as information becomes available. DRE staff will provide a brief summary report highlighting 2019–2020 analyses and recommendations for 2020–2021 VILS implementation and beyond.

PROGRAM SUPPORT

DRE staff will meet with program staff and other personnel, as needed, to discuss support and other needs. This may include participating in planning meetings and providing timely responses to ad hoc requests. DRE staff will also work with other partners, such as Westat, as needed, to administer surveys and provide district data for grant compliance.

FUTURE AND SPECIAL PROJECTS

No special projects are planned at this time.

REFERENCES

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