DEPARTMENT OF RESEARCH & EVALUATION

PLAN OF WORK, 2012–2013

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

January, 2013

ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

The Department of Research and Evaluation (DRE, formerly known as the Department of Program Evaluation [DPE]) was established in 1972 to support program decision making and strategic planning in Austin Independent School District (AISD). The department is housed in the Office of Accountability and is charged with evaluating federal, state, and foundation grant-funded programs, as well as locally funded programs in AISD. DRE staff continuously strive to integrate best and innovative evaluation practices with educational and institutional knowledge. DRE works with program staff throughout the district to design and conduct 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, planners, and other decision makers 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, to inform campus and district improvement efforts, as well as to monitor the district's strategic plan. DRE reports can be accessed online at http://www.austinisd.org/inside/accountability/evaluation/reports.phtml.

PREFACE

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

Following is the planned scope of work for the 2012–2013 school year, with annotations for each major project within that scope. The annotations for each planned evaluation and service included in this document are presented in the following format:

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

Readers of this document are encouraged to direct their comments and questions about the 2012–2013 evaluations and services to Holly Williams, the director of DRE, or to the contact person(s) named in the plan in question.
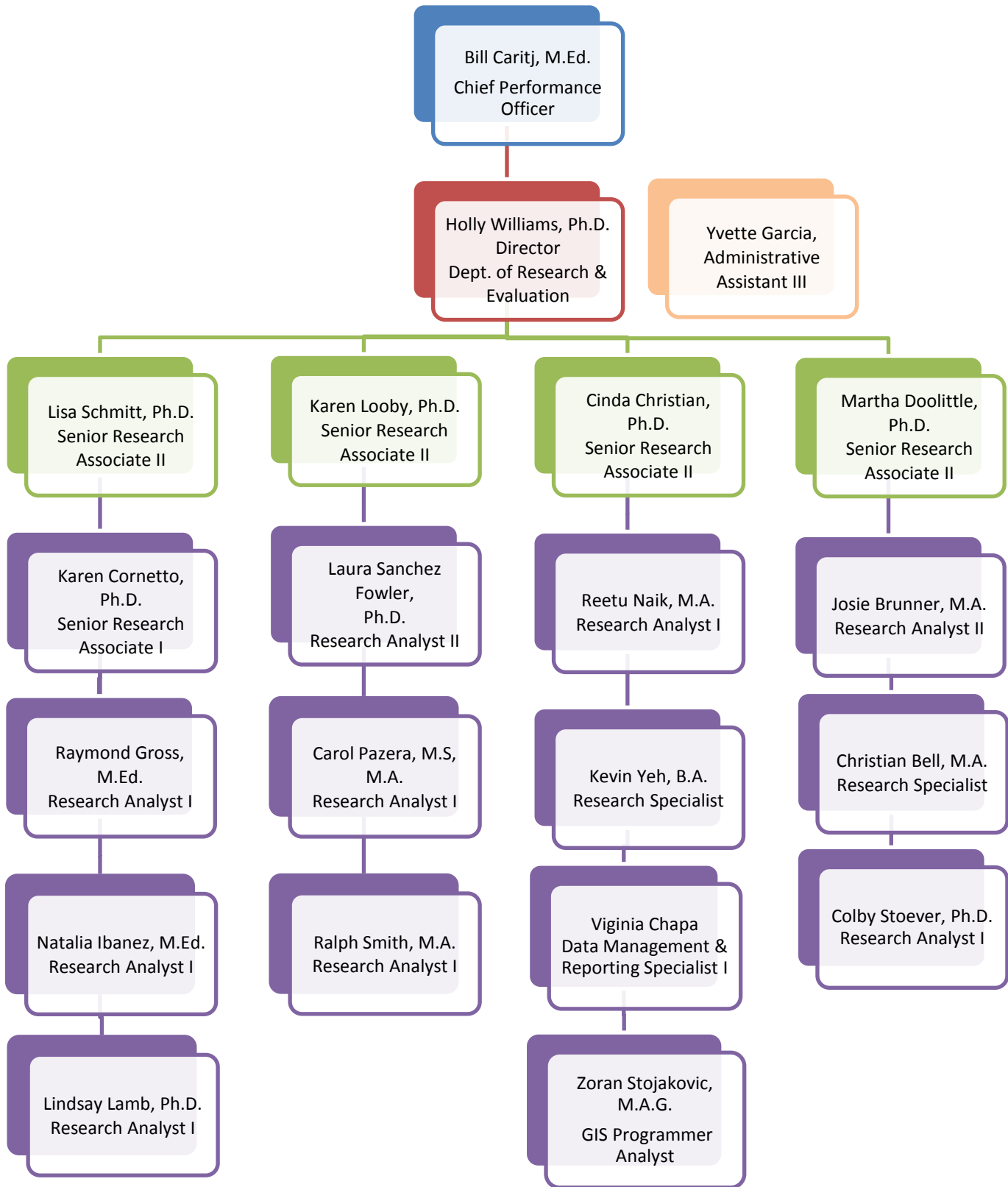
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DRE ORGANIZATION CHART

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AD HOC DRE REPORTS, 2012–2013

Evaluation Supervisors: Cinda Christian, Ph.D.; Martha Doolittle, Ph.D.; Karen Looby, Ph.D.; Lisa Schmitt, Ph.D.; Holly Williams, Ph.D.

Evaluation Staff: 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 short time period to provide current information for decision-making purposes. DRE staff also are involved in ongoing data collection efforts to assist in monitoring the board's executive limitations and results policies, the strategic plan, and the district improvement plan. These efforts include the following:

- Conducting district-wide surveys of students, staff and 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 and grant reporting
- 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 key evaluation questions that have been addressed in the past:

1. Are there state assessment items on which English language learners (ELLs) perform similarly or differently than do their non-ELL peers?
2. What are the characteristics of AISD dropouts, compared with the characteristics of their peers who do not drop out?
3. What were the common themes and actionable items to address, based on the student IdeaJam?
4. What best predicts students' attendance and mobility in AISD?
5. What are the academic and socio-emotional needs of students in East Austin feeder patterns?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- Provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making
- Assist in monitoring the district's strategic plan through provision of data required for the *Strategic Plan Scorecard* and through the development of custom automated reports from the Data Warehouse (see evaluation plan for strategic plan monitoring)
- Assist with grant applications and reporting, as needed
- Provide the board of trustees with reports about factors that have an impact on students' achievement at each school level

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 Parent Survey, Staff Climate Survey, Teacher Survey, Central Office Work Environment Survey, and Student Climate Survey (see the district-wide survey evaluation plan for more information). In addition, DRE staff will be involved in the analysis and preparation of data for monitoring the strategic plan, the superintendent's evaluation, and results monitoring reports. DRE staff also will assist in the collection and analysis of data for the annual Chamber of Commerce Report Card.

DATA ANALYSES

Summary data will be prepared for results indicators and fact sheets.

TIME LINE

- August 2012–July 2013: Staff will provide ongoing support to campus and central office administrators for ad hoc requests.
- August 2012: Staff will calculate Texas Assessment of Knowledge and Skills (TAKS) growth for 2011 TAKS data, and analyze and report strategic plan indicators and measurable outcomes.

- September 2012: Staff will conduct a preliminary data analysis for the Chamber of Commerce Report Card.
- October–November 2012: Staff will finalize the Chamber of Commerce Progress Report data analysis.
- November 2012: Staff will complete campus-, school-, and district-level fact sheets when Public Education Information Management System (PEIMS) snapshot data are available.

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 based on the data in the new Data Warehouse, with the goal of alignment between these reports and strategic plan monitoring.

AFTERSCHOOL PROGRAMS, 2012–2013

Program Managers: Shirlene Justice, Erica Gallardo Taft, Marisela Montoya, Lee Vallery-Rusu, Corrina Noriega

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Reetu Naik, M.A.

PROGRAM DESCRIPTION

The AISD Afterschool Program is composed of a compilation of activities and centers throughout the district that are funded by a combination of federal (21st Century Community Learning Centers [CCLC]), city (Prime Time), and county (Travis County Collaborative Afterschool Partnership) grants, with a total budget of $6,545,805 for 2012–2013. A broad array of community partners is brought together to enhance instruction and leverage resources to benefit students. The majority of afterschool activities are aligned with Texas Essential Knowledge and Skills (TEKS) and are distributed to maximize impact at Title I campuses. The vision for the AISD Afterschool Program is youth making a positive difference through learning, working, thriving, connecting, leading, and contributing. AISD afterschool programs include but are not limited to the following types of activities: academic assistance, enrichment, family and parental 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 create exciting intrinsic motivation to sustain constant student 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 community. Family and parental support services and activities help to increase the participation of parents in the students' educational experience. College and workforce readiness activities promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce, and assistance in the attainment of employment and/or funding for college.

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

- Increase regular school day attendance
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities
    - Students will meet or exceed standards on state assessment tests (i.e., State of Texas Assessments of Academic Readiness [STAAR] and End-of-Course [EOC] exams)
    - Students will demonstrate improved grades
- Increase promotion rates
    - Students will be promoted to the next grade level each year
- Increase graduation rates

      o   Students will graduate within 4 years of entering 9th grade

AFTERSCHOOL CENTERS ON EDUCATION

The Afterschool Centers on Education (ACE) Austin is the component of the AISD Afterschool Program that is federally funded by a 21st CCLC grant. This grant is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB, P.L. 107–110), and administered through the Texas Education Agency (TEA). AISD has had 21st CCLC grant funding since the 2003–2004 school year and has applied for and received several additional grants to expand the services to more schools since then. AISD 21st CCLC grants totaled $3,461,630 for the 2012–2013 academic year. In addition, the Boys and Girls Club and Foundation Communities have been awarded 21st CCLC grants in the amounts of $1,660,861 and $146,250, respectively, to serve AISD students. These funds are used to support ACE Austin by providing academic enrichment opportunities during nonschool hours for children who attend high-poverty and low-performing schools. Currently, five grants through 21st CCLC serve students at AISD. Three funding partners are fiscal agents of these grants. The two 21st CCLC grants for AISD serve students and families at 20 campuses, two 21st CCLC grants for Boys and Girls Club serve students and families at 10 AISD campuses, and one 21st CCLC grant for Foundation Communities serves students and families at three additional AISD campuses. The opportunity to participate is open to all students at these campuses, and approximately 10,030 students are expected to participate, based on previous rates.

TRAVIS COUNTY COLLABORATIVE AFTERSCHOOL PARTNERSHIP

The Travis County Commissioner's Court approved $569,800 in funding for 2012–2013 from Travis County for the Travis County Collaborative Afterschool Partnership (TCCAP). The Travis County Health and Human Services Department and the AISD Department of School, Family, and Community Education administer TCCAP-funded afterschool program activities. TCCAP was introduced in the district during the 2004–2005 school year at Pearce and Webb Middle Schools. In 2008–2009, Webb and Ann Richards Middle Schools were included, and in 2012–2013 approximately 1,125 students attending these four campuses will be served. This model provides comprehensive social services during the school day and afterschool programming during the hours following the regular school day. The TCCAP grant philosophy is based on the idea that "children who receive at least four of the Five Promises are much more likely to succeed academically, socially and civically than are those who experience only one or zero of the five Promises. They are more likely to avoid violence, contribute to their communities and achieve high grades in school" (America's Promise Alliance, 2008). TCCAP funding provides opportunities for students in each of the Five Promise areas. The Five Promises are:

- Caring Adults
- Safe Places
- A Healthy Start

- Effective Education
- Opportunities to Help Others

PRIME TIME AFTERSCHOOL PROGRAM

The goal of the Prime Time grant is to develop a community of leaders centered on community schools by involving teachers, parents, students, and others in the provision of free afterschool classes and activities. These classes and activities reinforce students' academic skills, while providing a safe, supervised, and structured environment. Parents and community members who become active partners in the educational process are better prepared to reinforce positive educational values than are those who are not active. Prime Time, which has been a program in the district for 12 years, will serve approximately 4,000 students with $450,764 in grant funding in 2012–2013. To enable students to participate in activities to which they would not have access outside of this program, the program targets schools with predominantly low-income students.

THE VOLUNTEERS IN COMMUNITIES TUTORING OUR RESPONSIBLE YOUTH AFTERSCHOOL PROGRAM

In partnership with the City of Austin Public Library, AISD provides tutoring to academically at-risk, low-income elementary and secondary youth and children in Austin, as well as to parents of young children at risk of being unprepared for school entry through the Volunteers In Communities Tutoring Our Responsible Youth (VICTORY) program. Specifically, VICTORY serves students who reside in the neighborhoods surrounding the program's seven participating City of Austin branch libraries: Carver Branch Library (78702), Cepeda Branch Library (78702), Daniel E. Ruiz Branch Library (78741), Little Walnut Creek Branch Library (78758), Twin Oaks Branch Library (78704), University Hills Branch Library (78723), and Southeast Branch Library (78744). VICTORY has been a program in the district for more than 20 years and will serve approximately 466 students with approximately $256,500 in grant funding from the City of Austin.

PURPOSE OF EVALUATION FOR ACE AUSTIN AND TCCAP AFTERSCHOOL PROGRAMS

EVALUATION QUESTIONS

1. What was the level of participation in afterschool programs?
2. What was the relationship between participation in specific afterschool programs and student outcomes, such as attendance, academic achievement, and behavior?
3. What attitudes were associated with participation in the afterschool program?
4. Was the grant program implemented, as stated in the grant application?

EVALUATION OBJECTIVES

- Assist the ACE Austin and TCCAP Afterschool Program staff in pulling data from district archival records for state and county compliance report submissions

- Summarize annual program survey results for program administrators and district stakeholders
- Provide evaluation final reports to each ACE Austin funding partner (i.e., AISD, Foundation Communities, and Boys and Girls Club of Austin); provide data for the TCCAP performance measures report to the program coordinator (reports will include program descriptions, participation information, and outcomes related to each program's goals, as required by grantor)
- Make recommendations for program implementation

FISCAL CONSIDERATIONS

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

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 Texas Education Agency Secure Environment (TEASE) program database. Annual student and parent surveys will be coordinated by AISD Afterschool Program staff, with the technical assistance of DRE staff. Teachers will be surveyed through the AISD Employee Coordinated Survey, conducted by DRE. In addition, information from the Youth Program Quality assessment, conducted by the Central Texas Afterschool Network and Texas State University, will be incorporated.

DATA ANALYSES

Participation will be summarized across all AISD Afterschool Program participants and for each individual program or funding source. Students' outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to program participation.

TIME LINE FOR ACE AUSTIN AND TCCAP AFTERSCHOOL PROGRAMS

- August 2012: DRE staff will complete a total of five ACE Austin final narrative reports for 21st CCLC cycle 5, cycle 6, and cycle 7 grants (two for AISD, two for Boys and Girls Club of Austin, and one for Foundation Communities) by August 31. DRE staff will complete the 21st CCLC

year-end data pulls due to TEA by August 31. DRE staff will complete the Afterschool Program Student Survey brief report by August 31.

- September 2012: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities for the 2012–2013 school year.

- October 2012: DRE staff will collect program and implementation information from program coordinators. DRE staff will provide data for the TCCAP performance measures report due October 15.

- November 2012: ACE Austin program staff will provide students' ID files to DRE staff for the ACE Austin fall report by November 20.

- December 2012: DRE staff will provide the data for the ACE Austin (cycles 5, 6, and7) fall report, due to TEA December 14, to ACE Austin program staff by December 2.

- February 2013: DRE staff will undertake student and parent survey revisions, and work with program coordinators to finalize the analysis methodology. Staff will assist with the coordination of the Afterschool Program Student Survey, due to be administered at campuses in March.

- March 2013: Afterschool Program staff will administer the Afterschool Program student and parent surveys at campuses.

- April 2013: The Afterschool Program survey data will be analyzed.

- May 2013: ACE Austin program staff will provide students' ID files to DRE staff for the ACE Austin spring report by May 16. DRE staff will provide the data for the ACE Austin spring report, due to TEA June 4, to ACE Austin program staff by May 25. DRE staff will summarize the Afterschool Program Student Survey results. Program coordinators will provide final updates to program and implementation information by May 31.

- June 2013: AISD program staff will provide DRE staff with program participation data files, required for the final narrative reports, by June 8. DRE staff will prepare data for and complete the ACE Austin cycle 5, cycle 6, and cycle 7 final narrative reports, due August 31.

- July 2012: DRE staff will complete analyses for the ACE Austin cycle 5, two cycle 6, and two cycle 7 final narrative reports, due to TEA August 31. DRE staff will prepare data for the TCCAP performance measures report, due October 15.

PURPOSE OF EVALUATION FOR PRIME TIME AND VICTORY PROGRAMS

EVALUATION OBJECTIVES

- Assist the Prime Time and VICTORY Afterschool Program staff in pulling data from district archival records for city compliance report submissions.

SCOPE AND METHOD

DATA COLLECTION

Information regarding students' demographics, school attendance, course grades, and standardized test scores will be gathered from AISD administrative records. Information regarding program participation will be gathered from the program coordinators.

TIME LINE FOR PRIME TIME AFTERSCHOOL PROGRAMS

- October 2012: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the fall report by October 1. DRE staff will prepare data for the Prime Time and VICTORY fall report, due to the City of Austin on October 15, by October 10.

- January 2013: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the fall reports by January 6. DRE staff will prepare data for the Prime Time and VICTORY report, due to the City of Austin on January 25, by January 17.

- March 2013: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the mid-spring reports by March 30.

- April 2012: DRE staff will prepare data for the Prime Time and VICTORY mid-spring report, due to the City of Austin on April 25, by April 20.

- June 2012: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the spring report by June 8.

- July 2012: DRE staff will prepare data for the Prime Time and VICTORY spring report, due to the City of Austin on July 15, by June 16.

REQUIRED REPORTING FOR ALL AISD AFTERSCHOOL PROGRAMS

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

SPECIAL PROJECTS

No special projects are planned at this time.

AIM TRUANCY, 2012–2013

Program Contacts: Jacob Reach, Crystal Bernard

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Colby Stoever, Ph.D.

PROGRAM DESCRIPTION

AIM Truancy Solutions (AIM, LLC) has an agreement with AISD for the 2012–2013 school year to provide services at nine of the district's high schools to improve students' attendance rates. Targeting students with the lowest attendance rates (i.e., approximately 60–85%), the AIM program's stated goals include (but are not limited to)

- reducing student truancy,
- increasing attendance,
- reducing dropout,
- increasing graduation,
- increasing grades and attainment of course credits,
- providing support for students and their families, and
- promoting responsible behavior.

AIM program activities include using cell phone or GPS devices to monitor participating students' locations, entering data through the program's software for tracking students, providing communication with students each school morning and evening (as needed) via phone call or text message, and corresponding with school staff to provide relevant updates on students. Students participate in AIM with parental permission, and program staff comply with guidelines regarding the confidentiality of students' records.

The high schools participating in the program have a predetermined 90% target attendance rate to be achieved by students. AIM recruits students to participate, and upon parental permission, students become part of the program. On a monthly basis, AIM is reimbursed by AISD for services to participating students, based on an incremental number of average daily attendance (ADA) periods students attended. The students' baseline attendance rate is determined by a period of at least 6 to 8 weeks prior to their program participation. This year, that was either their Spring 2012 attendance rate (for the first round of recruited students) or the first 6 weeks of the Fall 2012 semester (for the second round of recruited students). In late 2012, district staff provided AIM with a list of students for recruitment that comprised approximately 10–15% of the schools' lowest student attendance rates, based on either the Spring 2012 semester or the prior 6 to 8 weeks of Fall 2012. AIM is paid for the difference between students' attendance rate while participating in the program over and beyond their attendance rate prior to program participation.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Evaluation questions include but are not limited to the following:

6. What are the demographic characteristics of students who are recruited and participate in the AIM program? How do these students differ from all students eligible to participate in the program?

7. Does AIM program participation result in an increase in students' attendance rates that is greater than what would have been expected if they had not participated in the program?

8. What demographic factors best predict AIM program students' attendance in AISD?

9. What are other academic and behavioral outcomes for students who participate in AIM, as compared with outcomes for similar students who did not participate in AIM?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- Provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making, including decisions about program continuation

- Work with district staff to formulate program evaluation questions with measurable outcomes

FISCAL CONSIDERATIONS

When possible, information about budgetary considerations will be provided. Because the AIM program is reimbursed for incremental increases in attendance among targeted students in the program, district staff want to determine if the payment to AIM for students' participation and increased attendance is offset by the average daily attendance (ADA) reimbursable fund amount paid to the district by the state for students' attendance. DRE staff will work with Finance staff to help determine these results. This evaluation is supported through local funds.

SCOPE AND METHOD

DATA COLLECTION

A variety of student data will be gathered for the AIM program and the high schools the program serves, including but not limited to the following:

- Students' demographic and attendance data from all high schools that have students who are receiving AIM program services in 2012–2013

- Lists of eligible students at the participating high schools, and their attendance data from Spring 2012, Fall 2012, and Spring 2013

- Lists of the AIM program's recruited students and participating students, including participating students' program start and end dates, and their attendance rates throughout 2012–2013

- Information from AIM program staff about services provided to participating students during 2012–2013

DATA ANALYSES

Several analyses will be conducted using student data, including but not limited to the following:

- Comparison of demographic characteristics of students participating in the AIM program and student populations at the high schools

- Analysis of student attendance and absence data among the AIM program's participating students and schools

- Linear regression model to predict whether AIM program services resulted in higher student attendance rates than would have been expected, given certain variables as predictors (e.g., previous semester or 6-week attendance rates, grade level, and demographic characteristics)

TIME LINE

- October–November 2012: DRE staff will meet with district staff to discuss the AIM program. DRE staff will develop and obtain an agreement with district staff about the program evaluation plan for the school year. DRE staff will begin gathering baseline student and program data.

- October 2012–June 2013: DRE staff will gather students' attendance data throughout the school year on a 6-week basis. Program evaluation updates will be provided to district program staff contacts as needed.

- June 2013–August 2013: DRE staff will conduct descriptive and predictive data analyses of students who participated in the program and provide summary reports to district program staff contacts.

PROGRAM SUPPORT

DRE staff will provide ongoing support to district program staff through timely responses to requests for program data analyses.

SPECIAL PROJECTS

No special projects are defined at this time.

AISD Reach, 2012–2013

Supervisor: Lisa Schmitt, Ph.D.

Evaluators: Lindsay Lamb, Ph.D.; Natalia Ibanez, M.Ed.

Program Description

In 2006, the board of trustees approved a four-penny increase to the district's Maintenance and Operations tax rate, which included dedicating one penny of this increase ($4.3 million) annually to "strategic compensation." AISD Reach, a strategic compensation program, began in nine schools in 2007–2008 and has expanded each year to include a total of 36 schools in 2012–2013. AISD Reach provides incentives to campus educators and principals for

- student growth, by awarding stipends to individuals whose students met approved Student Learning Objectives (SLOs), to teams of staff whose students met approved SLOs, and to all eligible staff at schools where students met at least three of four approved campus goals;
- professional growth, by awarding participants who effectively engaged with a group of colleagues in study and reflection for an area of need, and who implement strategies to improve practice and student achievement (called professional development units, or PDUs); and
- support and incentives for teachers, including intensive novice teacher mentoring for teachers in their 1st through 3rd year of the profession and stipends for teachers and principals, based on their years at the same campus.

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

In addition to the annual $4.30 million appropriation of local funding, the AISD Reach program is supported in 2012–2013 with approximately $1.9 million of state District Awards for Teacher Excellence (D.A.T.E) monies, $20.5 million of federal Teacher Incentive Fund (TIF) monies, and a federal grant of $84,097 for a mentor coordinator.

The AISD Office of Strategic Compensation and the AISD Reach program directly support the Strategic Plan Strategy 3 (i.e., "Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.") The results of the evaluation of AISD Reach will inform all of the key action steps for Strategy 3.

Purpose of Evaluation

To accomplish the evaluation objectives for 2012–2013, DRE staff will document the program changes over time and describe the progress of the program toward meeting key goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas

will be examined to determine whether AISD Reach demonstrated evidence of accomplishing its primary objectives. Results of statistical analyses will be provided to document the areas in which Reach participants did and did not improve over time.

In addition, data will be collected to meet the requirements of the D.A.T.E., TIF, and Beginning Teacher Induction grants. Evaluation of Reach beginning teachers' induction is described separately in the plan for Beginning Teacher Mentoring and Support.

EVALUATION QUESTIONS

Evaluation questions include but are not limited to the following:

Outcomes

1. Did program schools improve over time with respect to
   - teacher retention rates,
   - STAAR/TAKS passing percentages, and
   - students' growth from year to year?
2. Did program schools improve over time on assessment, college readiness, and other measures included in the four campus-specific goals each campus established at the beginning of the school year (to be determined)?
3. Were SLO stipends awarded to the teachers (or teams of teachers) whose students performed best on STAAR/TAKS?
4. To what extent did the new value-added metric correlate with observational data and alternate value-added metrics?
5. To what extent was PDU participation related to teachers' experience, subject area, value-added score, and retention?
6. In what ways and to what extent were former PDU participants implementing changes to classroom strategies?
7. To what extent did meeting team SLOs correlate with school-wide performance in the same targeted area?
8. To what extent was meeting team SLOs associated with staff's ratings of school climate and work environment?

Implementation

1. What challenges were associated with the program implementation, including
   - the training of campus SLO and PDU experts,
   - the implementation of individual and team SLOs and campus goals,
   - the implementation of PDUs, and

- the implementation of new teachers' and principals' appraisal and observation systems?

2. To what extent did teachers and principals understand and embrace the new appraisal and observation systems?

3. What program changes are recommended for the coming school year?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- To collect and analyze data from all stakeholders, including program participants and program staff, to determine whether the program is accomplishing its objectives

- To provide ongoing formative feedback for program staff and stakeholders (e.g., the Strategic Compensation Steering Committee, AISD board of trustees, and the District Advisory Council)

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

Data analysis procedures will include summaries of survey responses regarding topics including program knowledge and satisfaction, data use, professional learning communities, reflective practice, teacher self-efficacy, school climate, attachment to school and the profession, and job satisfaction. Focus group data will be examined for themes and summarized for formative evaluation purposes. Correlations, regressions, and other appropriate analyses will be performed to examine the possible relationships

between and among factors such as SLO quality, rigor, and achievement; students' performance; number of years in the program; and teachers' retention.

TIME LINE

- August 2012: Staff will prepare data collection instruments for peer and administrator observations, and will publish results from the 2011–2012 peer observation evaluation.
- September–October 2012: Staff will analyze data from 2011–2012 value-added, teacher appraisals, student course evaluations, and peer observations; staff will survey former PDU participants regarding changes in classroom practice for 2012–2013.
- November–December 2012: Staff will publish results of the PDU follow-up study and will prepare a report of longitudinal results for retention of all teachers at Reach schools.
- January 2013: Staff will conduct principal focus groups and administer the annual Staff Climate Survey.
- February 2013: Staff will publish results from principals' focus groups and prepare for the spring Employee Coordinated Survey.
- March 2013: Staff will conduct the Employee Coordinated Survey, including targeted items for program staff and all staff.
- April–May 2013: Staff will conduct focus groups with new program staff about the new teacher appraisal.
- June 2013: Staff will publish results from spring participant surveys.
- August 2013: Staff will publish the results from the end-of-year (EOY) focus groups.

REQUIRED REPORTING

A series of evaluation reports will be published as data become available and will identify successes, challenges, and recommendations. Data will be submitted to TEA for the D.A.T.E. grant and the Beginning Teacher Induction grant, and to the United States Department of Education (USDE) for the TIF grant.

PROGRAM SUPPORT

DRE staff will assist with the following additional activities:

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

SPECIAL PROJECTS

No special projects are planned at this time.

Austin Community Collaboration to Enhance Student Success, 2012–2013

Director: Brenda Hummel, Ph.D.

Evaluation Supervisor: Cinda Christian, Ph.D.

Program Description

The Austin Community Collaboration to Enhance Student Success (ACCESS) is a combined effort by AISD and Austin community-based agency staff to integrate and coordinate district and community resources in innovative ways to best serve the students of AISD. ACCESS is funded by a 4-year, $8.6 million Safe Schools/Healthy Students (SS/HS) grant. Now, with a final extension through January 2013, the budget for 2012–2013 is $95,940. SS/HS is a collaborative grant program supported by three federal agencies: the USDE, the United States Department of Health and Human Services, and the United States Department of Justice. The goals of ACCESS are to (a) create and sustain a safe, civil, and productive learning environment through district plans, processes, and policies that promote safe, drug-free, and disciplined schools; (b) promote a culture that supports a healthy lifestyle, including non-tolerance of substance abuse (i.e., alcohol, tobacco, and other drugs); (c) develop and sustain a culture that supports the social, emotional, and behavioral well-being of all children and youth; (d) implement an integrated plan to support and sustain a culture that promotes the mental wellness of all children and youth, especially those with complex needs; and (e) increase readiness to learn in children up to 5 years of age who are at high risk with respect to having complex needs.

ACCESS is attempting to transform school and community systems in order to address the social, emotional, and behavioral needs of our city's children and youth and to fully meet the criteria of the SS/HS initiative. The work of some partners, both from within AISD and from the community, will continue to be supported by the grant. The primary work of ACCESS during the extension period will be to complete the projects started under the technology initiative and to continue work on the sustainability plan. The technology initiative aims to enable AISD and its many partners to share and analyze data in order to target the needs of the area's youth. This initiative includes continued development and ongoing technical support for the online Standard Aggregate Reports for Student Service Providers (SAR-SSP), as well as increased incorporation of geographic information systems mapping technology, Youth Service Mapping, and integrated case management into the resources available for campus staff and program providers.

Purpose of Evaluation

During the extension period of ACCESS, the primary purpose of the evaluation is to complete compliance reporting of Government Performance and Results Act (GPRA) data required by the funder, and to support the data needs of sustainability planning.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What was the cost/benefit of sustaining versus not sustaining the systems put in place by ACCESS over the previous 5 years?
2. Who used and benefited from the systems put in place by ACCESS?

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of ACCESS efforts at the district and campus levels, and the implications of efforts for sustaining and improving current practice. Toward this end, the evaluation objectives include the following:

- Document new student service protocols and systems that have been created
- Report recommendations for improving and sustaining ACCESS practices

FISCAL CONSIDERATIONS

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

The ACCESS evaluation is grant funded.

SCOPE AND METHOD

One partially funded internal evaluator (i.e., 0.5 total full-time equivalents [FTEs]) is funded for this final grant period. The evaluator will use AISD student data and existing survey data to fulfill compliance reporting data needs.

DATA COLLECTION

Data collection will be conducted as needed for quarterly reports. These processes serve to capture data necessary for program evaluation and federal grant reporting. To examine outcomes for individuals, campuses, and the district, a variety of data sources will be used. Data sources include the Student Substance Use and Safety Survey (SSUSS), Campus Climate Survey, district attendance and discipline data, and documentation of system implementation and use.

DATA ANALYSES

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

TECHNICAL ASSISTANCE

In addition to required federal reporting, the evaluator will function in a consultative capacity to improve and sustain ACCESS programs. DRE staff will continue to provide ongoing technical support, training, and consultation on further development of the SAR-SSP. The evaluator will provide consultation to members of the core management team; examine discipline for AISD staff; and present data regarding ACCESS outcomes to various community groups (e.g., Ready by 21, Connecting the Dots, Joint Subcommittees). In addition, the evaluator will supervise the geographic information system (GIS) technician and oversee the collaboration between AISD and community partners on data mapping projects.

TIME LINE

- August 2012: The evaluator will assist the program director in the development and submission of a final program narrative report for federal agencies.
- September 2012–January 2013: Staff will conduct ongoing monitoring and supervision of GIS work, ongoing support of SAR-SSP, and ongoing consultation and data in support of the sustainability plan.
- January 2013: Staff will summarize GPRA data for a final report to federal agencies.

REQUIRED REPORTING

In addition to responding to occasional ad hoc reporting requests, during the first semester of the 2012–2013 school year, the DRE evaluator will work with the ACCESS program director to complete and submit the final narrative report and to submit an additional formal SS/HS report, focusing on GPRA measures, to the federal funding agencies.

SPECIAL PROJECTS

No special projects are planned at this time.

AUSTIN PARTNERS IN EDUCATION (APIE), 2012–2013

Executive Director: Cathy Jones, Ph.D.

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

Austin Partners in Education (APIE) is an independent, nonprofit organization created through a partnership between Austin ISD and the Austin Chamber of Commerce. By leveraging community resources, APIE helps the Austin community and classrooms work together to ensure academic excellence and personal success for students in AISD. Because APIE is external to the district, program funding amounts have not been determined. In 2012–2013, APIE will facilitate multiple student support programs within AISD at different schools. The following APIE programs will be evaluated by the DRE:

- APIE's College Readiness (CR) program provides information about college readiness standards and supplies tutoring for high school students who are eligible to graduate but are not currently passing the more stringent college readiness standards on state or college admissions assessments.

- APIE's Elementary School Reading program is designed to help 2nd-grade students increase their reading fluency and comprehension skills during weekly sessions facilitated by volunteers who model enjoyment of reading and provide support and encouragement to the students.

- APIE's Middle School Math program is designed to help 8th-grade math students build their math skills and academic independence during weekly study group sessions facilitated by volunteers who share their enjoyment of math and real-world experiences.

- APIE's Middle School Reading program is designed to help 7th and 8th-grade students increase their reading fluency and comprehension skills during weekly sessions facilitated by volunteers who model enjoyment of reading and engage students in building critical reading skills.

- APIE's Step-Up program provides tutoring in math and reading three days a week to middle school students who need extra support to succeed in these areas. Volunteers facilitate small groups, using a curriculum designed to meet specific needs.

PURPOSE OF THE EVALUATION

As a result of their participation in APIE programs, it is expected that students build their academic skills and develop their enjoyment of learning. Thus, the program evaluation is conducted to describe the academic outcomes for the students and the indirect influences on their learning. DRE staff will provide information about program effectiveness to decision makers to help them facilitate decisions about program implementation and improvement.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

- What are the academic outcomes for APIE participants, and how do these compare with those for similar non-participants?
- Are there changes in student attitudes about learning as a result of their participation in APIE programs?
- Does APIE participation improve student engagement?
- Are teachers' instructional goals supported by APIE practices?
- Do APIE participants (i.e., teachers, volunteers, principals, and students) believe the program is effective?

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data pertaining to clearly defined performance measures, such as TAKS/STAAR test scores, course grades, and student attitudes, will be collected to assess the program's progress toward its goals. District information systems will provide student demographic data, course enrollment data, course grades, and testing information for program participants. Teachers, volunteers, principals, and students 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 mixed-methods approach. Selected student comparison groups will be included in the quantitative data analyses to separate the program and school effects on outcomes of interest. Quantitative data (e.g., test scores and course grades) will be analyzed using descriptive statistics

(e.g., numbers and percentages). Inferential statistics (e.g., tests of statistical significance) will be used to make judgments of the probability that an observed difference between groups is one that might have happened as a result of the program, rather than by chance. Qualitative data will be analyzed using content analysis techniques to identify important details, themes, and patterns within survey responses. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of the programs.

TIME LINE

- Weekly: DRE staff will meet with APIE staff to discuss program evaluation needs and to facilitate evaluation activities. This schedule may be reduced to bi-weekly or monthly as the school year progresses. APIE will schedule appropriate program staff to attend some meetings to ensure that their input is received.

- September–October2012: DRE and APIE staff will review program logic model and adjust as needed for the 2012-2013 school year. DRE will identify students for participation in APIE's College Readiness program. During this time, for all programs, APIE and DRE staff will work together to determine what benchmark tests and academic data will be available at beginning, middle, and end of year. APIE, DRE, and other AISD staff will coordinate to ensure that those tests are administered.

- October–November 2012: DRE staff will help identify participating APIE classes and provide a demographic summary of APIE participants. APIE and DRE staff will determine if they will administer middle of year surveys to students. APIE and DRE staff will prepare and administer any surveys collaboratively.

- February 2013: APIE and DRE staff will revise and prepare program surveys for administration.

- April–May 2013: Collaboratively, DRE and APIE staff will administer year-end program surveys to students, teachers, principals, and volunteers.

- May–June 2013: DRE staff will analyze program survey, observation, and student outcome data.

- June–August 2013: Staff will create a narrative report summarizing APIE program participation and student outcomes for the 2012–2013 school year and develop an evaluation plan for 2013–2014 APIE programs.

REQUIRED REPORTING AND DELIVERABLES

In the summer of 2013, AISD's evaluation staff will complete a narrative evaluation report describing the overall program results.

PROGRAM SUPPORT

DRE staff will meet weekly with APIE program coordinators to develop evaluation plans, help identify participating classes, monitor the implementation of the programs, and facilitate data collection activities for the program evaluations. DRE staff will work with APIE staff to develop reporting time-lines that will provide relevant formative and summative data and information to program stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

Beginning Teacher Mentoring and Support, 2012–2013

Supervisor: Karen Cornetto, Ph.D.

Evaluator: Raymond Gross, M.Ed.

Program Description

The AISD Office of Educator Quality has committed to making support and rewards for teachers at highest-needs schools a priority through the implementation of the AISD Reach strategic compensation program. Among the supports offered by this program is a novice teacher induction program based on the New Teacher Center's (NTC) comprehensive induction model. The mentors provide high-quality individualized professional development opportunities, guidance, and classroom support to cohorts of up to 10 1st-, 2nd-, and 3rd-year teachers. In 2011–2012, the program provided 32 mentors to 27 high-poverty schools. In 2012–2013, approximately 400 beginning teachers are expected to be supported through this coaching model, which includes collecting, analyzing, and reflecting on teachers' and students' data; planning collaboratively; and setting professional goals.

The AISD Office of Educator Quality and the mentoring support provided by the AISD Reach program directly support Strategic Plan Strategy 3 (i.e., "Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators, and support staff"). The results of the evaluation of beginning teacher mentoring and support will inform all the key action steps for Strategy 3.

Purpose of Evaluation

To accomplish the evaluation objectives for 2012–2013, DRE staff will document changes in the program over time and describe the progress of the program toward meeting key goals: development and retention of beginning teachers. Several indicators of success in these key areas will be examined to determine whether AISD Reach demonstrates evidence of accomplishing its primary objectives. Results of statistical analyses will be provided to document the areas in which beginning teachers did or did not improve over time. In addition, data will be collected to meet the requirements of the D.A.T.E., TIF, and Beginning Teacher Induction grants.

Evaluation Questions

Evaluation questions include but are not limited to the following:

1. Compared with the prior year(s) were AISD Reach beginning teachers
   a. more satisfied with their jobs,
   b. more likely to return to their schools, and
   c. more likely to be effective teachers?

2. To what extent, and in what ways, did beginning teachers' practice change as a result of intensive mentoring?

3. How did school context (e.g., work environment, demographics, school academic performance) influence beginning teachers' effectiveness and retention?

4. How did mentors' practices change to meet individual beginning teachers' needs, and how did this occur over time?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- To collect and analyze data from all stakeholders (e.g., program participants and program staff) to determine whether the program is accomplishing its objectives
- To provide ongoing formative feedback for program staff and stakeholders

FISCAL CONSIDERATIONS

The current evaluation will examine the influence of program elements within the context of policy implications for beginning teachers' development, and will examine retention strategies in AISD REACH schools and their relative cost to the district. Should the program result in improvements in teachers' retention and students' performance, cost-benefit analyses will examine the cost per percentage point of improvement. In addition, evaluation results may be used to garner additional grant funding to support future program expansion.

SCOPE AND METHOD

DATA COLLECTION

Perceptions of the impact of the program on staff's and students' performance will be collected from participants throughout the school year in the form of surveys and focus groups. District human resources data; district-wide survey data (e.g., Teaching, Empowering, Leading and Learning [TELL]AISD Survey results, program specific questions on the Employee Coordinated Survey); and students' performance data will be used to evaluate the relationships among program elements and activities.

DATA ANALYSES

Data analysis procedures will include summaries of survey responses regarding topics such as program knowledge and satisfaction, teacher self-efficacy, school teaching and learning conditions, attachment to school and the profession, and job satisfaction. Appropriate statistical analyses will be performed to examine the possible relationships between and among factors outlined in the research questions.

TIME LINE

- September–October 2012: Staff will analyze results from the 2011–2012 interviews with beginning teachers and mentors.
- November 2012: Staff will publish results from the 2011–2012 STARR/EOC and beginning teacher retention analyses. Staff will report results of the impact of mentoring at the National Teacher Induction Network (NTIN) meeting.
- December 2012: Staff will publish a report with final results from 2011–2012.
- January 2013: Staff will administer the annual TELL AISD Staff Survey.
- February 2013: Staff will program the spring Employee Coordinated Survey.
- March 2013: Staff will conduct the Employee Coordinated Survey, including targeted items for beginning teachers and mentors.
- April 2013: Staff will prepare and email mentor evaluation surveys (i.e., 360 Appraisal) to beginning teachers, principals, mentors, and the mentor program supervisor.
- May 2013: Staff will analyze results of the mentor evaluation, Employee Coordinated Survey, and TELL AISD Survey for Mentors and Beginning Teachers.
- June 2013: Staff will publish results from spring participant surveys.
- August 2013: Staff will publish the results from EOY interviews.

REQUIRED REPORTING

A series of evaluation reports will be published as data become available and will identify successes, challenges, and recommendations. Required data will be submitted to TEA for the D.A.T.E. grant and the Beginning Teacher Induction grant, and to the USDE for the TIF grant.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

BUILDING A TEACHING EFFECTIVENESS NETWORK (BTEN)

The Building a Teaching Effectiveness Network (BTEN) is a partnership of the American Federation of Teachers (AFT), the Institute for Healthcare Improvement, and the Carnegie Foundation, bringing together leaders in education practice, policy, and research to focus on developing and retaining effective teachers in our nation's schools. BTEN partners collaborate with district, union, and school leaders to focus on the needs of new teachers and to learn from them about the challenges they deem most urgent and to work with district and union leaders who are committed to improving both the systems and specific practices that support teachers' learning. BTEN is supported by The Bill & Melinda Gates Foundation.

As a BTEN district partner, AISD is charged with testing and reporting about new methods of system improvement in the support and development of beginning teachers. DRE staff will support the BTEN work by providing data support and consultation to local program facilitators in the Office of Educator Quality and facilitate data sharing with the Carnegie Foundation. DRE staff also will provide consultation at quarterly network meetings, as needed.

NATIONAL TEACHER INDUCTION NETWORK (NTIN)

The NTC founded the NTIN in May 2008. NTIN is a community of leaders who have been implementing high-quality teacher induction programs for at least 2 years with NTC and who support each other by analyzing and sharing effective practices and learning new strategies to increase program effectiveness. Program teams meet twice a year in a community of practice with the goals of building collegial relationships in a community of learners among teams, sharing best practices and innovations relative to key program and policy issues identified within the community, gathering program data to inform each other and guide the development of NTC resources and materials, considering implications of new learning and insights to program practice and articulating next steps toward program goals, gaining new understandings about leadership and the change process, and considering the implications and impact of mentoring. NTIN is supported by the MetLife Foundation.

As an NTIN participant, AISD is responsible for gathering and reporting data about the impact of the mentoring program. DRE staff will support the NTIN work by providing data support and consultation to local program facilitators in the Office of Educator Quality and also will provide consultation at quarterly network meetings, as needed.

Bilingual Education, English as a Second Language, and Dual Language Programs, 2012–2013

Program Manager: Olivia Hernandez, M.Ed.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Josie Brunner, M.A.

Overview

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

Program Description

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

- BE is a program of instruction in the native language (i.e., Spanish, Vietnamese, or Korean) and English, offered in pre-Kindergarten (pre-K) through Grade 6, and is provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level on a particular campus, if their parents have given permission for program participation.
- DL is a type of BE program with a highly prescribed method of core content instruction in English and a second language (i.e., Spanish or Vietnamese) that emphasizes both bilingualism and biculturalism. DL is implemented in AISD at pre-K, kindergarten, 1st grade, and 2nd grade on all elementary campuses with a Spanish BE program, and at 3rd grade for nine pilot sites. One-way DL classrooms serve only native Spanish or Vietnamese speakers, and two-way classrooms serve both native English speakers and native Spanish speakers. In future years, additional grade levels will be added to DL as the program expands.
- ESL, a program of specialized instruction in English, is provided to elementary students whose parents declined BE instruction but approved ESL instruction, and to elementary and secondary students for whom BE instruction in their native language is not available in the district. The program is offered at all grade levels, but primarily to ELLs in middle or high school. Parents must give their permission for program participation.

NCLB of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students. The grant provides funds to school districts through TEA to assist in the teaching of English to ELLs at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. These supplemental funds may be used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, (d) provide community and family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts. The estimated planning amount for 2012–2013 is $2,321,953.

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

BE/ESL programs play an integral role in meeting the goals of the district's strategic plan, particularly goal 2 (i.e., to eliminate achievement gaps among all student groups). ELLs are one of the major student groups to whom this goal applies when academic achievement data are analyzed.

PURPOSE OF EVALUATION

As a result of their participation in BE/ESL programs, students are expected to make steady progress in English language proficiency and academic achievement. Thus, the program evaluation will focus primarily on students' English language proficiency and academic achievement, and when appropriate, on other measures of students' engagement and success (e.g., attendance, and dropout or graduation). However, the district also uses Title III, Part A and local funds to provide professional development opportunities for staff, to acquire instructional materials, and to provide parent and community outreach, so the influence of those efforts also will be examined. The DL program will be evaluated in its district-wide implementation at elementary schools with a BE program.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions during the 2012–2013 school year:

1. How many students were served by BE/ESL/DL programs? How many students' parents declined participation? How many students were exited from BE/ESL programs?
2. How did BE/ESL students perform on the Spring 2013 STAAR, 9th- and 10th-grade End-of-Course (EOC), or 11th-grade TAKS? How did DL students perform on other available academic assessments?
3. How did BE/ESL/DL students progress in learning English, as measured by the 2013 Texas English Language Proficiency Assessment System (TELPAS)? How did DL students progress in

learning English and Spanish, as measured by the Language Assessment Scales (LAS) Links and PreLAS?

4. Was the DL program implemented across the district with fidelity, according to the Gómez and Gómez model? Did teachers, principals, and administrators report obstacles to successful implementation? Were parents satisfied with how the DL program was operating across the district?

5. How did students participating in the Annual Academic and Facilities Recommendation (AAFR) approved two-way programs perform in language proficiency and academic content area knowledge?

6. What were the prevalent ELL instructional strategies used by secondary ESL programs throughout the district? How might program characteristics and ELL instructional strategies link to secondary ELL academic performance?

7. What proportion of Title III, Part A funds were used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, and (d) provide community and family coordination and outreach for ELLs and their families?

8. How were funds spent to support BE/ESL/DL programs? If feasible to determine, how did the allocation for the two-way DL program compare with that of the one-way DL program?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

-   Provide information about program effectiveness to district leaders to help them make decisions about program implementation and improvement

-   Assist BE/ESL staff in meeting the documentation and evaluation requirements of the state as well as of TEA's NCLB Consolidated Compliance Report for Title III, Part A

FISCAL CONSIDERATIONS

As part of the annual summary report, DRE staff will summarize all program funding contributions and calculate an annual cost per student served. The evaluation of BE, ESL, and DL programs is supported with local funds from the Department of English Language Learners. If feasible, DRE staff will examine the cost of DL programs.

SCOPE AND METHOD

DATA COLLECTION

ELL students' demographic, attendance, program participation, language acquisition, and achievement data are available in the district's information systems and PEIMS records. BE/ESL teachers' professional development activity data will be collected from the district's professional development activity database and other records. If funding and staff time are available, DRE staff will conduct surveys with teachers, principals, and parent participants of the DL program to understand their perceptions of the program. DRE staff also will provide a survey to secondary principals to inventory the ESL instructional strategies used on their campus.

DATA ANALYSES

Descriptive statistics will be used to summarize the characteristics of students participating in AISD's BE/ESL/DL programs. Summary statistics will be used to document the 2012–2013 academic achievement of AISD ELLs and to document their progress in becoming proficient in English. Longitudinal cohort analyses, analysis of covariance (ANCOVA), multivariate analysis of covariance (MANCOVA), hierarchical linear modeling (HLM), and regression analyses will be used, as appropriate, to examine ELLs' academic trajectories, attendance, and graduation and dropout patterns, according to student characteristics and controlling for campus effects. Data concerning the participation of BE/ESL/DL teachers in professional development opportunities will be summarized. If resources are available and surveys are administered, analyses of those data also will be performed.

TIME LINE

- July–August 2012: DRE staff will work with program staff to complete and submit the TEA NCLB Title III A compliance report for 2011–2012.
- August–September 2012: DRE staff will summarize the 2011–2012 district-level ELLs' demographic and ELLs' academic performance data and provide report briefs to program staff.
- October–December 2012: DRE staff will conduct a survey of secondary principals on ESL instructional strategies used on their campus. DRE staff will summarize findings in a report brief for use in the 2013–2014 AAFR.
- January–March 2013: DRE staff will use the district's phone messenger system to conduct a short phone survey of parents regarding their satisfaction with AISD's implementation of the DL program.
- February–April 2013: Resources permitting, DRE staff will conduct surveys of teachers and administrators regarding the year-3 implementation of the DL program.
- May–June 2013: If resources allow for a staff survey to be completed, DRE staff will write a report brief summarizing teachers' and administrators' perceptions of the implementation of the DL program.

- June–July 2013: DRE staff will write research briefs about DL students' performance on LAS Links/preLAS, TELPAS, STAAR, and other available assessments.

- May–July 2013: DRE staff will gather data to be submitted as part of TEA's 2012–2013 NCLB Consolidated Compliance Report for Title III, Part A in August 2013.

- August–October 2013: DRE staff will produce the mandated annual narrative report, which will include analyses on BE/ESL/DL students' academic achievement and English language proficiency in 2012–2013. If feasible, DRE staff will compare the cost of two-way and one-way DL programs when fiscal data become available.

REQUIRED REPORTING

DRE staff, in collaboration with Accountability, Finance, and BE/ESL staff, will complete the TEA Title III, Part A report prior to the August 2013 submission deadline. DRE staff will write the state-required BE/ESL/DL report in Summer 2013.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

If time and resources permit, DRE staff will continue to work with the ELL Department to define and identify appropriate indicators for long-term ELLs.

CAREER AND TECHNICAL EDUCATION PROGRAMS, 2012–2013

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

Within AISD, all students are expected to demonstrate preparedness for postsecondary education and to understand the skills, knowledge, work habits, attitudes, leadership ability, and teamwork skills required by employers for success in the global 21st century workplace. In June 2003, AISD's board of trustees selected Austin Community College (ACC) to manage the development and implementation of the Career and Technical Education (CTE) programs and redesign. In 2012–2013, the contracted budget for CTE is $736,161.00. Within the CTE programs, students will

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What were the postsecondary outcomes for CTE students who took a sequence of CTE courses, compared with the outcomes for non-CTE sequence takers?

2. How did the postsecondary employment and education outcomes of graduates with industry certifications or licenses, or those eligible for articulated credit, compare with the outcomes of other graduates?

3. One year after high school graduation, how did the median wages of CTE sequence takers differ from those of non-CTE sequence takers?

4. How cost-effective was the CTE program?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

The CTE evaluation is grant funded.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide CTE status, demographic, course enrollment, course grade, and testing data for program participants. District surveys (e.g., 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' perceptions of the quality of CTE programs. CTE teachers will be asked to provide data regarding students' participation in industry certification exams. National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data will provide information concerning the numbers and percentages of students enrolling in postsecondary education and entering the workforce after high school graduation.

DATA ANALYSES

A mixed-methods approach will be used to provide the evaluation information pertaining to CTE programs. Quantitative data (e.g., course enrollment and standardized test scores) will be analyzed using descriptive (e.g., numbers and percentages) and inferential statistics. Qualitative data (e.g., open-ended

survey responses) will be analyzed using content analysis techniques to identify important details, themes, and patterns within open-ended survey responses. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the programs.

TIME LINE

- July–August 2012: DRE staff will clean and analyze data from the NSC; prepare for a professional development opportunities presentation about developing industry partners, to be made August 21, 2012; and prepare a summary of High School Exit Survey questions relevant to CTE.

- July–October 2012: DRE staff will conduct analyses and produce a report about student outcomes (e.g., postsecondary employment, education, and median wages of CTE graduates and certificate holders); college readiness; and cost effectiveness.

- August 2012: DRE staff will create and submit to CTE program staff a summary of district- and campus-level student outcomes for the 2011–2012 school year for strategic plan reporting and the completion of the Title I, Part C Carl D Perkins Grant. DRE staff will conduct analyses of the postsecondary school outcomes of participants in specific CTE programs.

- September 2012: DRE staff will report data about CTE course enrollment for each campus prior to the PEIMS October snapshot and prepare for the program evaluation site visit to Clifton Career Center in November.

- October–November 2012: DRE staff will prepare for and conduct (on November 13) a program evaluation site visit to Clifton Career Center, and prepare student outcome data for key performance indicator reporting. DRE staff will explore the most efficient way to develop indicators for CTE programs of study and for program completion.

- December 2012: DRE staff will administer a survey to site visit participants, and report the results of both the site visit and the reviewer survey.

- January–February 2013: DRE staff will prepare and conduct a brief teacher survey and prepare for the spring program evaluation site visit. The teacher survey could include a follow up to the industry relationship development presentation and the collection of examples of teachers' use of project-based learning.

- March 2012: DRE staff will analyze responses to the teacher survey and produce a report. DRE staff will assist in the program evaluation site visit, prepare and submit a data request to the TWC, and prepare questions for the Employee Coordinated Survey.

- April 2012: DRE staff will administer a survey to site visit participants and report the results of both the site visit and the reviewer survey.

- May 2012: DRE staff will collect and summarize student certification results.

- June 2011: DRE staff will prepare a summary of results from the Employee Coordinated Survey, prepare data to be submitted to the NSC, and develop a preliminary report about student certifications.

REQUIRED REPORTING

DRE staff will assist CTE staff in completing and submitting reports required by the 2011–2012 Title I, Part C Carl D Perkins Grant, and information required 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.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

DRE staff will conduct research and other activities regarding CTE program delivery options and related issues, and will assist in the creation of a web-based data collection system for student certifications.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2012–2013

Supervisor/Coordinator: Cinda Christian, Ph.D.

Coordinator: Kevin Yeh

PROGRAM DESCRIPTION

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

The procedures for submitting proposals for research or evaluation are described here. External researchers submit electronic proposals to the coordinators of external research and evaluation, along with a processing fee. The coordinators review proposals to be sure they are complete. The coordinators then convene review committees, which score the proposal based on a rubric that includes 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 high scores from reviewers and receive approval for implementation typically have high value to AISD, use small and easily accessed samples, and use little or no class time to collect data. After the application has been accepted, the coordinators assist the researcher in selecting schools and contacting principals for approval to implement their project. Finally, results of the research are collected by the coordinator, who disseminates the results to individuals and campuses likely to benefit from knowledge of the research findings.

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

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

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. Identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
2. Highlight any research projects that were particularly successful or beneficial to the district
3. Note any persistent problems that may need to be addressed through modifications to the research application and review process
4. Make recommendations about research priorities for the 2011–2012 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.

DATA ANALYSES

Data analysis procedures will include calculating the frequencies of the number of external research projects across different grade levels, subject areas, methodologies, and types of external parties, and examining the percentage of proposals accepted. The coordinators will use both of these data sources to develop recommendations for the 2012–2013 school year.

TIME LINE

- January–December 2012: The coordinators will receive and process research applications for the 2012–2013 school year.
- June 2012–May 2013: The coordinators will provide ongoing support to external researchers, including processing data-sharing agreements and data requests, as needed.
- June–August 2013: The coordinators will analyze data from the external research database and complete the external research summary report for the 2012–2013 school year.

REQUIRED REPORTING

The coordinators will provide a written report to the director of the DRE at the end of August 2013. The report will provide an overview of the number and type of research projects conducted during the 2012–2013 school year. The report will (a) discuss noteworthy trends among research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and review process. Each of these sources of information will be used to develop recommendations for

the improvement of the external research review process and the development of research priorities for the 2013–2014 school year.

PROGRAM SUPPORT

In previous years, the coordinators have offered workshops for graduate students and faculty in the College of Education at the University of Texas (UT) at Austin. The objectives of this workshop included the following: (a) to offer students and faculty an overview of the research application process requirements so they can take them into consideration during the planning stages of their research and (b) to enhance the dialogue between the two institutions (i.e., UT and AISD) to ensure that collaborative research projects are of high quality and of benefit to both the researchers and the district.

Due to an increase in the number of internal district initiatives requiring evaluation support, a university workshop will be offered only upon request.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF, 2012–2013

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

Evaluation Staff: Lindsay Lamb, Ph.D.; Reetu Naik, M.A.; Carol Pazera, M.S., M.A.; Raymond Gross, M. Ed., Colby Stoever, Ph.D.

PROGRAM DESCRIPTION

DRE develops, administers, and reports about district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD SSUSS, AISD Parent Survey, AISD Campus Staff TELL Survey, AISD High School Exit Survey, and AISD Central Office Work Environment Survey. In addition, the Employee Coordinated Survey is conducted in the spring to collect data relevant to programs with funded evaluations and a limited number of additional district initiatives. These surveys are used to inform district staff regarding perceptions of the school environment and customer service on each campus, and to examine the work environment of central office departments. Results from these surveys are used to monitor the board's executive limitations policies concerning treatment of staff and of stakeholders, board results policies, the district's strategic plan, and the district's improvement plan. In addition, district-wide survey data are used for a variety of program evaluations in AISD. Finally, results are used to assist in the monitoring of the strategic plan. Examples include data to monitor 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).

DRE conducts an annual SSUSS that is administered to a random, representative sample of students at all AISD middle schools and high schools. The survey results provide self-report data about students' knowledge, attitudes, and behavior related to substance use and abuse, and about students' aggression and violence on campuses. These results are used to inform and assist with district-level and campus-level substance use and violence prevention and intervention planning.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. Has school climate improved over time?
2. Which climate factors were most related to student achievement and teacher retention?

3. Did central offices support employees with good customer service?

4. In what ways can central offices best support the needs of district staff?

5. How did exiting seniors rate and describe their high school experiences, and to what extent were these responses related to postsecondary enrollment and persistence?

6. To what extent did schools support parental involvement?

7. What substance use and safety issues were prevalent at secondary campuses?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Identify factors associated with positive school and work climate in AISD, for use in campus and district improvement planning
- Gather students', parents', and staffs' opinions and information, to support the evaluation of programs
- Obtain information about various programs and policies of interest
- Obtain information about levels of employees' satisfaction with central office services
- Gain efficiency in obtaining such information by replacing multiple, separate data collections with a single, coordinated data collection that minimizes the paperwork burden on teachers and other staff
- Track students' knowledge, attitudes, and self-reported behavior related to substance use and aggressive behavior on campuses in order to inform and assist with district- and campus-level substance use and violence prevention and intervention planning

FISCAL CONSIDERATIONS

When possible, survey data will be used to provide information regarding the quality of program implementation and the status of climate- and customer-service-related outcomes for the purpose of performance-based budgeting and cost-effectiveness analyses.

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 and February via an online survey for campus professional and administrative staff (English) and a paper survey (English and Spanish) for campus classified staff. Principal-appointed campus contact persons will encourage staff to take the online survey and will administer the paper survey to each campus classified employee. Surveys remain completely confidential, with only campus name and major job classification as identifying information used for reporting. In addition, central office staff will complete the annual online Central Office Work

Environment Survey, which assesses the work environment of staff who are not employed on school campuses.

The Parent Survey will be administered in English, Spanish and Vietnamese during the spring. Campus and district communications will ensure parents of all students are made aware of the survey.

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

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

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

The Employee Coordinated Survey will be administered online in April and May to groups of employees, based on their job type and participation in evaluated programs. Surveys are completely confidential.

DATA ANALYSES

Results of the district-wide surveys will be summarized using basic descriptive statistics. Reports will be prepared for survey data at the campus and district levels and will include average item responses and percentages of respondents selecting various response options. In addition, effect size calculations will be examined, where possible, to identify meaningful longitudinal changes in survey results. Results of open-ended questions on the High School Exit Survey will be categorized according to common themes. Survey data from 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.

TIME LINE

- August 2012: DRE staff will distribute campus contact requests to principals.
- September–December 2012: DRE staff will determine the AISD Parent Survey items and time line.
- October 2012: DRE staff will revise Staff Climate Survey and Central Office Climate Survey items and identify any items in need of alteration, and then will submit all suggested changes to the chief performance officer for approval. They will finalize and translate the AISD Parent Survey by October.

- October–December2012: DRE staff will translate any revisions to the Staff Climate Survey and Central Office Climate Survey, and will prepare Staff Climate Survey paper forms and modify the online survey, as necessary. DRE staff will prepare contact packets and distribute these to campus Staff Climate Survey contact persons for administration during January. DRE staff will determine the process to optimize communication about the AISD Parent Survey to parents by using the support of district and campus personnel.

- December 2012: DRE staff also will distribute paper Staff Climate Surveys to campus contacts for distribution in January.

- January 2013: DRE staff will e-mail the online TELL AISD Survey to campus professional and administrative staff and will e-mail the AISD Central Office Work Environment Survey to central office staff. They will finalize and translate AISD Student Climate Survey items, order surveys, conduct AISD SSUSS sampling, and e-mail parent notification letters. Campus staff will receive notification about the parent surveys.

- February 2013: DRE staff will enter data for paper TELL AISD Surveys, analyze TELL AISD data, analyze Central Office Work Environment Survey results, deliver Student Climate Surveys and contact packets to campuses for March administration, finalize High School Exit Survey items and put them online, develop paper surveys, inform high school staff about the process for survey administration, and inform principal-appointed campus contact persons at all middle schools and high schools about the process for survey administration of the SSUSS. DRE staff also will solicit items for the Employee Coordinated Survey from evaluation and program staff. DRE staff will ensure parent survey forms are delivered to schools for distribution.

- March 2013: DRE staff will prepare and distribute the Central Office Work Environment Survey report, begin administering the High School Exit Survey and Student Climate Survey, compile data for EL-3 and EL-4 board monitoring reports, and distribute and administer SSUSSs at middle and high school campuses. Campuses will return the parent surveys to DRE.

- April 2013: DRE staff will continue administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, prepare and distribute reports, prepare and scan the AISD Student Climate Surveys, and complete administration of the SSUSS. DRE staff also will distribute Employee Coordinated Survey notifications by e-mail and distribute campus and district TELL AISD survey reports.

- May 2013: DRE staff will continue administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, distribute AISD Student Climate Survey reports, prepare principal tools for all the surveys, send reminder e-mails about the Employee Coordinated Survey to non-

respondents, and scan the SSUSSs. Parent survey results will be summarized and campus reports will be prepared.

- June–August2013: DRE staff will prepare and distribute the AISD High School Exit Survey reports; prepare Integrated Survey tools and distribute them to principals; and analyze and distribute results from the Employee Coordinated Survey, Parent Survey, and SSUSS.

REQUIRED REPORTING

DRE will provide campus and district reports for each of the surveys, along with data interpretation and presentation aids (e.g., district-wide rank order summaries, how-to worksheets, and PowerPoint templates). Survey data and achievement data will be provided for the following required monitoring reports: *Strategic Plan Scorecard*, *Annual Report to the Public*, and the superintendent's evaluation. All district and campus survey reports will be posted on AISD's external website. Survey data also will be used for the development of campus improvement plans (CIPs) and the evaluation of multiple district- and campus-level programs.

SPECIAL PROJECTS

No special projects are planned at this time.

FEDERAL FAFSA PILOT PROGRAM, 2012–2013

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ralph Smith, M.Ed.

PROGRAM DESCRIPTION

AISD was one of 20 school districts selected by the USDE's Federal Student Aid (FSA) in Fall 2010 to receive access to its Free Application for Federal Student Aid (FAFSA) completion data. The student-level data set includes a FAFSA submission date; a process completion date (indicating a Student Aid Report [SAR] was generated and an Estimated Family Contribution[EFC] was calculated); and an indicator showing whether errors need to be corrected before federal aid can be accessed. Staff use this information to assist students in accessing federal financial aid for postsecondary education.

PURPOSE OF EVALUATION

It is expected that staff's use of real-time FAFSA completion data will result in an increase in the number of students who receive financial aid for postsecondary enrollment and postsecondary enrollment rates. Thus, the evaluation will examine FAFSA completion results and postsecondary enrollment rates.

EVALUATION QUESTIONS

The following overarching questions have been articulated to guide the evaluation of the program in the 2012–2013 school year:

1. Did the number of FAFSA completions for AISD graduates increase among all student groups?
2. What percentage of students who completed the FAFSA enrolled in a postsecondary institution?

EVALUATION OBJECTIVES

DRE staff will summarize FAFSA completion 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 FAFSA completion results may be used in the cost-effectiveness analyses of CR programs in the district. This project is locally funded.

SCOPE AND METHOD

DATA COLLECTION

The district is enrolled in FSA's access and security system and follows strict security guidelines that are consistent with the expectations of FERPA. Student directory information is used to access FAFSA submission status information and includes students' name, date of birth, and zip code. These records are matched with FAFSA applications, which are submitted electronically by students to the USDE's FSA. The information is returned to the district to be summarized and used programmatically.

DATA ANALYSES

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

TIME LINE

- August–September 2012: DRE staff will obtain final FAFSA completion data for the Class of 2012, summarize results, and generate a summary report.
- January–June 2013: DRE staff will provide campus staff with regular updates of real-time FAFSA completion records for student and family support purposes.

REQUIRED REPORTING

A summary report including district- and campus-level results will be provided to campus and district stakeholders and federal program officers. The FAFSA data may be used for strategic plan monitoring, Campus Improvement Plan (CIP) development, program implementation, and the evaluation of multiple district- and campus-level programs. The FAFSA summary report will be provided on the external website for AISD's DRE.

SPECIAL PROJECTS

No special projects are planned at this time.

HIGH DOSAGE TUTORING PROGRAM, 2012–2013

Program Director: Raul Alvarez

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ralph Smith, M.Ed.

PROGRAM DESCRIPTION

AISD's High Dosage Tutoring (HDT) Program seeks to increase the academic success levels for 3rd-, 6th-, and 9th-grade students attending schools within the Eastside Memorial and Travis High School vertical teams, as well as students at Burnet Middle School and Lanier High School. Tutoring will focus on reading for 3rd-grade students and focus on math in the 6th and 9th grades. Tutors will work with students in a small group instructional setting (i.e., generally, a 1:2 or 1:3 tutor-student ratio). Each child will spend 300 minutes per week with the same tutor. HDT will be funded through a variety of district resources, including the federal Title I grant program and the Texas Title I Priority Schools (TTIPS) grants. AISD will be entering the second year of this initiative in 2012–2013.

PURPOSE OF EVALUATION

The program evaluation will be conducted to describe students' outcomes as they participate in HDT. The evaluation will provide information about program effectiveness to decision makers to help them facilitate decisions about program implementation and improvement.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. How many 3rd-grade students who were below grade level in reading at the beginning of the school year achieved "on grade-level" status by the end of the school year?

2. Did all 3rd-grade students experience significant growth in reading throughout the school year?

3. How many 6th- and 9th-grade students who were below grade level in math at the beginning of the school year achieved "on grade-level" status by the end of the school year?

4. Did all 6th- and 9th-grade students experience significant growth in math throughout the school year?

5. Were school performance targets met or exceeded in reading and math?

6. Did students, tutors, and teachers perceive HDT as beneficial for students?

FISCAL CONSIDERATIONS

DRE staff will identify program funding sources and describe how the sources are used to facilitate program implementation.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide students' demographic, attendance, course enrollment, course grade, and testing data for program participants. Program surveys and/or focus group interviews will provide information to describe students', tutors', and teachers' perceptions of the program and its effectiveness.

Two assessments have been identified to measure student academic growth in reading and math. The Developmental Reading Assessment (DRA) will be used for measuring primary students' independent reading level and reading growth over time. This assessment will identify students' reading accuracy, fluency, and comprehension levels. The DRA evaluates the major aspects of reading that are critical to independence as a reader. Special attention will be given to the development of fluency (i.e., the ability to read text accurately, quickly, and confidently) because fluency is thought to be the link between decoding words and the development of reading comprehension.

The Texas Math and Science Diagnostic System (TMSDS) is a web-based diagnostic assessment tool that will be used to monitor students' progress in math. TMSDS contains content covering 6th- and 9th-grade math courses and pre-configured, TEKS-aligned diagnostic tests to assess critical skills at each grade level. Because all three pre-configured diagnostics cover the same set of 30 student expectations, they can be administered at the beginning-of-year (BOY), middle-of-year (MOY), and EOY. The test results will be analyzed to identify growth throughout the school year and will be compared with students' performance on state assessments.

Several campuses will employ external vendors for HDT services in 2012–2013. DRE staff will coordinate with vendors and principals to review and use proprietary vendor assessments.

DATA ANALYSES

A mixed-methods approach will be used in this evaluation. Quantitative data (e.g., assessment and survey data) will be analyzed using descriptive (e.g., actual numbers and percentages) and inferential statistics. Qualitative data (e.g., open-ended survey responses and focus group interviews) will be analyzed using content analysis techniques to identify important details, themes, and patterns within the data. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the program.

TIME LINE

- August–September 2012: DRE staff will summarize results of BOY assessments and work with program staff to set performance targets based on BOY data.

- January 2013: DRE staff will summarize results of MOY assessments and report results to program staff.

- May 2013: DRE staff will summarize results of EOY assessments and report results to program staff.

- May 2013: DRE staff will administer student, tutor and teacher surveys and summarize results.

- June 2013: DRE staff will create and submit to program staff a comprehensive evaluation report summarizing student outcomes for the 2012–2013 school year.

REQUIRED REPORTING

DRE staff will assist program staff in completing and submitting reports and information required by the district's board of trustees. A district narrative evaluation report will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

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

HIGH SCHOOL COUNSELOR SUPPORT, 2012–2013

Project Director: Patsy Brady

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Sanchez-Fowler, Ph.D.

PROJECT DESCRIPTION

AISD expects that all students will graduate ready for college, career, and life in a globally competitive economy. Thus, the district is committed to providing all students with high-quality college and career preparation. To enable district progress toward helping all students advance to postsecondary educational institutions, AISD's DRE staff will provide support for Learning Support Services (LSS) staff and high school counselors.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Improve high school counselor and Project ADVANCE staff college readiness and preparation outreach for all students
- Improve district postsecondary enrollment rates

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

DRE staff will work closely with LSS staff to develop a counselor survey to be administered at MOY and EOY. The survey will focus on monitoring counselor progress toward providing students with various college and career readiness supports. Survey results will be summarized using basic descriptive statistics and reported to LSS staff to inform program improvement and counselor support efforts.

TIME LINE

- September 2012: DRE staff will conduct the first data-use seminar for high school counselors.
- October–November 2012: DRE staff will develop a High School Counselor Survey.
- December 2012: DRE staff will administer the fall High School Counselor Survey.
- January 2013: DRE staff will analyze and report the High School Counselor Survey results.
- February 2013: DRE staff will conduct the second data-use seminar for high school counselors.
- May 2013: DRE staff will administer the High School Counselor Survey.
- June 2013: DRE staff will analyze and report the High School Counselor Survey results.

PROGRAM SUPPORT

       DRE staff will conduct two interactive data-use seminars for the counselors and Project ADVANCE staff from all high school campuses in the fall and early spring semesters of the 2012–2013 school year. The seminars will follow best practices for using data. Key data sources will include results from the High School Counselor Survey, current workforce projections, the Determinants of Postsecondary Enrollment report, High School Exit Survey results, postsecondary enrollment reports, and the FAFSA completion summary report. Although the data presented are distributed and maintained online, many staff do not have the opportunity to review them thoroughly and discuss with their colleagues the implications for campus practices. Thus, the seminars will afford staff with an opportunity to begin creating collaborative strategies. In the seminars, attendees will discuss trends common across data sources, identify successes and challenges, and share resources to address students' needs. Counselors and Project ADVANCE staff will be expected to use this information about college and career preparation to inform their campus practices.

LEADERSHIP GRANT EVALUATION, 2012–2013

Leadership Grant Supervisor: Lisa Goodnow, Ph.D.

Leadership Grant Staff: TBD

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, M.A.

PROGRAM DESCRIPTION

In Fall 2007, the Leadership Development Department (within the Office of Educator Quality), in conjunction with the Offices of the Associate Superintendents, created AISD's first campus succession planning model, entitled Legacy Leadership. The overall aim of the project is to develop a cohesive leadership development initiative that increases both the quality and quantity of school leaders and produces a generation of leaders who can advance education in the 21st century.

Specifically, the project entails working with leadership development schools (LDSs), which function much as teaching hospitals do in the education of future physicians. Administrative interns learn how to lead a school through a progression of experiences, ranging from observation and job shadowing to project management and execution. They engage in collaborative inquiry about school-based problems with principals, assistant principals, teachers, and other staff. In addition to LDSs, the district partners with the Region 13 Education Service Center to offer an administrative certification program for teacher leaders. The school leadership program is funded by a multi-year grant from the USDE and is supported in part by local district funds. The federal grant funds support the following: salaries and professional development activities for LDS participants; salaries for program staff (e.g., program coordinator, evaluator); contracted services for the Region 13 certification program, and professional development opportunities for other administrative school leaders.

The goals of the program are as follows:

- Goal 1: Improve the quality of school leadership in AISD by both retaining highly effective principals and assistant principals and by creating "bench strength" within the district that can be tapped when administrative vacancies do occur
- Goal 2: Support gains in students' achievement through improved and more instructionally focused leadership at the building level (to be examined in subsequent years of the program after program participants have been placed in school administrative positions for a minimum of 2 years)
- Goal 3: Systematically study whether projected program outputs and outcomes have been achieved, including the promotion of sustainable program efforts in the district

- Goal 4: Disseminate information about the Legacy Leadership model and research results about the model's impact to public, private, and parochial school districts in the state and nation and to other interested stakeholders

PURPOSE OF EVALUATION

The evaluation plan seeks to determine if the LDS internships and Region 13 principal certification program adequately prepare program participants to assume administrative positions in AISD. In addition, other program impacts will be examined in relationship to stated grant goals.

EVALUATION QUESTIONS

1. At the conclusion of their internship, were all program participants adequately trained to take on principal and assistant principal jobs?
   a. If not, what barriers or problems were encountered?
   b. What practices helped prepare interns?
2. How many Region 13 interns passed their administrator's certification exam at the conclusion of their certification training?
   a. If they did not pass the exam, what barriers or problems were encountered?
   b. What practices helped prepare interns?
3. How many of the principal, assistant principal, and Region 13 interns who completed their program obtained school-based administrative positions in the district? How did this compare with campus administrator retention district wide?
4. How did the program leadership staff share information about the program within and outside of AISD?
5. What impact did program participants who were placed in a campus administrative position for at least 2 years have on students' achievement growth at that campus?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Examine annual retention rates for principals and assistant principals at the district level and in the program
- Examine the success of program participants in obtaining campus-based administrative positions
- Determine the impact program procedures, processes, and activities have on the projected outputs and outcomes stated in the grant goals
- Determine whether the program is promoting sustainable practices for developing and retaining administrative leadership in AISD

- Determine whether program staff effectively disseminate information about the Legacy Leadership model and research results about the model's impact to public, private, and parochial school districts in the state and nation and to other interested stakeholders
- Determine whether program participants placed in a campus administrative position for at least 2 years have any impact on students' achievement growth at that campus

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding contributions will be determined and a cost per program participant served will be calculated.

SCOPE AND METHOD

Both quantitative and qualitative data will be gathered and analyzed to examine whether the program made progress on meeting stated goals.

DATA COLLECTION

Staff will create and administer a pre- and post-assessment that measures the effectiveness of the LDS assistant principal and principal interns. This assessment will be based upon the six Interstate School Leaders Licensure Consortium (ISLLC) standards, which are used for the LDS program's professional development activities and interns' leadership progress measurement.

Staff will conduct focus groups with LDS principal and assistant principal interns, LDS principal mentors, and Region 13 interns. If time and resources are available, interviews or focus groups will be conducted with former program interns.

Staff will collect documentation from LDS program participants on a monthly basis, for which principal mentors and interns will describe their major job activities and reflections. Each principal mentor and his or her interns will focus on at least three ISLLC standards throughout the school year. These standards will serve as the basis for monthly reflections.

Staff will gather data related to certification and employment status for program participants and will gather students' achievement data from campuses where a program participant has been placed for at least 2 years. They will document program activities and disseminate program results to district staff and other stakeholders outside AISD.

DATA ANALYSES

The following analyses will be performed and results will be summarized:

- Calculate the number and percentage of Region 13 program participants who went on to become assistant principals

- Calculate the number and percentage of Region 13 program participants certified through the project who were hired as an assistant principal of a school in a high-need local education agency (LEA)

- Calculate the number and percentage of Region 13 program participants certified through the project who were hired as a principal of a school in a high-need LEA

- Calculate the number and percentage of Region 13 program participants who were hired as a principal or assistant principal of a school in a high-need Lea and remained in that position for at least 2 years

- Summarize pre- and post-leadership measurement data on LDS interns

- Examine student's achievement growth results at campuses where LDS program participants were placed in an administrative position for at least 2 years

- Summarize data from monthly activity reflections completed by LDS program participants

- Analyze qualitative data from focus groups, interviews, and online surveys to obtain feedback about the effectiveness of the program's processes and procedures and about participants' experiences

TIME LINE

- July 2012: DRE staff will conduct a focus group with the second cohort of Region 13 interns.

- August 2012: DRE staff will create and administer the program participants' monthly activity log.

- October 2012: DRE staff will prepare and assist the program manager in submitting an annual report to the USDE (i.e., covering the period between October 1, 2011 and September 30, 2012) by October 31.

- March 2013: DRE staff will conduct the spring Staff Survey.

- April 2013: DRE staff will conduct focus groups with principal and assistant principal interns at LDSs.

- June 2013: DRE staff will conduct focus groups with LDS principal mentors. Staff will analyze data from the program participants' monthly activity reports; obtain job placement information from program participants; and prepare and assist the program manager in submitting an interim report to the USDE (i.e., covering the period October 1, 2012 to May 31, 2013) by June 30.

REQUIRED REPORTING

DRE staff will assist, as needed, in the compilation of data for grant reporting. In addition, staff will prepare narrative reports for district administrators that describe the program during the current year.

PROGRAM SUPPORT

DRE staff will attend program meetings and provide support and evaluation guidance, as well as formative and summative data, to the program managers.

SPECIAL PROJECTS

DRE staff will provide guidance to program staff while they analyze case studies of new principals who have been placed during the past 4 years of the program. Staff will provide guidance to program participants as they complete action research projects. Staff also will provide guidance to other staff members as they analyze instructional leadership and literacy development professional development opportunities provided to staff at AISD schools, including a school led by an LDS graduate.

NAEP TUDA Reporting, 2012–2013

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Lindsay Lamb, Ph.D.

Program Description

       Beginning in 2005, AISD has participated in the National Assessment of Educational Progress (NAEP) Trial Urban District Assessment (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 nation wide. The National Center for Educational Statistics (NCES) administers 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, and in return NCES provides AISD with district-level longitudinal data. In 2012–2013, portions of the results from the 2013 NAEP may be released. DRE staff will travel (if applicable) to the pre-release workshops to examine and report AISD's 4th- and 8th-grade students' performance on the NAEP.

Purpose of Evaluation

Evaluation Questions

       Following each NAEP TUDA data release, DRE staff will use the data garnered from the pre-release workshop to answer the following 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, ELL status, special education status, and economic disadvantage status) improve significantly over time?
4. How did AISD's 4th- and 8th-grade student groups compare with their peers in other TUDA districts, other large cities, and the nation?
5. Did the achievement gap in AISD improve compared with previous years?
6. 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 as it compares 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

- 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 pre-release workshop held in the Washington D.C. area; however, data also have been released via an online pre-release WebEx workshop. During these pre-release 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 pre-release 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) and jurisdictions (e.g., nation, large city) will be conducted. These data will be added to longitudinal charts and graphs, and will aid in writing the press release.

TIME LINE

- Ongoing: Participate in NAEP WebEx presentations, when applicable
- Fall 2012: DRE staff will examine sample data for NAEP, as needed.
- Spring 2013: DRE staff will participate in pre-release workshop, as necessary, to analyze the most recent NAEP data release and meet with the PR firm Hager Sharp to discuss AISD's response to the data.

REQUIRED REPORTING

DRE staff will 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 during 2012–2013. Data will be used by the superintendent and 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 at this time.

POSTSECONDARY ENROLLMENT FOLLOW UP AND DETERMINANTS OF POSTSECONDARY ENROLLMENT/PERSISTENCE STUDIES, 2012–2013

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Sanchez-Fowler, Ph.D.

PROGRAM DESCRIPTION

AISD expects that all students will graduate ready for college, career, and life in a globally competitive economy. Thus, the district is committed to providing all students with high-quality college and career preparation. To describe the district's progress toward helping all students advance to postsecondary educational institutions, 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 retention.

PURPOSE OF EVALUATION

The district supports multiple college and career readiness programs. Postsecondary outcomes are examined to determine whether those efforts have assisted students to become enrolled in a postsecondary institution, profitably employed, or both, and whether the gaps between student groups enrolling in postsecondary institutions have been reduced. Determining the influences on postsecondary enrollment for student groups will help district- and campus-level staff to better support their students.

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

DATA ANALYSES

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

TIME LINE

- August–September 2012: Staff will publish the summary report of postsecondary outcomes for the class of 2011. Staff also will conduct analyses pertaining to determinants of postsecondary enrollment and generate a corresponding district narrative report.
- Fall 2012: Staff will obtain graduates' employment history from the TWC.
- April 2013: Staff will request postsecondary enrollment data from the NSC. Staff will obtain employment history from the TWC and will obtain postsecondary enrollment data from the NSC for AISD graduates.
- May–June 2013: Staff will generate a district narrative report to describe the postsecondary enrollment and employment rates for the Class of 2011.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

PREKINDERGARTEN PROGRAM, 2012–2013

Program Manager: Jacquie Porter

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Josie Brunner, M.A.

PROGRAM DESCRIPTION

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

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

In 2012–2013, AISD will offer a full-day pre-K program, supported through use of local, state, and federal funds, and will again offer tuition-supported pre-K. Tuition-supported pre-K will be offered at elementary schools that have the capacity to enroll more students than usually enrolled through the state mandated pre-K program. The goal of tuition-supported pre-K is to help provide revenue to support full-day pre-K as well as to provide an avenue for ineligible students to attend AISD pre-K.

Eligible students will be served in 68 of the 79 AISD elementary schools, two middle schools, the Lucy Read Prekindergarten Demonstration School, and the Anita Uphaus Early Childhood Center. The Anita Uphaus Early Childhood Center will open in 2012–2013 in south Austin to serve pre-K and kindergarten students in the Linder Elementary School attendance zone to ease overcrowding for that campus. To ease overcrowding in north central Austin, a pre-K center at Dobie Middle School will be created for students in the Graham Elementary School and Hart Elementary School zones. AISD will partner with Child, Inc. to deliver services to students at Lucy Read, Anita Uphaus and Widen Elementary Schools, and Dobie. Pre-K students in the Barrington Elementary School zone will be reassigned to Reilly Elementary School and Webb Middle School. Also, pre-K students will be served at an in-district satellite campus at Allan Elementary School, which also serves as the location of the new in-district IDEA charter school for kindergarten, 1st, 2nd, and 6th grades.

Lucy Read, which opened in 2006–2007, serves as a model to develop new curriculum and to support enhanced teaching strategies and techniques for 4-year-olds. The administration and staff at the

demonstration school focus on science and on the physical, emotional, and cognitive development of the pre-K students from the Cook, McBee, and Wooldridge Elementary School attendance areas. In Spring 2012, the second cohort of Lucy Read pre-K students took the 3rd-grade STAAR in reading and math, assuming grade-level promotion each year. Campus-level outcomes for the Read and Uphaus centers will be evaluated as part of the Texas Literacy Initiative (TLI) grant. (For more information about the TLI grant, please refer to its evaluation plan in this document.)

The AISD pre-K program supports many of the goals of the district's strategic plan, particularly those centered on closing the achievement gaps between different ethnic and economic student groups, because the program primarily serves students who are ELLs, economically disadvantaged, or both.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Key evaluation questions will include:

1. How did participation in the AISD pre-K program affect students' academic performance, as measured by the Peabody Picture Vocabulary Test-IV (PPVT-IV) and Test de Vocabularío en Imagenes Peabody (TVIP)?
2. How did attending the pre-K program at Lucy Read affect students' performance on 3rd-grade reading and math STAAR?
3. How did the academic performance of pre-K students compare across different campus programs?
4. How did students in classrooms serviced by Child, Inc. perform on the PPVT-IV?
5. How did the integration of tuition-based and mandatory pre-K affect students' academic performance, as measured by the PPVT-IV/TVIP?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information for decision makers about program effectiveness to facilitate decisions about program modification
- To share data with community organizations that collaborate with the AISD pre-K program

FISCAL CONSIDERATIONS

During the evaluation process, program resources, funding contributions, and expenditures will be determined and summarized. DRE staff will calculate an overall cost-per-student estimate that will be used to compare with costs from the previous years of implementation. The evaluation of the pre-K program is funded through Title I.

SCOPE AND METHOD

DATA COLLECTION

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

Program effectiveness for pre-K in the area of language arts will be determined on the basis of students' average gains during the year on the English-language PPVT-IV and the Spanish-language TVIP. The PPVT-IV and TVIP measure students' knowledge of receptive (hearing) vocabulary. To measure achievement gains for pre-K students, the PPVT-IV and the TVIP will be administered in Fall 2012 and Spring 2013 to randomly selected classrooms of students from across the district. Tuition-based pre-K students will be included in the sample if enrolled in the selected classroom. Non-ELL and ESL pre-K students will be tested in English, and bilingual Spanish students will be tested in Spanish.

DATA ANALYSES

Formative and summative data analyses will be used to evaluate tuition-based and mandatory pre-K programs. Summary statistics will be used to describe the demographic characteristics of AISD pre-K students. PPVT-IV and TVIP test scores will be analyzed to measure average gains from pretest to posttest. DRE staff will use regression models to examine Lucy Read students' performance on the 3rd-grade STAAR as compared with the performance of other students.

TIME LINE

- August–October 2012: Staff will coordinate and administer the PPVT-IV and TVIP pretests to a sample of pre-K students, and will report the results to teachers, administrators, and the director of early childhood programs.
- October–December 2012: Staff will analyze the 3rd-grade reading and math STAAR academic performance of pre-K students who attended Lucy Read.
- March–May 2013: Staff will administer the PPVT-IV and TVIP posttests to students who were tested in the fall.
- May 2013: Staff will report pretest, posttest, and gain scores on the PPVT-IV and TVIP to teachers, administrators, and the director of early childhood programs.
- June 2013: Staff will analyze and compare academic outcomes for the tuition-supported and mandatory pre-K programs.

REQUIRED REPORTING

DRE staff will prepare report briefs for district administrators that describe the pre-K program during the current year and its longitudinal effectiveness.

PROGRAM SUPPORT

The pre-K program manager, teachers, and administrators will receive formative and summative data related to the pre-K program. Students' scores on the PPVT-IV and TVIP will be reported to principals and teachers in the testing sample. In addition, the evaluator will process ad hoc data requests received from pre-K program managers, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

RGK Foundation Grant: Middle Schools, Let's Move, 2012–2013

Program Managers: Tracy Lunoff, M.Ed.; Michele Rusnak, M.Ed.

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Raymond Gross, M.Ed.

Program Description

AISD, in partnership with the RGK foundation, is advancing efforts to reduce childhood obesity and promote improved cardiovascular health and fitness among AISD students. RGK funding has been used to sustain and support current opportunities for students to engage in activities using HOPSports technology (www. Hopsports.com) as part of AISD's Middle Schools, Let's Move program, started in 2008. The 2011 RGK grant expands AISD's Middle Schools, Let's Move initiative by providing programming at six additional schools, now including all of AISD's 18 middle schools. In addition, the grant provides opportunities for teachers from every middle school across the district to develop mini grants to host school and community events to promote fitness and health awareness among students and the broader school community.

Bailey, Covington, Kealing, Lamar, O'Henry and Small Middle Schools, all serving grades 6 through 8, have been identified to receive the HOPSports system. The addition of these six campuses will effectively reach more than 5,000 students not previously participating in the program.

Purpose of Evaluation

Implementation of the Middle Schools, Let's Move (HOPSports) program has demonstrated positive gains in students' health and fitness in participating schools. Over the past 4 years, the number of students at the initial 12 campuses who were identified in the healthy fitness zone for body mass index (BMI) collectively increased by 3%, and the number who were identified in the healthy fitness zone for Aerobic Capacity increased by 26%. Implementation of the HOPSports program at the remaining six AISD middle schools for the 2011–2012 school year is expected to result in significant fitness gains among students, compared with levels prior to implementation. Although the program is designed to benefit all students, Hispanic (male and female) and African American female middle school students are the focus of the RGK grant. District data indicate these student groups lag behind their peers in cardiovascular fitness and are at greater risk of being overweight or obese.

Evaluation Questions

1. Did use of the HOPSports technology result in decreased BMI and increased cardiovascular fitness, strength, and flexibility among middle school students?

2. Did middle school students participating in classroom brain break activities demonstrate increased attendance?

3. Did students participating in classroom brain break activities demonstrate increased cardiovascular fitness?

4. Did increases in students' cardiovascular fitness result in demonstrated academic achievement gains in core courses (i.e., math, science, and language arts)?

EVALUATION OBJECTIVES

- Provide formative data to program managers to assess program strengths, weaknesses, and effectiveness

- Provide evaluation final reports in compliance with RGK Foundation requirements, as outlined in the grant proposal

- Develop a summary for district decision makers to facilitate decision making concerning program implementation and continuing improvement initiatives

FISCAL CONSIDERATIONS

As part of the RGK grant evaluation, DRE staff will summarize all program funding contributions and calculate an annual cost per student served. Additionally, any gains identified in BMI and cardiovascular measures will be calculated in terms of total cost of program per percentage point gain for each health indicator reviewed.

SCOPE AND METHOD

The evaluation conducted by DRE staff will focus on the health and academic achievement outcomes of Hispanic (male and Female) and African American female students participating in the HOPSports program. BOY and EOY fitness gram data will be compared to determine the extent of any change in fitness over time. DRE staff also will = conduct a comparative analysis of students in the classes where teachers used brain breaks and students in classes where teachers did not using brain breaks to ascertain the effect that brain breaks have on students' cardiovascular health, attendance, and academic achievement. Due to changes in the state of Texas's assessment system from TAKS to STAAR, a comparative analysis of academic achievement on standardized test scores in math and language arts is not possible for the 2011–2012 school year. The significant change in the assessment instrument, and yet undetermined cut scores and scaling for the new STAAR assessment, preclude any reliable or valid estimate of program effectiveness using these measures in a pre-test/post-test design. Students' core subject (e.g., science, math, language arts) grades will therefore be used as a measure of academic achievement, along with teachers' social reports gathered through items included in the AISD Coordinated Survey.

DATA ANALYSES

DRE staff will incorporate a rigorous mixed-methods approach to determine student health and academic outcomes associated with the use of the HOPSports program. Simple descriptive statistics (i.e., numbers and percentages) will be used to illustrate the characteristics of participants, to describe program activities and participation, and to summarize outcomes for tests and measures. Inferential statistics (e.g., tests of statistical significance) will be used to make judgments about the probability that an observed difference between groups might have happened as a result of the program rather than by chance alone. Advanced multivariate procedures may be used to explain how student and school characteristics are related to outcomes, predict expected outcomes, or both. Results from all analyses will be triangulated to determine the consistency of results and provide a detailed picture of the HOPSports program's effectiveness, along with all associated activities (e.g. brain breaks, mini grants) included in the RGK grant.

The following results will be summarized:

- Frequency of HOPSports technology usage among middle school physical education (PE) teachers (weekly usage across all class periods taught)
- Percentage of students actively participating in HOPSports when used during PE activities
- Percentage of PE class time during which students are engaged in moderate to vigorous physical activity (MVPA) when using the HOPSports program
- BMI for students in grades 6 through 8 (focus on Hispanic and African American girls at six target schools)
- Cardiovascular fitness of students in grades 6 through 8 (focus on Hispanic and African American girls at six target schools)
- Strength of students in grades 6 through 8 (focus on Hispanic and African American girls at six target schools)
- Flexibility of students in grades 6 through 8 (focus on Hispanic and African American girls at six target schools
- Percentage of classroom teachers incorporating integrated physical activity (brain breaks) in grades 6 through 8
- Frequency of brain break activities incorporated into classroom instruction (total brain break activities per week per teacher)
- Duration of brain break activities incorporated into classroom instruction (average length of time spent on brain break activities)
- Students' course grades in core content areas (math, science, and language arts)
- Students' attendance
- Teachers' perceptions of brain breaks (i.e., implementation feasibility, improvement in student performance, class engagement, and student management)
- Program funding allocation at the district and campus levels

TIME LINE

- August 2012: DRE staff will present preliminary findings to program managers and identify additional information needs.
- September 2012: DRE staff will prepare a final report for review and submission to the RGK Foundation, to be completed by the October 1 deadline

REQUIRED REPORTING

DRE staff will deliver a final report in compliance with the RGK grant conditions to program managers by September 15, 2012.

PROGRAM SUPPORT

DRE staff will work closely with program managers to identify and analyze data elements, provide recommendations to help guide future implementation plans as they relate to improving students' cardiovascular health and academic outcomes, and prepare reports in compliance with RGK grant guidelines.

SPECIAL PROJECTS

No special projects are planned at this time.

SOCIAL AND EMOTIONAL LEARNING, 2012-2013

Coordinator: Sherrie Raven

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Virginia Chapa

PROGRAM DESCRIPTION

Social and Emotional Learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others. Direct instruction in SEL provides students with skills that enable them to succeed in college, career and life by being responsible citizens and decision makers. SEL supports positive school culture and climate, allowing students to practice life skills throughout their school experience.

AISD is working with the Collaborative for Academic, Social, and Emotional Learning (CASEL) toward the goal of implementing a model of SEL that is based on the tenets of self awareness, self-management, social awareness, relationship skills, and responsible decision-making. With partial support from NoVo Foundation, Buena Vista Foundation, Michael L. Klein Foundation, and Tapestry Foundation, AISD strives to implement SEL at all district schools by the 2015-2016 school year. The Crockett and Austin vertical teams began implementation during the 2011-2012 school year; in 2012-2013, the Eastside Memorial, McCallum, and Travis vertical teams joined. Moving forward, two additional vertical teams will be selected for implementation each year.

SEL programming includes four components: explicit SEL instruction, integration of SEL content into academic instruction, integration of SEL instructional methods, facilitation of positive classroom and school culture and climate. At the elementary and middle school levels, Second Step lessons are being utilized as the primary direct instruction component. Lessons are taught weekly and reinforced in all areas of the school. High Schools are using School Connect as their resource. In addition, across all levels, the AISD Athletics Department is implementing a character education program in collaboration with SEL.

PURPOSE OF EVALUATION

The primary purpose of the SEL evaluation is to develop program tracking systems and measures to assist the program coordinator in the collection of process and fidelity data, and to provide data and technical support for the external CASEL national evaluation that is funded by NOVO and being conducted by the American Institutes of Research (AIR).

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

3. What type and amount of SEL coaching and professional development services were provided over the course of the year? Does the type or amount of support needed by campuses differ by school level or by year of initial SEL implementation?

4. Are classroom teachers implementing SEL lessons with fidelity? Where they are not, what are the challenges? Where they are, what are the best practices?

5. What is the relationship between school-level SEL implementation and campus climate?

6. What is the relationship between school-level SEL implementation and primary student outcomes (i.e., social and emotional competence) and secondary student outcomes (e.g., attendance and discipline)?

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of SEL efforts at the district and campus levels, and the implications of efforts to expand current practice to all district vertical teams. Toward this end, the evaluation objectives include the following:

- Create instruments and reporting mechanisms to efficiently document coaching and professional development provided by the SEL specialists

- Conduct teacher surveys regarding their implementation of Second Step curriculum lessons

- Provide summative data regarding school- and student-level outcomes to the program manager as needed

- Provide data to AIR researchers and assist with national evaluation survey and measure review and facilitation as appropriate

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relationship to their allocations and expenditures.

Evaluation services for SEL are grant funded. One partially funded (i.e., 0.25 total full-time equivalents [FTEs]) data management and reporting specialist in the Department of Research and Evaluation is funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding coaching and professional development will happen on an ongoing basis, as delivered, throughout the school year. Teacher surveys will be conducted approximately every 6-week period, as curriculum units are taught. To examine school- and student-level outcomes, a variety of

extant data sources will be used. Data sources include the Employee Coordinated Survey, Campus Climate Survey, and district attendance and discipline data.

DATA ANALYSES

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

TIME LINE

- October 2012: administer teacher surveys regarding Second Step Unit 1 implementation.

- November 2013: provide AIR researchers with a longitudinal student data set from 2008-2009 through 2011-2012.

- November 2012: administer teacher surveys regarding Second Step Unit 2 implementation.

- January 2013: provide AIR with staff data to facilitate administration of the national survey of teachers regarding student SEL development. In addition, as soon as it is available from TEA, evaluation staff will provide AIR with remaining EOC and STAAR data sets and standards.

- February and March 2013: administer teacher surveys regarding Second Step Unit 3 implementation.

- April 2013: administer teacher surveys regarding Second Step Unit 4 implementation.

- May 2013: administer teacher surveys regarding Second Step Unit 5 implementation.

- July 2013: provide program manager with summative outcome data for SEL campuses, including discipline and attendance.

REQUIRED REPORTING

In addition to assisting the program manager with data needed for KPI and other district reporting, the evaluator will provide data specified in the formal data sharing agreement to AIR for the purpose of the national evaluation of the NOVO funded CASEL initiative.

SPECIAL PROJECTS

DRE evaluation supervisor will meet with CASEL and AIR staff, as necessary, to facilitate national evaluation efforts.

School for Young Men, 2012–2013

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Sanchez-Fowler, Ph.D.

Research Project Description

AISD, with support from the Moody Foundation, seeks to establish a self-contained single-sex school for boys in Grades 6 through 12. The proposed School for Young Men (SYM) will be designed to address the alarming downward trend in school performance and academic outcomes for boys. AISD has been researching a range of options that can address the academic and socio-emotional needs of young men. In 2011–2012, the district conducted a feasibility study to research the effectiveness of a range of single-sex school models and to select the one that most closely aligns with both the district's goals and the specific needs of district students. In 2012–2013, district staff will proceed in the second phase of the work, which includes school implementation planning informed by the feasibility study findings and current year district data.

Project Objective

DRE staff will provide data to inform the school implementation planning phase.

Fiscal Considerations

District data will be used to determine what types of interventions or programs effectively address students' needs and to make related funding decisions.

Scope and Method

Data Collection

DRE will pull data from district information systems to inform program planning. Data may include students' enrollment, demographic, academic achievement, attendance, and discipline data, in addition to district survey data (e.g., school climate and parent surveys).

Data Analyses

In some cases, DRE may conduct simple descriptive data analyses to summarize the data by relevant student subgroups to identify possible differences in student outcomes. In most cases, the data pulled by DRE staff will be provided to a contracted external program evaluator for analysis.

Program Support

DRE staff will attend meetings, as necessary, to assist program staff in using district data for school implementation planning.

Special Projects

No special projects are planned at this time.

SOARING HIGHER WITH INDIVIDUALIZED FORTITUDE TRAINING (SHIFT) GRANT, 2012–2013

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Sanchez Fowler, Ph.D.

PROGRAM DESCRIPTION

The Soaring Higher with Individualized Fortitude Training (SHIFT) Out-of-School "Ascension" Alternative Pilot program is administered by the African American Youth Harvest Foundation, Inc. (AAYHF) to provide an alternative to out-of-school suspension for high school students. The SHIFT program pilot will provide academic and social and emotional health support by offering school-based and school-aligned services that support high-needs students and their families. Specifically, character development curriculum and ongoing, year-round wraparound services will focus on five unique aspects of students' development and achievement: (a) academics, attendance, and grades; (b) family and home life; (c) relationships and associations; (d) personal aspirations; and (e) volunteerism and community engagement.

The SHIFT pilot program will operate on the campuses of Reagan and LBJ to provide a 1- to 10 day program of mentoring, counseling, and academic supervision to all students who are referred to the program by campus administrators in lieu of out-of-school suspension. Additionally, students who participate in the SHIFT program and students identified by campus administrators as in need of preventive intervention due to high-risk behavior challenges will attend a separate advisory period led by AAYHF staff to provide ongoing mentoring, progress monitoring, and support services throughout the remainder of the school year.

PURPOSE OF EVALUATION

The program evaluation will be conducted to describe program outcomes as the SHIFT activities are implemented on each campus. The evaluation will provide information about program effectiveness and student outcomes to decision makers to help them facilitate decisions about program implementation and improvement.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. Did the AAYHF staff employ strategies to improve students' behavioral performance and meet staff's articulated performance outcomes?

2. Did campus administrators and AAYHF staff follow the activities of the project, as delineated in the pilot program proposal?

3. Did the AAYHF staff implement structures and employ strategies to increase parental involvement and meet staff's articulated performance outcomes?

4. Did students (disaggregated by race/ethnicity and gender) who participated in the SHIFT program decrease their repeat disciplinary incidents in number or seriousness of incident type?

5. Did students (disaggregated by race/ethnicity and gender) who participated in the SHIFT program decrease absenteeism or tardiness?

6. Did students (disaggregated by race/ethnicity and gender) who participated in the SHIFT program have a lower drop-out rate than students who did not participate or than the campus average?

FISCAL CONSIDERATIONS

DRE staff will describe program funding was used to facilitate program implementation.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide demographic, attendance, disciplinary record, course grade, and drop-out data for program participants. District surveys and program observations will provide information to describe students', AAYHF staffs', campus administrators', parents', and teachers' perceptions of the program and its effectiveness. AAYHF program records will provide program participation information and program documentation.

DATA ANALYSES

A mixed-methods approach will be used in this evaluation. Quantitative data (e.g., disciplinary, attendance, demographic, and survey data) will be analyzed using descriptive and inferential statistics. Qualitative data (e.g., open-ended survey responses and program records) will be analyzed using content analysis techniques to identify important details, themes, and patterns within the data. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the program.

TIME LINE

- Bi-weekly: DRE staff will review AAYHF data submissions of student participation and program implementation documentation. Any anomalies will be brought to the attention of all program stakeholders.
- Once each 6 weeks: Beginning in October, DRE evaluation staff will meet with a representative from the AISD High School Office, campus administrators from each

school, and AAYHF program staff to review data and program implementation status, and to determine program adjustments and data collection needs.

- August–October 2012: DRE staff will work with program and campus or district staff to develop a logic model, revisit goals and objectives, clarify activities, and set data collection and reporting time lines.

STATE COMPENSATORY EDUCATION, 2012–2013

Grant Manager: Nancy Phillips

Evaluation Staff: Lisa Schmitt, Ph.D.

PROGRAM DESCRIPTION

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

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

1. What services and programs were provided to students at risk of dropping out of school?
2. DId the disparity between students at risk of dropping out of school and other students in the district decrease in terms of dropout rates and academic achievement?

EVALUATION OBJECTIVES

- List each of the programs funded by SCE

- Describe the effectiveness of the SCE program as a whole, based on state-mandated performance indicators
- Facilitate decision making about SCE by providing information to program managers and decision makers about program effectiveness
- Meet reporting requirements established by TEA

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

Data will be summarized to display changes in disparity between all students and at-risk students with respect to high school completion rates and TAKS/STAAR performance.

TIME LINE

- September 2012: Staff will obtain a list of programs to be funded by SCE.
- October 2012: Staff will contact facilitators of funded programs to obtain descriptions of the services provided. The DRE will coordinate with facilitators regarding procedures to track students' participation, as applicable.
- December 2012: An end-of-semester check-in will occur with the program manager and facilitators regarding program changes and tracking issues.
- August–September 2013: Staff will perform data analyses and write a narrative report.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE SAT AND ACT TEST RESULTS, 2012–2013

Evaluation Supervisor: Karen Looby, Ph.D.

PROJECT DESCRIPTION

Traditionally, educators at both the high school and college levels have considered college entrance SAT and ACT exam results the most significant indicators of postsecondary readiness. Annually, DPE staff summarize SAT and ACT test results to monitor 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 among all student groups will be eliminated.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. What were the district- and campus-level trends in students' SAT and ACT score averages across multiple school years?

2. How did district students' performance on SAT and ACT exams compare with state and national students' performance?

3. Were differences found between student groups (e.g., by ethnicity, LEP, economic disadvantage, and special education status) with respect to SAT and ACT exam results?

EVALUATION OBJECTIVES

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- August–September 2012: The district's System-wide Testing Department will obtain SAT and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on their website.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

Texas Literacy Initiative, 2012–2013

Program Manager: Amber Burks-Cole

Evaluation Supervisors: Martha Doolittle, Ph.D.

Evaluation Staff: Colby Stoever, Ph.D.

Program Description

The purpose of the Texas Literacy Initiative (TLI) grant is to improve school readiness and success in the areas of language and literacy for disadvantaged students in AISD, including associated early childhood education (ECE) providers. AISD will use the Literacy Lines model to implement the Texas State Literacy Plan. A Literacy Line is a vertical collaborative among feeder-pattern campuses within the district, partnering eligible educational organizations (e.g., pre-K, elementary, middle, and high schools), or both, and their associated ECE providers, which may include, among others, Early Head Start, Head Start, public or private or nonprofit licensed child care providers, and public pre-K programs. Literacy Lines will provide instructional and programming alignment for language, pre-literacy, and literacy development to ease the transition for children across their entire learning careers. The objectives of the Texas Literacy Initiative grant are to

- increase the oral language and pre-literacy skills of participating preschool children,
- increase the performance of participating students in Grades K through 2 on early reading assessments,
- increase the percentage of participating students who meet or exceed proficiency on the state language arts assessments in Grades 3 through 12,
- increase staff's use of data and data analyses to inform all decision making, and
- increase the implementation of effective literacy instruction through Literacy Lines.

The TEA grant in the amount of $5.2 million for the 2012–2013 year will focus on schools in the Literacy Lines for the Lanier and Travis High Schools' vertical teams. The grant is split to fund 16% for ages 0 to 4; 42% for grades K through 5; and 42% for middle and high schools, with equitable distributions between middle and high.

Purpose of Evaluation

Evaluation Questions

Key evaluation questions to be investigated will include:

1. How did the academic performance of students on standard assessments (i.e., PPVT/TVIP, TPRI/Tejas Lee, STAAR, and STAAR-EOC) in the Literacy Lines for Lanier and Travis vertical team schools compare with that of students in other vertical teams? What did student

academic performance look like when disaggregated by ethnicity, gender, ELL status, economic disadvantage status, and special education status?

2. How did attendance rates, disciplinary rates, reading/writing course passing rates, and 9th-grade reading course enrollment compare across vertical teams for each 6-week period?

3. What was the rate of teacher participation in professional development opportunities related to TLI?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information for decision makers about student literacy and other performance indicators to facilitate decisions about program modification
- To meet mandatory reporting obligations for the TLI grant

FISCAL CONSIDERATIONS

DRE staff will report summary fiscal data for the TLI grant, if requested.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect quantitative data to measure the pre-reading ability of AISD students in pre-K or younger in the area of language arts. Progress will be determined on the basis of students' average gains during the year on the PPVT-IV and the TVIP. To measure achievement gains for pre-K students, the PPVT-IV and the TVIP will be administered in Fall 2012 and Spring 2013 to students in all pre-K classrooms in the Lanier and Travis vertical teams Literacy Lines, as well as to approximately 120 3-year-olds in the ECE, associated with the Literacy Lines. Non-ELL and ESL pre-K students will be tested in English, and bilingual Spanish students will be tested in Spanish. District information systems will provide students' demographic, attendance, disciplinary, and other academic performance data.

DATA ANALYSES

Periodic summative data analyses will be used to provide reports to TLI administrators. Reports will be disaggregated by students' demographic groups as well as by vertical teams. When appropriate, campus-level reports will be provided for schools within the Lanier and Travis Literacy Lines.

TIME LINE

- July–August 2012: Staff will provide a baseline report on TLI schools' longitudinal TAKS performance; STAAR performance; and available survey results (e.g., student, staff, parents), as requested.
- October 2012–May 2013: Staff will provide 6-week summary reports throughout the year, for each campus, for TLI schools in the Lanier and Travis vertical teams on students':

attendance rates, reading/writing course passing rates, disciplinary rates for in-school and out-of-school suspensions, 9th-grade reading course enrollment, and standardized test scores, when available.

- May 2013: Staff will help with the final report submission to TEA to meet grant requirements.

REQUIRED REPORTING

DRE staff will help in the preparation of reports required by TEA.

PROGRAM SUPPORT

The TLI program manager will receive formative and summative data related to the TLI program.

SPECIAL PROJECTS

No special projects are planned at this time.

TEXAS TITLE I PRIORITY SCHOOLS (TTIPS) GRANT, 2012–2013

Program Director: Erica Coppic

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ralph Smith, M.Ed.

PROGRAM DESCRIPTION

School Improvement Grants (SIGs), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I, or ESEA), as amended by the American Recovery and Reinvestment Act (ARRA), are grants, through the TEA, to LEAs for use in Title I schools identified for improvement, corrective action, or restructuring and to other eligible campuses that demonstrate the greatest need for funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students to enable the schools to make adequate yearly progress and improve exit status. In Fall 2010, Travis and Reagan High Schools were awarded TTIPs grant funding to implement school improvement activities in the following areas: (a) improve students' academic performance, (b) increase the use of quality data to drive instruction, (c) increase leadership effectiveness, (d) increase learning time, (e) increase parent and community involvement, (f) improve school climate, and (g) improve teacher quality. TTIPs grant funding for Reagan and Travis High Schools is provided from the 2010–2011 school year through the 2012–2013 school year. In 2011–2012, Burnet and Martin Middle Schools and Lanier High School also won multi-year TTIPS grant awards to fund programming for those same goals.

PURPOSE OF EVALUATION

The program evaluation will be conducted to describe program outcomes as the school improvement activities are implemented on each campus. The evaluation will provide information about program effectiveness to decision makers to help them facilitate decisions about program implementation and improvement.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

7. Did the schools implement structures and employ strategies to improve students' academic performance and meet their articulated performance goals?

8. Did school staff increase their use of data to drive instruction and meet their articulated performance goals?

9. Did the schools implement structures and employ strategies to increase learning time for students and meet their articulated performance goals?

10. Did the schools implement structures and employ strategies to increase parental and community involvement and meet their articulated performance goals?

11. Did the schools implement structures and employ strategies to improve school climate and meet their articulated performance goals?

12. Did the schools implement structures and employ strategies to improve teacher quality and meet their articulated performance goals?

FISCAL CONSIDERATIONS

DRE staff will describe program funding was used to facilitate program implementation.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide demographic, attendance, course enrollment, course grade, and testing data for program participants. District surveys, focus group interviews, or both will provide information to describe students', tutors', and teachers' perceptions of the program and its effectiveness. Campus program records will provide program participation information.

DATA ANALYSES

A mixed-methods approach may be used in this evaluation. Quantitative data (e.g., assessment and survey data) will be analyzed using descriptive and inferential statistics. Qualitative data (e.g., open-ended survey responses and program records) will be analyzed using content analysis techniques to identify important details, themes, and patterns within the data. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the program.

TIME LINE

- August–September 2012: DRE staff will work with program staff to set data collection and reporting time lines.

- January 2013: DRE staff will summarize results of BOY and MOY program outcomes and report formative results to program staff.

- June 2013: DRE staff will create and submit to program staff a comprehensive evaluation report summarizing student outcomes for the 2012–2013 school year.

- June–August 2013: DRE staff will work with the TTIPS project director and staff at campuses to complete and submit required grant performance reports to TEA.

REQUIRED REPORTING

DRE staff will assist campus staff in completing and submitting required compliance reports and information required by TEA. Program evaluation briefs may be created to describe evaluation outcomes for identified grant-supported activities and programs (e.g., HDT).

PROGRAM SUPPORT

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

SPECIAL PROJECTS

DRE staff will evaluate the HDT program for targeted grade levels and content areas within the TTIPs schools. For more information, refer to the HDT evaluation plan described in detail within this document.

TITLE I, PART A AND PART D PROGRAMS, 2012–2013

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

Evaluation Supervisor: Martha Doolittle, Ph.D.

PROGRAM DESCRIPTION

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

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

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

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

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

Title I funding for a school district is based on census data for the percentage of low-income students, ages 5 through 17, living in the district's attendance area. Similarly, Title I funding for a school is determined by the percentage of low-income students living in the school's attendance area. For district purposes, a child is considered low income if he or she is eligible for free or reduced-price meals. Schools

are ranked annually on the basis of the projected percentage of low-income children residing in the schools' attendance areas. Districts must serve schools with 75% or more low-income students residing in their attendance areas; remaining schools with less than 75% low-income students residing in their attendance areas are served in rank order, as funding allows.

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

At this time, AISD will be using a Title I, Part A grant planning amount of $25,242,751, plus some estimated roll-forward amount from the prior year (provided by TEA) to allocate Title I, Part A funds to 66 school-wide AISD schools and to a variety of district-wide support services. Prior to determining allocations for AISD schools, some Title I funds will be set aside for the following required services:

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

The Title I, Part D, Subpart 2 planning amount is $333,291, which will be used to support instructional programs serving students at several local facilities for delinquent youth within the district's attendance zone. The purpose of Title I, Part D, Subpart 2 funds is similar to that of Title I, Part A funds with respect to the following:

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

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

- Provide students with services needed to make a successful transition from institutionalization to further schooling or employment
- Prevent at-risk students from dropping out of school
- Provide former dropout students and neglected or delinquent youth with a support system to ensure they continue their education

PURPOSE OF EVALUATION

Title I funds partially support a variety of district evaluation efforts in DRE, including but not limited to the following: coordination of external research; response to external research data requests; data support for district staff; educator quality and retention (e.g., teachers and campus administrators); strategic staff compensation for high-poverty schools (i.e., REACH); staff professional development opportunity analysis, student academic performance analysis and growth modeling; pre-K program, homeless student support; SCE efforts; school and district accountability performance; and parent involvement and support. Some of these evaluation activities are described in this plan, and some are explained in evaluation plans elsewhere in this document.

EVALUATION QUESTIONS

Evaluation activities will be focused primarily on the following questions:

1. Did the district meet federal and state requirements of the Title I, Part A and Part D grants for the appropriate use of funds to serve students, staff, and parents, as outlined in grant regulations?

2. Did the district use Title I, Part A funds in ways that promote students' academic progress overall and that closed the achievement gap among student groups, as measured by TAKS, STAAR, and other academic indicators?

3. Did Title I schools make progress in meeting state and federal accountability standards? Was progress observable in year-to-year changes in school ratings? Compared with previous years, did more Title I schools attain academically acceptable or exemplary ratings in the state accountability system, and did more of these schools attain the adequate yearly progress (AYP) rating in the federal accountability system?

4. Did schools that received Title I, Part D funds enable their students to be successful academically, according to grant statute, as defined by students successfully transitioning back to their regular school, accruing course credits, being promoted, and meeting graduation requirements?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Document how Title I monies are being used in accordance with federal law, thereby providing summary data for numbers of students served, students' progress on the state's academic achievement standards, teachers' qualification levels and completed professional development opportunities, and parent involvement levels

- Analyze federal and state accountability ratings relative to schools' Title I status and progress toward Title I goals

FISCAL CONSIDERATIONS

At this time, Title I, Part A funds are entitlement funds used to support public schools with a Title I designation and to provide supplemental services to students across the district. In addition, these funds are used to provide supplemental support to eligible students attending private schools and facilities for neglected youth. Funds also are used to support parent involvement and teacher quality. Title I, Part D funds are used to provide services and support to eligible students at facilities for delinquent youth. Efforts will be made to examine whether Title I funds are tied specifically to distinct measurable outcomes. However, it may be difficult to distinguish at the school level how Title I funds are used differently from other funds, especially when all funds are allowed to be used to serve all students and improve the overall campus program. If appropriate, a cost per person served will be calculated. The evaluation is grant funded.

SCOPE AND METHOD

DATA COLLECTION

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

- District information systems (e.g., student, school, assessment, financial, human resources, and professional development opportunities)
- TEA documentation (e.g., federal and state accountability ratings, and Public Education Grant [PEG] lists)
- PEIMS records
- AISD program and staff records of activities, including extended learning (e.g., tutoring, summer school) information, and records of parent support staff and homeless liaison staff
- AISD coordinated staff and parent survey summary files (see a description of staff and parent survey evaluation plans elsewhere in this document)
- Title I summary forms submitted by staff at private schools, facilities for neglected youth, and facilities for delinquent youth

These data will be summarized to describe Title I students' demographics; services provided to students; student academic performance (e.g., state academic tests, course credits earned, and progress toward graduation); use of Title I funds; state and federal accountability ratings; quality of schools' teaching staff; completed staff professional development opportunities; and parent involvement and support.

DATA ANALYSES

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

TIME LINE

- August–October 2012: DRE staff will provide draft evaluation forms to participating private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will obtain all Title I budget information, will finalize all staff and parent surveys and data collection tools, and will establish an evaluation time line. They will work to ensure that the districts' student and staff data systems are tracking needed information. DRE staff will analyze AYP and state accountability ratings for schools. Staff will attend Title I meetings as they occur.

- January 2013: DRE staff will analyze and summarize PEIMS submission 1 data.

- April–July 2013: DRE staff will collect data from private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will collect and summarize data about campuses' parent involvement activities. DRE staff will conduct TAKS and STAAR accountability analyses and will summarize PEIMS homeless student data. DRE staff will collect and summarize teacher data (e.g., certification, educational degree, completed professional development opportunities) and will analyze district parent and staff survey data as they become available. DRE staff will collect data about extended learning opportunities for students (e.g., before afterschool tutoring, Saturday school, summer school).

- July–August 2013: DRE staff will conduct a Title I budget analysis and will confirm and verify all data required by TEA for annual compliance reports. DRE staff will complete analyses of PEIMS submission 3 student data. DRE staff will prepare TEA compliance reports that are due to TEA by August 1.

- August 2013: DRE staff will assist in the submission of required compliance reports to TEA. DRE staff will prepare and submit all other reports for 2012–2013, and begin planning evaluation activities for 2013–2014.

REQUIRED REPORTING

Annually, evaluation staff assists in the completion of three TEA compliance reports: Title I, Part A; Title I, Part D (Subpart 2); and a homeless student report. All these reports are due to TEA the first week in August. Narrative summary reports about various district Title I program activities will be written for district decision makers upon request.

PROGRAM SUPPORT

Ongoing support for Title I will be provided to district and campus staff in several ways. In some cases, guidance will be provided to staff or other individuals working with the district on evaluation planning, data collection strategies, professional development opportunity evaluation, survey development and administration, data analysis, and reports. Evaluation staff will act in an advisory capacity on various committees, and when called upon by district staff for special projects. Evaluation staff will attend Title I meetings about various topics (e.g., homelessness; high-quality teachers and professional development opportunities; parent involvement; quarterly meetings with Title I schools; and consultations with private schools, facilities for neglected youth, and facilities for delinquent youth). Evaluation staff also will provide support by responding to ad hoc requests for summaries of information about Title I topics. Finally, evaluation staff will be responsible for keeping current on local, state, and federal legislation topics and on compliance related to NCLB in general and Title I in particular.

SPECIAL PROJECTS

No special projects are planned at this time.

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT FUND, 2012–2013

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

Evaluation Supervisors: Martha Doolittle, Ph.D.; Karen Cornetto, Ph.D.

Evaluation Staff: Raymond Gross, M. Ed.

PROGRAM DESCRIPTION

The NCLB Title II, Part A Teacher and Principal Training and Recruitment grant provides funding to increase students' achievement through strategies such as improving teachers' and principals' quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program emphasizes improving instruction and students' performance in core academic subjects and focuses on training, recruiting, and retaining highly qualified teachers and principals.

These goals are tied specifically to Strategy 3 of the district's strategic plan (i.e., "Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff"). This strategy should lead to accomplishment of all other district strategic plan goals for 2010–2015:

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

Program activities are aligned with curriculum content standards and student assessments, as designated by TEA, and include a needs assessment based on teacher input and analyses of district- and campus-level student achievement data. The program also supports strategies to boost the academic achievement of students who are economically disadvantaged or have diverse learning styles. In addition, Title II, Part A funds are used to provide professional development opportunities for staff from local private and nonprofit schools and from facilities for neglected or delinquent youth who participate in the grant program. AISD's 2012–2013 Title II, Part A planning amount allocation is $2,783,384, with some roll-forward amount from the prior school year.

PURPOSE OF EVALUATION

The purpose of the Title II, Part A evaluation is to gather and summarize information to satisfy local, state, and federal evaluation and reporting requirements for the grant, and to provide key district decision makers with critical information to support program planning and improvement.

EVALUATION QUESTIONS

Title II, Part A funds will be aimed primarily at professional development opportunities for teachers, principals, and assistant principals; and efforts to attract and keep highly qualified teachers and campus administrators. Thus, the following key evaluation questions will be addressed:

1. What were the professional development opportunity needs among teachers, principals, and assistant principals?

2. To what degree did the Title II, Part A funds enable teachers, principals, and assistant principals to obtain needed professional development opportunities?

3. Did Title II, Part A funds help the district attract and retain highly qualified teachers?

4. How were new teachers mentored in the district with the support of Title II, Part A funds?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Assist with a needs assessment for professional development activities that would inform the district's improvement plan and guide professional development activity planning

- Gather information regarding Title II, Part A funded professional development activities tracked through the district's E-Campus professional development activity data system, the AISD teacher mentoring reporting tool, and documentation submitted by staff who participate in funded professional development activities

- Evaluate the effectiveness of new teacher support initiatives (e.g., TIP and Mentor Teacher Program)

- Provide descriptions of program activities and expenditures, as required by TEA

- Facilitate decisions about how to improve the program (e.g., hiring, training, and retaining highly qualified staff, including paraprofessionals)

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

- principals the instructional leadership skills to help teachers.

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

DRE staff will assist with the evaluation of new teacher support initiatives (e.g., TIP and Mentor Teacher Program). TIP participants will be surveyed regarding their understanding of and preparation to implement classroom management skills and the AISD curriculum, and use the district's support systems, all of which are topics presented at the TIP Institute and TIP follow-up sessions. All teachers new to AISD are mentored for several years, and their mentor teachers keep records of all their mentoring activities in a database. The teacher mentoring database will be monitored by evaluation staff annually to analyze all teachers' hours of mentoring received, for each subject area and school. In addition to the activities described in this evaluation plan, see the evaluation plan for Beginning Teacher Mentoring and Support, which is partially funded by Title II. DRE staff also will support evaluation of district-wide professional development activities.

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

Data Analyses

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

TIME LINE

- July–August 2012: DRE staff will check the Mentor Teacher Program database to ensure it is ready for the new school year and meets local and state reporting needs. Staff will collaborate with the Department of State and Federal Accountability on the form for professional development activity tracking to be provided to private nonprofit schools and facilities for neglected or delinquent youth. Final data verification and summary of information for the TEA Title II, Part A compliance report will be completed (report is due August 1).

- August–September 2012: The TEA NCLB Title II, Part A compliance report will be submitted. DRE staff will contact the Department of State and Federal Accountability for a list of staff paid out of Title II, Part A funds. DRE staff will send a memo to individuals whose salary is funded by Title II, Part A regarding tracking their provision of professional development support activities through the E-campus database. DRE staff will make available an electronic data record to these individuals so they can record information about additional professional development activities not entered in the district's E-campus database. DRE staff will provide a district needs assessment summary report from the prior year to staff in the following AISD departments or offices: State and Federal Accountability, Educator Quality, and District Advisory Council. DRE staff will submit items for the needs assessment for inclusion on the fall Employee Coordinated Survey.

- February 2013: DRE staff will enter data into a database for Title II, Part A funded professional development activities completed by private nonprofit schools and by facilities for neglected or delinquent youth.

- March–April 2013: If needed, DRE staff will prepare items for use in the spring Employee Coordinated Survey.

- May–June 2013: DRE staff will analyze and summarize data for the district's professional development activities needs assessment. DRE staff will distribute the Employee Coordinated Survey.

- June–July 2013: DRE staff will contact staff in the Department of State and Federal Accountability and Department of Human Resources to obtain information needed for the TEA compliance report. DRE staff will analyze results from the Employee Coordinated Survey. DRE staff will collaborate with other district staff to prepare the TEA Title II, Part A compliance report.

- August 2013: DRE staff will assist in the submission of the required compliance report to TEA.

REQUIRED REPORTING

NCLB requires that an annual teacher and principal needs assessment be conducted in districts that receive federal funding. In addition, AISD is required to submit an annual report to TEA that indicates the number of teachers who benefitted from recruitment and retention activities; the number of teachers and paraprofessionals who participated in training to become highly qualified; the number of staff who received Title II, Part A funded training, by subject area; and the Title II, Part A expenditures used to accomplish these activities. Annually, information summarizing staffs' professional development opportunity needs (based on data gathered through this project) will be reported to key district staff and to the board of trustees. Other reports on staff survey results will be produced, as needed or requested.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.