DEPARTMENT OF RESEARCH & EVALUATION

PLAN OF WORK, 2013–2014

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

August, 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 via the DRE website at http://www.austinisd.org/dre
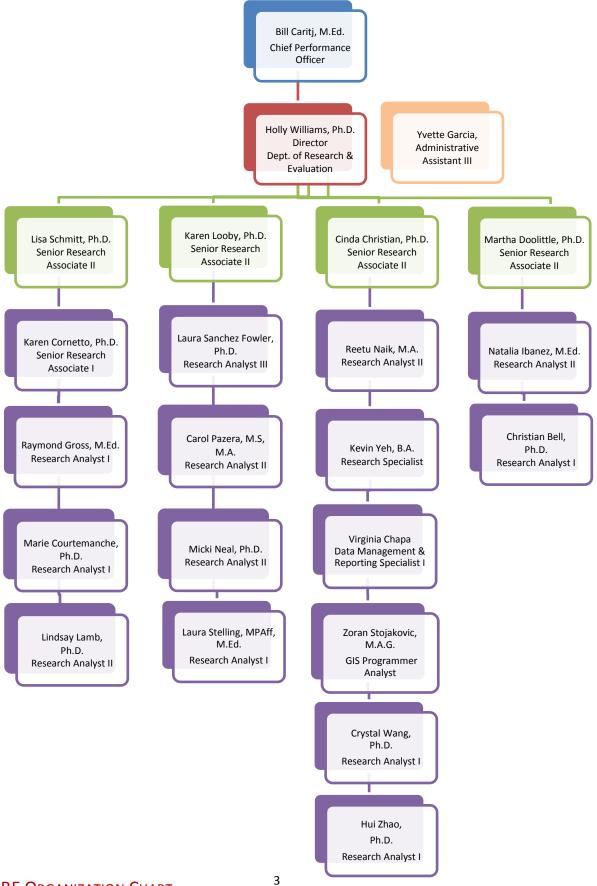
PREFACE

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

Following is the planned scope of work for the 2013–2014 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 2013–2014 evaluations and services to Holly Williams, the director of DRE, or to the contact person(s) named in the plan in question.

Bill Caritj, M.Ed.
Chief Performance Officer

Holly Williams, Ph.D.
Director
Dept. of Research & Evaluation

Yvette Garcia,
Administrative Assistant III

Lisa Schmitt, Ph.D.
Senior Research Associate II

Karen Looby, Ph.D.
Senior Research Associate II

Cinda Christian, Ph.D.
Senior Research Associate II

Martha Doolittle, Ph.D.
Senior Research Associate II

Karen Cornetto, Ph.D.
Senior Research Associate I

Laura Sanchez Fowler, Ph.D.
Research Analyst III

Reetu Naik, M.A.
Research Analyst II

Natalia Ibanez, M.Ed.
Research Analyst II

Raymond Gross, M.Ed.
Research Analyst I

Carol Pazera, M.S, M.A.
Research Analyst II

Kevin Yeh, B.A.
Research Specialist

Christian Bell, Ph.D.
Research Analyst I

Marie Courtemanche, Ph.D.
Research Analyst I

Micki Neal, Ph.D.
Research Analyst II

Virginia Chapa
Data Management & Reporting Specialist I

Lindsay Lamb, Ph.D.
Research Analyst II

Laura Stelling, MPAff, M.Ed.
Research Analyst I

Zoran Stojakovic, M.A.G.
GIS Programmer Analyst

Crystal Wang, Ph.D.
Research Analyst I

Hui Zhao, Ph.D.
Research Analyst I

3

DRE ORGANIZATION CHART

TABLE OF CONTENTS

AD HOC DRE REPORTS, 2013–2014

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 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
- Creating geographic information system (GIS) maps of student-level, campus-level, and community-level outcomes and characteristics

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?

6. Based on parents' survey responses and students' residential addresses, do geographic differences exist with respect to the level of support for proposed district programs?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- Provide focused information, data summaries, maps, 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
- 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, Student Climate Survey, and Substance Use and Safety 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. 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.

TIME LINE

- August 2013–July 2014: Staff will provide ongoing support to campus and central office administrators for ad hoc requests.

- August 2013: Staff will analyze and report strategic plan indicators and measurable outcomes for Goal 3.
- September 2013: Staff will conduct a preliminary data analysis for the Chamber of Commerce Report Card.
- October–November 2013: Staff will finalize the Chamber of Commerce Progress Report data analysis.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

AFTERSCHOOL PROGRAMS, 2013-2014

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.; Hui Zhao, Ph.D.

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 $9,704,864 for 2013-2014. A broad array of community partners is brought together to enhance instruction and leverage resources to benefit students. Most 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

- 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 $6,036,680 for the 2013–2014 academic year. In addition, the Boys and Girls Club and Foundation Communities have been awarded 21st CCLC grants in the amounts of $2,851,232 and $109,688, 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, six grants through 21st CCLC serve students at AISD. Three funding partners are fiscal agents of these grants. The three 21st CCLC grants for AISD serve students and families at 30 campuses, two 21st CCLC grants for Boys and Girls Club serve students and families at 12 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 10,000 students are expected to participate, based on previous rates.

In October of 2012, ACE Austin was awarded additional funding to implement the Special Pilot Project (SPP) at three Cycle 6 AISD elementary schools. In partnership with the nationally recognized University of Texas UTeach program, ACE Austin developed a program model that uses best practices of professional development activities, curriculum and instruction, student assessment, and program evaluation. The overreaching goal of the SPP program (Project STAARburst) is to improve STAAR scores for 120 students attending Barrington, Harris, and Wooten Elementary Schools.

TRAVIS COUNTY COLLABORATIVE AFTERSCHOOL PARTNERSHIP

The Travis County Commissioner's Court approved $544,800 in funding for 2013–2014 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, Garcia and Ann Richards Middle Schools were included, and in 2013–2014, Paredes Middle School was included. In 2013–2014, approximately 1,125 students attending these five 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 2013–2014. 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

The program evaluation will focus on these major 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

Evaluation objectives include the following:

- 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 2013: DRE staff will complete the 21st CCLC year-end data pulls due to TEA by August 31.

- September 2013: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities for the 2013–2014 school year. DRE staff will complete the TCCAP Q3 performance measures report, due September 15.

- October 2013: DRE staff will collect program and implementation information from program coordinators. DRE staff will provide data for the TCCAP Q4 performance measures report, due October 15.

- November 2013: ACE Austin program staff will provide student ID files to DRE staff for the ACE Austin fall report by November 20.

- December 2013: DRE staff will provide the data for the ACE Austin (cycles 6, 7 and 8) fall report, due to TEA December 13, to ACE Austin program staff by December 2.

- February 2014: DRE staff will undertake revisions for the Afterschool Program student and parent surveys, and the teacher survey revisions for the STAARBURST program.

- March 2014: DRE staff will administer the online Afterschool Program student and parent surveys. Afterschool program staff will administer the STAARBURST teacher survey at campuses.

- April 2014: The Afterschool Program survey data will be analyzed. DRE staff will complete the TCCAP Q1 performance measures report, due April 15.

- May 2014: ACE Austin program staff will provide student 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, and 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 2014: 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 complete analyses for the six narrative reports (cycle 6, 7, & 8). These include three reports for AISD, two reports for Boys and Girls Club, and one report for Foundation Communities. DRE staff will complete the analyses for the STAARBURST program, which will be included in the AISD report for Cycle 6.

- July 2014: DRE staff will complete the final narrative reports, due to TEA July 31. DRE staff will complete the TCCAP Q2 performance measures report, due July 15.

PURPOSE OF EVALUATION FOR PRIME TIME AND VICTORY PROGRAMS

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- 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 2013: 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 2014: 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 24, by January 17.
- March 2014: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the mid-spring reports by March 31.
- April 2014: 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 18.
- June 2014: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the spring report by June 6.
- July 2014: 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.

AISD REACH, 2013–2014

Supervisor: Lisa Schmitt, Ph.D.

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

PROGRAM DESCRIPTION

In 2006, the board of trustees approved a four-penny increase to the district's Maintenance and Operations tax rate, which included dedicating one penny of this increase ($4.3 million) annually to "strategic compensation." AISD REACH, a strategic compensation program, began in nine schools in 2007–2008 and has expanded each year to include a total of 38 schools in 2013–2014. 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, peer observation and feedback for teachers and stipends based on peer observation scores, 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 2013–2014 with approximately $21.3 million of federal Teacher Incentive Fund (TIF) monies.

The AISD Office of Strategic Compensation and the AISD REACH program directly support the strategic plan's 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 2013–2014, 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 QUESTIONS

Evaluation questions include but are not limited to the following:

General REACH Outcomes

1. Did program schools improve over time with respect to

    - teacher retention rates,
    - STAAR passing percentages, and
    - students' growth from year to year?

2. Did teachers at program schools improve over time compared with matched comparison teachers with respect to

    a. teacher retention
    b. teacher practices
    c. STAAR passing percentages, and
    d. students' growth from year to year?

3. Did students at program schools improve over time compared with matched comparison students with respect to

    a. STAAR passing percentages, and
    b. students' growth from year to year?

4. What program elements were most effective?

5. To what extent did REACH program outcomes differ for each school entry cohort?

SLO Outcomes

1. To what extent did meeting SLOs correlate with students' performance on the specific STAAR/TEKS reporting category used to set SLOs?

2. Did meeting SLO targets vary for each teacher type (e.g., core and non-core area teachers)?

3. To what extent did differences in requirements for SLO targets correlate with meeting SLOs and overall campus performance?

Basket of Measures Outcomes

a. To what extent did establishing goals in the Basket of Measures correlate with schools' improvement on the specific indicators (e.g., attendance rate)?

PDU Outcomes

1. To what extent was PDU participation related to teachers' experience, appraisal scores, subject area, student growth, and retention?

2. In what ways and to what extent did former PDU participants implement changes to classroom strategies in the following school year(s)?

3. Did PDU participants experience changes in practice and student performance more than did a matched sample of non-participants?

4. To what extent did participants' final PDU scores vary for each team and campus?

Peer Observation Outcomes

1. To what extent did students' growth correlate with observational data?

2. To what extent did teachers' instructional practice ratings change from observation 1 to observation 2 in 2013–2014 and/or from year to year?

3. Did observational ratings of teachers change at a different rate depending on their characteristics (i.e., novice teachers, core area teachers, teachers who scored in the lower range on observation 1)?

4. To what extent was change between observations related to campus and/or peer observer?

5. How did teacher observation scores relate to students' feedback survey results, administrators' observation results, PDU participation, SLOs, and teachers' reported instructional behaviors?

Mentoring Outcomes

1. Compared with prior years, were AISD REACH beginning teachers more satisfied with their jobs, more likely to return to their schools, and 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' practice change to meet individual beginning teachers' needs, and were these changes sustained over time?

Implementation

1. What challenges were associated with the programs' implementation?

2. 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, propensity score matching analyses, and other appropriate analyses will be performed to examine the possible relationships between and among factors.

TIME LINE

- July 2013: Staff will extract data from AISD systems to provide to SAS EVAAS for value-added computations by July 15, and will work with SAS to ensure accuracy of computations; staff will clean and verify 2012–2013 data for PDUs, SLOs, and peer observation results, and assist with stipend lists; staff will begin compiling the master file for all REACH data from 2012–2013; staff will continue analyses of peer observation data from 2012–2013; staff will work with the Truenorthlogic company to ensure accuracy of REACH data collection and reporting systems.

- August 2013: Staff will continue compiling the 2012–2013 master file; staff will begin analyses of 2012–2013 SLO and Educational Value-Added Assessment System (EVAAS) results.

- September 2013: Staff will complete a research brief containing results for SLOs in 2012–2013 for review by September 13 and publication by September 30; staff will begin to analyze results from the 2012–2013 mentoring program, including analysis of mentor time logs, survey results from both beginning teachers and mentors, and peer observation data; staff will complete preliminary analyses of 2012–2013 PDU data; staff will present results of summer analyses to the steering committee.

- October 2013: Staff will survey former PDU participants from October 1 through 18 regarding changes in classroom practice for 2013–2014 and inquire why former participants chose not to participate again (PDU Impact Survey); PDU survey results will be prepared for discussion by October 31; staff will prepare STAAR results from 2012–2013 for longitudinal analyses; staff will continue to analyze results from the 2012–2013 mentoring program; staff will assist with preparation of data for retention stipends.

- November 2013: Staff will finalize analyses of all 2012–2013 PDU results; staff will extract preliminary retention results and continue compiling the master database for all REACH data from 2012–2013; staff will prepare results from the 2012–2013 peer observation evaluation for review by November 15 and publication by December 2; staff will analyze STAAR data; staff will finalize analysis of results from the 2012–2013 mentoring program.

- December 2013: Staff will publish the 2012–2013 mentoring program research brief by December 6 and will present results of the mentoring brief at the December mentor forum; staff will program the Teaching, Empowering, Leading and Learning (TELL) AISD staff survey; staff will prepare the final 2012–2013 PDU report for review by December 6 and publication by December 20.

- January 2014: Staff will administer the TELL AISD staff survey; staff will begin analyses of staff retention data; staff will assist with the data preparation for retention stipends; staff will assist with the TIF Annual Performance Report; staff will begin drafting the final results from 2012–2013; staff will present the results of the Fall professional growth analyses to the steering committee.

- February 2014: Staff will continue to analyze the final retention data and prepare for the Employee Coordinated Survey; staff will continue preparing the final 2012–2013 report.

- March 2014: Staff will prepare the final 2012–2013 report for review by March 7 and publication by March 31; staff will extract and verify novice teachers' mentoring rosters and program the mentor evaluation tool; staff will schedule end-of-year focus groups.

- April 2014: Staff will conduct focus groups at schools in REACH cohorts 4 and 5 and will conduct the Employee Coordinated Survey and MICAT.

- May 2014: Staff will analyze MICAT results and prepare individual reports for all mentors; staff will conduct focus groups with staff at schools in REACH cohorts 4 and 5; staff will conduct focus group(s) with mentors; staff will sample teachers for the annual SLO audit.

- June 2014: Staff will publish the 2014 Employee Coordinated Survey and 2014 TELL survey results by June 30; staff will present preliminary data to principals; staff will verify 2013–2014 data for each program element; staff will assist with data preparation for stipends; staff will assist with the TIF APR.

- July 2014: Staff will assist with stipend data; staff will prepare results from the end-of-year focus groups for review by July 11 and publication by July 25.

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 to the United States Department of Education (USDE) for the TIF grant. Reports are as follows:

- September 30, 2013: Summary of 2012–2013 REACH SLO Results

- December 2, 2013: Results from the 2012–2013 REACH Peer Observation Program

- December 6, 2013: Results from the 2012–2013 REACH Mentoring Program

- December 20, 2013: Results from the 2012–2013 Professional Development Unit Program

- January 31, 2014: TIF Annual Performance Report

- March 31, 2014: Final Report for AISD REACH, 2012–2013

- June 30, 2014: REACH Results from Spring 2014 Employee Coordinated Survey and TELL

- June 30, 2014: TIF Annual Performance Report

- July 25, 2014: Results from the Spring 2014 REACH Employee Focus Groups

PROGRAM SUPPORT

DRE staff will assist with the following program support activities:

- Sampling for SLO audits
- Attendance and presentations at stakeholder meetings
- Transition of data systems to Truenorthlogic
- Teacher roster verification, file extraction and merging
- Data extraction and upload to SAS EVAAS
- Ad hoc data requests pertaining to the formative evaluation
- Collaboration with external service providers as needed

SPECIAL PROJECTS

No special projects are planned at this time.

ANY GIVEN CHILD CREATIVE LEARNING INITIATIVE, 2013-2014

Program Director: Greg Goodman

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Crystal Wang, Ph.D.

PROGRAM DESCRIPTION

In 2011, the John F. Kennedy Center for the Performing Arts chose Austin, Texas as the seventh partner city for Any Given Child, a program that creates a long-range arts education plan for students in grades K-8. The city joins existing partnerships in Sacramento, California; Springfield, Missouri; Portland, Oregon; Las Vegas, Nevada; Tulsa, Oklahoma; and Sarasota, Florida. The Austin Any Given Child Creative Learning Initiative program is being jointly managed locally by AISD and MINDPOP, an arts partnership representing 50 arts and cultural agencies, dedicated to expanding creative learning in Austin.

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

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

The first phase of the program began with an inventory of existing arts education resources and needs assessment by Kennedy Center staff and consultants. Based on this information, a plan was created to focus on increasing arts education opportunities for K-12 students. The goal of this second phase is to provide a tapestry of arts education, strategically weaving together existing arts resources within the schools with those available from community providers and the Kennedy Center in order to reach every child. Pilot implementation of intensive professional development for teachers and campus instructional leaders on the topic of arts integration began in the Spring of 2011-2012 at 4 campuses, and was expanded to 11 campuses in 2012-2013. Using a staged implementation model, the addition of vertical team in 2013-2014 brought the total number of campuses participating up to 24, with the goal of district wide implementation by 2020-2023.

PURPOSE OF EVALUATION

The primary purpose of the Any Given Child evaluation is to develop sustainable and replicable program tracking systems and measures to assist the program coordinator in the collection of process and fidelity data from multiple community arts providers, and to evaluate the effectiveness of the initiative in having an impact on students, families, and the community.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. Which program components are expected to be related to which student, family, and community outcomes?

2. In what ways do the Creative Learning Professional Development Workshops impact teachers' implementation of arts-based instruction in their classroom?

3. How does extra professional development support from coaches and specialists affect teachers' implementation of arts-based instruction in their classroom?

4. In what stage of the arts-based instruction innovation is each teacher of each participating campus? How does the teacher's stage in the arts-based instruction innovation relate to the overall implementation at the campus and district level? What resources are available to scaffold each individual and each campus as a team into the next level of implementation of the arts-based instruction?

5. How is implementation of arts-based instruction related to student, family, staff, and community outcomes?

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of AGC 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:

- Facilitate various AGC committees in the finalization of logic models for each component of the initiative

- Create instruments and reporting mechanisms to efficiently document coaching and professional development provided by the AGC team

- Conduct Innovation Configuration Mapping (ICM) scoring rubrics to track, understand, and measure the level of arts richness in schools

- Conduct Concerns-Based Adoption Model (CBAM) measure to monitor teachers' and principals' implementation of arts-based instruction in their classroom/school
- Develop campus arts inventory to gauge implementation of arts-based instruction at elementary and middle schools during school and out of school
- Provide ongoing formative and summative data regarding implementation, as well as school- and student-level outcomes, to the program manager as needed

FISCAL CONSIDERATIONS

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

Evaluation services for AGC are locally funded. One fully funded evaluation analyst and one half funded senior research associate (i.e., 1.5 total full-time equivalents [FTEs]) the Department of Research and Evaluation are funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding professional development will happen on an ongoing basis, as delivered, throughout the school year. ICM rubrics will be conducted annually to monitor and understand program implementation. CBAM will be administered twice annually to assess how well the arts-based instruction is being adopted and implemented by teachers and principals and to track changes in their adoption of arts-based instruction over time. The campus arts inventory will be administered at all AISD elementary and middle school campuses in the spring to gauge the implementation of arts-based instruction during in and out of school time. 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 surveys; parent surveys; and student academic, attendance, and discipline data.

DATA ANALYSES

Data analysis will include summaries of all Creative Learning Professional Development Workshop surveys across all AGC CLI program participants and for each individual campus. ICM rubrics results will be examined to determine the level of arts richness in schools. CBAM data will be analyzed to measure changes in implementation of arts-based instruction over time across all program participants, in addition, summary report will be provided to coaches for each campus and individual for the purpose of program development and implementation. Campus arts inventory data will be summarized by campus. Students' outcome data will be examined in relation to program participation and implementation. Appropriate statistical designs and tests (e.g., including hierarchical linear modeling, regression, *t* test, chi-

square, etc.) will be employed to discern meaningful patterns of implementation, relationships between inputs and outcomes, and changes over time.

TIME LINE

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

August 2013:

- DRE staff will work with leadership team and committees to finalize program logic model and annual work plan.
- DRE staff will create a one-page logic model for website and distribution.
- DRE staff will develop creative learning professional development August 2013 workshop survey.

September 2013:

- DRE staff will administer creative learning initiative August 2013 professional development workshop survey.
- DRE Staff will develop CBAM questionnaire.
- DRE Staff will develop ICM rubrics.

October 2013:

- DRE staff will analyze results from creative learning initiative August 2013 professional development workshop survey.
- DRE Staff will draft the summary report for the August 2013 professional development workshop survey results and present it to the leadership team.
- Staff will design creative learning initiative November 2013 professional development survey.

November 2013:

- DRE staff will administer Creative Learning Initiative November 2013 professional development survey.
- DRE staff will finalize and publish the summary report of the creative learning initiative August 2013 professional development workshop.
- DRE staff will develop Any Given Child Creative Learning Initiative related questions to be incorporated into the AISD parent survey.

December 2013:

- DRE staff will analyze the Creative Learning Initiative November 2013 Professional Development survey.
- DRE staff will assist with developing criteria for House Bill 5 compliance related to fine arts.

January 2014:

- DRE staff will finish analysis of the Creative Learning Initiative November 2013 professional development survey.
- DRE staff will draft the summary report for the Creative Learning Initiative November 2013 professional development survey and present it to the leadership team.
- DRE staff will develop a coaching survey.
- DRE staff will administer the coaching survey.
- DRE staff will finalize and publish the Creative Learning Initiative November 2013 professional development survey.
- DRE staff will work with the leadership team to finalize elementary and middle school arts inventories.
- DRE staff will conduct Concerns Based Adoption Model (CBAM) analysis.
- DRE staff will draft initiative-wide and vertical team level CBAM report.
- DRE staff will draft campus level CBAM report.

February 2014

- DRE staff will analyze coaching survey.
- DRE staff will draft coaching survey summary report.
- DRE staff will administer elementary and middle school arts inventories.
- DRE staff will work with the leadership team and committees to finalize innovation configuration matrix (ICM) rubrics.
- DRE staff will finalize and distribute initiative-wide and vertical team level report.
- DRE staff will finalize and distribute campus level CBAM reports.

March 2014:

- DRE staff will finalize and publish coaching survey summary report.
- DRE staff will provide campus leadership and facilitators with ICM rubrics for campus data collection.
- DRE staff will analyze elementary and middle school arts inventories.
- DRE staff will draft elementary and middle school arts inventory summary report.

- DRE staff will work with AGC program staff to document and summarize evidence of inclusion of available neighborhood creative learning opportunities in communications (e.g. blogs, newsletters, meetings).

April 2014:

- DRE staff will finalize and publish elementary and middle school arts inventory summary report.
- DRE staff will create report template for the annual report.
- DRE staff will undertake preliminary analysis to examine the relationship between the creative learning initiative and teacher-, school-, and student-level outcomes (e.g., relationships between the level of participation in professional development activities, implementation of arts-based instruction, and student outcomes, such as attendance, achievement and behavior). These analyses will be included in the annual report.

May 2014:

- DRE staff will administer CBAM questionnaire (mid month).
- AGC CLI coaches will provide ICM data to DRE staff.
- DRE staff will analyze ICM data and draft summary report.

June 2014:

- DRE staff will summarize data for CBAM questionnaire from all teachers and principals to measure changes in implementation of arts-based instruction over time. Reports will be produced at the initiative level, campus level, and individual level.
- DRE staff will complete final analysis of AGC CLI implementation, participation, and CBAM data with associated outcomes (e.g., Employee Coordinated Survey data; campus climate survey; and student academic, attendance, and discipline data).
- DRE staff will meet with AGC CLI assessment committee and creative learning coaches to evaluate using the Pilot Teacher Appraisal system as an option for conducting classroom observations during the 2014-2015 school year (scheduled June 6, 2014).

July 2014:

- DRE staff will complete the final annual program evaluation report and present it to the leadership team for review.

August 2014:

- DRE staff will finalize and publish the final annual program evaluation report.

REQUIRED REPORTING

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

SPECIAL PROJECTS

Conduct data analysis and create a brief report regarding the high school outcomes of the 2006-2007 sixth grade cohort, by level of arts participation during middle school.

Austin Partners In Education (APIE), 2013–2014

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 AISD 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 2013–2014, 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 6th-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.

Evaluation Questions

The program evaluation will focus on these major questions:

1. What were the academic outcomes for APIE participants, and how did these compare with those for similar non-participants?

2. Were there changes in students' academic self-confidence as a result of their participation in APIE programs?

3. Did APIE participation improve student engagement?

4. Were teachers' instructional goals supported by APIE practices?

5. Did APIE participants (i.e., teachers, volunteers, and students) believe the program was 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 (e.g., 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 students' demographic data, course enrollment data, course grades, and testing information for program participants. Teachers, volunteers, 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 their input is received.

- July–August 2013: DRE staff will complete 2012–2013 data analyses (e.g., summaries of survey and assessment results, comparison group analysis, survey validation) and develop a narrative report.

- August–October2013: DRE and APIE staff will review the program logic model and adjust as needed for the 2013–2014 school year. APIE staff will identify students for participation in APIE's College Readiness program. DRE staff will help identify participating APIE classes and provide a demographic summary of APIE participants. APIE and DRE staff will administer a pre-survey to students. APIE and DRE staff will prepare and administer any surveys collaboratively.

- November–December 2013: DRE and APIE staff will compile a summary of pre-survey results.

- January–February 2014: DRE and APIE staff will work collaboratively to update participating APIE classrooms.

- May 2014: Collaboratively, DRE and APIE staff will administer year-end program surveys to students, teachers, and volunteers.

- May–July 2014: DRE staff will analyze program survey and student outcome data.

- June–August 2014: Staff will create a narrative report summarizing APIE program participation and student outcomes for the 2013–2014 school year and develop an evaluation plan for 2014–2015 APIE programs.

REQUIRED REPORTING AND DELIVERABLES

In the summer of 2014, 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, 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.

BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND DUAL LANGUAGE PROGRAMS, 2013–2014

Program Manager: Olivia Hernandez, M.Ed.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Natalia Ibanez, M.Ed.; Hui Zhao, Ph.D.

OVERVIEW

The Texas Education Code (Chapter 89.1265) requires school districts to evaluate bilingual education (BE), including dual language (DL) and English as a second language (ESL) programs to determine the impact on students' achievement and to report to the local school board annually. The director of BE and ESL 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 the BE (i.e., late exit BE or dual language) and ESL programs in AISD. Bilingual education (BE) is a program of instruction in the native language and English, offered in pre-kindergarten (pre-K) through 5th grade (or 6th grade on elementary campuses with a 6th grade) and provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level.

- Late-exit BE is a program of instruction in the native language (i.e., Spanish, Vietnamese, or Korean) and English, offered in pre-K through 6th grade. Literacy and core content skills initially are developed in the dominant language, although English is taught daily across the core content areas and the amount of English increases gradually across grade levels. Students are expected to achieve grade-level academic competency and English proficiency by the end of 5th or 6th grade.

- 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. In 2012–2013, DL was implemented in 64 AISD elementary schools at pre-K, kindergarten, 1st grade, 2nd grade, and 3rd grade, and at 4th grade for 11 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 is a program of specialized instruction in English, provided to elementary school students whose parents declined BE but approved ESL instruction, to elementary school

students for whom BE instruction in their native language is not available in the district, and to all secondary school ELLs. In the ESL program, students are immersed in an English learning environment; however, core content instruction is provided through the use of second-language methodologies, including content-based and pull-out sessions.

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 Title III, Part A planning amount for 2013–2014 is $2,414,581.

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).

PURPOSE OF EVALUATION

In response to Austin Independent School District's (AISD) initiative to adopt a Dual Language (DL) model (expected to be phased in at all elementary schools by 2015-2016 and in the planning stage at the middle school level), the program evaluation will focus primarily on the DL program. However, in 2013-2014 not all elementary schools will have DL at all grade levels, and secondary schools do not have a DL model yet, thus the program evaluation also will include a summary of ELLs' who are not in the DL program. Because 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, a summary of those efforts also will be examined.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions during the 2013–2014 school year:

1. Has the AISD dual language model been clearly articulated to campus staff? To what extent are campus staff in DL schools aware of how it should be implemented?

2. To what extent did DL administrators and teachers implement the DL model with fidelity? What were the challenges and successes reported by teachers and administrators during implementation?

3. How did a sample of DL students who have been in the DL program since its inception progress in English and Spanish academic performance, as measured by the Language Assessment Scales (LAS) Links reading and writing?

4. How did students in the 11 pilot DL schools perform on state academic assessments compared to students in the late exit BE and ESL programs?

5. How did late exit BE and ESL students compared with DL students perform on state assessments (STAAR, EOC, Tejas Lee, TELPAS)? 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?

6. How well did the New Bilingual Teacher Institute (NBTI) support bilingual teachers who were new to the district? What were new bilingual teachers' professional development opportunity and support needs throughout the school year?

7. How have DL models been implemented successfully in middle schools across the nation? Which models have proved to be most effective and what are the models' essential components?

8. To what degree were parents and community members aware of the services that AISD provides to ELLs? To what extent did they participate in professional development and district events?

9. What proportions 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?

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 program 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 funding information is available, DRE staff will summarize all program funding contributions for Title III, Part A as part of the required TEA compliance report. The evaluation of BE/ESL programs is supported with local funds from the Department of English Language Learners.

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 new Human Capital Platform system. Gómez and Gómez ratings of campus DL program fidelity will be obtained from program staff. Surveys and focus groups with teachers and administrators also will contribute to the measurement of program fidelity, and will be collected by DRE staff. Program descriptions and financial expenditures will be gathered from program staff and summarized for local and state reporting.

DATA ANALYSES

Descriptive statistics will be used to summarize the characteristics of students participating in AISD's BE/ESL programs. Summary statistics will be used to document the annual academic achievement of AISD ELLs and to document their progress in becoming proficient in English. Multivariate analyses will be used, as appropriate, to examine ELLs' academic outcomes with respect to student characteristics and controlling for campus effects. Data concerning the participation of BE/ESL teachers in professional development opportunities will be summarized. Staff surveys and focus groups will be conducted, and qualitative analyses of those data also will be performed.

TIME LINE

- July–August 2013: DRE staff will work with program staff to complete and submit the TEA NCLB Title III, Part A compliance report for 2012–2013. DRE staff will work with program staff to develop and administer a staff survey to teachers attending NBTI in August 2013.
- August–September 2013: DRE staff will summarize the 2012–2013 ELLs' district-level demographic and academic performance data and provide report briefs to program staff. DRE staff will summarize NBTI survey results and provide a report to program staff.
- October–December 2013: DRE and ELL department staff will create a logic model of the DL program at the elementary school level. DRE and ELL department staff will collaborate to create a rubric, based on DL middle school best practices, to help administrative staff during their school visits. DRE and ELL department staff will collaborate to determine possible measures of parent involvement and services provided to parents of ELLs. In December, the

Gómez and Gómez ratings will be entered and data will be analyzed. A summary report will be available in January.

- February–April 2014: A follow-up survey will be sent to the new bilingual teachers to assess their opinions on the impact of the NBTI they attended in August, as well as to ask them about their current professional development activity, resource, and support needs. Results of the teacher survey will be summarized for program staff so they can plan for future teacher support activities. DRE staff will conduct surveys and focus groups of a sample of DL campus administrators and teachers regarding DL program implementation.

- May–July 2014: DRE staff will write a report brief summarizing DL staff survey and focus group results about DL program implementation. DRE staff will gather data to be submitted as part of TEA's annual NCLB Consolidated Compliance Report for Title III, Part A in August 2014.

- August–October 2014: DRE staff will produce research briefs, which will include analyses of BE/ESL students served and student performance results. More specifically, DRE staff will write research briefs about ELL students' performance on LAS Links, TELPAS, TPRI and Tejas LEE, STAAR, and TAKS.

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 2014 submission deadline. DRE staff will write several research brief reports to comply with the annual state BE/ESL program reporting requirements in Summer 2014.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

All ad hoc requests and special projects will be reviewed and subject to approval by the DRE director. The following are possible special projects requested by the ELL department director:

- August–September 2013: DRE staff will assist the director of the ELL department with reviewing department goals, objectives, and targets set for their program improvement plan.

- October 2013: DRE staff will determine the elementary BE/ESL program status of 8th-grade ELLs who failed STAAR math and reading in 2012–2013.

- October–December 2013: BE/ESL program staff will work with DRE staff to develop GIS data maps of AISD DL campuses for each middle school zone, using STAAR reading results, as well as other BE-related data maps. DRE staff will work to develop a web based dashboard reporting tool to display student data.

- November–December 2013: DRE staff will supervise data entry of Gómez and Gómez observational data ratings. A summary of year-to-year campus ratings will be completed.

- January–May 2014: Depending on available resources, DRE staff, with the help of BE/ESL staff, will investigate the following question: How did ELL students who were new to U.S. schools and participating in the district's International High School perform academically when transitioning to regular high schools?

- May 2014: DRE staff will assist the director of the BE/ESL department with a review of progress on 2013-2014 goals, objectives, and targets in the department's program improvement plan.

BUILDING A TEACHING EFFECTIVENESS NETWORK (BTEN)

Program Manager: Laura Baker

Evaluation Supervisor: Karen Cornetto, Ph.D.

PROGRAM DESCRIPTION

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 for the Advancement of Teaching, 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 teacher learning. BTEN is supported by The Bill and Melinda Gates Foundation. As a BTEN district partner, AISD is charged with testing and reporting on new methods of system improvement in the support and development of beginning teachers. In 2013–2014, all 12 schools in the Akins vertical team will participate in the BTEN initiative. The BTEN initiative directly support the strategic plan's Strategy 3 (i.e., "ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators, and support staff").

PURPOSE OF EVALUATION

DRE staff will support the BTEN work by providing data support and consultation to local program facilitators in the Office of Educator Quality and by facilitating data sharing with the Carnegie Foundation. DRE staff also will provide consultation at quarterly network meetings and participate in BTEN coaching calls, as needed. DRE staff will provide a summary report of the 2013–2014 BTEN work.

EVALUATION QUESTIONS

Evaluation questions include but are not limited to the following:

1. To what extent, and in what ways, did the new teacher feedback support system implemented through BTEN have an impact on campus processes?
2. To what extent, and in what ways, did the new teacher feedback support system implemented through BTEN have an impact on new teacher development?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- To collect and analyze data from all stakeholders, including program participants and program staff, to help program staff determine whether the program is accomplishing its objectives
- To provide ongoing formative feedback for program staff and stakeholders
- To support the partnership between AISD and BTEN

FISCAL CONSIDERATIONS

Evaluation results may be used to garner additional grant funding to support future program expansion.

SCOPE AND METHOD

DATA COLLECTION

Data about the perceptions of the impact of the program on staff and student performance will be collected from participants throughout the school year in the form of surveys and focus groups. District human resources data; survey data (e.g., TELL AISD Survey results, program specific questions on the Employee Coordinated Survey); and student performance data will be used to evaluate the relationships among program elements and activities where possible.

DATA ANALYSES

Appropriate statistical analyses will be performed to examine the possible relationships between and among factors outlined in the research questions.

TIME LINE

- August 2013: DRE staff will work with program facilitators to plan and conduct kickoff meetings for new and returning principals; staff will work with the Carnegie Foundation to fulfill requests for data and to finalize data collection tools.
- September 2013: DRE staff will work with program facilitators and principals to examine and use on-track survey data and process data.
- October 2013: DRE staff will work with program facilitators and principals to monitor and use on-track survey data and process data.
- November 2013: DRE staff will work with program facilitators and principals to monitor and use on-track survey data and process data; staff will participate in BTEN quarterly meeting in Austin November 21st and 22nd; staff will work with Carnegie staff on the program impact report
- December 2013: DRE staff will work with program facilitators and principals to monitor and use on-track survey data and process data; staff continue to work with Carnegie staff on the program impact report

- January 2014: Staff will work with program facilitators and principals to monitor and use on-track survey data and process data; staff will continue to work with Carnegie staff on the program impact report

- February 2014: Staff will work with program facilitators and principals to monitor and use on-track survey data and process data; staff will participate in BTEN quarterly meeting February 20th and 21st.

- March 2014: Staff will work with program facilitators and principals to monitor and use on-track survey data and process data; staff will work with Carnegie staff on the program impact report

- April 2014: Staff will conduct the Employee Coordinated Survey, including targeted items for beginning teachers and principals about BTEN. Staff will work with program facilitators and principals to monitor and use on-track survey data and process data; staff will work on the program impact report

- May 2014: Staff will analyze results of the Employee Coordinated Survey and the TELL AISD survey for principals and beginning teachers. Staff will work with program facilitators and principals to monitor and use on-track survey data and process data; staff will continue work on the program impact report

- June 2014: The BTEN summative impact report will be available for review by June 1 and published by June 15.

PROGRAM SUPPORT

DRE staff will provide ongoing support to program staff through timely responses to requests for program data, analyses, and consultation, as well as provide support to principals in their BTEN work. In addition, ongoing support will be provided for assistance with data collection methodology, survey/data collection instrument development, and data interpretation.

SPECIAL PROJECTS

No special projects are planned at this time.

CAREER AND TECHNICAL EDUCATION PROGRAMS, 2013–2014

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 2013–2014, 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 internship opportunities;
- demonstrate and understand the skills and knowledge to successfully enroll in postsecondary education; and
- demonstrate and understand the skills and knowledge required to transition into the workforce and to be successful in a variety of jobs and careers.

PURPOSE OF THE EVALUATION

It is expected that CTE programs will provide opportunities for students to acquire the 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. Was CTE participation a determinant of postsecondary enrollment?
2. How did the postsecondary employment and education outcomes of CTE graduates from different career clusters compare?

3. How did the college majors of CTE graduates relate to the students' career clusters while in high school?

4. One year after high school graduation, how did the median earnings of CTE sequence takers and certificate holders differ from those of non-CTE sequence takers and non-certificate holders?

5. Did students who participated in Gateway, the pre-engineering program in middle school, enroll in Project Lead the Way, the pre-engineering program in high school?

6. 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

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

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide students' CTE status, demographic, course enrollment, course grade, and testing data for program participants. District surveys, such as the AISD High School Exit Survey, will provide information to assess students' college and career preparation and expectations for postsecondary education, as well as administrators' 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 2013: DRE staff will clean and analyze data from the NCS and prepare a summary of High School Exit Survey questions relevant to CTE. DRE staff will explore the most efficient way to develop indicators for CTE programs of study and program completion and will prepare and submit a data request to the TWC.

- July—October 2013: DRE staff will conduct analyses and produce a report on student outcomes, including postsecondary employment, education, and median earnings of CTE graduates and certificate holders; college readiness and cost effectiveness; and the movement of students from the pre-engineering program in middle school to a similar program in high school.

- August 2013: DRE staff will create and submit to CTE program staff a summary of district- and campus-level student outcomes for the 2012–2013 school year for strategic plan reporting and the completion of the Title I, Part C Carl D. Perkins Grant. DRE staff will assist with the evaluation of the professional development event that month.

- September 2013: DRE staff will report on CTE course enrollment for each campus prior to the PEIMS October snapshot and prepare for the program evaluation site visit in November.

- October—November 2013: DRE staff will conduct analyses of postsecondary school outcomes of participants in specific CTE programs. DRE staff will prepare for and conduct a program evaluation site visit.

- December 2013: DRE staff will administer a survey to site visit participants and report on the results of both the site visit and the reviewer survey.

- January–February 2014: DRE staff will prepare and conduct a brief teacher survey and prepare for the spring program evaluation site visit.

- March 2014: DRE staff will analyze responses to the teacher survey and produce a report. DRE staff will assist in the program evaluation site visit and prepare questions for the Employee Coordinated Survey.

- April 2014: DRE staff will administer a survey to site visit participants and report on the results of both the site visit and the reviewer survey.

- May 2014: DRE staff will collect and summarize student certification results.

- June 2014: DRE staff will prepare a summary of results from the Employee Coordinated Survey, prepare data to be submitted to the NCS, develop a preliminary report on student certifications, and summarize data on students eligible for articulated credit.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will assist CTE staff in completing and submitting reports required by the 2013–2014 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.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2013–2014

Supervisor: 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 coordinator of external research and evaluation, along with a processing fee. The coordinator reviews proposals to be sure they are complete. The coordinator then convenes a review committee, which scores 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 coordinator assists the researcher in selecting schools and contacting principals for approval to implement the project. Finally, results of the research are collected by the coordinator, who disseminates the results to individuals and campuses likely to benefit from knowledge of the research findings.

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

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

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
- Highlight any research projects that were particularly successful or beneficial to the district
- Note any persistent problems that may need to be addressed through modifications to the research application and review process
- Make recommendations about research priorities for the 2014–2015 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 coordinator will use these data to develop recommendations for the 2014–2015 school year.

TIME LINE

- January–May 2013: The coordinator will receive and process research applications for the fall semester of the 2013–2014 school year.
- August–October 2013: The coordinator will receive and process research applications for the spring semester of the 2013–2014 school year.
- June 2013–May 2014: The coordinator will provide ongoing support to external researchers, including processing data-sharing agreements and data requests, as needed.
- June–August 2014: The coordinator will analyze data from the external research database and complete the external research summary report for the 2013–2014 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of August 2014. The report will provide an overview of the number and type of research projects conducted during the 2013–2014 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 2014–2015 school year.

PROGRAM SUPPORT

In previous years, the coordinator(s) 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, 2013–2014

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

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

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 Student Substance Use and Safety Survey (SSUSS), AISD Parent Survey, AISD Campus Staff TELL AISD Working Conditions 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 district's treatment of staff and of stakeholders; the Whole Child, Every Child initiative; and the district's improvement plan. In addition, district-wide survey data are used for a variety of program evaluations in AISD and 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). Results from the SSUSS provide self-report data about students' knowledge, attitudes, and behavior related to substance use and abuse, and about students' aggression and violence on campuses. SSUSS results are used to inform and assist with district- 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. Did school climate improve over time?
2. Which climate factors were most related to student achievement and teacher retention?
3. How did exiting seniors rate and describe their high school experiences, and to what extent were their responses related to postsecondary enrollment and persistence?

4. To what extent did schools support parental involvement?

5. 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
- 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-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 via an online survey. Paper surveys will be available for some classified staff (e.g., custodial staff). Principal-appointed campus contact persons will coordinate the online survey, to be taken during a staff meeting, and will administer the paper survey, as needed, to classified employees. Surveys remain completely confidential, with only campus name and major job classification as identifying information used for reporting. 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. A paper survey will be administered to staff without access to computers.

The Parent Survey will be administered in English, Spanish, and Vietnamese during the spring. Both paper and online versions of the survey will be made available. 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. School administrators will be encouraged to use the online version of the student climate survey.

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

The 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 will be 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 or 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 or program manager.

TIME LINE

- August 2013: DRE staff will distribute campus survey contact requests to principals.
- October 2013: DRE staff will revise TELL AISD and Central Office Work Environment Survey items and identify any items in need of alteration, and then will submit all suggested changes to the chief performance officer for approval.
- October—December 2013: DRE staff will determine the AISD Parent Survey items and time line, and will finalize and translate the AISD Parent Survey by December. DRE will submit an

order for preparation and delivery of scannable Parent Survey forms. 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.

- November 2013: DRE staff will translate any revisions to the TELL AISD Survey and Central Office Work Environment Survey, and will prepare paper forms and modify the online surveys, as necessary.

- December 2013: DRE staff will prepare and distribute contact packets and paper TELL AISD Surveys to campus contacts for distribution in January.

- January 2014: DRE staff will email the online TELL AISD Survey to staff and will email 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 mail parent notification letters. Campus staff will receive notification about the Parent Surveys.

- February 2014: 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, distribute SSUSS and contact packets to campuses for March administration. 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, and web links to the Parent Surveys will posted on the AISD website.

- March 2014: DRE staff will analyze data for the TELL AISD Survey and Central Office Work Environment Survey, administer the Student Climate Survey at all campuses and the SSUSS at middle and high school campuses. Campuses will return the Parent Surveys to DRE.

- April 2014: DRE staff will begin 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 email and distribute campus and district TELL AISD and Central Office Work Environment Survey reports. Final collection of Parent Surveys will be completed.

- May 2014: 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, send reminder emails about the Employee Coordinated Survey to non-respondents, and scan the SSUSS. Parent Survey results will be summarized and campus reports will be prepared.

- June–August 2014: DRE staff will prepare and distribute the AISD High School Exit Survey reports, 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. Survey data will be provided for the following required monitoring reports: *Strategic Plan Scorecard*; *Annual Report to the Public*; *Whole Child, Every Child*; and the superintendent's evaluation. All district and campus survey reports will be posted on AISD's external website. Survey data also will be used for the evaluation of multiple district- and campus-level programs.

SPECIAL PROJECTS

DRE staff will assist with the administration and reporting of the bi-annual Cultural Proficiency Inclusiveness Survey of staff.

FEDERAL FAFSA PILOT PROGRAM, 2013–2014

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Micki Neal, Ph.D. and Laura Stelling, MPAff

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 2013–2014 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

- September 2013: DRE staff will obtain final FAFSA completion data for the Class of 2013, summarize results, and generate a summary report.
- January–June 2014: 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, 2013–2014

Program Director: Raul Alvarez

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Stelling, M.P.Aff., 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. 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 third year of this initiative in 2013–2014.

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 2nd-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 2nd-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.

For the evaluation of progress made by 2nd-grade reading students, the Developmental Reading Assessment (DRA), a standardized reading test, will be used to determine whether students are reading on, above, or below grade level throughout the school year. The DRA evaluates the major aspects of reading that are critical to independence as a reader: reading accuracy, fluency, and comprehension.

For the evaluation of progress made by 6th- and 9th-grade math students, the STAAR will be used to monitor the progress of 6th-grade students, and the STAAR Algebra I EOC exam will be used to monitor the progress of 9th-grade students. The test results will be analyzed to describe changes in math proficiency from one academic school year to the next and compare HDT participants' passing rates with the rates of a matched comparison group.

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 2013: DRE staff will summarize results of DRA beginning-of-year (BOY) assessments and work with program staff to set performance targets based on BOY data.

- January 2014: DRE staff will summarize results of DRA middle-of-year (MOY) assessments and report results to program staff.

- May 2014: DRE staff will administer student, tutor, and teacher surveys and summarize results.

- May—June 2014: DRE staff will summarize results of DRA end-of year (EOY) assessments and report results to program staff. DRE staff will create and submit to program staff a comprehensive evaluation report summarizing student outcomes for the 2013–2014 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 OFFICE SUPPORT, 2013–2014

Project Director: Edmund Oropez

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Micki Neal, 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 the district's progress toward helping all students advance to postsecondary educational institutions, AISD's DRE staff will provide support for staff in the Office of High schools and for high school principals.

PURPOSE OF EVALUATION SUPPORT

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Improve high school students' preparation for college, career, and life
- Improve the district's postsecondary enrollment rates

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

DRE staff will collect a variety of data, summarize student outcomes annually, and report on trends across time. Data include FAFSA completion data, SAT and ACT assessment data, Senior High School Exit Survey data, and postsecondary enrollment data. Detailed descriptions of the related data collection, analysis, and reporting activities for these data sources may be found in other sections within this evaluation plan.

PROGRAM SUPPORT

DRE staff may assist in the production of campus-level data summaries for all indicators on the district's strategic plan and principals' evaluations. DRE staff may also assist in providing campus-level data summaries for the Newsweek Best High Schools Survey, which is conducted annually. This process would ensure the consistency of reporting across all schools and reduce the burden on campus staff to produce these data summaries.

DRE staff may attend AISD principals' meetings, as necessary, to present interactive data-use sessions for principals from all high school campuses throughout the 2013–2014 school year. Key data sources may include results from relevant DRE research and evaluation reports (e.g., High Dosage Tutoring and CTE); the Determinants of Postsecondary Enrollment and Persistence 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 presentations will give principals an opportunity to begin creating collaborative strategies. In the sessions, principals may discuss trends common across data sources, identify successes and challenges, and share resources to address students' needs. Principals will be expected to use this information about college and career preparation to inform their campus practices.

DRE staff will assist in the facilitation of the chamber-sponsored Counselor's Portal. DRE staff will monitor system uploads and downloads (e.g., student demographic, FAFSA, and Apply Texas data); conduct data validation activities; provide support for district users; and serve as a development advisor to Austin Chamber of Commerce staff and the contracted vendor.

In support of AISD high schools, DRE staff will support the district's partnership with the Austin Chamber of Commerce. DRE staff will continue to participate in the College Readiness and Enrollment Support Taskforce (CREST), which is facilitated by the Austin Chamber of Commerce. This taskforce meets monthly to identify effective college preparation practices and to collaborate on area-wide college preparation efforts with other school districts, higher education institutions, and community partners to ensure the future economic success of the region.

DRE staff will facilitate data sharing processes and other collaborative efforts with the University of Texas Ray Marshall Center (RMC), a CREST member and contracted by the Austin Chamber of Commerce to conduct the Central Texas Student Futures Project. The project documents and analyzes the progress of Central Texas high school students as they move on to colleges and careers. It relies on a combination of student surveys and linked administrative records to improve feedback and policy and program alignment for Central Texas school districts as they prepare students for the demands of adulthood and success in the workplace.

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

TIME LINE

Most support activities are ongoing throughout the year. From August through October, DRE and high school staff will determine data support needs, data availability, and reporting time lines.

SPECIAL PROJECTS

No special projects are planned at this time. Ad hoc requests and special projects may be considered and approved through the ad hoc request process.

NAEP TUDA Reporting, 2013–2014

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 2013–2014, 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 2013: DRE staff will examine sample data for NAEP, as needed.

- Spring 2014: 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 2013–2014. 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, 2013–2014

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Micki Neal, 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 2013: Staff will publish the summary report of postsecondary outcomes for the Class of 2012. Staff also will conduct analyses pertaining to determinants of postsecondary enrollment and generate a corresponding district narrative report.
- Fall 2013: Staff will obtain graduates' employment history from the TWC.
- April 2014: 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 2014: Staff will generate a district narrative report to describe the postsecondary enrollment and employment rates for the Class of 2012.

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, 2013–2014

Program Manager: Jacquie Porter

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Natalia Ibanez, M. Ed.; Christian Bell, Ph.D.

PROGRAM DESCRIPTION

The state and district goal of the AISD 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 2013–2014, 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. Eligible students will be served in 68 AISD elementary schools, Lucy Read Prekindergarten Demonstration School, Anita Uphaus Early Childhood Center, Dobie Prekindergarten Center, and Webb Primary Center. Lucy Read, which opened in 2006–2007, serves pre-K students in the attendance zones for Cook, McBee, and Wooldridge Elementary Schools to ease overcrowding in those schools. Uphaus Early Childhood Center, which opened in 2012–2013 in South Austin, serves 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, the Dobie and Webb centers also opened in 2012–2013.

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 the academic performance of pre-K students compare across vertical teams?
3. How did students in classrooms serviced by Child, Inc. perform on the PPVT-IV?

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 2013 and Spring 2014 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 the pre-K program. 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.

TIME LINE

- August–November 2013: 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 by November. A district summary report also will be produced for publication.

- March–May 2014: Staff will administer the PPVT-IV and TVIP posttests to students who were tested in the fall.

- May 2014: 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 2014: Staff will summarize academic outcomes for pre-K students who were tested and write a report for publication.

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 early childhood program director, teachers, and administrators will receive formative and summative reports 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 evaluators will process ad hoc data requests received from the director of early childhood programs, as needed and approved by the director of research and evaluation.

SPECIAL PROJECTS

No special projects are planned at this time.

SOCIAL AND EMOTIONAL LEARNING, 2013–2014

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; the Eastside Memorial, McCallum, and Travis vertical teams joined in 2012–2013; and in 2013–2014, the Akins vertical team and some elementary schools in the LBJ vertical team will come on board. 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 used 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. Across all levels, the AISD Athletics Department is implementing a character education program in collaboration with SEL. In addition, SEL coaches are working with the curriculum development team during the 2013 summer to integrate SEL lessons and key concepts across all academic subjects for the upcoming school year.

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, which is funded by NOVO and being conducted by the American Institutes for Research (AIR).

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

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

6. Were classroom teachers implementing SEL lessons with fidelity? Where they were not, what were the challenges? Where they were, what were the best practices?

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

8. What were the relationships 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 activities 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 DRE is funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding coaching and professional development activities 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 the district's 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 2013: DRE staff will administer teacher surveys regarding Second Step Unit 1 implementation.

- November 2013: DRE staff will provide AIR researchers with a longitudinal student data set from 2008–2009 through 2012–2013.

- November 2013: DRE staff will administer teacher surveys regarding Second Step Unit 2 implementation.

- January 2014: DRE staff will 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 the remaining EOC and STAAR data sets and standards.

- February and March 2014: DRE staff will administer teacher surveys regarding Second Step Unit 3 implementation.

- April 2014: DRE staff will administer teacher surveys regarding Second Step Unit 4 implementation.

- May 2014: DRE staff will administer teacher surveys regarding Second Step Unit 5 implementation.

- July 2014: DRE staff will provide the program manager with summative outcome data for SEL campuses (e.g., discipline, attendance, and school climate data) from the Student Climate Survey and Senior Exit Survey.

REQUIRED REPORTING

In addition to assisting the program manager with data needed for Key Performance Indicator (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

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

STATE COMPENSATORY EDUCATION AND HIGH SCHOOL ACCELERATED INSTRUCTION, 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. Districts must use appropriated SCE funds to support mandated Accelerated Instruction (AI) for high school students who have failed to perform satisfactorily on required end-of-course Algebra I, biology, English I and II, or U.S. History exams. Districts must evaluate the effectiveness of the AI programs and evaluate the effectiveness of SCE programs toward the accomplishment of its goals.

SCE is a supplemental program with two aims: (a) to reduce the dropout rate and (b) to improve the academic performance of students identified as being at risk of dropping out of school (Subchapter B, Chapter 39 of the Texas Education Code, 1995, amended in 2007). SCE funds supplement a broad range of programs in AISD, previously 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 have included 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 have been used to target services to students during the vulnerable period of transition into secondary school (i.e., secondary transition funds and 9th-grade initiatives) and students at immediate risk of dropping out of school (e.g., child care program, Truancy Master). Additionally, learning support services (e.g., elementary counselors, school-to-community liaison services, and homebound pregnancy-related services) have been supplemented by SCE.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

1. What services and programs were provided to students at risk of dropping out of school?

2.   What services and programs were provided to students who failed to perform satisfactorily on end-of-course exams?

3.   Did the disparity between students at risk of dropping out of school and other students in the district decrease in terms of dropout rates and academic achievement?

4.   Did the performance of students who previously failed end-of-course exams improve on subsequent exams?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- List each of the programs funded by SCE, including AI programs
- Describe the effectiveness of the SCE program as a whole, based on state-mandated performance indicators
- Describe the effectiveness of the AI program, based on end-of-course exam performance of targeted students
- Facilitate decision making about SCE and AI 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, including AI, 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, end-of-course exam performance, and at-risk status will be gathered from AISD administrative records. Graduation, dropout, and school continuation rates will be computed from longitudinal completion cohort final student status rosters. These records will be used to evaluate program effectiveness, based on the state-mandated performance indicators. Additional program and student information to describe the student populations served will be collected from AISD administrative records and program facilitators.

DATA ANALYSES

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

TIME LINE

- September 2013: Staff will obtain a list of programs to be funded by SCE.
- June–August 2014: Staff will analyze STAAR results.
- September 2014: Staff will analyze dropout data and write a narrative report.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE SAT AND ACT TEST RESULTS, 2013–2014

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

Evaluation objectives include the following:

- 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 2013: 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 Campus Improvement Plans (CIPs) and the evaluation of multiple district- and campus-level programs. District and campus summary reports will be provided on DRE's external website.

SPECIAL PROJECTS

No special projects are planned at this time.

STUDENT RESPONSE SURVEY, 2013–2014

Program Managers: Kimiko Cartwright

Supervisors: Karen Cornetto, Ph.D., Lisa Schmitt, Ph.D.

Evaluators: Raymond Gross M.Ed.

PROGRAM DESCRIPTION

Between the spring of 2011 and 2012, DRE staff and staff from the Office of Educator Quality developed and pilot tested the Student Response Survey to obtain students' perspectives about their classroom environments and their teachers' instructional practices. The instrument was designed to measure 10 instructional domains aligned with the competencies of effective teaching, as identified by the AISD Pilot Teacher Appraisal System working group (comprising teachers, principals, an associate superintendent, chief officers, and others). In 2012–2013, the Student Response Survey was incorporated into the new appraisal system to complement peer observations, administrator observations, and student growth measures (SLOs, EVAAS) at six elementary (Brown, Harris, Norman, Rodriguez, Sims, Sunset Valley) and six secondary (Akins High School, Lanier High School, Martin Middle School, Reagan High School, Travis High School) pilot-appraisal schools.[1] The Student Response Survey is scheduled to be administered at the same 12 schools during the 2013–2014 school year, with teachers' Student Response Survey scores comprising 10% of their overall appraisal.

PURPOSE OF EVALUATION

The evaluation has the following purposes:

- Assist the Office of Educator Quality with continued development of the Student Response Survey instruments
- Coordinate and oversee administration of the Student Response Survey at the 12 AISD pilot appraisal schools
- Determine the association between the Student Response Survey and other measures included in the new appraisal system (e.g., peer observation, administrative observation, EVAAS)
- Develop teacher and campus reports to serve as formative feedback for teachers and campus administrators

EVALUATION QUESTIONS

Evaluation questions include but are not limited to the following:

---

[1] Pre-k and kindergarten student survey responses were not included in the 2012–2013 appraisal.

1. Did the Student Response Survey instruments provide a reliable and valid measure of AISD's competencies of effective teaching?

2. How did the results of the Student Response Survey relate to other measures included in the teacher appraisal system (e.g., peer observations, administrator observations, EVAAS)?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

*   Provide data to support decision making about the feasibility and appropriateness of including pre-K, kindergarten, and special education resource students in the 2013-2014 Student Response Survey.

*   Ensure comprehensive and accurate selection of students to participate in the 2013-2014 Student Response Survey and random sampling of teachers/courses to be rated.

*   Develop survey administration procedures and ensure adequate staff training to minimize administration irregularities, administration time requirements, and burdens on campus resources.

*   Establish the reliability and validity of the Student Response Survey instruments.

FISCAL CONSIDERATIONS

DRE staff will compute the total dollar expenditures required to administer the 2013–2014 Student Response Survey and associated cost per teacher rated.

SCOPE AND METHOD

The 2013–2014 Student Response Surveys will be administered to students in grades 1 through 12 at each of the 12 pilot appraisal schools. First- and 2nd-grade students will respond to an 11-item online survey about their homeroom teacher. Students in grades 3 through 5 will respond to two 21-item online surveys; one survey for their homeroom teacher, and a second for a randomly selected special area teacher (art, music, physical education). Secondary level students will respond to three 21-item paper surveys (Scantron forms), comprising one survey for each of three randomly selected teachers/courses. Students will answer the survey in a whole group setting (by class). DRE staff will provide survey administration procedural guidelines for each of the different grade-level surveys to maintain consistency across administrations. Overall teachers' scores and mean responses for each survey item will be calculated for each teacher, along with aggregated means of teacher scores for each item at the campus level.

DATA COLLECTION

The Student Response Survey will be administered in January 2014. DRE staff will provide support to the principal-appointed campus contacts, who will coordinate and schedule survey administration dates and times for their respective campuses. Online survey administrations at the

elementary campuses will be administered by campus staff to students from each teacher's homeroom class in grades 1 through 5. Should the decision be made to include pre-K and kindergarten students, a contracted external service provider will conduct survey administrations online in individual and small group settings using tablet and/or laptop computers. All survey administrators also will complete a survey verification form that documents the process, including any irregularities that occur.

DATA ANALYSES

Descriptive statistics will be used to summarize students' responses and compute teachers' Student Response Survey scores, which will be included in teachers' year-end appraisals. Correlations and other appropriate analyses will be performed to examine the association between survey results and the other measures included in the appraisal system (e.g., peer observations, administrator observations, EVAAS).

TIME LINE

- August 2013: DRE staff will work with the Office of Educator Quality staff to refine the survey administration processes and survey items and make all corresponding changes to the survey and administration documents, as needed. DRE staff will continue analyses of pre-K and kindergarten instrument reliability and validity, and work with staff from the Office of Educator Quality to determine the feasibility and appropriateness of administering these instruments to special education resource students and pre-K and kindergarten students and/or including them in the 2013–2014 appraisal system.

- September 2013: DRE staff will work with campus contacts to verify the master schedule. DRE staff will collaborate with the Office of Educator Quality staff to begin developing and testing an online Student Response Survey, to be administered within the human capital management system (HCMS). DRE staff will establish communication with campus contacts and provide support for campus contacts, as needed.

- October 2013: DRE staff will work with the external service provider to arrange pre-K and kindergarten survey administration (if applicable). DRE staff will work with Scantron to finalize paper survey. DRE staff will extract data from AISD systems to identify class rosters for the period/class selected for survey administration at each secondary campus and work with campus contacts to verify student rosters and correct any identified errors in the data files.

- November 2013: DRE staff will finalize the survey panel for elementary online administration and upload the panel into the HCMS to test online survey functionality. DRE staff will provide an overview and training on survey administration procedures for campus contacts and staff, as needed.

- December 2013: DRE staff will arrange for the delivery and collection of surveys to secondary campuses. DRE staff will continue to provide overview and training on survey administration procedures for campus contacts and staff, as needed.

- January 2014: DRE staff will provide campuses with ongoing logistical and technical support during the administration process.

- February 2014: DRE staff will facilitate cleaning and scanning of printed surveys and extract online survey data from the HCMS.

- March 2014: DRE staff will clean and prepare data files for analysis/reporting and will analyze Student Response Survey data.

- April 2014: DRE staff will distribute teacher and campus reports to principals on or before April 30.

REQUIRED REPORTING

Teacher and campus reports will be developed and delivered to campus teachers and campus administrators on or before April 30, 2014.

PROGRAM SUPPORT

DRE staff will assist with the following program support activities:

- Continued development/refinement of survey instrumentation and administration procedures

- Survey construction and testing in the HCMS

- Administrative and technical support for campus staff

- Data extraction and student sampling

- Collaboration with external service providers, as needed

SPECIAL PROJECTS

No special projects are planned at this time.

TEXAS LITERACY INITIATIVE, 2013–2014

Program Manager: Amber Burks-Cole

Evaluation Supervisors: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, 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. These providers 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 kindergarten through grade 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 instructional decision making, and
- increase the implementation of effective literacy instruction through Literacy Lines.

The TEA grant in the amount of $5.9 million for the 2013–2014 year will focus on schools in the Literacy Lines for the Johnson (LBJ), Lanier, and Travis High Schools' vertical teams. The grant is split to fund 16% for ages 0 to 4; 42% for kindergarten through grade 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 reading assessments (i.e., PPVT/TVIP, CPALLS, TPRI/Tejas Lee, STAAR, and STAAR-EOC) in the Literacy Lines for TLI vertical team

schools compare with that of students in other vertical teams? What did students' academic performance look like when disaggregated by various student and school groups?

2. How did students' reading/writing assessments, reading and writing course passing rates, and 9th-grade reading course enrollment and performance compare across vertical teams for the beginning of year, middle of year, and end of year?

3. What was the rate of teachers' participation in professional development opportunities related to TLI? What were staffs' professional development and support needs?

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 as well as the on the CPALLS measure. To measure achievement gains for pre-K students, the PPVT-IV, TVIP, and CPALLS will be administered in Fall 2013 and Spring 2014 to a sample of students in pre-K classrooms in the vertical teams Literacy Lines, as well as to approximately 250 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. DRE staff will summarize selected data from district information systems, such as students' demographic characteristics and reading and writing performance data. Staff surveys will be administered to collect information on staffs' professional development and resource needs.

DATA ANALYSES

Periodic summative data analyses will be used to provide reports to TLI administrators. Student summary reports will contain data disaggregated by students' demographic groups as well as by vertical teams. When appropriate, campus-level reports will be provided for schools within the Literacy Lines. Campus staff survey data will be summarized and reported to grant staff.

TIME LINE

- July–November 2013: DRE staff will provide a baseline report on TLI schools' TAKS, STAAR, and EOC reading and writing performance; TPRI and Tejas LEE performance; and available staff survey results, as requested. DRE staff will work with TLI grant staff to produce a logic model for each TLI grade band to connect goals, resources, activities and measurable outcomes.

- October 2013–May 2014: DRE staff will provide beginning, middle, and end of year summary reports for schools in the TLI vertical teams on various student measures (e.g., reading/writing course passing rates, 9th-grade reading course enrollment, and standardized test scores) when available. Staff surveys will be administered and results will be summarized for grant staff. DRE staff will attend TLI meetings and work with TLI grant staff on a regular basis to plan, monitor and collect relevant grant activity information.

- May–June 2014: DRE 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 and team members will receive formative and summative data related to the TLI program. The TLI grant management team will receive guidance and support for data collection, analysis, and evaluation.

SPECIAL PROJECTS

No special projects are planned at this time. Ad hoc requests will have to be approved by the director of DRE.

TEXAS TITLE I PRIORITY SCHOOLS (TTIPS) GRANT, 2013–2014

Program Director: Mary Thomas, Ed.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Stelling, M.P.Aff., 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 local education agencies (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 2011–2012, Burnet and Martin Middle Schools and Lanier High School were awarded TTIPs grant funding for 3 years 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.

The district's HDT is major component of the TTIPS grant at Burnet and Martin Middle Schools and Lanier High School. A detailed evaluation plan for HDT can be found within this document.

PURPOSE OF EVALUATION

The program evaluation will be conducted to describe outcomes as the school improvement activities are implemented on each campus. The evaluation will provide information about the program's effectiveness in terms of helping decision makers facilitate decisions about program implementation and improvement.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

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

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

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

4. Did the schools implement structures and employ strategies to increase parental and community involvement and meet the school's articulated performance goals?

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

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

FISCAL CONSIDERATIONS

DRE staff will describe how 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 2013: DRE staff will work with program staff to set data collection and reporting time lines.

- January 2014: DRE staff will summarize results of BOY and MOY program outcomes and report formative results to program staff.

- 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, 2013–2014

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

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, 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 use a Title I, Part A grant planning amount of $25,803,342, plus some estimated roll-forward amount from the prior year (provided by TEA) to allocate Title I, Part A funds to 67 school-wide AISD schools and to a variety of district-wide support services. Prior to determining allocations for AISD schools, some Title I funds will be set aside for the following 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 nonprofit 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 $434,757, 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; staff professional development opportunity analysis, student climate and academic performance analysis and growth modeling; pre-K program, homeless student support; cultural proficiency and inclusiveness; 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 services from Title I, Part D funds enable their students to be successful academically, according to the grant statute, as defined by students successfully transitioning back to their regular school, accruing course credits, being promoted, and meeting graduation requirements?

5. What professional development opportunities were supported by Title I during the school year?

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 the percentage of Title I funds used to support schools directly. 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 the 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. Analysis by student groups (e.g., low income, ethnicity, special education, ELL) also will shed light on whether Title I funds are making a difference for these students' academic success. Qualitative data will supplement the quantitative data provided to district decision makers. Documentation and data to support parent involvement activities across the district will be gathered and summarized.

Time Line

- August–October 2013: DRE staff will provide draft evaluation forms to participating private nonprofit 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 when they become available. Staff will attend Title I meetings when they occur.
- January 2014: DRE staff will analyze and summarize PEIMS submission 1 data.
- February–May 2014: DRE staff will prepare, administer, and collect parent surveys, and then analyze and report results (see the district survey evaluation plan elsewhere in this document).
- April–July 2014: DRE staff will collect data from participating private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth. Staff will collect and summarize data about campuses' parent involvement activities from parent support specialists and the district's parent support office staff. DRE staff will conduct TAKS and STAAR 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 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). DRE staff will summarize all completed professional development opportunities.
- July–August 2014: 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 2014: DRE staff will assist in the submission of required compliance reports to TEA. DRE staff will prepare and submit all other reports for 2013–2014, and begin planning evaluation activities for 2014–2015.

REQUIRED REPORTING

Annually, evaluation staff assist 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 or 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 nonprofit 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, upon approval by the director of DRE. 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

DRE staff will provide evaluation support for the following professional development opportunities:

- Power of One Institute: Staff from Title I schools, private schools, facilities for neglected youth, and facilities for delinquent youth will assemble in the fall and spring to share best practices.

- Integrity Seminars: Staff from facilities for neglected youth and facilities for delinquent youth will continue to participate in training sessions, with a focus on supporting students.

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT FUND, 2013–2014

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

Evaluation Supervisor: 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 2013–2014 Title II, Part A planning amount allocation is $2.9 million, 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. District staff are focused on understanding the extent to which professional development offerings impact educators and students. In addition, a new professional development content module, *PD360*, will be implemented in 2013–2014. 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. How did teachers, principals, and assistant principals evaluate their experiences of professional development opportunities in AISD, including such issues as:[2]

   a. participants' reactions

   b. participants' learning

   c. organizational support and change

   d. participants' use of new knowledge and skills

   e. student learning outcomes

4. To what extent and in what ways did teachers, principals, and assistant principals use *PD360* to enhance professional learning?

Title II, Part A evaluation funding also will be used to support the administration of the TELL AISD Staff Working Conditions Survey and the Employee Coordinated Survey, the details of which can be found in the district-wide survey evaluation plan.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Work with district professional development staff to design, implement, and summarize the results of a series of professional development evaluation surveys to assess the impact of professional development activities on educators and students

- Work with district professional development staff to examine usage data for *PD360*

- Assist with a needs assessment for professional development activities that would inform the district's improvement plan and guide professional development activity planning, as specified in the Title II, Part A grant regulations (P.L. 107-110)

---

[2] See Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

- Gather information regarding Title II, Part A funded professional development activities tracked through the district's professional development activity data system, and documentation submitted by staff who participate in funded professional development activities
- Provide descriptions of program activities and expenditures, as required by TEA
- Provide data to facilitate decisions about how to improve the quality of professional development activities, particularly those activities funded by Title II, Part A.

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 not currently be designed for such a detailed analysis. The evaluation is grant funded.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will conduct the survey during the fall semester to be used for the needs assessment, as specified in P.L. 107-110. Teachers, principals, and assistant principals will be surveyed in the fall to assess their professional development opportunity needs in relationship to instructional practices and instructional leadership. 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 provide input for program improvement. DRE staff also will work with district staff and with the external HCMS developer (Truenorthlogic), as needed, to develop summary reports for the professional development impact surveys to help ensure that reports available in the HCMS can provide support for decision making and help guide program improvement.

Finally, 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 about 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 according to 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 needs assessment survey and to summarize the results of the professional development activities impact surveys. 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, HCMS records, and other district sources) will be summarized for the TEA compliance report.

TIME LINE

- July–August 2013: Staff will collaborate with the Department of State and Federal Accountability to prepare the form for professional development activity tracking to be provided to private nonprofit schools and facilities for neglected or delinquent youth. Staff will work with district professional development staff to develop survey items for post-activity evaluation and to build the surveys in the HCMS.

- September 2013: DRE staff will contact individuals whose salary is funded by Title II, Part A regarding tracking their provision of professional development support activities through the HCMS, and provide an alternative recording system for relevant data not captured in the HCMS.

- October 2013: DRE staff will work with district professional development staff to develop items for the fall needs assessment survey.

- November 2013: DRE staff will conduct the fall professional development needs assessment survey from November 1 through November 15.

- December 2013: DRE staff will prepare a summary report of the results of the fall professional development needs assessment survey. Results will be distributed to district staff by December 13.

- January–February 2014: DRE staff will work with the Department of State and Federal Accountability to update records of Title II, Part A expenditures in preparation for compliance reporting.

- March–April 2013: DRE staff will examine and summarize the results of the professional development impact surveys.

- May–July 2014: DRE staff will work with 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 collaborate with other district staff to prepare the TEA Title II, Part A compliance report.

- August 2014: 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 staff 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.

PROGRAM SUPPORT

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. Staff also will work with professional development staff to use results of the professional development activity impact survey and user data related to *PD360*.

SPECIAL PROJECTS

No special projects are planned at this time.