DEPARTMENT OF RESEARCH AND EVALUATION
PLAN OF WORK, 2020–2021

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

September 2020

ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

The Department of Research and Evaluation (DRE) was established in 1972 to support program decision making and strategic planning in the Austin Independent School District (AISD). The department is housed in the Office of Accountability and is charged with evaluating federal, state, and foundation grant-funded programs, as well as locally funded programs in AISD. DRE staff work with program staff throughout the district, carrying out formative and summative program evaluations, that report objectively about program implementation and outcomes, and serve to inform program staff, district leadership, and other stakeholders in the district. Many of the programs that are evaluated target underserved students specifically, and each of the evaluations investigate outcomes across groups of students to help insure equitable outcomes for all.

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

DRE staff have developed evaluation plans for the 2020–2021 school year that address current programmatic needs but include flexibility for adjusting plans and timelines as reprioritization of needs occurs over the course of this school year. As plans change, this document will be updated. DRE staff will continue to support outreach to families and staff by administering surveys and providing timely results that will assist with meeting changing needs.

While flexing and pivoting our work to support program managers' changing needs, DRE staff will continue to support positive outcomes for all AISD students by providing timely, user-friendly, relevant information that district staff and stakeholders at every level use to make critical programmatic decisions.
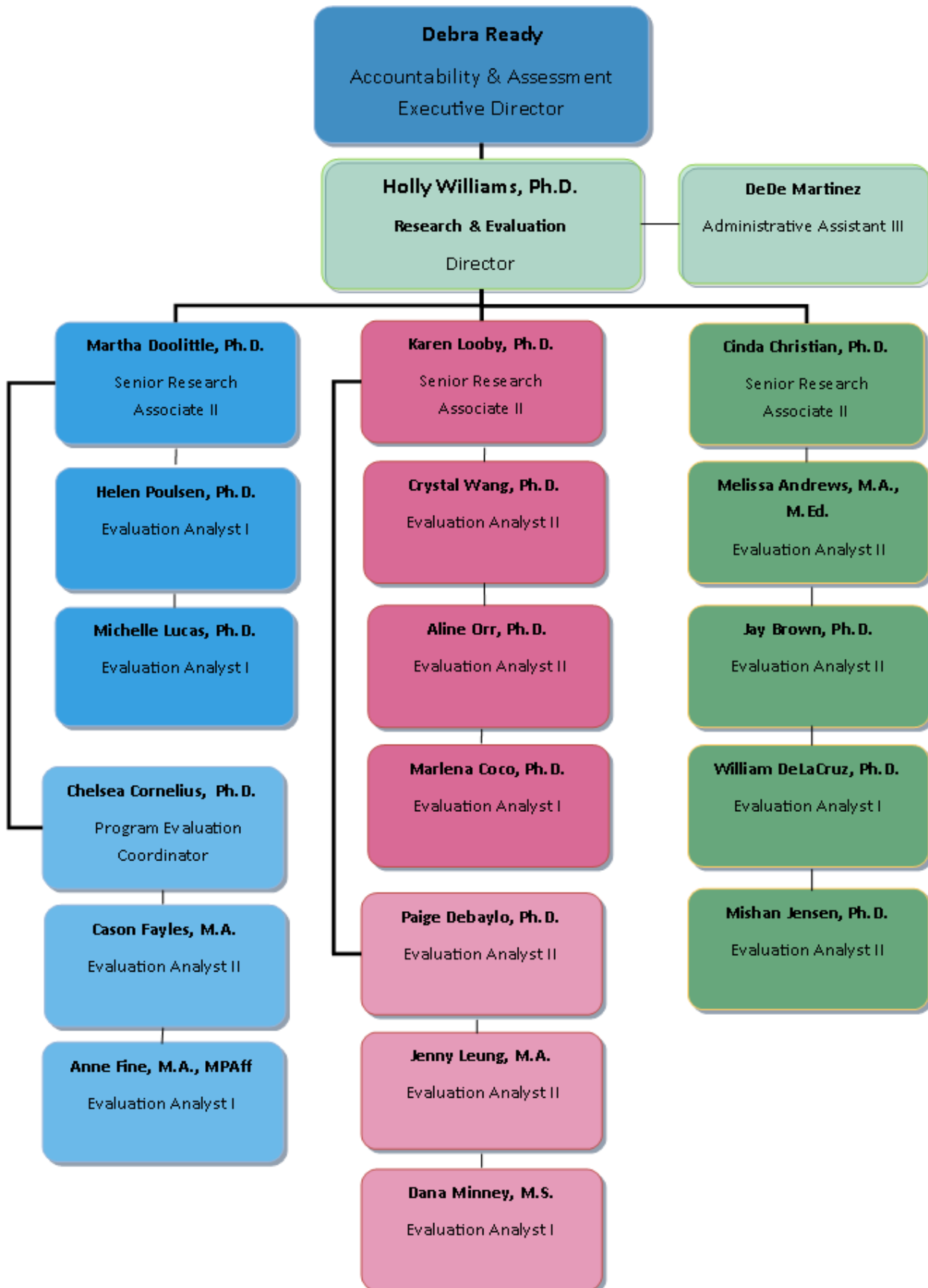
PREFACE

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

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

- 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
- a brief program description, which provides general information about the program and its goals and objectives, and other information pertinent to understanding its importance to the district (e.g., the strategic plan's key action steps supported by the program)
- a Purpose of Evaluation section, which includes the question(s) to be addressed by the evaluation, and the evaluation objectives
- a Fiscal Considerations section, which describes any cost-effectiveness or cost-benefit measures to be included in the evaluation
- 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
- a Required Reporting and Deliverables section, where relevant, which describes mandatory reporting requirements according to funding agencies and other entities
- a Program Support section, which describes ongoing support that will be provided to the program staff over the course of the year
- a Special Projects section, if a special project is planned

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

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AD HOC DRE REPORTS, 2020–2021

Evaluation Director: Holly Williams, PhD

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

Evaluation Staff: All DRE staff

PROGRAM DESCRIPTION

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

- conducting district-wide surveys of students, staff, teachers, and parent stakeholder groups
- creating interactive dashboard reports for district decision makers and the public
- 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 strategic plan
- collecting, analyzing, and reporting data necessary for grant applications
- collecting, summarizing, and reporting data necessary for grant compliance reports
- completing campus-, school-, and district-level fact sheets

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. What were the perceptions and plans of parents, staff, and students about reopening schools during the COVID-19 pandemic?
2. What were the characteristics of teachers who stayed in AISD, as compared with the characteristics of those who left?
3. What were the characteristics of AISD student dropouts, compared with the characteristics of their peers who did not drop out?
4. What best predicted students' attendance and mobility in AISD?
5. How were funds spent and who was served by federal Every Student Succeeds Act (ESSA) monies?
6. What were the outcomes of AISD summer school programs?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

DATA ANALYSES

Summary data will be prepared for use in district reports.

TIME LINE

- August–October 2020: DRE staff will communicate with staff from the Department of Campus and District Accountability to plan for selected data that will be provided by the end of the school year for monitoring the district's strategic plan scorecard.
- July 2020–August 2021: DRE staff will analyze and report results on selected strategic plan indicators and measurable outcomes, including progress monitoring. DRE staff will provide

ongoing support to campus and central office administrators for ad hoc requests and reports, as needed. DRE staff will assist OID staff with grant applications.

- March–June 2021: DRE staff will collect, summarize, and report on Coordinated School Health Program data.
- June–August 2021: DRE staff will provide selected data for the district scorecard and campus and district improvement plans to staff in the Department of Campus and District Accountability. DRE staff will assist staff in the Department of State and Federal Accountability with gathering data for completion of the ESSA compliance reports due to the Texas Education Agency (TEA).

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

AFTERSCHOOL CENTERS ON EDUCATION (ACE) PROGRAMS, 2020–2021

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

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: Melissa Andrews, MA, MEd; William dela Cruz, PhD

PROGRAM DESCRIPTION

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

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

AFTERSCHOOL CENTERS ON EDUCATION

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

grants, totaling $3,300,000 for the 2020–2021 academic year and serving 20 schools. BGCAA has been awarded a 21st CCLC grant in the amount of $1,492,000 and serves nine schools, and Foundation Communities has been awarded a grant in the amount of $284,465 to serve three schools. The opportunity to participate is open to all students at these campuses, and approximately 5,000 students are expected to participate, based on previous rates.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

When available and appropriate, student outcome data (e.g., school-day attendance, academic achievement, and behavior) will be examined in relation to cost-effectiveness. One full-time equivalent (FTE) and one half-time (0.50 FTE) research analyst are funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- August 2020: DRE staff will work with program leaders to support the needs assessment with survey and outcome data from prior years. DRE staff will assist program staff in creating online registration forms, as needed. The online reporting and monitoring systems for program quality observations will be updated for the 2020–2021 school year, to include virtual program quality assessment.

- September 2020: DRE staff will provide training at workshops for site coordinators on conducting site needs assessments, including use of the interactive student outcomes dashboard and Electronic Child Study Team (eCST) data. DRE staff will assist program staff in creating logic models, as needed. DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2020–2021 school year.

- October 2020: DRE staff will revise and finalize the student and parent surveys. DRE staff will assist program staff to record parent consent forms.

- November 2020: DRE staff will facilitate BGCAA and Foundation Communities program staff to prepare for spring program quality observations, either in person or online. DRE staff will provide student participation, by vendor, for upload into the eCST system, to facilitate data sharing with contracted partners.

- December 2020: BGCAA and Foundation Communities program staff will provide student participation data from the Texas 21st system to DRE staff. DRE staff will pull data from the Texas 21st system. DRE staff will link student participation lists to student attendance, discipline, and grades data from the district data warehouse.

- January 2021: DRE staff will provide attendance, discipline, and grades data for the fall report to program directors by January 15 (due to the TEA February 15).

- March 2021: DRE staff will prepare student and parent survey interactive reports. DRE staff will assist the program staff in administration of the student and parent surveys.

- April 2021: DRE staff will analyze the student and parent survey data. DRE staff will send templates of the final evaluation reports to program directors to update.

- May 2021: BGCAA and Foundation Communities program staff will provide student participation data from Texas 21st system to DRE staff for the ACE spring report and the final evaluation reports by May 19. DRE staff will provide the data for the ACE spring report, which is due to the TEA June 15, to ACE program staff by June 7.

- June 2021: DRE staff will prepare data for analyses for the narrative grant reports. Reports include two narrative reports for AISD (Cycle 9 and Cycle 10), one report for the Foundation Communities (Cycle 9), and one report for the BGCAA (Cycle 10).

- July 2021: DRE staff will complete the final narrative reports, which are due to the TEA July 30.

- August 2021: DRE staff will work with program leaders to support the needs assessment with survey and outcome data from 2021–2022. DRE staff will provide training at workshops for site coordinators on conducting site needs assessments, including use of the interactive student outcomes dashboard and eCST data.

SPECIAL PROJECTS

No special projects are scheduled at this time.

AUSTIN PARTNERS IN EDUCATION (APIE), 2020–2021

PROGRAM DESCRIPTION

APIE is an independent, nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. In 2020–2021, APIE will support the district's classroom coaching and college and career readiness programs in middle and high schools with the purpose of serving students who may be underrepresented in higher education. In addition, APIE staff will provide student engagement and academic support services for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) participants who are in 9th grade. APIE staff also will support the district's Pathways in Technology Early College High School (P-TECH). Additional details about the P-TECH and GEAR UP program evaluations are provided elsewhere within this document.

Because of the changing educational context due to COVID-19, DRE staff have developed evaluation plans for the 2020–2021 school year that address current programmatic needs. These plans include flexibility for adjusting evaluation activities and timelines as reprioritization of needs occurs over the course of this school year.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What APIE program structures were implemented across AISD campuses in 2020–2021?
2. Did APIE program participants experience changes in academic self-confidence and/or engagement?
3. What were the academic outcomes for APIE participants, and how did these compare with those for similar non-participants?
4. Did APIE program participants and volunteers believe the program was effective?
5. What were the postsecondary enrollment outcomes for students who participated in APIE's College Readiness Program during their senior year?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding contributions will be determined and implications may be examined. The evaluation of this program is supported with a locally funded 0.25 FTE allocated for evaluation staffing.

SCOPE AND METHOD

DATA COLLECTION

Because program implementation may change throughout the year to meet the challenges presented by the COVID-19 context, the 2020–2021 program evaluation may adopt a process evaluation. A process evaluation maintains a focus on implementation and attempts to determine how successfully the program adhered to principles laid out in the program logic model. While prior evaluations emphasized participant outcomes, conducting a process evaluation has significant benefits. A process evaluation determines whether a program is implemented according to the program's principles and creates a feedback loop by documenting efforts, measuring output indicators, and tracking outreach to the target population. Additionally, process evaluation allows evaluators and program developers to identify strengths and challenges within the program design and improve upon the program in future implementation efforts.

DRE staff will collect qualitative and quantitative data pertaining to clearly defined outputs and performance measures to assess the program's progress toward its goals. District information systems will provide demographic, testing, college application, and financial aid application data for program participants. Participating students and APIE academic coaches will complete surveys regarding their experiences with the program.

DATA ANALYSES

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

TIME LINE

DRE and APIE staff will meet regularly to discuss program implementation development and evaluation plans. Activities and timelines are subject to change as APIE programming adjusts to meet participants' needs throughout the year.

- July–September 2020: DRE staff will complete the 2019–2020 data analyses and develop an evaluation report.
- October–November 2020: DRE staff will provide data support for compliance reporting for the Michael and Susan Dell Foundation. DRE staff will work with APIE staff to develop a plan for identifying APIE participants and tracking APIE program services within district data systems.
- January 2021: APIE staff will update program participation lists for the spring semester.
- February–May 2021: APIE participants will complete Student Climate and Senior Exit Surveys.
- May–August 2021: DRE staff will analyze program survey and student outcome data.
- August–September 2021: DRE staff will create a narrative report summarizing APIE program participation and student outcomes for the 2020–2021 school year.

REQUIRED REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

DRE staff work collaboratively with APIE staff to support the district's GEAR UP and P-TECH programs by providing data related to students' program participation and expected outcomes.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS, 2020–2021

Program Director: Tammy Caesar, MEd

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Marlena Coco, PhD

PROGRAM DESCRIPTION

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

More specifically, the CTE program will focus on three major areas in 2020–2021:

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will describe outcomes related to the three areas of CTE focus in Year 3 of the 5-year plan:

1. Program alignment: Did CTE programs of study align with industry and postsecondary standards to prepare students for college and career?
   a. What were the CTE program outcomes for district CTE students on the Comprehensive Local Needs Assessment (CLNA) student performance indicators?
   b. What were the changes or differences in continuity of programs?
2. Quality of instruction: Did the CTE program provide instructors with the resources and professional learning opportunities needed to provide high-quality work-based instruction?
   a. Did CTE instructors use the digital resources for high-quality instruction?
   b. How did CTE instructors adapt in the virtual learning environment to include hands-on activities?
3. Access and equity: Did the CTE program provide students with access to a coherent sequence of courses that met students' pathway aspirations?
   a. What was the rate of students' participation in CTE programs at each campus?
   b. What were the CTE program outcomes on the CNLA student performance indicators for each special population and for major racial and ethnic subgroups?
   c. Did students' sharing thrive in the virtual learning environment?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

The CTE evaluation is locally funded through 2020–2021 with a 1.0 FTE. As appropriate, the outcomes of programs and services will be examined in relation to allocations and expenditures.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect both qualitative and quantitative data to measure the program's progress toward its goals. Depending on data availability for the 2020–2021 school year, district information systems may provide data about students' CTE status, demographics, course and dual-credit enrollment, course grades, certification completion, testing, and graduation. CTE student data may be collected and analyzed for CTE students' performance on TEA indicators for CLNA. District information systems will provide information about teachers' performance through AISD Professional Pathways for Teachers (PPfT) appraisal

results, if available. District surveys, such as the AISD High School Exit Survey, may provide information to assess students' college and career preparation and expectations for postsecondary education. CTE teachers may complete surveys evaluating their professional development activities and needs. CTE teachers may provide data regarding students' participation in industry-based certification exams. The CTE Teacher Survey may provide information on CTE teachers' perceptions of the CTE program and quality of support they receive from CTE administration. The CTE Student Survey may provide information on CTE students' perceptions of the CTE program, class, and activities. The National Student Clearinghouse (NSC) may provide information concerning the numbers of students enrolling in postsecondary education after high school graduation. DRE staff also may review the high-quality program framework rubric survey with CTE staff to determine progress to date and modifications moving forward for assessing data on high-quality elements.

DATA ANALYSES

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

TIME LINE

Evaluation activities and timing of evaluation activities are subject to change because program needs and circumstances may change in the context of COVID-19. Support activities are ongoing, based on support needs and data availability.

- Ongoing: DRE staff will participate in ongoing, regularly scheduled CTE program meetings with the program staff for evaluation collaboration and provision of continuous feedback.
- August 2020: DRE staff will summarize and report instructors' feedback from the professional learning session provided by the CTE team during August teacher in-service training.
- August–September 2020: DRE staff will begin summarizing CTE program data from the 2019–2020 school year. The analysis will include career cluster enrollment, certifications earned, dual credits earned, and listing of programs of study offerings. This analysis may include pathway enrollment, pathway completion, and completion of practicums.
- October 2020: DRE staff will create a summary report describing CTE program data, implementation, and student outcomes in each focus area for the 2019–2020 school year. DRE staff will complete, finalize, and publish online the 2019–2020 CTE program summary. DRE staff will finalize and complete any outstanding items from the 2019–2020 evaluation plan.

- November 2020: DRE staff will continue logic model development by working with CTE program staff to review the logic model and provide updates to describe the changes and adaptations to the virtual learning environment. The logic model may also be reviewed alongside the Perkins and CLNA applications, high-quality programs framework, 5-year plan, and theory of change to identify areas for improvement and support for CTE staff goals. DRE staff will obtain descriptions and updates for program plans, activities, implementations, and evaluation purposes. The logic model will be updated to depict relationships between resources, goals or objectives, activities, outputs, and outcomes of CTE programs. DRE staff will summarize postsecondary enrollment for CTE students after high school graduation for the Class of 2019.

- December 2020: DRE staff will draft an executive summary report for the Class of 2019, describing CTE postsecondary outcomes, and submit it to CTE staff.

- January 2021: DRE staff will analyze 2019–2020 CTE teachers' PPfT data. This analysis may be disaggregated by CTE program areas and compared with data for other teachers in the district. DRE staff will outline and begin the CTE PPfT summary report.

- February–March 2021: DRE staff will create a summary report for 2019–2020 CTE instructors' PPfT outcomes and share results with program staff. DRE staff will prepare for CTE instructor and student survey administration (e.g., revising surveys to address middle schools, changes and timing for survey administration, adaptation of hands-on activities in the virtual learning environment, participation in student sharing; creating and testing surveys online; preparing survey communication materials; collecting and preparing survey participant lists). DRE staff will collaborate with CTE staff to distribute and administer surveys online.

- April 2021: DRE staff will report the summative results from student and instructor surveys. Results may be disaggregated by CTE program areas. DRE staff will consult with CTE program staff to collect information and data regarding changes and differences in the continuity of programs and program alignment in the 2020–2021 school year.

- May 2021: DRE staff will conduct quality checks for CTE data; this may include providing program support for data validation per TEA and CLNA requirements. Testing data for TEA and CLNA requirements may include student performance indicators and disaggregation by special populations and major racial and ethnic subgroups. DRE staff will conduct preliminary analyses of district data on certifications (including TEA-approved industry-based certifications) as well as student enrollment on campuses, career clusters, programs of study, and students' sharing participation.

- June–July 2021: DRE staff will analyze certification data for the 2020–2021 school year when certification testing is completed, and data are available. DRE staff will begin summarizing district- and campus-level student outcomes for the 2020–2021 school year for strategic plan reporting and the data required for completion of the Title I, Part C, *Carl D. Perkins*

Performance Effectiveness Report. DRE staff will analyze data for student outcomes in CTE participation, dual credit, certification, and work-based learning for each program area and student group.

- August 2021: DRE staff will complete a summary of district- and campus-level student certification outcomes for the 2020–2021 school year and submit it to CTE staff. DRE staff will begin analyzing CTE program data from the 2020–2021 school year. The analysis may include career cluster enrollment, certifications earned, dual credits earned, and the list of programs of study offered. This analysis may include program of study enrollment, program of study or pathway completion, and list of practicum completions, as well as CTE alignment with high-quality framework elements and student performance on CLNA indicators. Student performance indicators will include district CTE students; this may include disaggregation by CLNA special populations and major race and ethnic subgroups.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will assist CTE staff in completing and submitting reports required by the 2020–2021 Title I, Part C, Carl D. Perkins grant and by the district's board of trustees. A series of district narrative evaluation reports will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

DRE staff will meet with program staff to develop evaluation plans, logic models, data collection facilitation activities, and report timelines that will allow formative and summative information to be delivered to program stakeholders in a timely manner. DRE staff will assist with data validation in the development of reporting through district tools (SAS, Teams, and Forecast 5) to help with discussions and structures for checking the CTE data. This may include data checks, pulls, and reports to verify data and logic for tracking students, based on new required TEA codes; and compliance reporting requirements for Perkins, CLNA, and other reports.

SPECIAL PROJECTS

No special projects are planned for the 2020–2021 school year.

CARES, 2020–2021

Program Directors: Darla Caughey, James Alexander

Evaluation Supervisor: Karen Looby, PhD

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

PROGRAM DESCRIPTION

AISD continues to work toward an organizational culture that values each employee and provides exceptional customer experiences. As part of AISD Human Resources, the AISD CARES team supports the district's guiding principles and the superintendent's initiatives to help nurture an organizational culture that values equity, relationships, and teaching and learning, while providing exceptional customer service to our students, families, and staff. The AISD CARES customer service model was part of the 2019–2020 Superintendent's Initiative regarding creating a culture of respect. Five customer service standards drive the AISD CARES vision and brand, which are being

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

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

PURPOSE OF EVALUATION

The primary purpose of the evaluative support is to continue documenting program implementation activities, collect Year 3 program data, and describe the implementation process through which the program aims to achieve its expected improvements. Program directors have a particular interest in assessing the level of diffusion, the process by which the message of CARES is communicated and the capacity (motivation and ability to implement and sustain an effective intervention) of the population to adopt it. Evaluators who can discover, chronicle, and report on message adoption strategies and implementation are more likely to see widespread and replicable results. Assessing implementation of and participation in various communication activities will help facilitate the desired cultural shift toward prioritizing customer service in AISD.

EVALUATION QUESTIONS

DRE staff will answer several key questions about the implementation process of CARES, support the program directors with formative data collection and analyses, and prepare an annual descriptive report of implementation activities. This process evaluation will be exploratory (i.e., an inquiry about details of the program) for the purpose of describing and understanding it. Programs in the first few years of implementation can benefit from this type of program evaluation. Documenting how the program is being implemented—as well as how target populations receive, respond to, and participate in the implementation efforts—can help predict or explain program outcomes. Furthermore, providing insight into the processes and procedures for implementation can yield powerful data to inform program directors' decisions with respect to explaining, improving, and scaling the program.

Diffusion of the CARES message/idea:

1. What were the assumptions about how the program was expected to work? (i.e., What was the process theory for communicating and initiating a district-wide shift to an emphasis on customer experience?)
   a. What perceived needs of the target population were addressed?
2. How did these assumptions compare with the actual determinants influencing the communication process, as discovered?
   a. Were perceived relative advantage and trialability incorporated into the diffusion process theory?
3. What were the assumptions about how to reach the target population and the activities designed to engage them? (i.e., How were services communicated? By whom and to whom? Who was engaging?)

CARES implementation:

4. Were CARES program activities implemented with consistency, equity, and fidelity throughout the district?
   a. What were the Year 3 program implementation activities in 2020–2021?
   b. Were planned activities implemented as intended with respect to the expected resources, personnel, administration, and other supports?
   c. What did the activity (e.g., training) consist of when delivered in a particular setting? How much variation existed between how campuses adhered to the recommended delivery of services and/or trainings?
5. What was the sequence, delivery, and ending of services (e.g., Let's Talk implementation, training, communication efforts)?

a. How did actual implementation of service delivery compare with the service utilization plan? (i.e., How were targets reached? What was the coverage? What was the sequence and delivery of services?)

CARES outputs:

6. Were the Year 3 implementation targets met in 2020–2021?
   a. How did implementation accountability goals differ in 2020–2021 from those in 2018–2019 and 2019–2020?
7. What adaptations were necessary in implementation due to COVID-19?
8. What was the actual coverage and reach rate? How did this compare with what was intended?

Perceptions of and responses to the CARES program:

9. What were the attitudes and responses of stakeholders (e.g., principals, front office staff, department leaders) toward the CARES program and the methods of diffusing the message?
   a. How much did stakeholders (e.g., principals and campus staff) understand and use the newly implemented communication tools (e.g., Let's Talk platform through campus website, peer support online chat?)
   b. Who were early adopters and could serve as champions to promote CARES on their campus? How were they engaged? How did they learn about and adopt the principles of CARES? (i.e. How did the innovation–decision process occur with these staff members?)
   c. Did principals perceive a link between customer service and their campus's climate and culture? Or between campus climate and culture and student achievement and enrollment?
   d. Were principals' attitudes toward CARES predictive of the rate of adoption of CARES?
   e. Which communication channels (e.g., peer-to-peer, campus/dept. leaders) proved most effective in communicating the benefit and the importance of CARES?
   f. How did participants respond to key elements of the CARES messaging efforts?

EVALUATION OBJECTIVES

The CARES evaluation objectives for the 2020–2021 school year are to monitor and evaluate indicators associated with implementation of CARES key elements. High-quality and widespread implementation relies on the degree to which those responsible for implementing the program buy into the core principles. Evaluating this process of message/idea diffusion, adoption, and implementation, therefore, is one of the main objectives of this evaluation. This includes but is not limited to documenting and reporting on attitudes toward and feedback about efforts to spread the message about the benefits of customer service, measures of shift in attitudes, and the process by which staff members decide to embrace customer service principles.

Evaluation objectives include the following:

- to document and report the process of diffusion of message/idea throughout campus and district staff
    - to report on whether message emphasizing customer service was communicated as intended to the target population and how many of them adopted the program message
    - to describe what message diffusion looked like in a particular setting
    - to assess barriers to full adoption
- to monitor and report customer service feedback
    - to conduct Let's Talk monthly data pulls
    - to monitor and summarize quick response (QR) codes
    - to determine the perceived needs of clients
- to document and report fidelity, dosage, quality, and other implementation indicators (i.e., level of participation in training, recruitment of participants [where did they hear about it?], service utilization plan)
- to provide information to support diffusion and implementation efforts and to inform ongoing decision making regarding training and communicating the message of CARES
- to assist and support communication efforts, including but not limited to creating documents or other forms of information (e.g., data viz, graphics, flyer) designed to promote and persuade adoption and use of CARES principles and the importance of customer service in relation to district priorities (e.g., teacher retention, student enrollment, student achievement)
- to understand the process of change in perceptions of CARES, and the decision to adopt and implement the CARES initiative from stakeholders' (e.g., principals) perspectives, in order to understand how to diffuse and implement new ideas more effectively
- to document and report on efforts to deliver or disseminate CARES materials (e.g., new assistant principal and principal institutes, the Teacher Induction Program [TIP], assistant principal and principal preparation programs)
- to collect and analyze data related to CARES diffusion and implementation and provide and validate data to support CARES
    - to implement the use of the QR code feedback surveys and collect and analyze related data
    - to conduct qualitative interviews and/or focus groups to reveal the processes of spread and attitude change
    - to create a survey tool (e.g., questions for the ECS) to understand the level of implementation of CARES in different settings

- to update the CARES theory of change, as needed, and create the draft of a logic model

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect qualitative and quantitative data pertaining to clearly defined measures to support the implementation of CARES and to monitor progress toward its goals. District information systems will provide employee demographic and job-related information, student enrollment and academic achievement data, staff professional development activity participation data, and customer experience data (e.g., mystery calls, audits, front office polls). DRE staff will also conduct focus groups and/or qualitative interviews with district stakeholders (e.g., campus-based administrators, staff) to gather qualitative data regarding perceptions of, attitudes toward, and adoption of CARES. Multiple surveys regarding staff's, students', and parents' experiences with AISD and their campus environments will be administered during the school year. These surveys will include but may not be limited to:

- Teaching, Empowering, Leading, and Learning (TELL) Survey
- Human Resources Exit Survey
- Family Survey
- Family Leaver Survey
- Student Climate Survey
- other program-specific surveys or data collection efforts
- focus groups
- qualitative interviews

DATA ANALYSES

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

TIME LINE

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

- August–October 2020: DRE staff will meet with CARES program staff to establish 2020–2021 program goals and ensure alignment of 2020–2021 (and beyond) evaluation activities. DRE staff will analyze the original CARES program theory and draft a brief report describing perceived needs at the original conceptualization of CARES and whether or not those perceived needs have changed based on qualitative and quantitative data gathered during 2019–2020 (e.g., focus groups, Let's Talk, and survey data). DRE staff will also draft an internal brief report illustrating components of the impact theory (i.e., a logic model) including clear inputs, outputs, and outcomes (e.g., retention, satisfaction, and performance), as well as a draft of a service utilization plan for how staff members are introduced to, engage with, and complete the planned sequence of services/activities, as designed by the CARES program. DRE and CARES will also explore various communication strategies to promote and to help support campus and district buy-in for CARES initiatives, and create survey items (e.g., ECS, staff surveys) to improve program directors' understanding of implementation and communication of CARES initiative.

- September 2020–February 2021: In collaboration with the CARES team, DRE staff will develop items for stakeholder feedback focus groups to determine their understanding and perceptions of the CARES program, identify possible barriers to full implementation, and determine the nature of message diffusion in AISD. DRE staff will conduct focus groups with stakeholders, as scheduling permits. DRE staff will pull mid-year Human Capital Platform (HCP) training data; conduct interviews with key CARES staff members regarding delivery of trainings; and with time permitting, make observations of stated trainings. Based on these evaluation activities, DRE staff will provide data to the CARES team to understand any variation between training sites in terms of fidelity, dosage, and quality levels. DRE staff will prepare for and administer the TELL and Family Surveys. DRE staff will provide formative data regarding any adaptations that occurred with training delivery that were identified in staff communications gathered through feedback surveys and interviews.

- February–April 2021: DRE staff will analyze results of the TELL and Family Surveys. DRE staff will prepare summative data files of TELL, Family, Student Climate, Let's Talk, and any other available relevant surveys or qualitative data sources and provide them to MIS for the eCST or Forecast5's 5Lab dashboard, as available. DRE staff will analyze feedback from the stakeholder focus groups, Let's Talk, and interviews and assess data collected from adherence assessment observations. To support reporting of scorecard indicators, prior to spring break, DRE staff will provide data pertinent to CARES indicators on the district scorecard.

- April–June 2021: DRE staff will analyze Year 3 CARES data in comparison with baseline and year 2 CARES data. DRE staff will prepare the 2020–2021 evaluation summary report for CARES. DRE staff will provide formative results to the CARES team, based on data that was accumulated throughout the 2020–2021 school year. To support reporting of scorecard indicators, DRE staff will provide final data pertinent to CARES indicators on the district scorecard.

REQUIRED REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

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

- providing necessary data files to be loaded into the dashboard
- designing dashboards and deciding on data visualization to match the CARES theory of change
- constructing clear and specific inputs, outputs, and outcomes in the form of a logic model, to be updated and modified as per request, or as needed due to circumstance.

SPECIAL PROJECTS

With time and circumstances permitting, the following activities will take place:

- network analysis to understand the process of change, and/or
- episodic communication channel in organizations (ECCO) analysis to understand the channels of message spread and adoptions

COLLEGE AND CAREER READINESS, 2020–2021

Program Managers: Ty Davidson, Sheila Henry, Sissy Camacho, and Maritza Gonzalez
Evaluation Supervisor: Karen Looby, PhD
Evaluation Staff: Aline Orr, PhD

PROGRAM DESCRIPTION

AISD expects all students will graduate ready for college, career, and life in a globally competitive economy and is committed to providing all students with quality college and career preparation. The programs described here contribute to fulfilling the commitments of preparing students to graduate on time and to perform at or above grade level in math and reading, and of developing and maintaining community partnerships that will support our students while at AISD and after high school graduation. DRE staff have developed evaluation plans for the 2020–2021 school year that address current programmatic needs but include flexibility for adjusting plans and timelines as reprioritization of needs occurs over the course of this school year.

In this effort, the district has created a portfolio of college and career readiness support services, programs, and initiatives focused on helping all students succeed. Several comprehensive programs are instrumental in achieving this goal: Early College High School (ECHS), P-TECH, Texas Science, Technology, Engineering, and Mathematics Academies (T-STEM), CTE, GEAR UP, and APIE.

ECHS programs are innovative high schools that provide students with an opportunity to earn a high school diploma and 60 college credit hours, which leads to an associate degree. These high schools provide dual credit at no cost to students, offer rigorous instruction and accelerated courses, and provide academic and social support services for students. In 2020–2021, Akins, Crockett, Eastside, Navarro, LBJ, Northeast, and Travis Early College High Schools will offer ECHS programs in partnership with Austin Community College (ACC). In 2020–2021, DRE staff will examine outcomes for ECHS participants; details of this work are outlined in this evaluation plan.

In 2020–2021, Akins, Crockett, LBJ, and Navarro ECHS's also will implement P-TECH, and Northeast and Travis ECHS will enter the planning phase for PTECH. Starting as early as 9th grade, these models deliver a 6-year, career-focused program that combines high school and college coursework with real-world work experience. Students gain work experience through job shadowing, internships, and apprenticeships in fields connected to their classroom studies. The partnership with ACC, Seton Healthcare, Dell Technologies, and the Austin board of realtors will focus on preparing students for careers in technology, health care, and business. Students who successfully complete the 6-year program may graduate with a high school diploma, an associate degree, relevant industry certifications, and practical workplace experience. DRE staff will examine outcomes for P-TECH; details of this work are outlined in this evaluation plan.

In addition, Akins and Anderson high schools will continue implementing T-STEM academies in 2020–2021. T-STEM is an open enrollment high school program that focus on improving instruction and academic performance in science and mathematics-related subjects and on increasing the number of students who enter science, technology, engineering, and mathematics (STEM) careers. T-STEM academies target at-risk and economically disadvantaged students, provide dual-credit opportunities at no cost to students, and expose students to problem solving in real-world contexts. In addition, these academies provide academic and social support services to help students succeed in high school and improve college readiness. Lastly, T-STEM academies align with regional workforce needs and guide students into high-demand, high-wage careers. In 2020–2021, DRE staff will examine outcomes for T-STEM participants; details of this work are outlined in this evaluation.

AISD CTE programs prepare all students for high-demand, high-skill, high-wage careers. All AISD students may enroll in CTE courses aligned with industry standards that focus on academic, professional and technical skills, leadership development, work experience, and postsecondary credentials. In 2020–2021, CTE programming will focus on increasing program alignment with industry standards, developing quality of instruction, and ensuring access and equity for all AISD students. CTE evaluation plans are described in detail elsewhere in this document.

GEAR UP Austin is a federally funded program encouraging low-income, at-risk students to have high educational expectations, stay in school, and complete the required courses to enter college. Across 7 years, GEAR UP Austin aims to serve a cohort of students across 11 economically disadvantaged middle schools and seven of their feeder high schools in the district. In 2020–2021, the program's fourth year of federal funding, the program will provide intensive support services relevant to college preparation for the GEAR UP cohort in 8th grade. GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development training, and family engagement. GEAR UP evaluation plans are described in detail elsewhere in this document.

APIE is an independent, nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. APIE brings the Austin community and classrooms together, with the goal of improving academic excellence and personal success for AISD students. In 2020–2021, APIE will provide math classroom coaching programs, academic tutoring for college readiness assessments, and support for the district's Career Launch and GEAR UP programs. Detailed APIE program evaluation plans are described elsewhere in this document.

All AISD high schools provide courses, support services, and programs to support students' college and career readiness development. AISD high school students may enroll in dual-credit courses, advanced placement (AP) courses, and international baccalaureate (IB) coursework. AISD college and career advisory staff assist students with their preparation for college admissions assessments (e.g., Texas Success Initiative

[TSI], ACT, and SAT tests) and provide students with support in their completion of college applications (e.g., Apply Texas) and financial aid applications (e.g., the Free Application for Federal Student Aid [FAFSA]). DRE staff will summarize district and campus outcomes related to course participation, assessment outcomes, college and financial aid application completion, and postsecondary enrollment. Research plans for postsecondary outcomes are described elsewhere in this document.

AISD partners with the Austin Chamber of Commerce, ACC, and other Central Texas school districts to implement the Direct-to-College Achievement Plan (DTC70), which is committed to enrolling 70% of graduating seniors directly in higher education in the fall after graduation. In this work, district staff participate in regional efforts to prepare students for college (e.g., sending targeted text messages and hosting Financial Aid Saturday events) and to ensure student data are readily available to counselors and program staff for counseling and advisement purposes. District staff also provide support to AISD graduates in the summer after high school graduation to ensure those who planned to enroll in a postsecondary institution after graduation complete all the administrative steps to do so. To support students not planning to enroll in college in the fall, district staff also host a career and job fair in the summer after graduation.

PURPOSE OF THE EVALUATION

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to improve high school students' preparation for college, career, and life
- to examine whether the programs within the college and career readiness portfolio assisted students to become enrolled in a postsecondary institution, profitably employed, or both
- to determine whether the gaps between student groups enrolling in postsecondary institutions were reduced
- to provide program effectiveness information to district decision makers and program managers that will inform decision making about program implementation and improvement
- to determine whether the college and career readiness programs recruited and served students who were underrepresented in postsecondary and STEM careers, or are at risk of being so

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding contributions will be determined and implications may be examined. The evaluation of this program is supported with a locally funded 0.25 FTE allocated for evaluation staffing.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. How were ECHS, PTECH, and T-STEM programs implemented throughout the school year, considering the challenges of COVID-19?
2. What were the academic and postsecondary outcomes for students who participated in district college and career readiness programs?
3. What were the academic outcomes for ECHS, PTECH, and T-STEM participants?
4. What college preparation steps did ECHS, PTECH, and T-STEM participants complete?
5. What were the postsecondary outcomes of former ECHS students?
6. Were ECHS, PTECH, and T-STEM participants satisfied with the program, and did they believe the program was effective?

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect a variety of quantitative and qualitative data, summarize student outcomes annually, and report on trends across time. Student academic information collected from district data systems may include students' demographic data; high school enrollment and attendance data; discipline data; State of Texas Assessments of Academic Readiness (STAAR) and end-of course (EOC) data, if assessment data are available; advanced course enrollment and earned-credit data (e.g., AP and dual credit); certification data; college readiness assessment data (e.g., SAT, ACT, and TSI); and grade-level promotion and graduation data. Program participation indicators (e.g., ECHS, PTECH, T-STEM, Summer Melt), student internship and job shadowing data, and mentoring data may be collected from program implementation records. FAFSA completion data and college application data will be provided through the Texas Higher Education Coordinating Board's Apply Texas Administrative and Counselors' Reporting Suite. Postsecondary enrollment data will be obtained from the NSC for AISD graduates. Student attitudinal data will be collected in the AISD High School Exit Survey, the AISD Student Climate Survey, and individual program surveys administered to participants.

DATA ANALYSES

Data analyses and reporting for the ECHS, P-TECH, and T-STEM programs will be guided by the TEA's blueprint for each of these programs. To determine outcomes related to ECHS, P-TECH, and T-STEM programs and to isolate the influences of other programs, DRE staff will use a mixed-methods approach. Staff will include student comparison groups in the quantitative data analyses to separate the program

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

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

PROGRAM SUPPORT

DRE staff will work with district College and Career Readiness staff and leadership to create a theory of change to illustrate the change process and expected outcomes for the district's portfolio of college and career readiness services, programs, and initiatives. DRE staff also may collaborate with district College and Career Readiness staff and leadership ECHS to create logic models for the district's ECHS, P-TECH, and T-STEM programs to be used for program planning, implementation, and evaluation purposes. The logic models will depict relationships between the objectives, resources, activities, outputs, and outcomes of a program.

DRE staff may attend AISD principals' meetings, as necessary, to present interactive data-use sessions for principals from all high school campuses throughout the 2020–2021 school year. Key data sources may include results from relevant DRE program evaluation reports (e.g., CTE and APIE), college readiness summary reports, High School Exit Survey results, the FAFSA completion summary report, Apply Texas summary report of college applications, and district postsecondary enrollment summary and research reports. The presentations will give principals an opportunity to create collaborative strategies and to use information about college and career preparation to inform their campus practices.

DRE staff will support the district's partnership with the Austin Chamber of Commerce. DRE staff will facilitate district use of the chamber-sponsored counselors' data portal, called One Logos. DRE staff will monitor system uploads and downloads (e.g., students' demographic, FAFSA, and Apply Texas data), conduct data validation activities, provide support for district users, and serve as a development advisor to

chamber staff and the contracted vendor. DRE staff also will participate in regional Direct to College (DTC) Initiative work groups facilitated by the Austin Chamber of Commerce.

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

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

TIME LINE

DRE staff will meet regularly with program staff to discuss program implementation development and evaluation plans. Activities and timelines are subject to change as programming adjusts to meet participants' and campuses' needs throughout the year.

- Ongoing: DRE staff will complete information requests and attend program support meetings, as needed.
- July–August 2020: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.
- August–September 2020: The district's System-wide Testing Department will obtain AP, SAT, and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on the DRE website. Please refer to the AP, SAT, and ACT evaluation plan in this document for more details. DRE staff also will obtain final advanced course completion and college readiness assessment data for the Class of 2020, summarize results, and generate summary reports.
- September 2020: DRE staff will work with program staff to create a theory of change for the district's college and career readiness work and logic model for the T-STEM program.
- September–December 2020: Using district data and postsecondary outcomes data from the NSC, DRE staff will conduct analyses related to the research questions listed in the postsecondary outcomes evaluation plan elsewhere in this document and will publish related reports online.

- October 2020: DRE staff will obtain final Apply Texas and FAFSA completion data for the Class of 2020, summarize results, and generate a summary report.
- December 2020: DRE staff will submit a preliminary file for district graduates in 2020 to the NSC to determine how many enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., DTC enrollment).
- February 2021: DRE staff will prepare and administer program-specific surveys and the district's High School Exit Survey.
- March 2021: DRE staff will summarize program-specific survey results and provide information to program managers.
- May 2021: DRE staff will confirm ECHS, PTECH, and T-STEM participant information and select a matched comparison group for program outcomes analyses. DRE staff will prepare data pulls for analysis of program outcomes. DRE staff will monitor High School Exit Survey results and provide staff with weekly updates through the end of the school year.
- June 2021: DRE staff will summarize results from the High School Exit Survey and publish the results online. DRE staff will request all postsecondary enrollment data from the NSC for the Class of 2021. DRE staff will analyze ECHS, P-TECH, and T-STEM outcomes data.
- July 2021: DRE staff will summarize ECHS and Career Launch program outcomes and generate program evaluation reports to publish on the DRE website.
- July–August 2021: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.
- August–September 2021: DRE staff will summarize college readiness outcomes of the Class of 2020 for the district's strategic plan scorecard and publish a report brief describing the overall district's college readiness outcomes for seniors in the 2019–2020 and 2020–2021 school years. DRE staff will also publish a district report brief describing postsecondary outcomes for the Class of 2020, including dual-credit course completion, industry certifications, enrollment in higher education, and employment.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will work with program staff to determine compliance reporting needs and timelines for the ECHS, P-TECH, and T-STEM programs and assist with compliance reports for submission to the TEA. Program evaluation reports describing program implementation, successes, and challenges will be published for the ECHS, PTECH, and T-STEM programs. Report briefs describing course taking and completion, college admissions testing, college application completion, and FAFSA completion also may be published throughout the year as data become available.

PROGRAM SUPPORT

DRE staff will provide ongoing support to program administrators and assistance with data collection methodology, and when possible, will perform ad hoc requests for information and or data.

SPECIAL PROJECTS

DRE staff will collaborate with APIE staff to collect and report on internship opportunities and mentorship support provided to P-TECH students during the 2020–2021 school year.

Coordination of External Research and Evaluation in AISD, 2020–2021

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: Jay Brown, PhD; Crystal Wang, PhD

Program Description

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

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

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

for programming time. Findings from completed research are collected by the coordinator, who disseminates the results to district leaders and campuses likely to benefit from knowledge of the findings.

Due to the pandemic context, DRE staff have created a research continuity plan that has an impact on continuing research as well as new research planned for the 2020–2021 school year. The plan is posted on the website and includes information for new applicants, approved researchers, AISD-approved community partners, employees, and those interested in future projects. Active data collection (e.g., surveys, interviews, focus groups, observations) is not permitted on new projects during the 2020-2021 school year. Approved projects may update methodology and continue research, as possible. To help bridge the COVID-19 year, additional application windows have been put in place for secondary analyses (i.e., centralized data requests for student, staff, and/or campus data). The continuity plan will allow campuses flexibility to return to normal working conditions, while also providing opportunities for those interested in conducting research within AISD. These changes are temporary, work within the bounds of the normal application review and approval process, and can be lifted when the district is ready. DRE staff plan for the full host of external research and evaluation opportunities to return in time.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

One FTE is funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

Information concerning research projects will be compiled in the external research database. This database is updated upon the receipt of each new proposal and at each stage of review and processing. Information generated from the database includes (a) proposal status (i.e., accepted, declined, withdrawn), (b) characteristics of applicants, (c) topic and details of projects, and (d) information about data requests and/or participant access. Instigated by the

pandemic, DRE staff have added capacity to track changes requested by researchers after initial acceptance of a project.

DATA ANALYSES

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

TIME LINE

- Ongoing: DRE staff will provide ongoing support to external researchers, including processing data-sharing agreements and data requests throughout the school year, based on project time lines and data availability. DRE staff will also provide outreach, support, and alternative planning with researchers, based on the developed research continuity plan in place due to the pandemic.
- June–August 2020: The coordinator will receive and process research applications for the 2020–2021 school year. For this year, new applications will only be reviewed for centralized data requests.
- October–December 2020: The coordinator will receive and process research applications. Applications for centralized data requests in the spring of 2020–2021 will be reviewed. In addition, applications for the fall semester of the 2021–2022 school year may be submitted and reviewed.
- June–August 2021: The coordinator will receive and process research applications for the fall semester of the 2021–2022 school year.
- September 2021: The coordinator will analyze data from the external research database and complete the external research summary report for the 2020–2021 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of September 2021. The report will provide an overview of yearly activity, document areas of interest, and summarize the number and types of research projects conducted during the prior school year. The report will (a) discuss noteworthy trends in research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications of the research application and review process. The report will also describe continuity efforts, customer service outreach, and additional data efforts put in place. Information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the following school year.

PROGRAM SUPPORT

Staff will offer assistance to those both internal and external to AISD, including vetting and reviewing grant opportunities, writing letters of support for grant submissions, participating in local research and networking

opportunities, and coordinating with the Office of Innovation and Development to streamline partner agreements when evaluation is included. The coordinator will support AISD partnerships with local universities, wherein AISD employees are offered opportunities to enroll and earn higher education degrees and certificates. Programs include the AISD/Texas State University Cohort program for a MEd in educational leadership and the AISD / The University of Texas at Austin (UT) intern partnership for the Texas Principal Leadership Academy (TPLA) MEd program. Coordination will include providing support for research opportunities in graduate classes as well as institutional evaluation. The coordinator will (a) review class or student external research plans conducted as part of classwork and (b) ensure research conducted during graduate classwork complies with privacy and data requirements.

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

SPECIAL PROJECTS

DRE staff coordinate with peers at UT to put on an annual Collaborative Research Forum. The purpose of the forum is to foster greater awareness of the work that university and school district researchers are conducting in prekindergarten (pre-K) through 12th-grade settings, share key findings, identify unanswered questions, and establish new collaborations. Due to the pandemic, it is unclear if the 2021 Collaborative Research Forum will take place or will occur in an altered or virtual format.

CREATIVE LEARNING INITIATIVE (CLI), 2020–2021

District Program Director: John Green-Otero, MEd

City-Wide Program Director: Brent Hasty, PhD

Evaluation Supervisor: Cinda Christian, PhD

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

PROGRAM DESCRIPTION

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

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

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

- policy recommendations at the board level
- curriculum development support at the district level
- campus planning support for principals
- professional development opportunities for teachers, including personalized coaching most years, and this year introducing virtual courses for teachers in Creative Teaching and online signification courses for Creative Campus leaders

- professional development opportunities for community arts partners and Parks and Recreation instructional staff to increase pedagogical skills and align their programs with school needs

The robust program model represents best practices in instructional theory, systems change, and arts education. Each year, campuses new to CLI work collectively for 3 foundational years, during which they receive instructional support for every teacher and school leader. Each foundational year, teachers focus on integrating Creative Teaching strategies from a new art form into their teaching practices, while principals and teacher-leaders build capacity toward sustainability. Campuses that are not yet rolled into the program are called non-CLI schools (only 33 schools remaining in 2020–2021) and have access to some of the same district-wide supports and some open professional development opportunities. At each campus, regardless of CLI status, the initiative works to ensure equitable access to (a) visual and performing arts learning, (b) Creative Teaching across the curriculum, and (c) community arts organizations and resources. In combination, these three pillars align efforts in schools and across the community to provide an arts-rich experience for every student in Austin. Because of the global coronavirus pandemic, there are many unknowns around CLI implementation in the academic year 2020–2021. A key feature of this year's evaluation plan will be flexibly serving the program managers' evolving needs related to measurement and evaluation.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

The program evaluation of 2020–2021 will focus on the following major questions:

1. To what extent did CLI achieve its 2020–2021 intermediate program goals regarding implementation?
   a. Creative Teaching
      i. How many and what manner of Creative Teaching workshops were taken by teachers in 2020–2021? How did teachers perceive the workshops offered?
      ii. How did teachers use Creative Teaching in the classroom in 2020–2021?
      iii. What instructional support did teachers use, or want, for Creative Teaching in 2020–2021?
      iv. Specifically, *how* did teachers with high Creative Teaching skills integrate the strategies into different content areas, with social and emotional learning (SEL), and for different types of students?
   b. Visual and performing arts
      i. How much did students participate in visual and performing arts instruction in 2020–2021?
   c. Community arts partnerships

                i.   How many and what manner of arts partnerships were created by schools in 2020–2021?

      d.   Arts access

                i.   Overall, how much arts access did students have at each campus in the district in 2020–2021?

                ii.   How was arts access distributed for each school level, CLI status, Title I status, and vertical team?

EVALUATION OBJECTIVES

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

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding professional development activities will happen on an ongoing basis, as delivered, throughout the school year. We anticipate data collection for the 2019—2020 Arts Access Inventory, which was delayed in the spring, will be finalized in the fall of 2020 and administered again at the end of the 2020–2021 academic year. Teachers may be surveyed about their Creative Teaching strategy use in the fall and possibly spring as well. Case studies will be conducted with teachers who effectively implement Creative Teaching.

DATA ANALYSES

Data analysis will include a summary of all Creative Learning Professional Development Workshop Survey responses across all CLI program participants in an interactive report. The 2019–2020 Arts Access inventory data will be examined to finalize the items and scoring for the instrument, including exploration of how the items and instrument relate to other school-level characteristics. Data from both Arts Access inventories will be summarized for publication, as appropriate.

TIME LINE

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

- July–September 2020: DRE staff will finalize the first signification course. DRE staff will create surveys and dashboards to monitor the full variety of professional development options offered. As needed, DRE staff will provide live (when possible) or periodic updates to them. DRE staff will support schools to complete the 2019–2020 Arts Access Inventory. Campus profiles will be drafted for the new Arts Access Inventory with extant data. DRE and program staff will develop a strategy to identify exemplary teachers for the Creative Teaching case studies.

- October–December 2020: Campus profiles, based on the Arts Access Inventory, will be shared with schools that submitted full responses for 2019–2020, and the structure of the profiles will be refined with program managers for future replication. Based on the campus profile structure, the design of a second signification course will be developed and delivered to program staff. DRE and program staff will draft questions and survey teachers about their Creative Teaching use and, potentially, instructional support received. Teachers selected for the Creative Teaching case studies will be contacted, observed, and interviewed. After the fall TX PEIMS snapshot is released, DRE staff will create an interactive report showing students' and teachers' demographics for program managers to use for planning, reporting, and grant seeking.

- January–March 2021: DRE staff will continue to administer the Professional Development Workshop Survey to those who completed professional development activities and update the associated interactive dashboard. If not already complete, interviews with teachers for Creative Teaching case studies will be completed and summarized in a series of brief reports. In preparation for the spring collection of the 2020–2021 Arts Access Inventory and resulting campus profiles, DRE staff will build an art inventory spreadsheet, including indicators calculated from existing data, such as the secondary visual and performing arts participation and inclusive participation measures. DRE staff will finalize the

new elementary and secondary campus profile template, and update the *Visual and Performing Arts Participation* interactive dashboard with 2020–2021 data.

- April–May 2021: If possible, the AISD Arts Access Inventory will be built to self-score and feed into the new campus profiles. DRE staff will support the collection of the Arts Access Inventory data from every school. DRE staff may administer the Creative Teaching Survey to instructional staff at the end of the year. If so, data will be delivered to the appropriate program leaders to inform ongoing improvement.

- June–July 2021: DRE staff will summarize elementary and secondary Arts Access Inventory data and publish a summary report on arts access across the district. Detailed implementation data will be reviewed for trends and published in the late summer.

REQUIRED REPORTING

Although the exact timing of these reports is not yet decided, a series of reports will summarize case studies of effective use of Creative Teaching in the classroom. In the fall of 2020, schools that completed the Arts Access Inventory will get campus profiles showing descriptive data only. In the summer of 2021, scored profiles will be published for every school, and a district-wide summary will be published. Throughout the school year, evaluators will deliver and maintain several interactive reports through Qualtrics Vocalize (e.g., workshop feedback, possibly coaching requests, demographics, Creative Teaching Survey results, campus profiles of arts access, and secondary visual and performing arts).

SUPPLEMENTAL PROJECTS

Due to the fluid nature of implementation in the 2020–2021 school year, supplemental projects could replace work in this evaluation plan that is no longer deemed useful by the program leaders.

Credit Recovery Programs, 2020–2021

Program Manager: Dr. Gloria Williams

Supervisor: Karen Looby, PhD

Evaluation Staff: Aline Orr, PhD

Program Description

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

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

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

The Twilight and DELTA programs contribute to fulfilling the district's commitment to preparing students to graduate on time. In addition, these programs support the district's goal to create an effective, agile, and responsive organization with a commitment to generate, leverage, and strategically use all resources.

Purpose of Evaluation

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What were the demographic and academic characteristics of the students who participated in the DELTA and Twilight programs?
2. What were the reasons students enrolled in the DELTA and Twilight programs?
3. How many students enrolled in the DELTA and/or Twilight programs?
4. How many times during the school year did students enrolled in DELTA or Twilight earn credit, repair a grade, or recover attendance? How many credits were earned of those that were attempted by students who participated in DELTA and Twilight programs? How many grades were repaired or credits recovered in math and reading courses?
5. How long did students typically take to complete their DELTA or Twilight courses? How many attempts throughout a year did students make to repair a grade or recover a credit?
6. What proportion of students enrolled in DELTA or Twilight were promoted or graduated?
7. Were any changes made to DELTA and/or Twilight program implementation due to the pandemic context?
8. What were students' and staff's perceptions of the DELTA and Twilight programs?

EVALUATION OBJECTIVES

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

FISCAL CONSIDERATIONS

In the evaluation process, total program cost and funding sources will be identified, and implications may be examined. The evaluation of this program is supported with a locally funded 0.25 FTE allocated for evaluation staffing.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collaborate with program staff to train program and campus staff on best practices for collecting and recording program data. In addition, DRE staff will collect qualitative and quantitative data pertaining to attendance, course completion, credits obtained, and graduation. District information systems (e.g., eCST and TEAMS) will provide demographic, attendance, and graduation data for program

participants. Participating students and program staff and instructors will complete surveys regarding their experiences with the program. Lastly, DRE staff will provide assistance to staff in the Office of Innovation and Development for grant application.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide evaluation information pertaining to the DELTA and Twilight programs. They will analyze quantitative data (e.g., course enrollment and completion, attendance, and graduation) using descriptive statistics (e.g., numbers and percentages). Academic outcomes will be further explored by disaggregating data by race/ethnicity, gender, economic disadvantage status, and special education status. DRE staff will analyze survey data to identify important details, themes, and patterns.

TIME LINE

DRE and credit recovery program staff will meet regularly to discuss program implementation development and evaluation plans. Activities and timelines are subject to change as APIE programming adjusts to meet participants' needs throughout the year.

- August 2020–May 2021: DRE staff will work with program managers, campus staff, and MIS staff to maintain a tracking system for the Twilight program data.
- September 2020: DRE staff will collaborate with staff from the Department of School, Family and Community Education to update program exit surveys for DELTA and Twilight students.
- December 2020–January 2021: DRE staff will analyze graduation and promotion data for prior year DELTA and Twilight students.
- January 2021: DRE staff will summarize graduation and promotion outcomes for students who graduated in Spring 2020.
- March 2021: DRE staff will update end-of-year surveys for teachers and campus administrators.
- April–May 2021: DRE staff will finalize and administer end-of-year surveys for teachers and campus administrators.
- May–June 2021: DRE staff will draft a report outline, meet with program administrators, and begin data analysis to summarize program outcomes.
- July–August 2021: DRE staff will complete analysis and reporting.
- September–October 2021: DRE and program staff will review the report draft. DRE staff will publish the report on the DRE website.

PROGRAM SUPPORT

DRE staff will provide ongoing support to program administrators, provide assistance with the data collection methodology, and respond to ad hoc requests for information/data.

CULTURALLY RESPONSIVE TIERED SYSTEMS OF SUPPORT, 2020–2021

Program Staff: Jane Ross, PhD; Angela Ward, PhD; Twyla Williams, EdD; Audrey Brandl

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Chelsea Cornelius, PhD; Cason Fayles, MA; Anne Fine, MA, MPAff

PROGRAM DESCRIPTION

In January 2020, AISD's Austin Ed Fund was awarded a 2-year, $2 million grant from the St. David's Foundation to advance culturally responsive systems of support in AISD. The district's Multi-Tiered System of Support (MTSS) follows the positive behavioral intervention and supports (PBIS) three-tiered framework and provides academic, behavioral, social, and emotional supports to improve education for all students. Tier 1 systems and practices establish a foundation of regular, proactive supports for all students, while Tier 2 and Tier 3 systems and practices support students who are at risk of developing problem behaviors as well as students identified as needing intensive, individualized support. The 2020–2021 grant-funded evaluation of AISD's MTSS will focus on the following supports: SEL, cultural proficiency and inclusiveness (CPI), and child study teams (CSTs).

SEL is a type of Tier 1, universal support for all students, staff, and families. The purpose of SEL in AISD is to enable learners to develop in safe, inclusive, culturally responsive, academically engaging, and equitable learning environments that cultivate self-awareness and self-management, social awareness and relationship skills, and responsible decision making. While direct support to students does occur with explicit SEL instruction, the Department of Social Emotional Learning, including 10 district SEL specialists, primarily works to build staff's capacity to integrate SEL into the curriculum and culture of their workplace.

The goal of the CPI team is to embed cultural proficiency and inclusiveness into the work of the district, primarily by providing ongoing, meaningful professional learning opportunities for staff to engage in critical self-reflection on their interactions with students and families in a manner that considers the diverse needs of all. CPI staff also work to elevate student agency to advocate for equity, and highlight to the district and the greater Austin community the importance of student voice and race equity work. Like SEL, CPI is a type of proactive, Tier 1 support.

As part of the child study system, campus-based CSTs meet regularly to problem solve and coordinate services that address the whole child through an integrated response. Members of CSTs may include campus-based staff (e.g., principals, teachers, parent support specialists [PSSs]) as well as district-level staff (e.g., MTSS coaches, graduation coaches, licensed mental health professionals) and third-party service providers (e.g., Communities in Schools). CSTs often review and discuss student-level service data in the eCST when coordinating services and creating students' intervention plans.

PURPOSE OF THE EVALUATION

The purpose of this evaluation is to measure the implementation and effectiveness of a subset of supports offered through AISD's MTSS. Evaluation of the St. David's Foundation grant will complement the work of a multi-year, human-centered, redesign process, supported by the NoVo Foundation, aimed at redesigning the various systems of support in AISD to create an overarching framework for a contemporary, evidence-based model that supports students' social and emotional health.

EVALUATION QUESTIONS

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

1. How did the district operationalize and measure equity-centered SEL?
2. How did secondary schools use the SEL planning for organizational change process to deepen implementation of equity-centered SEL?
3. What were the characteristics of staff who attended CPI professional learning opportunities, and what feedback did staff have about these learning opportunities?
4. What was the process and what were the outcomes of the first cohort of the PPfT CPI leadership pathway?
5. Did the district meet its targets with respect to the Student Equity Council?
6. What were some best practices of and barriers to CST meetings?
7. What lessons can be learned from eCST usage data that can inform campus-based and district-level staff in their provision of support to students?
8. How did perceptions of campus-based and district-level staff change regarding the relationships between SEL, CPI, CSTs and the broader MTSS framework? What can leaders learn from these perceptions to better streamline the system of supports for students?

Evaluation questions may be adapted to address changes in program staff's priorities in response to COVID-19.

EVALUATION OBJECTIVES

The evaluation objectives include but are not limited to the following:

- to identify possible areas of alignment of resources, activities, and goals throughout the various support systems, practices, and initiatives
- to provide information about the effectiveness of these supports to district decision makers to help them make decisions about program implementation and improvement

FISCAL CONSIDERATIONS

The St. David's Foundation provides funding for this evaluation. Three analysts in DRE will be partially funded by this grant, totaling 1.5 FTE.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect quantitative and qualitative data to fulfill the evaluation objectives. Survey data will include responses from the district-wide Student Climate Survey, TELL Survey, ECS, and Family Survey. Additionally, AISD students' and staff's demographic information as well as data on student services, attendance, discipline, and academic achievement may be accessed through the district's information systems. DRE staff will work with program staff to obtain program-specific records, such as professional learning attendance and feedback. DRE staff will conduct focus groups, interviews, and additional surveys with staff at schools implementing initiatives of interest.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide evaluative information to program staff. DRE staff will analyze quantitative data (e.g., survey results, discipline rates) using descriptive statistics. Additional analyses (e.g., correlation, effect size calculations) may be conducted to discern the presence and strength of relationships between variables of interest. DRE staff will analyze qualitative data to identify important details and themes within open-ended responses. DRE staff will integrate results from all analyses to provide a more detailed and balanced evaluation of the programs.

TIME LINE

Support to program staff is ongoing, based on needs and availability. The following timeline is subject to change:

- July–August 2020: DRE staff will meet with program staff to discuss planned programmatic activities and evaluation support for the 2020–2021 school year. DRE staff will gather and summarize data necessary for grant reports (i.e., St. David's Foundation, lead donor report). DRE staff will support SEL and counseling staff by summarizing student survey data to inform the creation of school reopening activities and needs assessments for secondary students. DRE staff will create an online feedback form for staff who participate in CPI professional learning opportunities.

- September 2020: DRE staff will continue to meet with program staff to discuss changes in planned activities and evaluation support due to pandemic-related shifts in students' learning environments and services. DRE staff will facilitate the formation of a committee of SEL stakeholders, who will help inform the redesigned tool to measure equity-centered SEL implementation at the campus level. DRE staff will meet with SEL specialists leading the SEL planning for organizational change process at secondary schools to plan for the evaluation of this initiative. DRE staff will collect and summarize demographic data of staff who

participated in CPI professional learning opportunities in 2019–2020. DRE staff will create an interactive dashboard that summarizes feedback from staff who participate in a CPI professional learning opportunity. DRE staff will help CPI staff to operationalize and measure participation in the district-wide Student Equity Council. DRE staff will review eCST usage data and associated dashboards of schools in the Northeast vertical team and work with program staff to plan for focus groups to solicit feedback from campus staff. DRE staff will continue to work with program staff to identify resources, activities, and goals of the various support systems across AISD's MTSS.

- October 2020: DRE staff will support the 2020–2021 cohort of SEL seed model schools with the development and refinement of measurable goals for deepening SEL implementation. DRE staff will meet with SEL stakeholders to begin developing the tool to measure equity-centered SEL at the campus level. DRE staff will publish a brief report summarizing the demographic data of staff who participated in CPI professional learning training in 2019–2020. DRE staff will review and provide feedback on the scoring rubric for staff participating in the CPI PPfT leadership pathway. DRE staff will help facilitate focus groups with campus staff to gather information on CST protocol and solicit feedback on eCST usage dashboards. DRE staff will use information collected from the various programs to begin identifying alignment of resources, activities, and goals across support systems.

- November–December 2020: DRE staff will continue meeting with SEL stakeholders to develop the SEL implementation measurement tool. DRE staff will analyze data from the 2019–2020 Student Climate Survey and refine items, if necessary. DRE staff will analyze data from the 2020 ECS and compare results with pre-COVID-19 data. DRE staff will summarize feedback from eCST focus groups. DRE staff will work with program staff to draft program-specific logic models.

- January–February 2021: DRE staff will gather and summarize data necessary for the St. David's Foundation grant report(s). DRE staff will solicit feedback from additional SEL stakeholders (e.g., parents, students, principals, SEL facilitators, central office administration) on the SEL implementation measurement tool. DRE staff will coordinate the administration of the 2020–2021 Student Climate Survey. DRE staff will develop a survey for principals regarding CST procedures and eCST usage. DRE staff will work with program staff to refine program-specific logic models and draft a high-level theory of change for MTSS.

- March–April 2021: DRE staff will finalize the SEL implementation measurement tool. DRE staff will analyze results from the 2020–2021 Student Climate Survey and publish an interactive

dashboard to display results. DRE staff will administer a principal survey regarding CSTs and eCST. DRE staff will work with program staff to develop questions for the ECS to measure how campus-based and district-level staff perceive the relationships between SEL, CPI, CSTs, and the broader MTSS framework.

- May–June 2021: DRE staff will make the necessary edits to the online survey platform used to collect campus-level SEL implementation data and support the SEL specialists in their use of the platform as they meet with campus staff to determine 2020–2021 SEL implementation ratings. DRE staff will support SEL and CPI specialists in reviewing teachers' submissions for the PPfT leadership pathways. DRE staff will analyze results from the principal survey and share findings with program staff. DRE staff will administer the ECS.

- July 2021: DRE staff will gather and summarize data necessary for the St. David's Foundation grant report(s). DRE staff will summarize 2020–2021 campus-level SEL implementation ratings and report to SEL staff and district administrators. DRE staff will analyze results from the ECS and produce a report that summarizes changes in staff's perceptions of the relationships between SEL, CPI, CSTs, and the broader MTSS framework.

REQUIRED REPORTING

In addition to the aforementioned reports, DRE staff will assist program staff with data analysis for district reports, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

Department of Justice (DOJ) STOP School Violence Mental Health Training Grant, 2020–2021

Program Staff: Teri Wood, PhD, Joan Lege-Krebs

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Cason Fayles, MA

Project Description

The primary goal of the 3-year project is to prevent school violence through: (a) trust-based relational intervention (TBRI) practitioner training for select AISD staff, (b) TBRI training and coaching for teaching and support staff on all AISD campuses, and (c) educational sessions for students. DRE staff will assess progress toward this goal through analyses of student-, staff-, campus-, and district-level outcomes.

The project will leverage existing data from AISD student, staff, and parent surveys. Surveys measure numerous aspects of school climate and culture, including felt safety, SEL skills and competencies, student and staff relationships, and student bullying behavior. The project will also leverage other data sources, such as student and staff attendance, discipline rates, mental health and counseling referrals, professional learning records, and incidence of school violence.

Purpose of Evaluation

The TBRI evaluation has two primary purposes: (a) to provide TBRI staff with information for program planning and improvement and (b) to monitor the impact and effectiveness of TBRI trainings and awareness campaigns. DRE staff will collect and evaluate data to assist program staff with the assessment of progress toward interim and longer-term goals.

Evaluation Questions

In the 2020–2021 school year, the TBRI evaluation will focus on the following questions:

1. How do TBRI trainings and awareness campaigns influence students', parents', and staff's perceptions of school climate?
2. How do TBRI trainings and awareness campaigns influence the incidence of school violence and referrals to mental health supports?
3. How do TBRI trainings and awareness campaigns influence students' and staff's attendance and students' academic performance?

Evaluation Objectives

The proposed evaluation will examine the impact of TBRI at the student, staff, and campus levels. Toward this end, the evaluation objectives include the following:

- DRE staff will facilitate conversations on the development and implementation of the grant-funded program
- DRE staff will provide TBRI leaders with formative feedback regarding program development and implementation
- DRE staff will attend TBRI events and professional learning opportunities
- DRE staff will provide timely data that are responsive to the needs of TBRI leaders

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relationship to their allocations and expenditures. Evaluation services for TBRI are grant funded by the United States DOJ. One-quarter of an FTE staff person in DRE is funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Survey data include but are not limited to the AISD Student Climate Survey, TELL Survey, ECS, and AISD Family Survey. Additionally, student attendance, academic performance on the STAAR, mental health and counseling referrals, HCP records, and discipline data will be analyzed.

DATA ANALYSES

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

TIME LINE

- July–August 2020: DRE staff will develop and share the evaluation plan with TBRI leaders. DRE staff will work with TBRI leaders to develop a logic model of TBRI implementation. Preliminary data regarding TBRI use and impact will be collected through a cohort survey. DRE staff will construct an activity tracker to capture TBRI-related training and awareness campaigns by cohort practitioners. Baseline data regarding student, staff, and parent perceptions of school climate will be compiled. Baseline data regarding student discipline, school violence, counseling referrals, and mental health referrals will be collected from relevant sources.
- September–October 2020: DRE staff will finalize the TBRI logic model and activity tracker. DRE staff will help TBRI leaders facilitate a focus group with cohort participants to gather qualitative data on initial efforts to coach/train staff and teach students, if time and schedules

permit.

- November-December 2020: DRE staff will begin an analysis of baseline data in preparation for writing a summary report.

- January–March 2021: DRE staff will administer student, staff, and parent surveys. DRE staff will administer the TBRI practitioner cohort survey for cohort 2.

- March–April 2021: DRE staff will obtain and clean data from the student, staff, and parent surveys.

- May–June 2021: DRE staff will obtain and clean data from the activity tracker, student and staff attendance records, school discipline and violence records, mental health referral records, professional learning records, and any other relevant data source. DRE staff will analyze and summarize relevant data sources and begin a summary report. DRE staff will help TBRI leaders facilitate an end-of-year focus group with cohort members, if time and schedules permit. DRE staff will administer an end-of-school year survey to cohort members.

- July–August 2021: DRE staff will complete the analyses and write a summary report on student, parent, and staff data and shared it with TBRI leaders.

REQUIRED REPORTING

DRE staff will assist the TBRI grant manager with D O J grant reporting requirements.

District-Wide Surveys of Students, Families, and Staff, 2020–2021

Evaluation Supervisors: Cinda Christian, PhD; Martha Doolittle, PhD; Karen Looby, PhD
Evaluation Staff: Marlena Coco, PhD; Cason Fayles, MA; Anne Fine, MA, MPAff; Paige Hartman, PhD; Jenny Leung, MA; Dana Minney, MS

Program Description

DRE staff develop, administer, and report about district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD Family Survey, TELL Survey, AISD High School Exit Survey, AISD Student Substance Use and School Safety Survey (done on alternating years), AISD Central Office Work Environment Survey (done on alternating years), and the ECS. Results from these surveys inform district staff regarding perceptions of the school environment and customer service on each campus, help district staff examine the work environment of central office departments, and help district staff gain campus staff's feedback on programs and services. Results from these surveys are used to monitor the district's treatment of staff and stakeholders as well as the district's annual score card, strategic plan, and improvement plan. Results from some family and student survey items are used to support other grant program evaluations and help provide school-level data for campus improvement plans.

Purpose of Evaluation

Evaluation Questions

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

1. Did school and/or central office climate change over time?
2. Did students' ratings of school climate differ based on student characteristics (i.e., gender, race, ethnicity, emerging bilingual status [also known as English learner], economically disadvantaged status, and students identified as needing special education services)?
3. Which climate factors were most related to student achievement and teacher retention?
4. How did exiting senior students rate and describe their high school experiences, and to what extent were their responses related to postsecondary outcomes?
5. How did parents and guardians describe their experiences with and perceptions of their child's campus?

Evaluation Objectives

Evaluation objectives include the following:

- to identify factors associated with positive school and work climate in AISD, for use in campus and district improvement planning

- to gather students', staff's, parents', and guardians' opinions and information; to support the evaluation of programs; to provide data for the annual district score card and the campus and district improvement plans; and to help meet state reporting requirements

- to obtain information about various programs and policies of interest

- to track students' perceptions of self-reported school climate to inform and assist with the evaluation of culturally responsive tiered systems of support

- to inform and assist with district- and campus-level substance use and violence prevention and intervention planning

- to track high school seniors' perspectives, attitudes, and experiences on high school campuses to inform district- and campus-level high school and postsecondary enrollment planning

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

The AISD TELL Survey will be administered in January via an online survey. Principal-appointed campus contact persons will help coordinate the online survey. Surveys remain completely confidential, with only campus name and major job classification as identifying information used for reporting.

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

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

The AISD Central Office Work Environment Survey is administered in the spring of alternating school years to all non-campus staff. Respondents are asked to provide feedback about the leadership and work environment in their major division (e.g., Academics and SEL, Business Operations, Human Capital, Technology Learning and Systems) and in their immediate work group. This survey will be conducted in 2021–2022.

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

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

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

DATA ANALYSES

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

TIME LINE

- August–September 2020: DRE staff will request campus survey contacts be identified by principals.
- September–October 2020: DRE staff will begin revising all surveys and identify any items in need of revision and then will submit all suggested changes to key program managers and to district leaders for approval. DRE staff may distribute ECS notifications by email for selected programs. Staff will determine the need for the fall ECS. If needed, DRE staff will begin preparing items for the fall ECS. DRE staff will determine staff sampling for the ECS.
- October–November 2020: DRE staff will determine the AISD Family Survey project time line and will finalize and obtain translations of the survey from the district's translation office staff by November. Staff will determine the process to optimize communication about the AISD Family Survey to parents and guardians by using the support of district and campus personnel. DRE staff will translate any revisions to the TELL Survey and Student Climate Survey and will prepare paper forms if requested, and will modify the online surveys, as necessary. DRE staff will send reminder emails about the ECS to non-respondents.
- December 2020: DRE staff will prepare and distribute contact packets for the TELL Surveys to campus contacts for distribution in January, and obtain Student Climate Survey and AISD

Family Survey estimated participation counts. DRE staff will summarize results for the fall administration of the ECS.

- January 2021: DRE staff will email a personalized link to the online TELL Survey to staff. DRE staff will email campus contacts about the Student Climate Survey and survey administration will begin. Campus staff will receive notification about the AISD Family Survey, and emails will be sent to parents and guardians to provide a link to the online survey. DRE staff will collaborate with AISD communications staff to ensure that announcements and a link to the online Family Survey are posted on the AISD website.

- February 2021: DRE staff will analyze TELL Survey data. DRE staff will finalize High School Exit Survey items and inform high school staff about the process for survey administration. The Student Substance Use and School Safety Survey will be updated and a preview of the survey and an opportunity to opt out students from the survey will be emailed to the primary contacts of middle and high school students. Staff also will begin preparing items for the spring administration of the ECS.

- March 2021: DRE staff will analyze data for the TELL Survey, complete administration of the Student Climate Survey at all campuses, and begin administration of the Student Substance Use and School Safety Survey. The TELL Survey reports will be available online after the responses are collected. DRE staff will determine staff sampling for the spring ECS.

- April 2021: DRE staff will complete administration of the High School Exit Survey and the Student Substance Use and School Safety Survey. Weekly High School Exit Survey response statistics may be sent to principals and campus survey facilitators. Final collection of the Family Survey will be completed, and analysis of results will begin. DRE staff will distribute ECS notifications by email.

- May–June 2021: DRE staff will continue administering the High School Exit Survey and sending weekly High School Exit Survey response statistics to principals and campus survey facilitators. After cleaning and analysis, DRE staff will publish online results of the AISD Student Climate Survey. AISD Family Survey results will be summarized and campus reports will be prepared for posting online in June. In addition, all survey results required for district and campus improvement plans, the strategic plan, and the district scorecard will be submitted to staff in the AISD Department of Campus and District Accountability. DRE staff will send reminder emails about the ECS to non-respondents. Once the ECS is closed, DRE staff will analyze and distribute summarized results to program managers.

- June–August 2021: DRE staff will post online Student Substance Use and School Safety Survey results. DRE staff may do additional analyses and reports documenting differences in students' Climate Survey ratings based on their demographics.

REQUIRED REPORTING

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

Special Projects

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

ELECTRONIC CHILD STUDY TEAM (eCST) DATA CONNECTION PROJECT, 2020–2021

Project Manager: Vidya Lakshminarayanan

Supervisor: Cinda Christian, PhD

Evaluation Staff: Jay Brown, PhD

PROGRAM DESCRIPTION

The eCST Data Connection Project consists of a cross-functional team of AISD personnel from the Office of Innovation and Development, the Department of Social Emotional Learning and Multi-Tiered Systems of Support, the Department of Information Management Support Services, and DRE, in conjunction with representatives from partner organization the Michael and Susan Dell Foundation. This team came together with the purpose of aligning and integrating existing AISD systems and processes of data collection and sharing to allow web-based access for both district staff and community service providers to view service and outcome information of students. This alignment both provides a single source for information through the district's tool (i.e., the eCST) and reduces the current duplication of processes for service providers and the district. The Data Connection Project emphasizes efficiencies between current protocols across entities.

Participation in the Data Connection Project is required for all partners and has grown as the district expands from providing data to reports and dashboard information. Currently AISD provides access to the eCST through AISD's Youth Service Mapping (YSM) entry point for upwards of 180 partners. During the 2019–2020 school year, YSM was moved to the Aunt Bertha platform in order to facilitate comprehensive community functionality.

FISCAL CONSIDERATIONS

DRE is funded for one 0.25 FTE through a grant from the Michael and Susan Dell Foundation to support ongoing growth and integration for this project. DRE provides a match for this donation with an additional 0.25 FTE support for the project. Funds are set to expire in December 2020.

SCOPE AND METHOD

TIME LINE

- Ongoing: DRE staff will provide ongoing support to AISD team members as well as external personnel and contractors working on the project. Support will inform design and process implementation associated with the Data Connection Project. For example, DRE staff will provide consultation regarding finalization of legal agreements between parties (e.g., memorandums of understanding, data-sharing agreements, and consent documents) and regarding data elements and system functionality.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

EDUCATION INNOVATION RESEARCH (EIR) GRANT, 2020–2021

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

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Cason Fayles, MA

PROJECT DESCRIPTION

The primary goal of the 5-year project is to guide and support the implementation of Culturally Responsive Restorative Practices (CRRP) at 10 participating schools. To reach this goal, seven restorative practices associates (RPAs) will support educators and school leaders to create a sustainable school-wide CRRP culture that values identity safety; inclusion; and the cultivation of trusting, caring relationships. DRE staff will assess progress toward this goal through analyses of student- and campus-level academic and behavioral outcomes and changes in teacher and administrator practices.

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

In the 2020–2021 school year, the EIR evaluation will focus on the following major questions:

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

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of CRRP at the student and campus levels. Toward this end, the evaluation objectives include the following:

- to facilitate conversations between the EIR project team, AIR, and UT on the development and implementation of the grant
- to provide the EIR project team with formative feedback regarding development and implementation
- to attend CRRP events and professional learning opportunities
- to provide the EIR project team, AIR, and UT with timely data that are responsive to their needs
- to facilitate data discussions between CRRP leaders, RPAs, and campus core teams

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

Survey data include but are not limited to the AISD Student Climate Survey, TELL Survey, the ECS, and AISD Family Survey. Additionally, students' attendance, academic performance on the STAAR, discipline, and elementary school personal development skills report card ratings, and staff's professional learning feedback may be analyzed. DRE staff will continue to work with AIR and UT and will attend meetings, as needed.

DATA ANALYSES

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

TIME LINE

- July–August 2020: EIR project team leaders will review and approve the EIR evaluation plan. DRE staff will engage in discussions with AIR to determine short-term research objectives and potential logistical requirements for site observations during the 2020–2021 school year. DRE staff will begin planning root cause analysis discussions with campus core teams.
- September–October 2020: DRE staff will facilitate root cause analysis discussion with campus core teams. As necessary, DRE staff will work with the EIR project team, school administration, and AIR to schedule site observations.
- November–December 2020: DRE staff will continue to facilitate root cause analysis

discussions with CRRP campus core teams.

- January–March 2021: DRE staff will administer student, staff, and parent surveys.

- March–April 2021: DRE staff will clean student, staff, and parent survey data.

- May–June 2021: DRE staff will obtain annual student data (e.g., attendance, STAAR, discipline, and elementary school personal development skills report card), parent survey data, and staff climate survey data. DRE staff will obtain professional learning feedback from staff for EIR grant campuses.

- July–August 2021: DRE staff will conduct analyses and write summary reports on student, parent, and staff data. DRE staff will share reports with the EIR project team and AIR and UT researchers.

REQUIRED REPORTING

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

SPECIAL PROJECTS

DRE staff will meet with staff from AIR and the United States Department of Education, as necessary, to facilitate national evaluation efforts. On an as-needed basis, DRE staff may participate in dissemination presentation events.

EVERY STUDENT SUCCEEDS ACT (ESSA), 2020–2021

Grant Manager: Mary Thomas, EdD

Evaluation Supervisors: Cinda Christian, PhD; Martha Doolittle, PhD; Holly Williams, PhD

PROGRAM DESCRIPTION

ESSA is the nation's federal education funding for education programs supporting schools enacted in 2015 (https://www.ed.gov/essa). ESSA represents the reauthorization of the 1965 Elementary and Secondary Education Act and consists of several entitlement grants, including but not limited to the following, for which AISD receives a total allocation of more than $27 million in the current school year and that DRE staff will provide support for compliance reporting:

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

PURPOSE OF EVALUATION

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

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

TIME LINE

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

- August–September 2020: DRE staff will coordinate with the Department of State and Federal Accountability regarding processes for data collection from private nonprofit schools and facilities for delinquent youth regarding information on their participation in ESSA Title grants.

- April–June 2021: DRE staff will gather private nonprofit grant participation information from the Department of State and Federal Accountability and meet with AISD program managers who received Title IV funding to determine spending categories and to collect program documentation. DRE staff will prepare results for state reporting. Staff will obtain final compliance report drafts from TEA.

- June–August 2021: DRE staff will obtain information from staff in the AISD Department of State and Federal Accountability on grant allocation and expenditure amounts and determine what activities and services are being funded with such grant monies. DRE staff will summarize data, such as surveys and data from district databases, for each of the Title grants. DRE staff will assist with the completion of TEA-required compliance reports.

SPECIAL PROJECTS

No special projects are currently planned.

FAMILY ENGAGEMENT, 2020–2021

Program Manager: Leonor Vargas, LMSW

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Anne Fine, MA, MPAff

PROGRAM DESCRIPTION

With the support of a $1.29 million grant from the City of Austin, the Parent Engagement Support Office (PESO), within AISD's Department of Communications and Community Engagement, allocates funds to approximately 52 Title I schools to help fund 50% of the PSS position as well as support family engagement district-wide. The responsibilities of the PSS are to (a) develop positive relationships with parents and families, (b) empower parents to become active participants in the education of their child, and (c) support and connect students and their families to resources that aid their learning and improve their well-being. The PSS position helps ensure compliance with federal Title I, Part A, parent involvement regulatory guidelines and aligns with AISD's core belief to create vibrant relationships for successful students and schools.

PURPOSE OF EVALUATION

The primary purpose of this evaluation is to support PESO with analysis of performance measures and reporting of results, as stated in the 2020 City of Austin PSS grant.

EVALUATION QUESTIONS

Program evaluation support will focus on the following questions:

1. Did the PSS program reach its quarterly targets?
   a. What was the total number of unduplicated clients served each quarter? What were the demographics of these clients (i.e., ethnicity and race, gender, ZIP code, economic disadvantage status)?
   b. What was the total number of parent education events each quarter?
   c. What was the total number of life skills events each quarter?
   d. What percentage of individuals completed an education program, Maestro en Casa, and demonstrated improved knowledge?
   e. What percentage of individuals who participated in a parent workshop series reported increased access to community resources and/or improved parenting skills?
2. Given that the district is offering virtual instruction, what were additional parent needs and/or gaps in services that PSSs could provide to families?
3. Using the research-based dual capacity framework for family engagement, how do AISD policies, resources, and activities map onto this framework? What were the expected

outcomes of AISD activities to support family engagement? How did the resources and activities of the program contribute to the outcomes of the program?

a. How did AISD departments, campuses, and PSS program support family engagement?

b. What were the AISD policies and rules for family outreach?

c. Did current practices and policies align with the PSS program goals and outcomes? Were program activities and outcomes aligned with program goals?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

If possible, a cost per family/student served will be calculated, based on a prorated allocation for the period of the evaluation and the numbers of unique families/students served during that same period. Evaluation services provided by DRE staff are grant funded by the City of Austin and will constitute 0.5 FTE.

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSIS

DRE staff will prepare descriptive statistics quarterly, as required for grant reporting purposes. DRE staff also may prepare summary reports of PSS activity for each school for program staff to monitor data quality. DRE staff will assist PESO staff and schools' PSSs, with summaries of parent survey needs.

REQUIRED REPORTING

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

TIME LINE

- July 2020: DRE staff will analyze and summarize data necessary for the City of Austin's quarterly report. DRE staff will meet with PESO staff to assist in the development of the program's logic model and generate ideas for analyses of the program's impact.
- August–September 2020: DRE staff will analyze all PSS activity from 2019–2020 and publish a brief narrative report summarizing the outputs of the PSS program in that school year. DRE staff will present at the PSS professional development meeting to update staff about data

entry protocol and grant requirements for 2020–2021. DRE staff will obtain input from PESO staff about the AISD Family Survey. DRE staff will begin working with PESO staff on the development of a family engagement logic model as well as a parent survey PSSs can use to assess needs. DRE staff will analyze current and recently used family surveys, family outreach methods, and best practices for engaging with families, using the dual capacity-building framework as guidance.

- October–November 2020: DRE staff will analyze and summarize data necessary for the City of Austin's quarterly report. DRE staff also may review grant materials (e.g., program statement, budget, performance measures) for the 2021 City of Austin PSS grant proposal. DRE staff will identify the current state of organizational conditions, as related to the dual capacity-building framework, and identify relevant district and campus-level participants (stakeholders), using information from Department of Communication and Community Engagement (DCCE) and the PSSs. DRE staff may contact other department leaders for input.

- December 2020: DRE staff will assist PESO staff in collecting evidence of proper service documentation and data analysis for the City of Austin end-of-year audit.

- January–March 2021: In January, DRE staff will analyze and summarize data necessary for the City of Austin's fourth quarterly report for 2020. DRE staff will gather qualitative data from identified parent engagement stakeholders via survey or focus groups to gauge the strengths, challenges, conditions, and recommendations specific to the family engagement needs of AISD.

- April–June 2021: DRE staff will analyze and summarize data necessary for the City of Austin's quarterly report. DRE staff will analyze and summarize data necessary to aid in completion of a theory of change framework for family-school partnerships and family engagement. DRE staff will work with program staff to share the theory of change framework and get feedback from stakeholders.

- July 2021: DRE staff will analyze and summarize data necessary for the City of Austin's quarterly report.

PROGRAM SUPPORT

Throughout the school year, DRE staff will meet with program staff and respond to additional data and information requests to support data-informed strategic planning. Ad hoc requests typically require data pulls, analysis, and reporting within a short time period. The evaluation supervisor or DRE director will review such requests; approval will depend on the scope of requested work and projects in progress at the time of the request.

SPECIAL PROJECTS

As time and resources allow, DRE staff may work with PESO staff to align with the evaluation of other family engagement efforts in the district.

GEAR UP Austin, 2020–2021

Program Director: Elizabeth Severance, PhD

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Crystal Wang, PhD

Program Description

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Austin is a federally funded program encouraging low-income, at-risk students to have high educational expectations, stay in school, and complete the required courses to enter college. GEAR UP Austin aims to serve a cohort of students across 11 economically disadvantaged middle schools, and seven of their feeder high schools in the district. In 2020–2021, the program's fourth year of federal funding, the program will provide intensive support services relevant to college preparation for the GEAR UP cohort in 9th grade. GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development opportunities, and family engagement.

GEAR UP Austin seeks to ensure all students graduate from high school and are prepared for and succeed in postsecondary education. More specifically, GEAR UP Austin aims to achieve the following eight goals:

1. to expand instruction and increase academic opportunities in mathematics, science, and language arts to enable students to complete college-level courses, without need for remediation
2. to provide access to and enable success in high-quality advanced academic programs in order to reduce the need for course or subject remediation in college
3. to provide for professional development opportunities for GEAR UP Austin personnel to assure strong, student-led and personalized instruction in project schools
4. to provide a network of strong student support services, including those that improve noncognitive skills and behaviors and encourage on-time promotion and academic preparation
5. to ensure on-time high school completion and straight-to-college enrollment
6. to ensure first-year college retention
7. to provide postsecondary information, including college fit and readiness level, and additional opportunities
8. to build, expand, and leverage community partnerships

Purpose of Evaluation

The primary purpose of the evaluation is to assess the effectiveness of GEAR UP Austin in achieving the program goals. The program is expected to provide services to students for college preparation. Therefore, DRE staff will evaluate the program by describing program implementation, students' participation in GEAR UP Austin, and related students' academic and college preparation outcomes.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. Did GEAR UP provide personalized, rigorous academic preparation that reduced the need for remediation at the postsecondary level?
   a. What program services were developed, implemented, and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?
2. Did GEAR UP provide personalized college and career advising to improve awareness of postsecondary opportunities and increase rates of enrollment?
   a. What program services were developed, implemented, and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?
3. Did GEAR UP provide ongoing professional development opportunities that supported student learning?
   a. What program services were developed, implemented and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?
4. Did GEAR UP engage family and community members as partners in high student achievement?
   a. What program services were developed, implemented, and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- Ongoing: DRE staff will participate in ongoing, regularly scheduled meetings with program staff for the purposes of evaluation collaboration and provision of continuous feedback. DRE staff will document evidence of ongoing program activities that reflect the value of academic achievement and college in communications (e.g., blogs, newsletters, meetings). DRE staff will monitor and summarize program services (e.g., tutoring, mentoring, counseling, and family engagement) and related outcomes monthly for program implementation purposes.

- August 2020: DRE staff will work with program staff to finalize the annual work plan and make updates to the logic model, as necessary. DRE staff will document and summarize evidence of GEAR UP Austin teachers' participation in professional development activities in August.

- September 2020: DRE staff will conduct analysis of GEAR UP students' college aspiration results from the district Student Climate Survey 2019–2020 to explore whether they relate to students' academic outcomes and their participation in GEAR UP services.

- October 2020: DRE staff will draft the college aspiration report brief and present it to program staff.

- November 2020: DRE staff will set up queries prepared for the *Annual Performance Report,* due to the Department of Education by April 15, 2021, which will cover the program academic year of August 1, 2019, to July 31, 2020

- December 2020: DRE staff will work with program staff to revise the GEAR UP Austin/AVID student and family surveys.

- January 2021: DRE staff will administer the GEAR UP Austin/AVID Family Survey. DRE staff will provide the list of GEAR UP Austin cohort students and the GEAR UP Austin/AVID Student Survey link to the GEAR UP facilitators/AVID coordinators, who will administer the GEAR UP Austin/AVID Student Survey at each participating campus. DRE staff will perform work for ongoing development of the *Annual Performance Report.*

- February 2021: DRE staff will analyze results from GEAR UP Austin/AVID student and family surveys, create a dashboards/Qualtrics report and present it to program staff. DRE staff will perform work for ongoing development of the *Annual Performance Report.*

- March 2021: DRE staff will work with program staff to revise GEAR UP-related questions incorporated into the AISD ECS, as necessary. DRE staff will complete the *Annual Performance Report*.

- April 2021: DRE staff will revise questions for GEAR UP campus focus groups with GEAR UP Austin teachers, administrators, and counselors. DRE staff will conduct GEAR UP campus focus groups with GEAR UP Austin teachers, administrators, and counselors regarding best practices for GEAR UP Austin implementation.

- May 2021: DRE staff will analyze focus group data, draft the report brief, and present it to program staff. DRE staff will analyze GEAR UP and non-GEAR UP students' college aspiration results from the district's Student Climate Survey, create dashboards, and present the results to program staff. DRE staff will analyze results for the GEAR UP-related questions from the AISD ECS.

- June 2021: DRE staff will prepare analyses of program implementation records and student outcomes that will be included in the final annual program evaluation report.

- July 2021: DRE staff will write the final annual program evaluation report. DRE staff will present the final annual program evaluation report to program staff for review and publish the report online.

REQUIRED REPORTING

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

HUMAN CAPITAL SERVICES, 2020–2021

Evaluation Director: Fernando Medina, EdD

Evaluation Supervisor: Karen Looby, PhD

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

PROGRAM DESCRIPTION

The 2020–2021 evaluation of AISD's Human Capital Services will focus on projects within three departments and the AISD customer service team operating under the Office of Human Capital. An overarching goal of Human Capital Services is to fuel the reinvention of the urban school experience one person, one game changer at a time by being the finders, connectors, and developers of the best talent students, families, and communities deserve.

The first of the Human Capital Services departments included in the 2020–2021 evaluation is the Department of Employee Effectiveness. The Department of Educator Effectiveness provides professional development opportunities and support for teacher appraisal through the implementation of AISD's PPfT. The goal of the Department of Employee Effectiveness is to have a positive impact on and support the recruitment, development, and retention of effective teachers throughout AISD.

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

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

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

PURPOSE OF THE EVALUATION

DRE will provide evaluation support for multiple Human Capital Services departments/programs in the 2020–2021 school year. Initially, the evaluation will conceptualize how programs and initiatives within Human Capital Services connect and align. Subsequently, DRE staff will work to determine program outcomes. The overall evaluation will capture information related to customer service, teacher appraisal, professional learning, leadership development, teacher recruiting and induction, and staff retention.

EVALUATION OBJECTIVES

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

- to standardize reporting timelines, formats, rubrics, and other metrics to better align work and deliverables
- to identify possible common threads throughout Human Capital Services' initiatives, such as retention, professional learning, and early career teacher work
- to provide information about the effectiveness of these areas within Human Capital Services and in alignment with the strategic plan to district decision makers to help them make decisions about program implementation and improvement
- to respond to ad hoc data and survey requests throughout the year to support the greater mission of the Human Capital Services and Human Resource Services teams

EVALUATION QUESTIONS

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

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

- Ad hoc district surveys in response to COVID-19 planning and development
- TELL Survey
- Human Resources Exit Survey
- AISD Student Climate Survey
- AISD Family Survey
- Family Leaver Survey
- Various program-specific surveys

DATA ANALYSES

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

TIME LINE

Specific timelines for each of the four initiatives are presented in the respective program evaluation plans. Evaluation activities and the timing of evaluation activities are subject to change as program needs change in the context of COVID-19.

Ongoing Human Capital Services evaluation support includes:

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

REQUIRED REPORTING AND DELIVERABLES

DRE staff will communicate program evaluation outcomes in a series of report briefs, data dashboards, and other deliverables. Refer to the evaluation plans describing CARES, PPfT, Leadership Development, and Professional Learning for details.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

DRE plans to assist with ad hoc data and survey requests, as needed.

LEADERSHIP DEVELOPMENT, 2020–2021

Evaluation Director: Megan Counihan, MEd

Evaluation Supervisor: Karen Looby, PhD

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

PROGRAM DESCRIPTION

The purpose of the Department of Leadership Development (i.e., to create a sustainable and scalable leadership pipeline of outstanding urban school leaders) is a vital component of AISD. The AISD Office of Human Capital Services is committed to creating a rigorous leadership pipeline that focuses on seeking, finding, preparing, and keeping a diverse group of equity-focused, effective novice principals and assistant principals (APs). There are several major focus areas of leadership development for the 2020–2021 school year.

- Leadership Foundation Programs: partnerships with Texas State University and UT, offering opportunities for current teacher leaders to earn advanced degrees or get placed in a residency at an AISD school to further prepare them for a leadership role in AISD
- Assistant Principal Preparation Program (AP3): a program designed for teachers that focuses on providing specific AISD content and preparing cohort members for campus leadership in an urban setting
- Principal Preparation Program (P3): a program aimed at preparing selected APs for principalship in AISD by attending sessions with district leadership to increase their knowledge of AISD initiatives and understand the significance of their role in creating an effective, agile, and responsive organization
- AP and Principal Hiring Processes: multiple-hurdle hiring processes that involve candidates participating in an online HireVue interview and an assessment center in the hopes of being added to the highly qualified list and considered for AISD AP or principal roles
- New Assistant Principal Induction and Support Program: supports in place for new APs, such as an induction program at the beginning of the school year, to prepare for their leadership on an AISD campus, and ongoing support throughout the year in blended formats and learning series
- New Principal Induction and Support Program: supports in place for all principals new to AISD or new to principalship, such as the 2-day institute in the summer, to help prepare them to start the year on their campus as principal, and ongoing support through the novice principal coaching program

PURPOSE OF EVALUATION

As the district continues to build its leadership pipeline in 2020–2021, DRE staff will support development and planning efforts for its evaluation in 2020–2021 and beyond. The main purposes of the

2020–2021 evaluation are to continue examining the implementation work of the department, with a focus on examining and streamlining the processes involved in the new AP and principal hiring processes, as well as analyzing the effectiveness of the programs in preparing applicants for campus administrator roles and the effectiveness of the new hiring process in terms of job performance of those selected through the new process.

EVALUATION OBJECTIVES

The evaluation objectives for leadership development in 2020–2021 are

- to continue monitoring the newly implemented hiring processes as a method for equitably selecting a diverse group of equity-focused, effective novice leaders
- to examine the effectiveness of the preparation and leadership foundation programs (i.e., AP3, P3, Texas State, UT) in terms of performance in the hiring process and the selection of members for an interview for an assistant principalship or principalship and ultimate selection into a new campus administrator role
- to examine the effectiveness of the new hiring process in terms of scores on the Campus Administrator Performance Review (CAPR) rubric for new campus administrators who have been in their role for a year or more
- to assist in establishing a standardized practice for archiving AP and principal applicants' selection process information
- to assist with survey development and administration for various surveys, such as surveys used for community engagement meetings or surveys used in AP3, P3, or other AP or principal institutes
- To update the leadership development theory of change and logic model, as needed, to reflect possible additions of new work or goals (e.g., incorporation of leadership development work with central administration leaders)

EVALUATION QUESTIONS

The following questions will guide the evaluation of the department in the 2020–2021 school year:

Analyses of AP and principal HireVue and assessment center data:

1. How did different demographic groups progress through the application, screening, and hiring process (inclusive of both the HireVue and assessment center processes)?
   a. What was the demographic makeup of applicants applying for AP and principal positions?
   b. For each demographic group, what was the rate of passing the HireVue screening for AP and principal candidates?

      c.   For each demographic group, what was the rate of passing the assessment center for AP and principal candidates?

      d.   Was there statistical evidence of an adverse impact?

2. How were different demographic groups selected for hire off the AP and principal highly qualified lists?

      a.   What was the race/ethnicity of those being hired?

      b.   What was the gender of those being hired?

      c.   What were the credentials of those being hired off the highly qualified list? Where were those credentials gained?

Assessment of the effectiveness of the specialized programs:

3. How did participants completing a preparation or leadership foundation program (i.e., AP3, P3, Texas State, UT) perform in the hiring process?

      a.   What percentage passed the HireVue and passed the assessment center for each program?

      b.   How did the passing rates of program participants compare with the rates of other, non-program applicants for each program?

4. What were the selection rates of those in programs?

      a.   What percentage of program participants were hired as an AP, and how did the percentage compare with those of other candidates hired as APs?

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

5. How did APs hired under the new process who had been on their campus for a year or more rate on CAPR?

      a.   How did scores on CAPR compare with respect to demographics and program participation?

6. How did their CAPR ratings compare with the average district CAPR rating for APs?

      a.   How did these comparisons look when disaggregating by level?

      b.   How did these comparisons look when disaggregating by CAPR focus areas (i.e., instructional leadership and practices, administrator performance target, and student growth)?

Fiscal Considerations

Funding for the evaluation of the Office of Human Capital Services' programs is provided locally (0.25 FTE). In the evaluation process, total program cost and funding sources will be identified, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE will collect a variety of data and information to support development and planning efforts for program implementation and evaluation. DRE staff will collect data related to the assessment centers and HireVue process and CAPR data.

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of leadership development. Passthrough rates will be calculated for AP and principal hiring process participants, and adverse impact analyses will be conducted. Descriptive analyses will be calculated regarding HireVue and assessment center participation and regarding CAPR scores. Inferential analyses may be performed to determine if HireVue or assessment scores are predictive of CAPR scores a year later.

TIME LINE

Support activities are ongoing, based on support needs and data availability. The time line is also subject to change as research and evaluation needs change throughout the 2020–2021 school year.

- July–August 2020: DRE staff will complete a 2019–2020 hiring processes analyses report and meet with program staff to align report recommendations, the 2019–2020 evaluation plan, and 2019–2020 leadership development goals. DRE staff will run analyses on those hired from the highly qualified lists, as needed.

- September–December 2020: DRE staff will develop an Excel or Google Sheet template inclusive of all variables of interest for HireVue, the assessment center, and other relevant data archiving. DRE staff will deliver a template to the Leadership Development team for use. DRE staff will calculate formative data analyses regarding any Fall 2020 AP and/or principal HireVue and assessment center information. DRE staff will run analyses on those hired from the highly qualified lists, as needed. DRE staff will continue to meet with the Leadership Development team to discuss how to assist with CAPR rubric updates and any other department needs. DRE staff will assist with survey development and administration, as needed.

- January–June 2021: DRE staff will calculate formative data analyses regarding Spring 2021 AP and/or principal HireVue and assessment center information. DRE staff will run analyses on those hired from the highly qualified lists, as needed. DRE staff will continue to meet with the Leadership Development team to discuss how to assist with CAPR rubric updates and any other department needs. If needed, DRE staff will update the theory of change and logic model for the Leadership Development team. DRE staff will assist with survey development and administration, as needed.

- July 2021: The Leadership Development team will provide DRE with the CAPR scores of those who were hired using the new hiring process and have been in their new role for at least a year, as available. DRE staff will analyze CAPR scores in relation to scores in the HireVue and assessment center. DRE staff will prepare a brief summary report and begin 2021–2022 evaluation planning. DRE staff will run analyses on those hired from the highly qualified lists, as needed. DRE staff will assist with survey development and administration, as needed.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will report directly to the program staff on each data collection/analysis activity (e.g., participation and passthrough rates, CAPR scores), as they become available. DRE staff will provide a brief summary report highlighting 2020–2021 analyses and other findings and recommendations for 2021–2022 and beyond.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

Time permitting, DRE may assist with updating the CAPR rubric to better reflect desired competencies and to increase calibration of scoring, using rubrics.

Multilingual Education Programs, 2020–2021

Program Manager: David Kauffman, EdD

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Helen Poulsen, PhD; Michelle Lucas, PhD

Program Description

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 district's director of multilingual programs sets additional research and evaluation priorities regarding students' achievement, professional development opportunities, and parent and community engagement, for continuous program improvement.

Texas law requires that, upon entry to a school district, students for whom a home language survey has indicated a language other than English (LOTE) must be assessed to determine their level of English proficiency. Students identified as English learners, or emergent bilinguals, have access to BE (i.e., DL or transitional late exit) and ESL programs in AISD. BE is a program of instruction in the native language and English, offered in 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 emergent bilinguals are enrolled in the same grade level. In some cases, this may not be possible, and school districts must submit a bilingual exception to the TEA that must be approved. AISD offers the following programs:

- DL is a type of BE program with a highly prescribed method of core content instruction in English and a second language (e.g., Spanish, Mandarin, Vietnamese) that emphasizes both bilingualism and biculturalism, with at least 50% of the instruction in the students' primary language. DL is the preferred AISD model for BE. DL will be implemented in pre-K through grade 5 at most elementary schools, in grades 6 through 8 at approximately 11 middle schools, and in grades 9 through 12 at four high schools. In AISD, elementary one-way DL classrooms serve only native Spanish speakers, and elementary two-way classrooms serve both native English speakers and native Spanish, Vietnamese, or Mandarin speakers. At secondary schools, DL students participate in one core class taught in Spanish and one Spanish LOTE course per year. In future years, additional schools may be added to the DL program. Students may be eligible to exit the program no earlier than 6 years or later than 7 years after they enroll in school. In the DL program, students who meet English language proficiency requirements may be reclassified as English proficient (EP) but remain in the DL program.
- Transitional late exit BE is a program of instruction in the native language (e.g., Spanish) and English, offered in pre-K through 6th grade (at elementary schools with 6th grade, otherwise up

to 5th grade). Transitional late exit BE is a model in which conditions do not support DL development. Rather, literacy and core content skills initially are developed in the home language, although English is taught daily across the core content areas, and the amount of English increases gradually across grade levels. Students may be eligible to exit the program no earlier than 6 years or later than 7 years after they enroll in school.

- ESL is a program of specialized instruction in English only, provided to elementary school students whose parents declined BE but approved ESL instruction, to elementary school students for whom BE instruction in their native language is not available in the district, and to all secondary school emergent bilinguals. In the ESL program, students are in an English-immersion learning environment. In pre-K through grade 8, instruction in English should be commensurate with the students' levels of English proficiency and academic achievement. Core content instruction is provided using two models:
  - Content-based ESL is an English acquisition program that serves students identified as emergent bilinguals through English instruction. The goal of content-based ESL is for emergent bilinguals to attain full proficiency in English to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts (ELA) and reading, mathematics, science, and social studies.
  - ESL pull out is an English acquisition program that serves students identified as emergent bilinguals through English instruction. The goal of ESL pull out is for emergent bilinguals to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in ELA and reading. This model serves emergent bilinguals by providing ELA instruction exclusively, while students remain in a mainstream instructional arrangement in the other content areas.

AISD continues to receive federal ESSA Title III, Part A, funds to support emergent bilingual programming. The grant provides funds to school districts through the TEA to assist in the teaching of English to emergent bilinguals at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. The district may use these supplemental funds 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 emergent bilinguals, immigrant students, and their families; and (e) support other relevant programmatic efforts.

The school district must provide ongoing assessment and evaluation of emergent bilingual students' 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 emergent bilingual students.

The district's recently adopted board policy (EHBE Local) (as of June 2020) includes program monitoring of the following:

- classroom observation data
- teacher and administrator participation in professional learning
- student performance on state and district assessments, interpreted appropriately based on research in DL education and the development of emergent bilinguals
- student language development in the partner language and in English
- family engagement

DRE staff will work with MET staff to develop measures aligned with these program-monitoring elements.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

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

Program demographics:

1. How many emergent bilingual students and EP students were served by BE/ESL programs?
2. How many parents declined BE/ESL program participation for their child?
3. How many emergent bilinguals were reclassified as EP, as compared with the number who were eligible for exit but were not reclassified as EP (overall, by grade level, and by BE/ESL program)?
4. How many AISD immigrant and refugee students enrolled in AISD?
5. What were the languages spoken by emergent bilinguals?
6. How many special education emergent bilinguals participated in BE/ESL programs?
7. How many emergent bilinguals participated in gifted programming?
8. How many emergent bilinguals participated in CTE courses?

Student performance:

9. How did students who were ever identified as emergent bilinguals and participating in a BE/ESL program (current and former emergent bilinguals) and those who were never identified as emergent bilinguals perform on state academic assessments?

10. How did emergent bilinguals in each of the BE/ESL programs perform on these same tests (disaggregating by program)?

11. How did emergent bilinguals' performance differ for students with different demographic characteristics, such as economic disadvantage, years in US schools (e.g., less than 3 years, 3 to 6 years, and 7 or more years), and home language?

12. How did AISD emergent bilinguals perform on state academic assessments, compared with emergent bilinguals statewide?

13. How did AISD emergent bilinguals whose parents refused BE/ESL program services perform on these tests?

14. How did EP (i.e., monitored, former English learner) students perform on these tests?

15. How did emergent bilinguals' STAAR performance relate to emergent bilinguals' performance on the Texas English Proficiency Assessment System (TELPAS)?

16. Were any school factors (e.g., high versus low poverty) associated with high or low emergent bilingual performance on the STAAR and TELPAS?

17. How did emergent bilinguals and EP students perform at different STAAR passing standard levels (i.e., approaches, meets, and masters)?

18. How did students who were ever identified as emergent bilinguals and participating in a BE/ESL program (current and former emergent bilinguals) and those who were never identified as emergent bilinguals perform on other academic measures, such as graduation rate and dropout rate?

19. How did 5th-grade native English-speaking two-way DL students perform on a Spanish proficiency test, as measured by the Standards-based Measurement of Proficiency (STAMP) assessment and the Spanish language rubric? In addition, how did a sample of two-way DL native Spanish speakers perform on STAMP and the Spanish language rubric?

Campus staff:

20. How did teachers and principals perceive the implementation of the BE/ESL models at the elementary level?

21. How did campus staff perceive the adequacy of the support and resources they received to provide instruction to emergent bilinguals?

22. How did teachers perceive the implementation of the DL model at the secondary level?

23. How many staff completed professional development opportunities sponsored by the Multilingual Education Team (MET)?

24. How many BE/ESL teachers completed foundation professional learning courses created by MET over the past 3 years?

25. What were teachers' perceptions about these foundation courses?

26. How well did the Multilingual Institute and New Bilingual Training Institute support BE/ESL teachers who participated in training sessions during July or August?

27. What were new BE/ESL teachers' professional development support needs during the school year?

28. What were elementary and secondary ESL teachers' training and resource needs?

29. What instructional materials were elementary and secondary ESL teachers using that they perceived to be effective with emergent bilinguals?

30. How did secondary ESL teachers perceive the newly adopted ESL and newcomer curriculum materials, and did they use these materials?

31. What were teachers' perceptions about the implementation of sheltered instruction strategies?

Summer programs:

32. How did summer teaching staff perceive the emergent bilingual pre-K/kindergarten elementary summer school program?

33. How many emergent bilinguals were eligible to attend the summer program, as compared with the number who attended?

34. Was elementary emergent bilinguals' beginning-of-year academic achievement influenced by whether they attended the prior year's summer school?

35. How did summer teaching staff perceive the middle school newcomer emergent bilingual student summer program?

36. How many emergent bilinguals in 5th through 8th grades were eligible to attend this summer program, as compared with the number who attended?

37. What was the participation of emergent bilinguals in other AISD summer programs?

38. How did students perceive the virtual DL summer bridge program?

39. How many students who participated in each of these summer programs returned to AISD in the fall?

Impact of COVID-19:

40. Depending on data availability, what was the overall impact of the COVID-19 pandemic on emergent bilinguals' participation and performance in school?

41. To what extent did students participate in online learning?

42. How was students' access to technology at the elementary level?

43. If data are available, to what extent were families involved in at-home learning opportunities (i.e., language enrichment activities), and what was their impact on students' learning?

44. How did newcomers' (i.e., refugees') participation and performance compare with that of mid-range emergent bilinguals and long-term emergent bilinguals?

45. How did elementary students compare with secondary students?

46. How did Spanish-speaking students compare with those who spoke languages other than Spanish (or English)?

47. How did students' socioeconomic status play a role in all of the comparisons listed above?

48. What were students' perceptions of their academic climate, according to the annual Student Climate Survey?

49. What were students' perceptions of online learning?

50. What were teachers' experiences and perceptions of school instruction in a virtual environment, during the regular school year and during summer programs?

51. What successes and challenges did teachers face when providing instruction to students virtually?

DL Program:

52. What was the demographic breakdown for students in the DL program?

53. How did students in AISD middle school and high school DL programs perform on state assessments (i.e., TELPAS, STAAR, and EOC)?

54. How did DL middle and high school students perform in their Spanish LOTE class?

55. How did DL middle and high school students perform on AP exams?

56. How many middle school DL students obtained high school course credits?

57. How did DL students perform on other academic measures, such as graduation rate and dropout rate?

58. How did eligible students whose parents refused DL program service perform on these tests?

59. Were any school factors associated with high or low DL performance on STAAR and TELPAS?

60. What were secondary DL students' perceptions of bilingualism and academic experiences in the DL program, as measured by the Eighth-Grade DL Student Survey?

61. If data are available, were DL parents aware of program expectations, according to the newly adopted board local policy for family engagement and DL program guidelines?

62. Was the DL program implemented with fidelity, according to the new classroom observation tools for program and instructional evidence established in 2020–2021?

Funding:

63. How were state BE funds and federal Title III, Part A, funds used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, and (d) provide community and family coordination and outreach for emergent bilingual students and their families?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to provide information about program effectiveness to district leaders to help them make decisions about program implementation and improvement
- to assist program staff in meeting the documentation and evaluation requirements of the state as well as of TEA's ESSA Consolidated Compliance Report for Title III, 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 MET. As appropriate, in the evaluation process, total program cost and funding sources will be identified, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will access the following data through the district's information systems: emergent bilinguals' and former emergent bilinguals' demographics, program participation, language acquisition, and academic achievement. DRE staff will collect BE/ESL teachers' professional development activity data and feedback from the district's HCP system, from program staff, and from administered surveys. If time and resources allow, DRE and program staff will survey campus principals, asking about BE/ESL programs and resources for emergent bilinguals and staff. Staff surveys and classroom observations also will contribute to the measurement of staff's perceptions about program implementation and fidelity. DRE staff will use a staff survey to examine staff's impressions of the emergent bilingual elementary summer school program. DRE staff may administer other summer school staff or student surveys (newcomer, secondary DL), as resources allow. DRE staff, with the help of MET staff, will review how parent and family communication is tracked when possible, according to procedures implemented by MET staff. DRE staff will work with MET staff to gather and summarize program descriptions and financial expenditures for local and state reporting.

DATA ANALYSES

DRE staff will use descriptive statistics to summarize the characteristics of AISD emergent bilingual and non-emergent bilingual students in BE/ESL programs. DRE staff will use summary statistics to document

the annual academic achievement of AISD emergent bilingual students and to document their progress in becoming proficient in English. In addition, DRE staff will use descriptive statistics to summarize the characteristics of immigrant and refugee students. DRE staff will use summary statistics of languages represented at AISD to show trends regarding numbers of students served for each home language and to infer types of BE/ESL programs needed. DRE staff also will summarize data concerning the participation of BE/ESL teachers, administrators, and other staff in professional development opportunities offered by the MET. DRE staff will analyze results from staff, student, and family surveys and write reports.

TIME LINE

- July–August 2020: DRE staff will analyze emergent bilinguals' participation and performance results for the 2019–2020 school year. DRE staff will work with program staff to complete and submit the TEA Title III, Part A, compliance report for 2019–2020 before the due date. DRE staff will work with program staff to develop and administer a survey for administrators and teachers who completed MET foundation training courses online.

- September–October 2020: DRE staff will summarize the district-level demographic and academic performance data (including any available 2019–2020 TELPAS) for emergent bilinguals and former emergent bilinguals and provide several summary reports to program staff. If possible, DRE staff will gather information from parent communication conducted by MET staff (i.e., phone conversations about DL enrollment), and questions about parents' knowledge of DL program expectations will be added. DRE staff will send a follow-up survey in October to staff who attended the August Multilingual Institute. DRE staff will analyze results from beginning-of-year Spanish language rubric assessments, sharing results with program staff. DRE staff will aid program staff with survey and or data analyzing, when needed, with the elementary virtual DL Instructional Evidence Collection tool piloting.

- November–December 2020: A survey for secondary ESL teachers will be developed and administered to find out staffs' opinions about the newly adopted ESL and newcomer curricula. Additionally, a survey to assess teachers' experience participating in the BLEND professional development opportunities will be developed and administered. DRE staff will share a summary of all survey results with MET staff by December. If data are available, DRE staff will collect the beginning-of-year academic data for elementary emergent bilinguals who attended last year's pre-K/kindergarten summer school as well as a similar comparison group of emergent bilinguals who did not attend summer school, and provide summary results to MET staff. DRE staff will work with program staff to develop survey questions for a sample of BE/ESL teachers and principals regarding BE/ESL program implementation and guidelines. Additionally, DRE staff will aid program staff with survey and or data analyzing, when needed, with the secondary DL Instructional Evidence Collection tool.

- January–February 2021: DRE staff will gather and summarize teachers' and administrators' professional development participation records to see which MET-sponsored courses were completed. DRE staff will work with program staff to develop an emergent bilingual summer school staff survey. DRE staff will administer surveys to teachers at DL cluster elementary and secondary schools. DRE staff will create a survey for secondary DL students to find out about their academic, cultural, social, and linguistic experiences in the secondary DL program.

- March–April 2021: DRE staff will work with program staff to develop survey questions for a sample of BE/ESL teachers and principals regarding feedback on the Integrated Curriculum Units Partnership. DRE staff will assist MET staff with the analysis of results from middle-of-year Spanish language rubric assessments. DRE staff will aid program staff with administering and analyzing the 8th-grade DL Student Survey as well as survey and or data analyzing, when needed, with the secondary DL Instructional Evidence Collection tool. DRE staff will work with the Language Proficiency Assessment Committee (LPAC) to assess parents' understanding of MET programs, when possible; data will be used to inform potential training or information sessions.

- May–June 2021: In May, campus staff will have an opportunity to answer survey questions about BE/ESL programs. DRE staff will incorporate spring staff survey results into annual reports, gather all academic achievement and language acquisition performance data for emergent bilinguals and former emergent bilinguals, and work with program staff to prepare and administer an electronic emergent bilingual elementary summer school staff survey at the end of June. DRE staff will gather and summarize teachers' and administrators' professional development participation records to see which MET-sponsored courses were completed. DRE staff will analyze data gathered through the elementary program Implementation Evidence Tool from the school year in comparison with evaluation of teachers' participation in the Introduction to Biliteracy professional development course. Additionally, DRE staff will aid program staff with survey and or data analysis, when needed, with secondary DL demographic program participation as well as the Instructional Evidence Collection tool.

- July–August 2021: Evaluation planning will begin for the next school year. DRE staff will summarize evaluation data from professional learning sessions offered by the MET during the school year and include this information in reports. Summer teaching staff will have the opportunity to provide feedback on the emergent bilingual pre-K/kindergarten elementary summer school program as well as the middle school newcomer emergent bilingual program. DRE staff will analyze student eligibility and participation for both programs, student participation in other AISD summer programs, and summer school students' enrollment in AISD in the fall. Students will provide feedback on the virtual DL summer bridge program, and DRE staff will summarize results for program staff. DRE staff will work with program staff to develop and administer surveys for administrators and teachers who completed MET

foundation training courses online. DRE staff will conduct analyses relevant to the overall impact of the COVID-19 pandemic on emergent bilinguals' participation and performance as well as teachers' experiences and perceptions of virtual instruction over the school year. DRE staff will gather and summarize data for part of the TEA's annual *ESSA Consolidated Compliance Report for Title III, Part A*, due in September.

- September–October 2021: DRE staff will assist MET staff with the analysis and summary of longitudinal results from beginning-, middle- and end-of-year Spanish language rubric assessments. DRE staff will send a follow-up survey in October to staff who attended the August Multilingual Institute. DRE staff will produce multiple research briefs for the school year, including demographic summaries of all BE/ESL students served, parent denials, and recently exited (i.e., monitored) students and their performance results (academic, English and Spanish proficiency, graduation, and dropout rates) as well as program use of BE and Title III funds. DRE staff will conduct separate analyses on the demographic breakdown and academic performance for students in the DL program and summarize findings for program staff.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

All ad hoc requests and special projects will be reviewed and subject to approval by the DRE director. If resources and staff time are available, DRE staff will investigate the following:

- If data are available, how did students who ever were emergent bilinguals perform on STAAR over multiple years?
- How did emergent bilinguals who participated in the AISD GEAR UP program perceive availability of resources and support for attending college? Depending on the postsecondary outcome evaluation (see this plan elsewhere in this document), to what extent did emergent

bilinguals and students ever identified as emergent bilinguals participate in college readiness programs, and what were their postsecondary outcomes?

- What were the school enrollment and graduation outcomes for emergent bilingual immigrant students who received AISD credit for the foreign high school courses they took while in Mexico, using the transcript services provided through an AISD partnership with the Language Learners at UT's Center for Hispanic Achievement (LUCHA)?

- DRE staff will obtain a summary of research findings from the Academia Cuauhtli program's research team.

- How did elementary and secondary cluster specialists provide support to staff at schools? DRE staff will work with MET staff to gather data on school support provided by cluster specialists either through online tracking of their services and/or teacher feedback from surveys.

- How did long-term emergent bilinguals participating in the AVID EXCEL middle school program differ from other similar emergent bilinguals who attended schools where this program did not exist?

- DRE staff will work with MET staff to develop measures aligned with recently adopted board policy (EHBE Local) (as of June 2020) program-monitoring elements.

- Depending on available time, how did school year 2020–2021 8th graders' STAAR reading and math performance differ, based on former BE/ESL program participation (ever in DL compared with ever in ESL)?

POSTSECONDARY OUTCOMES, 2020–2021

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Aline Orr, PhD

PROGRAM DESCRIPTION

AISD expects all students will graduate ready for college, career, and life in a globally competitive economy and is committed to providing all students with quality college and career preparation. This evaluation plan supports the goal of creating an effective, agile, and responsive organization, and the reporting described in this document will contribute to fulfilling the commitment to generate, leverage, and use all resources strategically. To describe the district's progress toward helping all students prepare for success, DRE will continue to report the rates at which AISD high school graduates enroll in postsecondary educational institutions, enter the workforce during the fall or spring semester after their high school graduation, or both. Additionally, DRE will continue to explore determinants of postsecondary enrollment and persistence among student groups.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

This program evaluation project will focus on the following questions:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

Postsecondary outcomes will be summarized descriptively. First, the postsecondary enrollment rate for AISD students will be summarized for campuses and for student groups. Simple descriptive statistics will be used to summarize relevant information and identify gaps in enrollment outcomes between student groups. Determinants of postsecondary enrollment and persistence will be explored and summarized descriptively.

TIME LINE

- July–August 2020: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.
- September–December 2020: Using district data and postsecondary outcomes data from the NSC, DRE staff will conduct analyses and will publish related reports online. DRE staff will meet with district leaders to facilitate the development of district reporting structures for postsecondary enrollment outcomes.
- January 2021: DRE staff will submit the final file for district graduates in 2020 to the NSC to determine how many AISD graduates enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., DTC enrollment).
- May 2021: DRE staff will request all postsecondary enrollment data from the NSC for 2020–2021.
- July 2021: DRE staff will update the online district report to include postsecondary outcomes for the Class of 2020, including dual-credit course completion, industry certifications,

enrollment, and persistence in higher education. A special report brief will be published to describe the outcomes for seniors who graduated within the context of COVID-19.

- August 2021: DRE staff will summarize college readiness outcomes of the Class of 2020 for the district's strategic plan scorecard.

REQUIRED REPORTING

DRE staff will summarize postsecondary outcomes for the Class of 2020 on the district's strategic plan scorecard. The superintendent, department staff, and program staff will examine postsecondary outcomes relative to expectations articulated within the district's strategic plan for their respective decision-making purposes.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

Outcomes for students who graduated from high school in 2020 will be explored within the context of COVID-19. A report brief will be published on the DRE website.

PROFESSIONAL LEARNING, 2020–2021

Program Director: David Reinhart

Evaluation Supervisor: Karen Looby, PhD

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

PROGRAM DESCRIPTION

The purpose of the Professional Learning Department is to ensure that high-quality continuous and innovative professional learning is available for district staff and that it is aligned with the district's mission and strategic plan. Professional learning opportunities should foster a growth mindset, foster an urgency for change, and result in a meaningful change in practice. To that end, professional learning activities should build staff's capacity to deliver highly engaged adult and student learning that positively influences staff capacity and effectiveness, staff retention and satisfaction, and student outcomes.

The Professional Learning Department designs and facilitates—as well as serves as a resource to AISD leaders to provide expertise in designing and facilitating—high-quality professional learning opportunities. In 2020–2021, key focus areas for professional learning opportunities in AISD include

- cultural proficiency and inclusiveness,
- induction, mentoring, and new teacher support,
- bended and personalized learning,
- whole child (SEL, creative learning initiative, coordinated school health),
- literacy and biliteracy,
- mastery learning, and
- problem-based learning.

PURPOSE OF EVALUATION

The primary purpose of the 2020–2021 evaluation is to document program implementation activities and describe the progress toward meeting key goals of the Professional Learning Department. Additionally, evaluation support will be provided for components of the induction, mentoring, a new teacher-support focus area, the National Board Certification Program, and the student teaching program.

EVALUATION QUESTIONS

DRE staff will answer several key questions about the implementation process of the Professional Learning Department's implementation work and various programs supported by the department.

Professional Learning Department implementation:

1. To what extent did the services of the Professional Learning Department operate as designed?
   a. What were the program implementation activities in 2020–2021?

    b.   Were planned activities implemented as intended?

    c.   Did implementation activities perform as intended?

        i.   Were professional learning opportunities aligned with audience needs?

        ii.   What curated resources were available?

        iii.   Did professional learning opportunities build capacity for cultural proficiency and inclusiveness facilitation?

        iv.   How can Professional Learning_Department work collaboratively with other staff/departments to design high-quality professional learning opportunities?

        v.   Were Professional Learning_Department services equitably distributed across the district?

Professional Learning Department output:

2.   Who participated in professional learning opportunities?

    a.   Which professional learning topics / focus areas were staff most engaged with?

    b.   Were there gaps in professional learning participation by district staff (e.g., years of experience, subject, race)?

    c.   Did professional learning opportunities reach the targeted audience?

        i.   Where and/or how were professional learning opportunities marketed?

        ii.   Did staff take ownership / seek out of their own professional learning opportunities?

    d.   Were there barriers to professional learning opportunity participation (e.g., capacity, synchronous sessions, PLED days)?

    e.   Did campus based non-exempt staff receive comprehensive support during PLED?

Professional Learning Department outcomes:

3.   How did staff perceive the professional learning opportunities available?

    a.   Were the professional learning opportunities successful in delivering content that resulted in a change of practice?

    b.   Which mode of delivery was preferred (e.g., asynchronous,. synchronous, podcast)?

Induction, mentoring, and new teacher support:

4.   How did teachers new to the district perceive the TIP Academy?

    a.   Was the TIP Academy successful in differentiating support, based on characteristics of new hires (e.g., prior teacher experience)?

    b.   What was successful in implementing the TIP Academy during distance learning?

5.   How did facilitators perceive the TIP Academy?

6. What was successful in implementing the Novice Teacher Mentoring Program (NTMP) during distance learning?

National Board Certification:

7. How can National Board Certification become more equitable across the district?
8. How did National Board Certified teachers benefit from the Teacher Incentive Allotment?

Student teaching program:

9. How can student teacher placement become more equitable across the district to ensure student teachers are versed in teaching a diverse range of students?

EVALUATION OBJECTIVES

The evaluation objectives in 2020–2021 are:

- to describe implementation activities to assist program staff with ongoing implementation and decision making
- to provide support for the induction, mentoring, and new teacher support focus area
- to provide support for the National Board Certification Program
- to provide support for the student teaching program
- to understand teachers' perceptions of the professional learning opportunities available

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of the Professional Learning Department. DRE staff will collect and summarize data related to the department's implementation activities; the induction, mentoring, and new teacher support focus area; the National

Board Certification Program; and the student teaching program. Descriptive analyses and comparative analyses will be performed to examine data specific to the Professional Learning. Staff will analyze quantitative data (e.g., professional learning activity enrollment information), as well as qualitative data (e.g., open-ended responses from surveys), when necessary.

TIME LINE

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

- July–September 2020: DRE staff will meet with program staff to establish program goals and ensure the alignment of evaluation activities. DRE staff will review and assist in making changes to TIP Academy surveys.
- October–December 2020: DRE staff will administer the TIP Academy surveys. DRE staff will create a dashboard to display the results from the TIP Academy surveys. DRE staff will analyze results and prepare a report from the TIP Academy survey. DRE staff will work with program staff to review and assist in making changes to the TIP NTMP Survey. DRE staff will administer the NTMP surveys. DRE staff will examine the National Board Certification Program to determine recommendations for increasing equity among teachers certified.
- January–March 2021: DRE staff will meet with program staff to collect information about 2020–2021 implementation work. DRE staff will create a dashboard to display the results from the NTMP survey. DRE staff will analyze the results and prepare a report from the NTMP survey. DRE staff will examine the student teaching program to determine recommendations for increasing equity among placements.
- April–June 2021: DRE staff will meet with program staff to collect information about 2020–2021 implementation work. DRE staff will create a summary report describing Professional Learning Department's implementation in the 2020–2021 academic year.

REQUIRED REPORTING AND DELIVERABLES

The TIP program manager will receive access to the TIP Academy Survey dashboard and a report summarizing TIP Academy Survey results. The NTMP manager will receive access to the NTMP Survey dashboard and a report summarizing NTMP Survey results. DRE staff will prepare a summary report highlighting 2020–2021 implementation activities. DRE staff will prepare other program-specific reports, as needed.

PROGRAM SUPPORT

DRE staff will meet with Professional Learning Department program staff on an ad hoc basis.

SPECIAL PROJECTS

No special projects are planned at this time.

Professional Pathways for Teachers (PPfT) Support, 2020–2021

Program Directors: Dru McGovern-Robinett, PhD
Evaluation Supervisor: Karen Looby, PhD
Evaluation Staff: Paige DeBaylo, PhD; Jenny Leung, MA; Dana Minney, MS

Program Description

PPfT was developed through a collaboration between AISD, Education Austin, and the American Federation of Teachers to design a human capital system that blends appraisal, compensation, leadership pathways, and professional development activities. PPfT Appraisal was piloted in AISD in 2014–2015 and 2015–2016. PPfT Appraisal was implemented district wide in AISD in 2016–2017.

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

PPfT compensation is an alternative to a steps and lanes compensation system. It is a system that compensates professional growth and classroom expertise. PPfT compensation is base building, adding permanent pay increases to a teacher's base salary using a cumulative point system in which teachers earn points each year from four possible elements: current year of service, appraisal, professional development units, and leadership pathways. New to the 2020–2021 school year is that all teachers are automatically enrolled in PPfT compensation. To provide recruitment and retention support, more points are awarded for equivalent appraisal performance at high-needs schools (i.e., enhanced compensation). In PPfT compensation, enhanced compensation campuses are defined as the top 25% of campuses at the elementary, middle, and high school levels with the highest instructional services index (ISI), which takes into account the percentage of economically disadvantaged students, percentage of students served in BE/ESL programs, and percentage of students served with special education programs. Campuses rated as an F in state accountability who are not in the top 25% are also considered.

Purpose of Evaluation

To document the program changes over time and describe the progress of the program toward meeting key goals, several indicators of success will be examined to determine whether PPfT demonstrated evidence of accomplishing its primary objectives. DRE staff will answer key questions about the

implementation, outcomes, and efficacy of PPfT elements. DRE staff will prepare an annual summary report to support decision making and other formative reports, as needed and requested.

EVALUATION OBJECTIVES

Research and evaluation objectives include the following:

- to collect and analyze 2020–2021 implementation and outcome data from PPfT
    - to develop supporting auxiliary datasets (e.g., staff retention), as needed, to analyze outcome data
    - to assist in presenting PPfT implementation and outcome data at the annual PPfT board meeting
- to develop and administer a survey for staff appraised under PPfT to assess perceptions of PPfT experiences and processes
- to calculate annual ISI
- to assist and participate in PPfT oversight committee meetings, as needed
- to assist in updating the instructional practices rubric, as needed
- to pull assessment and other student data (e.g., demographic data, student-teacher linkages) for SAS EVAAS reporting

EVALUATION QUESTIONS

The program evaluation will focus on the following questions:

PPfT implementation data (2019–2020):

1. How was PPfT implementation affected by school closures due to COVID-19 in Spring 2020?
    a. If needed PPfT data are available from 2019–2020, how many teachers were appraised and participated in PPfT compensation in 2019–2020 (and at what rate relative to PPfT Appraisal only)?

PPfT outcome data (2019–2020):

2. What was the relationship between appraisal outcomes, given that data were available, and staff/student outcomes? What was the association of the final rating with
    a. retention?
    b. staff climate?
    c. student climate?
    d. stakeholders' perceptions from the program survey?
3. What was the relationship between participation in compensation and staff/student outcomes? What was the association of compensation points with

    a.   retention?

    b.   staff climate?

    c.   student climate

    d.   stakeholders' perceptions from the program survey?

4.   Did staff/student outcomes differ by participation in compensation? What was the difference in outcomes by participation in compensation for

    a.   retention?

    b.   staff climate?

    c.   student climate?

    d.   stakeholders' perceptions from the program survey?

5.   Did staff/student outcomes differ by participation in professional development opportunities? What was the difference in outcomes by participation in professional development opportunities (leadership pathways and professional development units) for

    a.   retention?

    b.   staff climate?

    c.   student climate?

    d.   stakeholders' perceptions from the program survey

Stakeholders' perceptions of PPfT (2020–2021):

6.   For those appraised under PPfT, what were their perceptions of

    a.   leadership pathways?

    b.   professional development units?

    c.   school-wide value-added modeling?

    d.   student learning objectives (SLOs)?

    e.   PPfT campus contacts?

    f.   instructional practice ratings?

    g.   professional growth and responsibilities ratings?

    h.   compensation?

    i.   the overall appraisal system?

    j.   enhanced compensation designations?

Instructional services index:

7.   Which campuses received an enhanced compensation designation due to their ISI score?

8.   How did campus designations as enhanced compensation change between 2019–2020 and 2020–2021?

Instructional practices and professional growth and responsibilities rubric:

9. In what ways was the instructional practices rubric updated to better capture a wider range of ratings?

   a. Was an indicator level scoring process put into place or were plans made to put such a process in place?

   b. Were look-fors and indicators updated to be more equity-focused?

FISCAL CONSIDERATIONS

Funding for the evaluation of PPfT is provided locally (0.70 FTE). In the evaluation process, program resources and funding contributions will be determined, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will use existing district Human Resources data to address the evaluation questions, data support needs, and ad hoc requests. Data collection will include the use of surveys, such as the TELL Survey and Student Climate Survey (as data are available) and the PPfT Perceptions Survey. Other data procedures may include extraction of student data and assessment data, as needed, for SAS EVAAS reporting.

DATA ANALYSES

Descriptive and comparative analyses will be performed to examine distributions of teacher appraisal data (as available), teacher compensation data, and teacher retention and how these data relate to variables of interest, such as climate and teachers' perceptions.

TIME LINE

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

- August–September 2020: DRE staff will meet with PPfT program staff to establish program goals and ensure alignment of 2020–2021 (and beyond) evaluation activities. DRE staff will work with program staff to develop items for the PPfT Perceptions Survey. DRE staff will administer the PPfT Perceptions Survey to necessary staff in later September. As data are available, DRE staff will work to analyze 2019–2020 PPfT summary data. DRE staff will work on other special projects with program staff, such as updating the instructional practices and professional growth and responsibility rubrics, as time permits.

- October–November 2020: DRE staff will prepare a dashboard to display PPfT Perceptions Survey results and provide access to program staff. DRE staff will analyze results from the PPfT Perceptions Survey and prepare a brief summary report of survey data. As data are available, DRE staff will work to complete the 2019–2020 PPfT summary report. DRE staff will work on

other special projects with program staff, such as updating the instructional practices and professional growth and responsibility rubrics, as time permits.

- November 2020–January 2021: DRE staff will prepare for and administer the TELL Survey and Student Climate Survey. DRE staff will further analyze 2019–2020 PPfT outcomes data, as delineated in the Evaluation Questions section, in support of assisting program staff in preparation for a PPfT-related board presentation. DRE staff will pull needed assessment and student data to provide to SAS EVAAS. DRE staff will work on other special projects with program staff, such as updating the instructional practices and professional growth and responsibility rubrics, as time permits.

- January–June 2021: DRE staff will calculate teacher retention data from the 2019–2020 to the 2020–2021 school year using snapshot data. DRE staff will calculate ISI and work with program staff to determine the list of 2019–2020 enhanced compensation campuses. DRE staff will analyze results of the TELL Survey and Student Climate Survey. DRE staff will work on other special projects with program staff, such as updating the instructional practices and professional growth and responsibility rubrics, as time permits.

- June–August 2020: DRE staff will continue working on special projects, such as updating the instructional practices rubric with program staff, if needed.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will produce the following reports and deliverables for the 2020–2021 evaluation:

- PPfT summary report
- PPfT Perceptions Survey dashboard
- PPfT Perceptions Survey brief report
- materials needed for PPfT-related board presentation

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

As time permits, exploration of demographic/campus characteristics of those in leadership pathways and PDUs will be explored. Exploration of dropout rates and characteristics of those who drop out of leadership pathways may also be conducted.

SCHOOL TRANSFORMATION GRANT–PREKINDERGARTEN PARTNERSHIP, 2020–2021

Program Director: Ami Cortes-Castillo, MEd

Evaluation Supervisor: Martha Doolittle, PhD

Evaluation Staff: Helen Poulsen, PhD; Michelle Lucas, PhD

PROGRAM DESCRIPTION

AISD was awarded a $2,000,000 2-year School Transformation Fund–Implementation grant by the TEA, authorized by the federal ESSA, Title I, Part A, School Improvement grant. The grant supports a pre-K partnership between AISD, United Way for Greater Austin (UWATX), and participating child development centers (CDCs), to co-enroll 3- and 4-year-old eligible students, and thereby increase high-quality pre-K education access for Austin's families. Prior to the implementation grant, AISD and UWATX partnered in a planning grant with the TEA to develop this pre-K partnership. This organization, contracting with AISD, provides the CDCs with administrative and instructional support, including recruitment and co-enrollment of eligible pre-K students, coaching and professional learning opportunities for CDC staff, and assistance with recruiting CDC teachers. The goals of the grant are to ensure CDCs attain and maintain state-recommended, high-quality, pre-K education standards; increase student enrollment in CDCs; gauge students' learning and skills over time; and provide CDC staff with professional learning opportunities for continuous improvement in instruction. The district's pre-K partnership grant is aligned with the following AISD core beliefs: that all students will graduate college, career, and life ready; and that AISD will create vibrant relationships critical for successful schools and students.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

The following are some evaluation questions that DRE staff will address:

1. To what degree did the partnership between CDCs and AISD help CDCs attain and maintain the state's high-quality pre-K program standards?
2. How many students and CDCs participated in the pre-K CDC partnership program?
3. How did the academic and social-emotional performance of participating pre-K students change over time? How did the performance of these students compare with those from the year prior?
4. What types of professional learning opportunities were offered to CDC staff and how many participated?
   a. What were staff's opinions about the training they received, and were they able to implement what they learned?

b. Did staff members' professional learning scores relate to the scores received from observations of classroom quality?

5. What type of family/parent outreach occurred during the pre-K CDC partnership program?

6. How many students enrolled in AISD kindergarten in the following fall semester and how did this compare with the previous year?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making, including program improvements and overall impact of the grant on high-quality programming and kindergarten enrollment
- to assist with required grant reporting to the TEA

FISCAL CONSIDERATIONS

In the evaluation process, DRE staff will identify total program cost and funding sources to calculate an estimated cost per student served. Evaluation services provided by DRE staff are funded by the School Transformation Fund.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect qualitative and quantitative data related to the evaluation questions stated here and to help with any required reporting. Program staff will provide information on the degree to which the CDCs attained and maintained high-quality pre-K program standards. For example, if the CDCs use the CLASS scoring system for high-quality classrooms, data will be summarized across the school year. DRE staff will meet several times per semester with UWATX staff to discuss data requests and timelines. District information systems will provide participating students' demographic, school enrollment, and academic and social-emotional performance assessment data (e.g., CLI progress monitoring scores). District information systems and program staff records will provide teachers' professional development activity participation data. Teacher surveys will be developed and administered to determine whether the professional development activities were helpful to participants and to identify instructional practices they implemented or improved as a result.

If circumstances allow (i.e., given school closures due to COVID-19), student outcomes will be measured by teachers three times per school year (beginning, middle, and end) using the CLI Engage CIRCLE Progress Monitoring (PM) for pre-K (see https://cliengage.org/). The CIRCLE PM measure, also known as Engage, is an online tool to measure students' skills and knowledge in many categories, such as rapid letter naming, rapid vocabulary, letter-sound correspondence, social and emotional development, and

approaches to learning. For this grant, the following Engage CIRCLE PM sub-tests will be administered: approaches to learning (initiative, flexibility, creativity, and dramatic play), book and print awareness, and social emotional behavior (e.g., self-care, positive social behavior). Some CDCs may choose to give other assessments, and DRE staff will gather those data for analysis. In addition, DRE staff will use a district-provided assessment to monitor whether students who participated in the partnership eventually enrolled in AISD kindergarten, how they compared demographically to similar CDC students who did not enroll in AISD, and to what degree they were kindergarten ready. DRE staff will examine differences in kindergarten enrollment by CDC-level characteristics such as vertical teams. DRE staff will work with UWATX program staff to compare program characteristics with those of partnerships in other cities.

DATA ANALYSES

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

- total numbers of CDCs and teachers who participated in the pre-K partnership
- total number of CDCs who attained and maintained high-quality pre-K program standards
- teacher characteristics, such as certifications and years of experience
- total number of pre-K students (ages 3 and 4) who participated in the pre-K partnership CDCs, and their demographic characteristics
- total numbers and percentages of pre-K students who were on target in the various CLI Engage subtests (or other comparable assessments) at beginning, middle, and end of year
- total numbers of staff who participate in professional learning activities annually, by type of training
- percentages of staff who responded to surveys about the trainings they received and the degree to which they implemented what they learned from the trainings
- program staff's perceptions of the quality of CDC instruction and students' transition to kindergarten

TIME LINE

- July 2020: DRE staff will obtain for program and grant staff the following: approval of the evaluation plan; a list of planned professional learning opportunities for the year; and information on the participating CDCs, pre-enrolled students, and CDC staff, to be updated after school begins in August. DRE staff will work with instruction specialists to create surveys gauging teachers' perceptions of the professional development opportunities they participated in.
- August 2020: DRE staff will obtain updated lists of CDC staff, students, and planned professional learning opportunities. DRE staff will coordinate with grant staff to ensure the

timeline for student assessments is on track and ensure access to the assessment system data.

- September–December 2020: DRE staff will summarize CLI CIRCLE PM student assessment results for the beginning of the year, counts of staff who have participated in professional learning activities since the beginning of the school year, and any other relevant program information. DRE staff will complete the report on last year's evaluation findings, along with statistics on the number of participating students from last year who enrolled in AISD kindergarten in the fall of 2020.

- January 2021: DRE staff will summarize CLI CIRCLE PM student assessment results for the middle of the year.

- February–May 2021: DRE staff will summarize end-of-year CLI CIRCLE PM student assessment results, counts of staff who have participated in professional learning opportunities since January, and any other relevant program information. DRE staff will summarize the total number of pre-K students who participated at any time during the school year. DRE staff will summarize the total number of CDC staff who were hired, remained, or left during the school year. DRE staff will meet with UWATX staff to discuss the transition process for students between CDCs and AISD campuses.

- June–July 2021: DRE staff will gather data for completion of any required reports due to the TEA. DRE staff will conduct an analysis of CDC pre-K students' CLI CIRCLE PM performance compared with that of similar AISD pre-K students, and DRE staff will summarize this information in a report for the grant program manager.

- August–September 2021: DRE staff will complete the report on the current year's evaluation findings, along with statistics on the number of participating students from last year who enrolled in AISD kindergarten in the fall of 2021.

PROGRAM SUPPORT

DRE staff will provide ongoing support to the program manager, as needed; attend meetings, respond to requests for program evaluation information; and assist with TEA reporting, if necessary.

SPECIAL PROJECTS

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

SUMMARY OF DISTRICT-WIDE ADVANCED PLACEMENT (AP), SAT, AND ACT TEST RESULTS, 2020–2021

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Aline Orr, PhD

PROJECT DESCRIPTION

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- September–October 2020: The district's System-wide Testing Department will obtain AP, SAT, and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on the DRE website.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned in 2020–2021.

Verizon Innovative Learning Schools (VILS), 2020–2021

Evaluation Director: TBD

Evaluation Supervisor: Karen Looby, PhD

Evaluation Staff: Paige DeBaylo, PhD

Program Description

Millions of students nationwide lack access to technology and the skills they need to succeed in the digital world. Since 2012, Verizon has been working to help solve this problem through a transformative program called Verizon Innovative Learning Schools (VILS). Digital Promise collaborates with Verizon to equip every student and teacher at select middle schools across the United States with a device and a 2-year data plan. In addition to free technology and access, VILS schools receive extensive teacher training; support and the opportunity to engage in a unique, immersive curriculum to leverage technology in their classrooms. In 2019, AISD was awarded a 2-year grant through the VILS project and will be able to provide support to five middle schools: Paredes, Martin, Burnet, Sadler Means Young Women's Leadership Academy, and Garcia Young Men's Leadership Academy. Through the implementation of this grant, all students at these five schools will receive a Chromebook and a 2-year data plan, and campuses will receive additional technology coaches and trainings for coaches and teachers.

Purpose of Evaluation

As the district implements the VILS grant, it is the purpose of this evaluation to assess the impact the implementation the VILS program (e.g., access to coaches, access to Chromebooks, and increased support) has on VILS campuses. Generally, it is the purpose of this evaluation to determine if the access to these increased supports, both technological and through coaching, has positive impacts on the campus. Additionally, a portion of the evaluation will be spent assisting Westat staff who are research partners on the VILS grant. DRE staff will assist the Westat team on data collection efforts, data pulls, and other needs, as requested.

Evaluation Questions

Questions will be developed in conjunction with the AISD VILS team to help guide the research support and evaluation activities for the 2020–2021 school year. Due to the technologically changing landscape of AISD, these questions are still in development and should not be considered an exhaustive or exact list to be evaluated in 2020–2021. Questions may entail the following:

Differences on relevant AISD district-wide surveys:

1. Descriptively and statistically, were there differences between mean responses on relevant TELL Survey items at VILS campuses in comparison with responses on non-VILS middle school campuses?

2. Descriptively and statistically, were there differences between mean responses on relevant Student Climate Survey items at VILS campuses in comparison with responses on non-VILS middle school campuses?

3. Descriptively and statistically, were there differences between mean responses on relevant Family Survey items at VILS campuses in comparison with responses on non-VILS middle school campuses?

Focus groups or surveys with coaches:

6. How did VILS coaches perceive only coaching on one campus? Easier? More difficult?

7. What were some of the challenges of being a VILS coach? What was least challenging about being a VILS coach?

8. How did being a VILS coach compare with other coaching roles coaches have had?

9. What supports would aid in coaches' ability to be an effective coach?

10. What was going well on coaches' campuses regarding the implementation of VILS?

EVALUATION OBJECTIVES

The research and evaluation objectives for the VILS grant implementation in 2020–2021 are:

*   to assist Westat in survey development, survey administration, data cleaning, data pulls, and interview scheduling, as needed

*   to examine possible differences on relevant AISD district-wide surveys (e.g., the TELL Survey, Student Climate Survey, and Family Survey) between VILS schools and non-VILS middle schools

*   to conduct focus groups with VILS coaches to learn more about their experiences operating on a single campus and implementing the VILS grant

*   where beneficial, to analyze Digital Promise's VILS Survey and other data (e.g., usage data, breakage data) to assess implementation and perceptions on VILS campuses

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect a variety of data and information to support development and planning efforts for VILS implementation and evaluation. DRE staff will collect data and use selected items relevant to VILS implementation from the TELL, Student Climate, and Family Surveys. DRE staff will collect data for Westat, including qualitative data gathered from focus groups with coaches on VILS campuses. DRE staff will request pertinent data collected by Digital Promise related to teachers' perceptions, Digital Promise's focus groups,

device usage and breakage information, and data collected related to the Technology Integration Matrix tool used to assess coaching.

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of the assessment of year 2 VILS implementation. DRE staff will analyze selected items relevant to VILS implementation from the TELL, Student Climate, and Family Surveys, as well as items that are created and implemented for the purposes of VILS evaluation. DRE staff will analyze qualitative data gathered from focus groups with coaches on VILS campuses. DRE staff will analyze pertinent data collected by Digital Promise related to teachers' perceptions, Digital Promise's focus groups, device usage and breakage information, and data collected related to the Technology Integration Matrix tool used to assess coaching.

TIME LINE

Support activities are ongoing, based on support needs and data availability. Research and evaluation activities and timing of activities are subject to change as needs change throughout the school year.

- July–September 2020: DRE staff will meet with AISD VILS program staff to begin 2020–2021 evaluation planning. DRE staff will develop a timeline of important VILS tasks and update the team, as needed. DRE staff will meet with members of the VILS team to discuss possible coaching survey administration or conducting of focus groups. DRE staff will meet with the Westat team to determine survey assistance needed, data pull timelines, and other timelines for the 2020–2021 support activities. DRE staff will meet with members of the VILS team to discuss possible coaching survey administration and data reporting. DRE staff will support administration of and administer the Westat student survey, with campus approval, in September.

- October–December 2020: DRE staff, in collaboration with the AISD VILS team, will determine relevant TELL, Student Climate, and Family Survey items for analyses. DRE staff will assist the Westat team in facilitation and administration of the Westat student survey. DRE staff will conduct a focus group/survey with VILS coaches and/or teachers to assess attitudes, experiences, challenges, areas for celebration, and areas where more support is needed. As available, DRE staff will analyze relevant Fall 2020 Digital Promise VILS-related data.

- January–June 2020: DRE staff will assist the Westat team, as needed, in facilitation and administration of Westat surveys for students and teachers. DRE staff will assist with scheduling Westat teacher, coach, and principal interviews, as needed. DRE staff will review and analyze focus group/survey data and prepare a report. As requested, DRE staff will analyze relevant Spring 2021 Digital Promise VILS-related data. DRE staff will write a brief summary

report containing Fall 2020 and Spring 2021 data analyses and other relevant information from focus groups, surveys, and Digital Promise data collection.

REQUIRED REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

References

Ruppert, S. S. (2006). *Critical evidence: How the arts benefit student achievement*. National Assembly of the State Arts Agencies. https://files.eric.ed.gov/fulltext/ED529766.pdf

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