
DEPARTMENT OF RESEARCH & EVALUATION

PLAN OF WORK, 2011–2012



August, 2011

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ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

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

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

PREFACE

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

Following is the planned scope of work for the 2011–2012 school year, with annotations for each major project within that scope. The annotations for each planned evaluation and service included in this document are presented in the following format:

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

Readers of this document are encouraged to direct their comments and questions about the 2011–2012 evaluations and services to Holly Williams, the director of DRE, or to the contact person(s) named in the plan in question.

DRE ORGANIZATION CHART

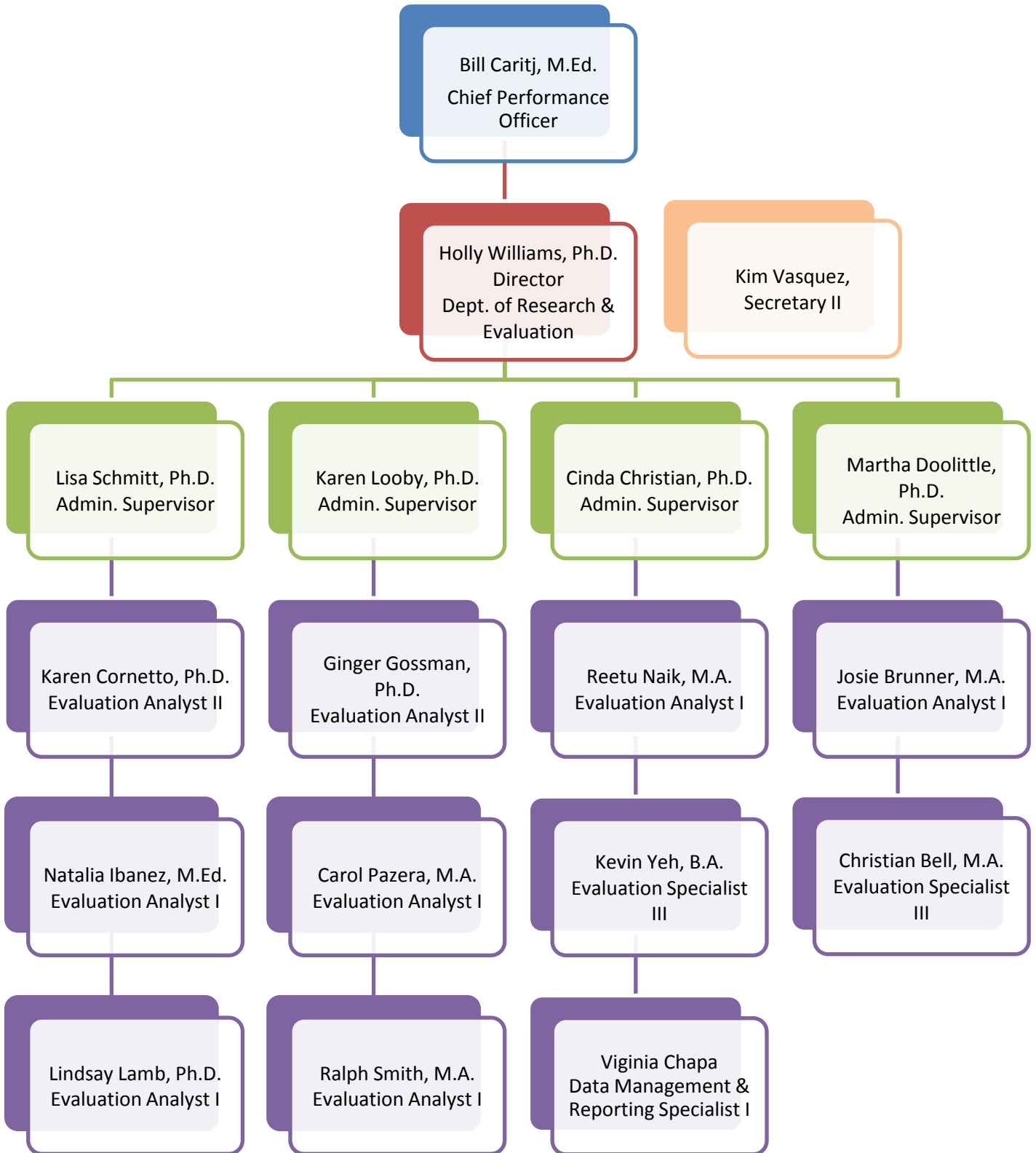


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AD HOC DRE REPORTS

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

Evaluation Staff: Karen Cornetto, Ph.D.; Lindsay Lamb, Ph.D.; Josie Brunner, M.A.; Reetu Naik, M.A., Ph.D.; Carol Pazera, M.S.,M.A.; Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

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

1. Conducting district-wide surveys of students, staff and teachers, and parent stakeholder groups
2. Collecting, analyzing, and reporting data regarding student academic achievement, including district benchmark assessment results and additional ad hoc requests for achievement data
3. Collecting, analyzing, and reporting data to monitor the district's 5-year strategic plan
4. Collecting, analyzing, and reporting data necessary for grant applications and grant reporting
5. Completing the *District Fact Sheet*

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. Are there Texas Assessment of Knowledge and Skills (TAKS) items on which English language learners (ELLs) perform similarly or differently than do their non-ELL peers?
2. What are the characteristics of AISD dropouts, compared with the characteristics of their peers who do not drop out?
3. What were the common themes and actionable items to address, based on the student IdeaJam?

4. What best predicts student attendance and mobility in AISD?
5. What are the academic and socio-emotional needs of students in East Austin feeder patterns?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

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

FISCAL CONSIDERATIONS

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

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

SCOPE AND METHOD

DATA COLLECTION

Although many special projects are ad hoc in nature, some specific data collection and reporting activities are planned. These include the development and administration of the AISD Parent Survey, Staff Climate Survey, Teacher Survey, Central Office Work Environment Survey, and Student Climate Survey (see the district-wide survey evaluation plan for more information). In addition, DRE staff will be involved in the analysis and preparation of data for monitoring the strategic plan, the superintendent's evaluation, and various executive limitations and results monitoring reports. DRE staff also will assist in the collection and analysis of data for the annual Chamber of Commerce Report Card and will continue to examine factors related to teacher retention and educator quality in AISD, using results from district-wide surveys, TAKS scores, and teacher demographic data.

DATA ANALYSES

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

TIME LINE

- August 2011: Staff will calculate TAKS growth for 2011 TAKS data, and analyze and report strategic plan indicators and measurable outcomes.
- September 2011: Staff will prepare a teacher retention data file, and will conduct a preliminary data analysis for the Chamber of Commerce Report Card.
- October–November 2011: Staff will finalize the teacher retention data file and data analyses, and the Chamber of Commerce Progress Report data analysis.
- December 2011–February 2012: Staff will conduct teacher retention analyses and will administer the annual Parent Survey and Staff Climate Survey.
- March–April 2012: Staff will examine teacher retention data with educator quality data and administer the annual Student Climate Survey.
- May–June 2012: Staff will complete district-wide survey analysis and reporting.

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

Strategic plan monitoring and reporting. DRE staff will assist the chief performance officer and other district administrators in the finalization of tools with which to monitor the district's strategic plan.

Data Warehouse reporting. DRE staff will continue to assist with the development of valuable and timely reports based on the data in the new Data Warehouse, with the goal of alignment between these reports and strategic plan monitoring.

AFTERSCHOOL PROGRAMS

Program Managers: Shirlene Justice, Lee Vallery-Rusu, Corina Noriega

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Reetu Naik, M.A.; Virginia Chapa

PROGRAM DESCRIPTION

The AISD Afterschool Program is composed of a compilation of activities and centers throughout the district that are funded by a combination of federal (21st Century Community Learning Centers [CCLC]), city (Prime Time and VICTORY), and county (Travis County Collaborative Afterschool Partnership) grants, with a total budget of \$6,866,354 for 2011–2012. A broad array of community partners is brought together to enhance instruction and leverage resources to benefit students. The majority of afterschool activities are aligned with Texas Essential Knowledge and Skills (TEKS) and are distributed to maximize impact at Title I campuses. The vision for the AISD Afterschool Program is youth making a positive difference through learning, working, thriving, connecting, leading, and contributing. AISD afterschool programs include but are not limited to the following types of activities: academic assistance, enrichment, family and parental support services, and college and workforce readiness. Academic assistance activities support all educational areas, as needed, to promote student achievement and success in their school experiences; these programs are designed to create exciting intrinsic motivation to sustain constant student participation. Enrichment activities provide positive social, cultural, recreational, and interpersonal skills; health and wellness opportunities; and experiences to enrich and expand students' understanding of life and involvement in community. Family and parental support services and activities help to increase the participation of parents in the students' educational experience. College and workforce readiness activities promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce, and assistance in the attainment of employment and/or funding for college.

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

- Increase regular school day attendance
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities

- Students will meet or exceed standards on state assessment tests (i.e., TAKS), State of Texas Assessments of Academic Readiness (STAAR), and End-of-Course (EOC) exams
- Students will demonstrate improved grades
- Increase promotion rates
 - Students will be promoted to the next grade level each year
- Increase graduation rates
 - Students will graduate within 4 years of entering 9th grade

AFTERSCHOOL CENTERS ON EDUCATION

The Afterschool Centers on Education (ACE) Austin is the component of the AISD Afterschool Program that is federally funded by a 21st CCLC grant. This grant is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB, P.L. 107-110), and administered through the Texas Education Agency (TEA). AISD has had 21st CCLC grant funding since the 2003–2004 school year and has applied for and received several additional grants to expand the services to more schools since then. AISD 21st CCLC grants totaled \$3,954,630 for the 2011–2012 academic year. In addition, the Boys and Girls Club and Foundation Communities have been awarded 21st CCLC grants in the amounts of \$375,000 and \$1,449,924, respectively, to serve AISD students. These funds are used to support ACE Austin by providing academic enrichment opportunities during nonschool hours for children who attend high-poverty and low-performing schools. Currently, five grants through 21st CCLC serve students at AISD. Three funding partners are fiscal agents of these grants. The two 21st CCLC grants for AISD serve students and families at 20 campuses, two 21st CCLC grants for Boys and Girls Club serve students and families at 10 AISD campuses, and one 21st CCLC grant for Foundation Communities serves students and families at three additional AISD campuses. The opportunity to participate is open to all students at these campuses, and approximately 8,033 students are expected to participate, based on previous rates.

TRAVIS COUNTY COLLABORATIVE AFTERSCHOOL PARTNERSHIP

The Travis County Commissioner’s Court approved \$569,800 in funding for 2011–2012 from Travis County for the Travis County Collaborative Afterschool Partnership (TCCAP). The Travis County Health and Human Services Department and the AISD Department of School, Family, and Community Education administer TCCAP-funded afterschool program activities. TCCAP was introduced in the district during the 2004–2005 school year at Pearce and Webb Middle Schools. In 2008–2009, Webb and Ann Richards Middle Schools were included, and in 2011–2012 approximately 1,125 students attending these four campuses will be served. This model provides comprehensive social services during the school day and afterschool programming during the hours following the regular school day. The TCCAP grant philosophy is based on the idea that “children who receive at least four of the Five Promises are much

more likely to succeed academically, socially and civically than are those who experience only one or zero of the five Promises. They are more likely to avoid violence, contribute to their communities and achieve high grades in school” (America’s Promise Alliance, 2008). TCCAP funding provides opportunities for students in each of the Five Promise areas. The Five Promises are:

- Caring Adults
- Safe Places
- A Healthy Start
- Effective Education
- Opportunities to Help Others

PRIME TIME AFTERSCHOOL PROGRAM

The goal of the Prime Time grant is to develop a community of leaders centered on community schools by involving teachers, parents, students, and others in the provision of free afterschool classes and activities. These classes and activities reinforce students’ academic skills, while providing a safe, supervised, and structured environment. Parents and community members who become active partners in the educational process are better prepared to reinforce positive educational values than are those who are not active. Prime Time, which has been a program in the district for 12 years, will serve approximately 4,000 students from October 1, 2011 to March 30, 2012, with an estimated \$400,000 in grant funding. To enable students to participate in activities to which they would not have access outside of this program, the program targets schools with predominantly low-income students.

THE VOLUNTEERS IN COMMUNITIES TUTORING OUR RESPONSIBLE YOUTH AFTERSCHOOL PROGRAM

In partnership with the City of Austin Public Library, AISD provides tutoring to academically at-risk, low-income elementary and secondary in Austin, as well as parents of young children at risk of being unprepared for school entry through the Volunteers In Communities Tutoring Our Responsible Youth (VICTORY) program. Specifically, VICTORY serves students who reside in the neighborhoods surrounding the program’s seven participating City of Austin branch libraries: Carver Branch Library (78702), Cepeda Branch Library (78702), Daniel E. Ruiz Branch Library (78741), Little Walnut Creek Branch Library (78758), Twin Oaks Branch Library (78704), University Hills Branch Library (78723), and Southeast Branch Library (78744). VICTORY has been a program in the district for more than 20 years and will serve approximately 466 students from October 1, 2011 to March 30, 2012, with approximately \$117,000 in grant funding from the City of Austin.

PURPOSE OF EVALUATION FOR ACE AUSTIN AND TCCAP AFTERSCHOOL PROGRAMS

EVALUATION QUESTIONS

1. What is the level of participation in afterschool programs?

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

EVALUATION OBJECTIVES

- Assist the ACE Austin and TCCAP Afterschool program staff in pulling data from district archival records for state and county compliance report submissions
- Summarize annual program survey results for program administrators and district stakeholders
- Provide evaluation final reports to each ACE Austin funding partner (i.e., AISD, Foundation Communities, and Boys and Girls Club of Austin); provide a summary outcome report to the TCCAP program coordinator (reports will include program descriptions, participation information, and outcomes related to each programs' goals, as required by grantor)
- Make recommendations for program implementation

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

Information regarding students' demographics, school attendance, course grades, standardized test scores, discipline referrals, and year-to-year grade level promotion or graduation will be gathered from AISD administrative records. Information regarding program participation and attendance will be gathered by program staff from the TEASE program database. Annual student and parent surveys will be coordinated by AISD Afterschool Program staff, with the technical assistance of DRE staff. Teachers will be surveyed through the AISD Employee Coordinated Survey, conducted by DRE. In addition, information from the Youth Program Quality assessment, conducted by the Central Texas Afterschool Network and Texas State University, will be incorporated.

DATA ANALYSES

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

TIME LINE FOR ACE AUSTIN AND TCCAP AFTERSCHOOL PROGRAMS

- August 2011: DRE staff will provide three data sets (i.e., one for each of the three AISD 21st CCLC grants) to AISD Afterschool Program staff for them to complete the ACE Austin Cycle 4 narrative reports. DRE staff will complete a total of three ACE Austin final narrative reports for 21st CCLC Cycle 5 and Cycle 6 grants, one for each program partner (i.e., AISD, Boys and Girls Club of Austin, and Foundation Communities) by August 31. DRE staff will complete the Afterschool Program Student Survey brief report by August 31.
- September 2011: DRE staff will complete the TCCAP outcome brief report due September 30. DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities for the 2011–2012 school year.
- October 2011: DRE staff will collect program and implementation information from program coordinators, undertake student survey revisions, and work with program coordinators to finalize the analysis methodology.
- November 2011: ACE Austin program staff will provide students' ID files to DRE staff for the ACE Austin fall report by November 21.
- December 2011: DRE staff will provide the data for the ACE Austin (Cycles 6 and 7) fall report due to TEA December 13 to ACE Austin program staff by December 2.
- February 2012: DRE staff will assist with the coordination of the Afterschool Program Student Survey, due to be administered at campuses in March.
- March 2012: Afterschool Program staff will administer the Afterschool Program student and parent surveys at campuses.
- April 2012: Afterschool Program survey data will be scanned.
- May 2012: ACE Austin program staff will provide students' ID files to DRE staff for the ACE Austin spring report by May 16. DRE staff will provide the data for the ACE Austin spring report, due to TEA June 4, to ACE Austin program staff by May 25. DRE staff will summarize the Afterschool Program Student Survey results. Program coordinators will provide final updates to program and implementation information by May 31.
- June 2012: AISD program staff will provide DRE staff with program participation data files, required for the final narrative reports, by June 8. DRE staff will prepare data for and complete the ACE Austin Cycle 5 and Cycle 6 final narrative reports, due August 31.

- July 2012: DRE staff will provide data for the TEA uploads, due July 31 (Cycle 7) and August 6 (Cycles 5 and 6), to program staff by July 24. DRE staff will complete analyses for the ACE Austin Cycle 5 and two Cycle 6 final narrative reports, due to TEA August 31. DRE staff will prepare data for the TCCAP outcome brief report, due September 30, and the ACE Austin two Cycle 7 final narrative reports, due to TEA September 15.

PURPOSE OF EVALUATION FOR PRIME TIME AND VICTORY AFTERSCHOOL PROGRAMS

EVALUATION OBJECTIVES

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

SCOPE AND METHOD

DATA COLLECTION

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

TIME LINE FOR PRIME TIME AND VICTORY AFTERSCHOOL PROGRAMS

- January 2012: Prime Time and VICTORY program coordinators will provide DRE staff with program participant files for the fall reports by January 6. DRE staff will prepare data for the VICTORY report by January 13, due to the City of Austin on January 17. DRE staff will prepare data for the Prime Time report by January 17, due to the City of Austin on January 25.
- March 2012: The VICTORY program coordinator will provide DRE staff with program participant files for the spring reports by March 30.
- April 2012: DRE staff will prepare data for the VICTORY report by April 20, due to the City of Austin on April 25.
- June 2012: The Prime Time program coordinator will provide DRE staff with program participant files for the spring report by June 8.
- July 2012: DRE staff will prepare data for the Prime Time spring report by June 16, due to the City of Austin on July 15.

REQUIRED REPORTING FOR ALL AISD AFTERSCHOOL PROGRAMS

DRE staff will assist with required reporting to federal, state, and county funding agencies by compiling necessary district archival data. These reports will include semiannual submissions to TEA for ACE Austin programs, and quarterly reports to the city of Austin for Prime Time and VICTORY programs. In

In addition to required reporting, DRE staff will complete evaluation final reports summarizing the implementation and outcomes for afterschool programs funded by ACE Austin to the each funding agency, as well as a summary outcome report for TCCAP-funded programs.

SPECIAL PROJECTS

No special projects are planned at this time.

AUSTIN COMMUNITY COLLABORATION TO ENHANCE STUDENT SUCCESS

Director: Brenda Hummel, Ph.D.

Evaluation Supervisor: Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

The Austin Community Collaboration to Enhance Student Success (ACCESS) is a combined effort by AISD and Austin community-based agency staff to integrate and coordinate district and community resources in innovative ways to best serve the students of AISD. ACCESS is funded by a 4-year, \$8.6 million Safe Schools/Healthy Students (SS/HS) grant. Now, in an extended fifth year, the budget for 2011–2012 is \$901,220. SS/HS is a collaborative grant program supported by three federal agencies: the U.S. Department of Education (USDE), the U.S. Department of Health and Human Services, and the U.S. Department of Justice. The goals of ACCESS are to (a) create and sustain a safe, civil, and productive learning environment through district plans, processes, and policies that promote safe, drug-free, and disciplined schools; (b) promote a culture that supports a healthy lifestyle, including non-tolerance of substance abuse (i.e., alcohol, tobacco, and other drugs); (c) develop and sustain a culture that supports the social emotional and behavioral well-being of all children and youth; (d) implement an integrated plan to support and sustain a culture that promotes the mental wellness of all children and youth, especially those with complex needs; and (e) increase readiness to learn in children up to 5 years of age who are at high risk with respect to having complex needs.

ACCESS is attempting to transform school and community systems in order to address the social emotional and behavioral needs of our city's children and youth and to fully meet the criteria of the SS/HS initiative. A cornerstone of ACCESS was Positive Behavior Support (PBS), which is combining with other district initiatives and transitioning to become Child Study Teams in the 2011–2012 school year. In addition, the work of some partners, both from within AISD and from the community, will continue to be supported by the grant. These programs and services include individual and family counseling, and adolescent pre- and post-natal services. A final critical element of ACCESS is a technology initiative that aims to enable AISD and its many partners to share and analyze data in order to target the needs of the area's youth. The technology component includes the integration of geographic information systems mapping technology and Youth Service Mapping (a social services inventory that is accessible to designated AISD staff and community providers) into the resources available to campus staff and program providers. In addition, further development and ongoing technical and other support for the Standard Aggregate Reports for Student Service Providers online system will be supported.

PURPOSE OF EVALUATION

In the final year of ACCESS implementation, the primary purpose of the evaluation is to describe the systems and their institutionalization into district processes that were achieved over the term of the

grant. Some elements of the ACCESS evaluation will contribute to understanding the district's progress on several of the key action steps (i.e., numbers 1.9, 1.16, 1.20, 1.23, 1.24, 2.2, 2.3, and 4.3) defined in the strategic plan. In addition, quarterly compliance reporting of Government Performance and Results Act (GPRA) data will be provided to the funder.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What systems were put in place to facilitate sustainability of collaboration and maximization of resources over the course of the grant?
2. How well are those systems working? What improvements are needed?

EVALUATION OBJECTIVES

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

- Describe collaboration between partners, and document new student service protocols and systems that have been created
- Assess the impact of ACCESS efforts (i.e., at the individual, campus, and district levels) on student outcomes
- Report recommendations for improving and sustaining ACCESS practices

FISCAL CONSIDERATIONS

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

The ACCESS evaluation is grant funded.

SCOPE AND METHOD

One partially funded internal evaluator (i.e., 0.5 total full-time equivalents [FTEs]); one external evaluator; and a sustainability coordinator are collaborating on the assessment of the ACCESS grant. The internal evaluator will use AISD student data and existing survey data to fulfill compliance reporting data needs. The internal and external evaluators, in consultation with the sustainability coordinator, will work together to provide a comprehensive understanding of the systems established and the perspectives of AISD and partner agency staff regarding the utility and sustainability of those systems.

DATA COLLECTION

Data collection will be conducted throughout the year, with systems data collection and partner interviews happening primarily in the summer and early fall, and outcome data collection as needed for quarterly reports. These processes serve to capture data necessary for program evaluation and federal grant reporting. To examine outcomes for individuals, campuses, and the district, a variety of data sources will be used. Data sources include the Student Substance Use and Safety Survey (SSUSS), Campus Climate Survey, district attendance and discipline data, documentation of service provider activities, and interviews with a variety of stakeholders.

DATA ANALYSES

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

TECHNICAL ASSISTANCE

In addition to narrative and federal reporting, the evaluation team will function in a consultative capacity to improve and sustain ACCESS programs. DRE staff will continue to provide ongoing technical support, training, and consultation on further development of the Standard Aggregate Report online tool for student service providers. In addition, staff will provide consultation to members of the core management team, examine discipline for AISD staff, and present data regarding ACCESS outcomes to various community groups (e.g., Ready by 21 and Success by 6).

TIME LINE

- September 2011: Staff will submit a 2009–2010 end-of-year report to federal agencies.
- October 2011: Staff will submit GPRA data to the National Evaluation Team (NET).
- November–December 2011: Staff will collaborate with an external evaluator to develop a systems analysis narrative.
- March 2011: Staff will summarize output and outcome data from existing district data sources for midyear reporting. Staff will submit midyear reports to federal agencies.
- April 2011: Staff will submit Student Climate Survey data to NET.
- July 2011: Staff will summarize output and outcome data from existing district data sources for annual reporting.
- August 2011: Staff will summarize GPRA data for a final report to federal agencies. Staff will assist the program director in the development and submission of a final program narrative report for federal agencies.

REQUIRED REPORTING

In addition to responding to occasional ad hoc reporting requests, DRE staff will provide two formal SS/HS reports for the 2010–2011 school year to the federal funding agencies, focusing on GPRA measures. In addition, DRE staff will compile the information necessary to complete annual reporting for the national evaluation of SS/HS grants to the agencies' contracted evaluators, NET. Finally, DRE staff will collaborate with the external evaluator to produce a narrative report that summarizes systems development over the term of the grant and will provide recommendations for sustainability.

SPECIAL PROJECTS

No special projects are planned at this time.

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

Program Manager: Celia Glick

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Josie Brunner, M.A.

OVERVIEW

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

PROGRAM DESCRIPTION

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

- BE is a program of instruction in the native language (i.e., Spanish, Vietnamese, or Korean) and English, offered in pre-Kindergarten (pre-K) through Grade 6, and is provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level on a particular campus, if their parents have given permission for program participation.
- DL is a program of instruction with a highly prescribed method of core content instruction in English and Spanish that emphasizes both bilingualism and biculturalism. DL will be implemented in AISD at pre-K, kindergarten, and 1st grade on all elementary campuses with a Spanish BE program, and at 2nd grade for 10 pilot sites. One-way DL classrooms serve only native Spanish speakers, and two-way classrooms serve both native English speakers and native Spanish-speakers. In future years, additional grade levels will be added to DL as the program expands.
- ESL, a program of specialized instruction in English, is provided to elementary students whose parents declined BE instruction but approved ESL instruction, and to elementary and secondary students for whom BE instruction in their native language is not available in the

district. The program is offered at all grade levels, but primarily to ELLs in middle and high school. Parents must give their permission for program participation.

NCLB of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students. The grant provides funds to school districts through TEA to assist in the teaching of English to ELLs at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. These supplemental funds may be used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, (d) provide community and family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts. The estimated planning amount for 2011–2012 is \$2,671,603.

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

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

PURPOSE OF THE EVALUATION

As a result of their participation in BE/ESL programs, students are expected to make steady progress in English language proficiency and academic achievement. Thus, the program evaluation will focus primarily on students' English language proficiency and academic achievement, and when appropriate, on other measures of students' engagement and success (e.g., attendance, and dropout or graduation). However, the district also uses Title III, Part A and local funds to provide professional development opportunities for staff, to acquire instructional materials, and to provide parent and community outreach, so the influence of those efforts also will be examined. The DL program will be evaluated in its second year of implementation at 10 pilot schools and new DL programs at elementary campuses with a Spanish BE program.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions during the 2011–2012 school year:

1. How many students were served by BE/ESL/DL programs? How many students' parents declined participation? How many students were exited from BE/ESL programs?
2. How did BE/ESL students perform on the Spring 2012 STAAR, 9th-grade End-of-Course (EOC), or TAKS?

3. How did BE/ESL/DL students progress in learning English, as measured by the 2012 Texas English Language Proficiency Assessment System (TELPAS)? How did DL students progress in learning English and Spanish, as measured by the Language Assessment Scales (LAS) Links and PreLAS?
4. How did ELLs' transition to 6th grade affect their performance on the Spring 2011 reading TAKS test? Specifically, who are the students who took TAKS in Spanish in upper elementary and how did they perform on the 6th-grade reading TAKS in English? How did English proficiency (i.e., TELPAS) correlate with Spring 2011 reading TAKS performance?
5. What indicators can be used to identify students who are likely to become long-term ELLs on secondary campuses?
6. Did the DL implementation proceed according to schedule? Did teachers, principals, and administrators report obstacles to successful implementation or make recommendations in anticipation of continued roll-out of DL throughout the district?
7. What proportion of Title III, Part A funds are used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, and (d) provide community and family coordination and outreach for ELLs and their families?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Provide information about program effectiveness to decision makers to help them facilitate decision making about program implementation and improvement
- Assist BE/ESL staff in meeting the documentation and evaluation requirements of TEA's *NCLB Consolidated Compliance Report* for Title III, Part A

FISCAL CONSIDERATIONS

As part of the annual summary report, DRE staff will summarize all program funding contributions and calculate an annual cost per student served. The BE, ESL, and DL program evaluations are funded with local funds from the Department of English Language Learners.

SCOPE AND METHOD

DATA COLLECTION

ELL students' demographic, attendance, program participation, assessment, and achievement data are available in the district information systems and Public Education Information Management System (PEIMS records). BE/ESL teachers' professional development activity data will be collected from

the professional development activity database and other district records. If funding and staff time are available, DRE staff will conduct surveys with teacher and parent participants of the DL program to understand their perceptions of the program.

DATA ANALYSES

Descriptive statistics will be used to summarize the characteristics of students participating in AISD's BE/ESL/DL programs. Summary statistics will be used to document the 2011–2012 academic achievement of AISD ELLs and to document their progress in becoming proficient in English. Longitudinal cohort analyses, analysis of covariance (ANCOVA), multivariate analysis of covariance (MANCOVA), hierarchical linear modeling (HLM), and regression analyses will be used, as appropriate, to examine ELL's academic trajectories, attendance, and graduation and dropout patterns, according to student characteristics and controlling for campus effects. Data concerning the participation of BE/ESL/DL teachers in professional development opportunities will be summarized.

TIME LINE

- July–August 2011: DRE staff will work closely with program managers and principals to make final recommendations regarding student assessments for the DL program. DRE staff will work with program staff to complete and submit the TEA NCLB Title III A compliance report for 2010–2011.
- August–September 2011: DRE staff will summarize the 2010–2011 district-level ELL demographic data and data for ELL academic performance on TAKS and TELPAS, and provide a narrative report to program staff. DRE staff will prepare the DL pilot year narrative report.
- October–December 2011: DRE will examine ELLs' 6th-grade transition and performance on the 2011 reading TAKS.
- January–March 2011: DRE staff will conduct exploratory research on long-term ELLs to identify possible early warning indicators. If time permits, DRE will test the effectiveness of possible early warning indicators in identifying long-term ELLs.
- February–April 2012: DRE will conduct surveys of teachers and administrators regarding the year-2 implementation of the DL program.
- May–June 2012: DRE staff will write a report brief summarizing teachers' and administrators' perceptions of the implementation of the DL program.
- June–July 2012: DRE staff will write a research brief about DL students' performance on LAS Links/preLAS 2000.
- May–July 2012: DRE staff will gather data to be submitted as part of TEA's 2011–2012 *NCLB Consolidated Compliance Report* for Title III, Part A in August 2012.

- August–October 2012: DRE staff will produce a series of research briefs about BE/ESL/DL students' academic achievement and English language proficiency in 2011–2012.

REQUIRED REPORTING

The evaluation staff, in collaboration with Accountability, Finance, and BE/ESL staff, will complete the TEA Title III, Part A report in August 2012. Evaluation staff will write the state-required BE/ESL/DL narrative report in Summer 2012.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

If time permits, DRE staff will compare non-ELLs' and ELLs' progress toward graduation. DRE staff will include in this comparison students who have dropped out of school prior to graduation.

CAREER AND TECHNICAL EDUCATION PROGRAMS

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

Within AISD, all students are expected to demonstrate preparedness for postsecondary education and to understand the skills, knowledge, work habits, attitudes, leadership ability, and teamwork skills required by employers for success in the global 21st-century workplace. In June 2003, AISD's board of trustees selected Austin Community College (ACC) to manage the development and implementation of the Career and Technical Education (CTE) programs and redesign. In 2011–2012, the contracted budget for CTE is \$736,161.00. Within the CTE programs, students will

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

PURPOSE OF THE EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

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

2. How do the postsecondary employment and education outcomes of graduates with industry certifications or licenses, or those eligible for articulated credit, compare with the outcomes of other graduates?
3. What are the characteristics of students who obtain industry certifications or licenses, or are eligible for articulated credit? Do their postsecondary aspirations differ from those of other students?
4. What are best practices for developing industry partnerships?
5. How cost-effective is the CTE program?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

The CTE evaluation is grant funded.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide students' CTE status, demographic, attendance, course enrollment, course grade, and testing data for program participants. District surveys (e.g., the AISD High School Exit Survey and Student/Staff Climate Surveys) will provide information to assess students' college and career preparation and expectations for postsecondary education, as well as administrators' perceptions of the quality of CTE programs. CTE teachers will be asked to provide data regarding students' participation in industry certification exams. National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data will provide information concerning the number and percentage of students enrolling in postsecondary education and entering the workforce after high school graduation.

DATA ANALYSES

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

TIME LINE

- July–December 2011: DRE staff will develop a series of district narrative evaluation reports providing an in-depth summary of program implementation and outcomes for participants.
- August 2011: DRE staff will create and submit to CTE program staff a summary of program participation and completion, and student outcomes for the 2010–2011 school year for strategic plan reporting and the completion of the Title I, Part C Carl D Perkins grant.
- September 2011: DRE staff will prepare an online evaluation instrument to obtain feedback about CTE teachers' use of the August in-service training. DRE staff will provide a summary report of survey responses and will report on CTE course enrollment, by campus, prior to the PEIMS October snapshot.
- September–October 2011: DRE staff will conduct interviews of CTE teachers to investigate best practices in developing industry partnerships.
- October 2011–February 2012: DRE staff will prepare for the program evaluation site visit to Lanier High School in the spring.
- January 2012: DRE staff will assist in preparing an abridged version of the teacher survey for implementation.
- February 2012: DRE staff will develop an online survey tool, conduct the teacher survey, and analyze responses. DRE staff will prepare a training and recruit and train DRE staff members to participate in the Lanier High School program evaluation site visit.
- March 2011: DRE staff will train volunteers and assist in the program evaluation site visit to Lanier. DRE staff will report the results of the CTE teacher survey and assist with preparation for strategic plan reporting.
- April 2011: DRE staff will administer a survey to site visit participants and report on the results of both the site visit and the reviewer survey.
- June 2011: DRE staff will create and submit to CTE program staff evaluation information that summarizes program participation and student outcomes for the 2011–2012 school year.

REQUIRED REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

DRE staff will conduct research regarding CTE hubs in other districts.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD

Supervisor: Cinda Christian, Ph.D.

Coordinator: Kevin Yeh

Staff: Virginia Chapa

PROGRAM DESCRIPTION

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

The procedures for submitting proposals for research or evaluation are described here. External researchers submit electronic proposals to the coordinator of external research and evaluation, along with a processing fee. The coordinator reviews proposals to be sure they are complete. The coordinator then convenes review committees, which score the proposals based on a rubric that includes the following criteria: AISD staff and student time and resources required; value to the campuses, the district, and the field of education; relationship to the strategic plan, the district's improvement plan, or other key initiatives; level of data extraction; the soundness and feasibility of the methodological design of the study; and accompanying documents (e.g., complete information disclosure in consent forms, grade appropriateness of survey instruments). Proposals that receive high scores from reviewers and receive approval for implementation typically have high value to AISD, use small and easily accessed samples, and use little or no class time to collect data. After the application has been accepted, the coordinator assists the researcher in selecting schools and contacting principals for approval to implement their projects. Finally, results of the research are collected by the coordinator, who disseminates the results to individuals and campuses likely to benefit from knowledge of the research findings.

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

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Key evaluation questions investigated will include:

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
- Highlight any research projects that were particularly successful or beneficial to the district
- Note any persistent problems that may need to be addressed through modifications to the research application and review process
- Make recommendations about research priorities for the 2012–2013 school year

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- June 2011—May 2012: The coordinator will provide ongoing support to approved external researchers, including processing data-sharing agreements and data requests, as needed.
- June–August 2012: The coordinator will analyze data from the external research database and complete the external research summary report for the 2011–2012 school year.
- December 2011–June 2012: The coordinator will receive and process research applications for the 2012–2013 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of the DRE at the end of August 2012. The report will provide an overview of the number and type of research projects conducted during the 2011–2012 school year. The report will (a) discuss noteworthy trends among research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and review process. Each of these sources of information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the 2012–2013 school year.

PROGRAM SUPPORT

In previous years, the coordinator has offered workshops for graduate students and faculty in the College of Education at the University of Texas(UT) at Austin. The objectives of this workshop included (a) offering 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) enhancing the dialogue

between the two institutions (i.e., UT and AISD) to ensure that collaborative research projects are of high quality and of benefit to both the researchers and the district. Due to an increase in the number of internal district initiatives requiring evaluation support, a university workshop will be offered only upon request.

SPECIAL PROJECTS

No special projects are planned at this time.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF

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

Evaluation Staff: Lindsay Lamb, Ph.D.; Ginger Gossman, Ph.D.; Reetu Naik, M.A.; Christian Bell, M.A.; Carol Pazera, M.S., M.A.

PROGRAM DESCRIPTION

DRE develops, administers, and reports on district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD Parent Survey, AISD Staff Climate Survey, AISD High School Exit Survey, and AISD Central Office Work Environment Survey. These surveys are used to inform district staff regarding perceptions of the school environment and customer service on each campus, and to examine the work environment of central office departments. Results from these surveys are used to monitor the board's executive limitations policies concerning staff treatment and treatment of stakeholders, board results policies, the district's strategic plan, and the district improvement plan. In addition, district-wide survey data are used for a variety of program evaluations in AISD. Finally, results are used to assist in the monitoring of the strategic plan. Examples include data to monitor key action step 2.1 (i.e., "use multiple and appropriate methods of communication and engagement to reach all stakeholders and every part of the community to gain meaningful input, participation, partnerships, and shared responsibilities for student success") and Goal 3 (additional measures, such as measures of student self-confidence and attitudes toward school, work, and success).

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. Is school climate improving over time?
2. Which climate factors are most related to student achievement and teacher retention?
3. Are school climate and safety improving at campuses implementing PBS?
4. Do central offices support employees with good customer service?
5. In what ways can central offices best support the needs of district staff?

6. How do exiting seniors rate and describe their high school experiences, and to what extent are these responses related to postsecondary enrollment and persistence?
7. To what extent do schools support parental involvement, and to what extent do parents report involvement in their child's education?
8. What substance use and safety issues are prevalent at secondary campuses?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

District-wide surveys are supported with a mixture of local and grant funds.

SCOPE AND METHOD

DATA COLLECTION

The Staff Climate Survey will be administered in January via an online survey for campus professional and administrative staff (English) and a paper survey (English and Spanish) for campus classified staff. Principal-appointed campus contact persons will encourage staff to take the online survey and will administer the paper survey to each campus classified employee. Surveys remain completely confidential, with only campus name and major job classification as identifying information used for

reporting. In addition, central office staff will complete the annual online Central Office Climate Survey, which assesses the work environment of staff who are not employed on school campuses.

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

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

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

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

DATA ANALYSES

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

TIME LINE

- July–August 2011: DRE staff will distribute campus contact requests to principals.
- September 2011: DRE staff will determine the AISD Parent Survey items and timeline.
- October 2011: DRE staff will revise Staff Climate Survey and Central Office Climate Survey items and identify any items in need of alteration, and then will submit all suggested changes to the chief performance officer for approval. They will finalize and translate the AISD Parent Survey by October.
- October–November 2011: DRE staff will translate any revisions to the Staff Climate Survey and Central Office Climate Survey, and will prepare Staff Climate Survey paper forms and modify the online survey as necessary. DRE staff will prepare contact packets and distribute

these to campus Staff Climate Survey contact persons for administration during January. DRE staff will determine the process to optimize communication about the availability of the AISD Parent Survey to parents by using the support of district and campus personnel. DRE staff will develop an online version of the Parent Survey.

- December 2011: DRE staff will ask campus staff to ensure parents are invited to participate in the online version of the Parent Survey. They also will distribute paper Staff Climate Surveys to campus contacts for distribution in January.
- January 2012: DRE staff will e-mail the online AISD Staff Climate Survey to campus professional and administrative staff and will e-mail the AISD Central Office Climate Survey to central office staff. They will follow up with campus staff about making sure parents are aware of the online AISD Parent Survey, finalize and translate AISD Student Climate Survey items, order surveys, conduct AISD SSUSS sampling, and e-mail parent notification letters.
- February 2012: DRE staff will enter data for paper Staff Climate Surveys, send Staff Climate Survey data to the New Teacher Center for reporting, analyze Central Office Climate Survey results, deliver Student Climate Surveys and contact packets to campuses for March administration, finalize High School Exit Survey items and put them online, develop paper surveys, inform high school staff about the process for survey administration, and inform principal-appointed campus contact persons at all middle schools and high schools about the process for survey administration of the SSUSS.
- March 2012: DRE staff will prepare and distribute the Central Office Climate Survey report, begin administering the High School Exit Survey and Student Climate Survey, compile data for EL-3 and EL-4 board monitoring reports, distribute Employee Coordinated Survey notifications by e-mail, and distribute and administer SSUSSs at middle and high school campuses.
- April 2012: DRE staff will continue administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, send reminder e-mails about the Employee Coordinated Survey to non-respondents, analyze the AISD Parent Survey data, prepare and distribute reports, prepare and scan the AISD Student Climate Surveys, and complete administration of the SSUSS.
- May 2012: DRE staff will continue administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, distribute AISD Student Climate Survey reports, prepare principal tools for all the surveys, and scan the SSUSSs.

- June 2012: DRE staff will prepare and distribute the AISD High School Exit Survey reports, prepare Integrated Survey tools and distribute them to principals, and analyze and distribute Employee Coordinated Survey and SSUSS results.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

FEDERAL FAFSA PILOT PROGRAM, 2011–2012

Evaluation Supervisor: Karen Looby, Ph.D.

PROGRAM DESCRIPTION

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

PURPOSE OF THE EVALUATION

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

EVALUATION QUESTIONS

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

1. Was there an increase in the number of FAFSA completions for AISD graduates?
2. What percentage of students who completed the FAFSA enrolled in a postsecondary institution?

EVALUATION OBJECTIVES

DRE staff will summarize FAFSA completion results to assist district decision makers in monitoring the district's progress toward its goals and in facilitating program improvement.

FISCAL CONSIDERATIONS

The summary of FAFSA completion results may be used in the cost-effectiveness analyses of college readiness programs in the district. This project is locally funded.

SCOPE AND METHOD

DATA COLLECTION

The district is enrolled in FSA's access and security system and follows strict security guidelines that are consistent with the expectations of FERPA. Student directory information is used to access FAFSA submission status information and includes student's name, date of birth, and zip code. These records are

matched with FAFSA applications, which are submitted electronically by students to the FSA. The information is returned to the district to be summarized and used programmatically.

DATA ANALYSES

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

TIME LINE

- August–September 2011: DRE staff will obtain final FAFSA completion data for the Class of 2011, summarize results, and generate summary report.
- January–June 2011: DRE staff will provide campus staff with regular updates of real-time FAFSA completion records for student and family support purposes.

DISTRICT REPORTING AND DELIVERABLES

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

SPECIAL PROJECTS

No special projects are planned at this time.

HIGH DOSAGE TUTORING PROGRAM, 2011–2012

Program Director: Raul Alvarez

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ralph Smith, M.A.

PROGRAM DESCRIPTION

AISD's High Dosage Tutoring Program (HDT) seeks to increase the academic success levels for 3rd-, 6th-, and 9th-grade students attending schools within the Eastside Memorial and Travis High School vertical teams. Tutoring will focus on reading for 3rd-grade students and focus on math in the 6th and 9th grades. Ideally, one tutor will work with two students in a small-group instructional setting. Each child will spend 300 minutes per week with the same tutor. HDT will be funded through a variety of district resources, including the federal Title I grant, Improving the Academic Achievement of the Disadvantaged, and the Texas Title I Priority Schools (TTIPS) grant. More information about TTIPS is provided within this evaluation plan document.

PURPOSE OF THE EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. How many 3rd-grade students, who were below grade level in reading at the beginning of the school year, achieve on-grade-level status by the end of the school year?
2. Did all 3rd-grade students experience significant growth in reading throughout the school year?
3. How many 6th- and 9th-grade students, who were below grade level in math at the beginning of the school year, achieve on-grade-level status by the end of the school year?
4. Did all 6th- and 9th-grade students experience significant growth in math throughout the school year?
5. Were school performance targets met or exceeded in reading and math?
6. Do students, tutors, and teachers perceive high dosage tutoring as being beneficial for students?

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

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

DATA ANALYSES

A mixed-methods approach will be used in this evaluation. Quantitative data (e.g., assessment and survey data) will be analyzed using descriptive (e.g., actual numbers and percentages) and inferential statistics (e.g., techniques allowing one to make judgments of the probability that an observed difference between groups is a dependable one or one that might have happened by chance in this study). Qualitative data (e.g., open-ended survey responses and focus group interviews) will be analyzed using content analysis techniques to identify important details, themes, and patterns within the data. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the program.

TIMELINE

- August–September 2011: DRE staff will summarize the results of beginning-of-year (BOY) DRA and TMSDS assessments and work with program staff to set performance targets based on BOY data.
- January 2012: DRE staff will summarize the results of middle-of-year (MOY) DRA and TMSDS assessments and report results to program staff.
- May 2012: DRE staff will summarize the results of end-of-year (EOY) DRA and TMSDS assessments and report results to program staff.
- May 2012: DRE staff will administer student, tutor, and teacher surveys and summarize results.
- June 2012: DRE staff will create and submit to program staff a comprehensive evaluation report summarizing student outcomes for the 2011–2012 school year.

REQUIRED REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

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

LEADERSHIP GRANT EVALUATION

Leadership Grant Supervisor: Daniel Vera

Leadership Grant Staff: Stephanie Israel

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, M.A.

PROGRAM DESCRIPTION

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

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

The goals of the program are as follows:

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

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

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

EVALUATION OBJECTIVES

The evaluation will focus on these major questions:

- Examine annual retention rates for principals and assistant principals at the district level and in the program
- Examine the success of program participants in obtaining campus-based administrative positions
- Determine the impact that program procedures, processes, and activities have had on projected outputs and outcomes stated in the grant goals

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

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

DATA COLLECTION

The Vanderbilt Assessment of Leadership in Education (VAL-ED) will be administered by Discovery Learning. The VAL-ED is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's perceived performance. VAL-ED focuses on learning-centered leadership behaviors that influence teachers; staff; and most importantly, student achievement. VAL-ED is also a 360° assessment, intended to be taken not only by the principal but by teachers and the intern's supervisor. This instrument will be used only for principal interns. Other appropriate leadership effectiveness measures are being explored for use with both principal and assistant principal interns.

Focus groups will be conducted with principal and assistant principal interns and with LDS principals and Region 13 interns. Interviews or focus groups will be conducted with former program interns.

An online survey will be administered to program participants at the end of the school year. In addition, program participants will complete monthly activity logs.

Staff will gather data related to enrollment, certification, and employment status for program participants and will gather student achievement data from campuses where a program participant has

been placed for at least 2 years. They will document program staff activities involved in the dissemination of program results to district staff and other stakeholders outside of AISD.

DATA ANALYSES

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

- Calculate number of applicants to Region 13 program and number of accepted applicants
- Calculate percentage of Region 13 participants who went on to become assistant principals
- Calculate percentage of program participants certified through the project who were hired as an assistant principal of a school in a high-need local educational agency (LEA)
- Calculate percentage of program participants certified through project who were hired as a principal of a school in a high-need LEA
- Calculate percentage of program participants hired as a principal or assistant principal of a school in a high-need LEA and remaining in that position for at least 2 years
- Summarize VAL-ED scores (from Discovery Learning) for principal interns; if a second assessment for principals and assistant principals is selected, then those results will be summarized
- Summarize data from monthly activity logs completed by program participants
- Analyze qualitative data from focus groups, interviews, and online surveys (i.e., to obtain feedback about the effectiveness of program's processes and procedures and about program interns' experiences)
- Examine student achievement growth results at campuses where a program participant had been placed in an administrative position for at least 2 years

TIME LINE

- July 2011: A focus group with Region 13 interns will be conducted.
- August 2011: Create and administer program participants' monthly activity log
- October 2011: Staff will prepare and submit an annual report to the USDE (i.e., covering the period between October 1, 2010 and September 30, 2011) by October 31, 2011.
- March 2012: Staff will conduct the Spring Staff Survey.
- April 2012: Staff will conduct focus groups with principals and assistant principal interns at LDSs.
- June 2012: Staff will conduct focus groups with LDS principals.
- June 2012: Staff will obtain and review VAL-ED assessments.

- June 2012: Staff will analyze data from program participants' monthly activity logs.
- June 2012: Staff will prepare and submit an interim report to the USDE (i.e., covering the period October 1, 2011 to May 31, 2012) by June 30, 2012.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

Evaluation staff will provide guidance to program staff while they analyze case studies of new principals who have been placed during the past 2 years of the program. Evaluation staff and program staff will develop a plan for student academic performance analyses for years 4 and 5 of the grant project.

RESPONSE TO INTERVENTION (RTI) EVALUATION, 2011–2012

Program Contacts: Cynthia Edwards, Debra Hester

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

Response to Intervention (RtI) is a process whereby school staff screen and identify students at risk for poor learning outcomes and provide evidence-based interventions and adjust the intensity and nature of those interventions, depending on a student's responsiveness. Student outcomes are closely monitored throughout the process, and students with learning disabilities or other disabilities are identified. RtI has three levels of support services. Tier 1 services provide students with research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. Tier 2 services are provided for children identified as needing more intensive supports and tend to be closely aligned to the areas in which the child is having difficulty. Tier 3 services are typically individualized services. If the child does not respond to instruction in this level, he or she is likely to be referred for a full and individual evaluation under IDEA. In 2011–2012, all middle schools will be implementing RtI. Additionally, Baldwin, Boone, Brentwood, Davis, Manchaca, Maplewood, Pease, and Williams Elementary Schools will be implementing RtI.

PURPOSE OF THE EVALUATION

The effective implementation of RtI is expected to result in continuous monitoring and intervention to prevent students from falling behind and to bring those who are struggling in a particular area up to grade level with some intervention. Thus, the evaluation will focus on determining the level of teacher's concerns associated with the implementation of RtI, so program managers and administrators can provide appropriate support for implementation and can monitor RtI implementation levels.

EVALUATION QUESTIONS

The following questions have been articulated to guide the evaluation of RtI implementation in the 2011–2012 school year:

1. What are the levels of concern expressed by teachers implementing RtI?
2. Do middle school and elementary school teachers' concerns differ?
3. Do teachers' concerns change throughout and across school years, as they implement RtI in their schools?

EVALUATION OBJECTIVES

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

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding will be determined for the 2010–2011 school year, and programmatic implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

The Concerns-Based Adoption Model (CBAM; developed by Hord, Rutherford, Huling-Austin, & Hall [1987]) will provide data about concerns related to Rtl implementation. CBAM is a conceptual framework that describes, explains, and predicts probable teacher concerns and behaviors throughout the school change process. The CBAM Questionnaire will be used to describe seven different stages of feelings and perceptions that teachers experience when they are implementing a new program or practice, in this case Rtl.

DATA ANALYSES

The analysis of CBAM results will be conducted according to a proscribed scoring process that will yield profile reports describing the stage(s) of concern reported by teachers and provide a set of recommendations for supporting the teachers to better implement the innovations and adopt change. This information may be coupled with teachers' professional development activity records and student participation in specific interventions at each school to get a complete picture of the quality of implementation and outcomes for the students.

TIME LINE

- August–September 2011: DRE staff will administer the CBAM Questionnaire to participating elementary school teachers to collect a baseline measure of concerns, and profile reports will be generated.
- March–April 2012: DRE staff will administer the CBAM Questionnaire to participating elementary school teachers and all middle school core course teachers, and profile reports will be generated.
- May–June 2012: DRE staff will generate a summary report to describe teachers' concerns and differences between schools and teacher groups.

DISTRICT REPORTING AND DELIVERABLES

At the conclusion of the school year, staff will create a district narrative evaluation report to provide a summary of program implementation and outcomes for participants across the school year. All

program staff and campus administrators will be provided with the report, and it will be available online to inform community members and other interested parties about the work completed.

PROGRAM SUPPORT

DRE staff will provide formative data related to program implementation and participation to program stakeholders to help them make implementation decisions and assess the progress of teachers and students. The formative data summaries will be provided to project staff as the information becomes available. The evaluation staff will attend meetings, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

NAEP TUDA REPORTING, 2011–2012

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Lindsay Lamb, Ph.D.

PROGRAM DESCRIPTION

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

As a TUDA district, AISD participates in data-release workshops, WebEx seminars, and research projects, and in return NCES provides AISD with district-level longitudinal data. In 2011–2012, portions of the results from the 2010–2011 NAEP likely will be released in the fall (typically in November, and typically mathematics) and also in the spring (typically in April, and typically reading). Additional data (e.g., science) may be released throughout the year. DRE staff will travel (if applicable) to the prerelease workshops to examine and report on AISD's 4th- and 8th-grade students' performance on the NAEP.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Produce data displays highlighting AISD’s 4th- and 8th-grade students’ performance on NAEP as it compares with that of students in other TUDA districts, large cities, and the nation
- Produce a press release highlighting AISD’s 4th- and 8th-grade students’ performance on NAEP
- Respond to media requests concerning the released NAEP subject area data

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- Ongoing: Participate in NAEP WebEx presentations, when applicable
- Fall (November) 2011: DRE staff will participate in a prerelease workshop to analyze the most recent NAEP data release and meet with the public relations firm Hager Sharp to discuss AISD’s response to the data.

- November–December 2011: DRE staff will create data displays for the recent NAEP data release and write the accompanying press release.
- April–May 2012: DRE staff will participate in a prerelease workshop to analyze the most recent NAEP data release and meet with Hager Sharp to discuss AISD’s response to the data.
- April–June 2012: DRE staff will create data displays for the recent NAEP data release and write the accompanying press release.
- Summer 2012: DRE staff may participate in a prerelease workshop to analyze the most recent NAEP data release and meet with Hager Sharp to discuss AISD’s response to the data.
- Summer 2012: DRE staff will create data displays for the recent NAEP data release and write the accompanying press release.

REQUIRED REPORTING

DRE staff will provide the district with a press release and accompanying data displays summarizing the results for 4th- and 8th-grade students’ performance on each NAEP subject area test that has been released during 2011–2012. Data will be used by the superintendent and various other departments to examine AISD’s 4th- and 8th-grade students’ performance on NAEP relative to the performance of their peers in the nation, large cities, and other TUDA districts.

SPECIAL PROJECTS

No special projects are planned at this time.

POSTSECONDARY ENROLLMENT FOLLOW-UP AND DETERMINANTS OF POSTSECONDARY ENROLLMENT/PERSISTENCE STUDIES

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.

RESEARCH PROJECT DESCRIPTION

AISD expects that all students will graduate ready for college, career, and life in a globally competitive economy. Thus, the district is committed to providing all students with high-quality college and career preparation. To describe district progress toward helping all students advance to postsecondary educational institutions, AISD's DRE will continue to report the rates at which AISD high school graduates enroll in postsecondary educational institutions, enter the workforce, or both, during the fall or spring semester after their high school graduation. Additionally, DRE will continue to explore determinants of postsecondary enrollment and retention. This work is funded by the Gates Foundation for 2011–2012.

PURPOSE OF THE RESEARCH STUDY

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

EVALUATION TASK

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

The data used to calculate postsecondary enrollment and workforce entry rates will be obtained from two primary sources: the NSC and the TWC. The NSC will be used as the primary source of

postsecondary enrollment information The TWC data will be used to summarize employment trends for the senior cohort.

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

DATA ANALYSES

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

TIME LINE

- July 2011: Staff will publish the summary report of postsecondary outcomes for the Class of 2010.
- Fall 2011: Staff will obtain employment history from the TWC.
- November 2011–February 2012: Staff will conduct analyses pertaining to determinants of postsecondary enrollment and generate a corresponding district narrative report.
- April 2012: Staff will request postsecondary enrollment data from the NSC. Staff will obtain employment history from the TWC and will obtain postsecondary enrollment data from the NSC for AISD graduates.
- May–June 2012: Staff will generate a district narrative report to describe the postsecondary enrollment and employment rates for the Class of 2011.

REQUIRED REPORTING

The board of trustees will be provided with a postsecondary enrollment follow-up report to document progress toward meeting the board's Results Policy 3.3, which states that all students will be

able to successfully enroll in postsecondary education, access financial aid, transition into the work force, and be successful in a variety of jobs and careers (<http://www.austinisd.org/inside/policy/policy.phtml?type=results>).

PROGRAM SUPPORT

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

SPECIAL PROJECTS

AISD is participating in a multi-state pilot program implemented through the Texas High School Project (THSP) and the NSC from November 2009 to December 2011. Funded by the Bill and Melinda Gates Foundation, the pilot aims to enhance the ability of schools, districts, and states to track high school students into and through postsecondary education. The pilot will develop high-quality, actionable, data-driven reports that link pre-K–12 and postsecondary data and can be used to improve the college readiness and success of students. The pilot will develop online professional development materials and capture lessons learned for going to scale nationally.

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

In August 2011, district administrators will participate in a train-the-trainer conference. Campus leadership teams, including an administrator, counselor, and teacher, will participate in actionable data workshops facilitated by College Summit and designed to help school personnel take action with their student-outcomes data. At the actionable data workshops, participants will:

- Become more familiar with the educational outcomes data reports available via the NSC Report Suite Tool
- Use a model for structuring data conversations about postsecondary outcomes, including organizing a data team that will prepare and lead data dialogues throughout the school year
- Increase awareness of beliefs and expectations they bring to data analysis
- Prepare to use data for action planning and continuous improvement
- Benefit from collaboration with educators from other schools in their district

PREKINDERGARTEN PROGRAM

Program Manager: Jacquie Porter

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Josie Brunner, M.A.

PROGRAM DESCRIPTION

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

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

In 2011–2012, AISD will offer a full-day pre-K program, supported through use of local, state, and federal funds, and for the first time, 22 schools will offer tuition-supported pre-K. Tuition-supported pre-K will be offered at elementary schools that have the capacity to enroll more students than usually enrolled through the state-mandated pre-K program. Only one elementary campus that did not have a mandatory pre-K program will serve tuition-supported pre-K students. Tuition-supported pre-K will help provide revenue to keep full-day pre-K at the highest-need schools. The 2011–2012 funding sources for the state-mandated pre-K program include Edujobs and local and state funding. Eligible students will be served in 69 of the 79 AISD elementary schools, including the Lucy Read Prekindergarten Demonstration School.

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Key evaluation questions investigated will include:

1. How does participation in the AISD pre-K program affect students' academic performance, as measured by the Peabody Picture Vocabulary Test (PPVT)?
2. How does the integration of tuition-based and mandatory pre-K affect students' academic performance, as measured by the PPVT?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding contributions will be determined and implications may be examined. DRE staff will calculate an overall cost-effectiveness estimate that will be used to compare with cost-effectiveness in the previous year of implementation. The evaluation of the pre-K program is grant funded.

SCOPE AND METHOD

DATA COLLECTION

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

Program effectiveness for pre-K in the area of language arts will be determined on the basis of students' average gains during the year on the English-language Peabody Picture Vocabulary Test-IV (PPVT-IV) or the Spanish-language Test de Vocabulario en Imágenes Peabody (TVIP). The PPVT-IV and TVIP measure students' knowledge of receptive (hearing) vocabulary. To measure achievement gains for pre-K students, the PPVT-IV and the TVIP will be administered in Fall 2011 and Spring 2012 to a random sample of 400 non-ELL and BE students from across the district. Tuition-based pre-K students will be included in this sample. All pre-K students in the testing sample will be tested in English, and bilingual Spanish students also will be tested in Spanish.

DATA ANALYSES

Formative and summative data analyses will be used to evaluate tuition-based and mandatory pre-K programs. Summary statistics will be used to describe the demographic characteristics of AISD pre-K students. In addition, summary statistics will be used to describe pre-K teachers' responses to the survey. PPVT-IV and TVIP test scores will be analyzed to measure average gains from pretest to posttest.

TIME LINE

- August–October 2011: Staff will coordinate and administer the PPVT-IV and TVIP pretests to a sample of pre-K students and will report the results to teachers, administrators, and the director of early childhood programs.
- October–December 2011: Staff will analyze incoming PPVT-IV and TVIP scores of tuition-supported and mandatory pre-K students.
- March–May 2012: Staff will administer the PPVT-IV and TVIP posttests to students who were tested in the fall.
- May 2012: Staff will report pretest, posttest, and gain scores on the PPVT-IV and TVIP to teachers, administrators, and the director of early childhood programs.
- June 2012: Staff will analyze and compare academic outcomes for the tuition-supported and mandatory pre-K programs.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

With resources and time permitting, staff will evaluate the AISD tuition-based pre-K program. A sample of tuition-based pre-K students will be assessed with the PPVT-IV in Fall 2011 and Spring 2012 to measure their pre-literacy skills.

Also, DRE staff will provide consultation to the Department of Early Childhood's request for service plans (RSP) for an assessment system for the pre-K program.

SCHOOLNET IMPLEMENTATION EVALUATION

Project Director: Suzanne Burke, Ph.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

AISD contracted with Schoolnet to provide Schoolnet's Instructional Management System (IMS), an integrated, comprehensive solution for curriculum management, formative assessment, and data analysis. Some of the components available within Schoolnet include the following:

- Centralized curriculum management and distribution
- Assessment item bank
- Curriculum and standards alignment and tracking
- Administrative and classroom teacher dashboards
- Access to standardized test results
- Test item and standard analysis
- Student cumulative folder
- Calendars, lesson planning tools, and materials bank
- Basic and custom reporting on data
- Longitudinal reporting
- Enhanced parent and student access

Schoolnet's curriculum management features will give curricular and instructional staff the ability to gather, tag, organize, and load curricular materials into a centralized repository, so these materials can be easily accessed and used by teachers. Formative assessments will be linked to the district's taught curriculum and will be easily available to teachers within the system to aid instructional improvement and monitoring of student outcomes. Schoolnet will be integrated with the district's gradebook, GradeSpeed, giving teachers the ability to create and deliver assessments to students. Results are automatically available to teachers and administrative users for analysis and reporting. Schoolnet's reporting and analysis features provide administrators with interactive key performance indicator (KPI) dashboards that give an at-a-glance view of current performance and the ability to easily drill down from district-level views to individual student data with just a few clicks. These features will enable teachers and

administrators to track and act on key achievement metrics. Finally, Schoolnet will have a parent/student portal to facilitate communication about students' learning objectives and assessment results.

PURPOSE OF EVALUATION

In year 1 of the Schoolnet project, the evaluation will focus on the implementation of technology structures, professional development opportunities, and the resulting outcomes for instructional practices needed to positively affect student learning in the district. This evaluation will determine whether the components identified as critical to the success of the project are implemented as intended to improve the educational outcomes for all AISD students. In year 1, student achievement data will be collected and reported to provide a baseline reference to monitor the project's impact in subsequent years. After the initial implementation phases are completed, the district will examine how the use of Schoolnet may affect student achievement.

EVALUATION QUESTIONS

Technology

1. Did Schoolnet and district staff complete the technology implementation of Schoolnet with fidelity to ensure quality and program sustainability?
 - a. Were project management plans developed and followed?
 - b. Were integral staff hired and dedicated to implement the program?
 - c. Were Schoolnet components (e.g., Account™, Align™, Schoolnet Assess™, and Intel Assess Item bank) installed, configured, and deployed?
 - d. Is the AISD data warehouse being refreshed with pertinent Schoolnet data on a regular basis?

Professional Development Opportunities

1. Did Schoolnet and district staff provide professional development opportunities for district staff, principals, and teachers that focused use of Schoolnet to improve instructional practice and student achievement?
 - a. What were the duration and frequency of professional development sessions?
 - b. Who participated in Schoolnet professional development opportunities?
 - c. Did Schoolnet professional development session participants perceive that they had the information and skills needed to use to the system at the end of the training?
 - d. Did AISD staff use web tools and online modules as a continuing source of professional development opportunities?

Schoolnet Use

1. What were the outcomes for AISD staff who participated in Schoolnet professional development sessions in year I of implementation?
 - a. Did teachers and principals believe Schoolnet provides valuable information to improve instruction and student achievement?
 - b. How many teachers and principals used Schoolnet and with what frequency did they use the system in the first year of implementation?
 - c. Did teachers and principals report using Schoolnet to plan instruction, monitor and assess student learning, and adjust instructional practices throughout the school year?
 - d. Did teachers and principals report increases in data quality and data use as a result of having Schoolnet?

Student Outcomes

1. What were the baseline student academic achievement outcomes in the first year of Schoolnet implementation?

EVALUATION OBJECTIVES

Key evaluation questions investigated will include:

- Provide information for district decision makers about program implementation and effectiveness to facilitate decisions for continuing program development or improvement
- Satisfy reporting requirements set forth by the Michael and Susan Dell (MSDF) Foundation

FISCAL CONSIDERATIONS

The annual narrative report will provide budgetary information for program considerations.

SCOPE AND METHOD

DATA COLLECTION

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

- Project management documentation (e.g., milestones, timelines, deliverables) provided by district program managers
- Students' demographic and testing data supplied through district information systems
- Teachers' professional development activities data provided through district information systems
- Program-specific survey questions administered as a part of professional development sessions, program implementation activities, and staff climate and data use surveys
- Principals' and teachers' focus group data collected by DRE staff

DATA ANALYSES

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

DATA ANALYSIS

In year 1 of the project evaluation, DRE will incorporate a mixed-methods approach to evaluate the project, thereby increasing the validity and accuracy of the evaluation. In year 1, simple descriptive statistics (i.e., numbers and percentages) will be used to illustrate the characteristics of participants, to describe program participation, and to summarize outcomes for tests and surveys. To explain and enhance findings from the quantitative analyses, qualitative data collection and analyses will be conducted. Qualitative data will be analyzed using content analysis techniques to identify important details, themes, and patterns for focus group data and open-ended survey responses. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of the programs. In subsequent years of the project evaluation, inferential statistics (e.g., tests of statistical significance) may be added to the evaluation work to make judgments about the probability that observed changes in student achievement might have happened as a result of the project, rather than by chance. Results from all analyses will be triangulated to determine the consistency of results and provide a more detailed and balanced picture of the implementation.

The evaluation of the district's REACH program, a strategic compensation pilot, will include an examination of how Schoolnet may have assisted teachers participating in that program to achieve their goals and objectives. Findings from this case study will be included in the summative evaluation report.

TIME LINE

- Ongoing: Staff will participate in project planning meetings and implementation teams.
- February–March 2011: Staff will develop a project evaluation plan.
- April–June 2011: Staff will design professional development session surveys and prepare to administer the surveys.
- July–August 2011: Staff will administer the professional development surveys and analyze the responses; they will summarize the Spring 2011 TAKS outcomes, to be used as a baseline measure, and will summarize the project's implementation status at the end of Phase I.
- September 2011: Staff will summarize data about participants in the professional development sessions and the results of the sessions.

- October 2011: Staff will determine a baseline for Schoolnet usage.
- December 2011: Staff will summarize Schoolnet usage for the fall semester.
- January 2012: Staff will design a focus group protocol, schedule groups, and administer the district's staff climate and data use surveys.
- February 2012: Staff will conduct focus groups with teachers and principals, summarize the mid-year benchmark assessment results, and submit a mid-year evaluation report to the MSDF.
- March 2012: Staff will analyze the results of district's staff climate/data use surveys, summarize data about participation in professional development sessions and Schoolnet usage as of the mid-point of the spring semester.
- April 2012: Staff will summarize the focus group results.
- June 2012: Staff will summarize the Spring 2012 TAKS, STAAR, and EOC outcomes, to be used as baseline measures, and will summarize data about participation in professional development sessions and Schoolnet usage for the spring semester.
- July–August 2012: Staff will complete a summative evaluation report and submit it to the MSDF by August 31, 2012.

REQUIRED REPORTING AND DELIVERABLES

An annual progress report is required by program funding agreements and will be submitted to the MSDF in August 2012. This report will provide an overview of program accomplishments, lessons learned, and outcomes for participants related to articulated success indicators.

PROGRAM SUPPORT

Program stakeholders will be provided with formative and summative data related to identified performance indicators that can help them make implementation decisions, assess the progress of students, and evaluate the degree to which promising practices are being adopted. To facilitate effective program implementation, formative data summaries will be provided to project staff as the information becomes available. The evaluation staff will attend meetings pertaining to program implementation, evaluation, and reporting. All program staff and campus administrators will be provided with each annual report. Details within these reports will be discussed in project staff meetings or special debriefing meetings.

SPECIAL PROJECTS

No special projects are planned at this time.

SCHOOLYARD HABITATS FOR SCIENCE AND MATH LEARNING EVALUATION

Program Manager: Cesar Gutierrez

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

The National Wildlife Federation (NWF) and AISD created a partnership to improve science and math learning for K–8 students through the development and successful use of Schoolyard Habitats as outdoor classrooms. In this partnership, NWF will align its award-winning Access Nature curriculum with the newly adopted science standards and district science and math objectives, and AISD’s Health Science Resource center to train teachers and curriculum specialists at elementary and middle schools to use the aligned curriculum and the outdoor classrooms to achieve core science and math objectives. The Toyota UAS Foundation has provided approximately \$374,006 over 2 years to support the program.

PURPOSE OF THE EVALUATION

Implementation of the Schoolyard Habitats program is expected to result in higher levels of science and math achievement for participating students, compared with levels prior to implementation.

EVALUATION QUESTIONS

The following overarching questions were articulated to guide the evaluation of the program in the 2011–2012 school year:

1. To what degree did the trained teachers use the Schoolyard Habitats?
2. Did the use of Schoolyard Habitats lead to academic improvement on TAKS science and math scores for participants, compared with scores for nonparticipants attending either the same or comparable schools?
3. Did the use of Schoolyard Habitats reduce the achievement gaps between African American and White students, between Hispanic and White students, and between economically disadvantaged and non-economically disadvantaged students?

EVALUATION OBJECTIVES

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

FISCAL CONSIDERATIONS

During the evaluation process, program resources and funding will be determined for the 2011–2012 school year. Cost-effectiveness analyses will be conducted using TAKS test outcomes as a measure of effectiveness.

SCOPE AND METHOD

DATA COLLECTION

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

- Teachers' professional development activity participation records, supplied by the program manager or district information systems
- Outdoor Classroom use logs, provided by the program manager
- Students' enrollment, demographic, and TAKS science and math testing data, supplied through district information systems
- Pre- and post-surveys of students' attitudes, administered as a part of program implementation activities
- Teacher survey data, administered by NWF staff as a part of professional development activities

DATA ANALYSES

To determine precise outcomes for the program, DRE staff will incorporate a rigorous mixed-methods approach. Simple descriptive statistics (i.e., numbers and percentages) will be used to illustrate the characteristics of participants, to describe program activities and participation, and to summarize outcomes for tests and surveys. Inferential statistics (e.g., tests of statistical significance) may be used to make judgments about the probability that an observed difference between groups might have happened as a result of the program rather than by chance. Advanced multivariate procedures may be used to explain how students' and schools' characteristics are related to outcomes, predict expected outcomes, or both. Results from all analyses will be triangulated to determine the consistency of results and provide a detailed picture of the programs.

TIME LINE

- September–October 2010: DRE staff will help the program manager plan the pre-and post-survey administration schedule and delivery method, assist the program manager in creating a data collection tool to monitor use of Schoolyard Habitats, and encourage the use of PDE eCampus to collect data about participation in professional development activities.
- May–June 2012: Staff will analyze all program data.

- July–August 2012: Staff will complete and submit an evaluation report to NWF no later than August 15, 2012.

DISTRICT REPORTING AND DELIVERABLES

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

PROGRAM SUPPORT

DRE staff will assist the program manager in setting up a system for collecting program implementation data and will attend meetings, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH INITIATIVE (T-STEM), 2011–2012

Grant Compliance Manager: Nancy Phillips, Ed.D.

Evaluation supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

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

In March 2010, AISD was awarded \$470,588.00 to support the development and implementation of a STEM academy at Charles Akins High School. The T-STEM pilot program is designed to bridge the needs of Akins students and those of area industry and business. It provides students with a challenging, relevant curriculum built on a framework of project-based learning focused on math, science, and engineering.

PURPOSE OF THE EVALUATION

Students are expected to excel academically and become prepared to enter science, technology, engineering, and math careers at increasing rates. Limited funding was provided for program evaluation support for this program; thus, program evaluation support will be restricted to required performance reporting, as required by TEA and THSP.

EVALUATION QUESTIONS

The following questions will guide performance reporting in the 2011–2012 school year:

1. What were the academic outcomes for students enrolled in Akins' STEM Academy?
2. What are the postsecondary aspirations of the students enrolled in the STEM Academy?

EVALUATION OBJECTIVES

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

FISCAL CONSIDERATIONS

This program is substantially grant funded and local funding support appears minimal at this time. Funding for determining cost effectiveness and program sustainability is not provided within the evaluation budget at this time.

SCOPE AND METHOD

DATA COLLECTION AND ANALYSES

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

TIME LINE

- Fall 2011: DRE staff will determine specific program activities, reporting requirements, and the data collection timeline.
- January 2012: DRE staff will collect the required data, complete associated analyses, and submit data, as determined by TEA.
- Spring 2012: SPE staff will facilitate survey administration as determined by TEA.
- June 2012: DRE staff will collect the required data, complete associated analyses, and submit data, as determined by TEA.

REQUIRED REPORTING AND EVALUATION DELIVERABLES

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special reporting projects are planned at this time.

SMALLER LEARNING COMMUNITIES (SLC), CYCLE AND SUPPLEMENTAL GRANTS

SLC Project Director: Nancy Phillips, Ed.D.

Evaluation Liaisons: Ginger Gossman, Ph.D.; Ralph Smith, M.Ed.

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

PROGRAM DESCRIPTION

The Smaller Learning Communities (SLC) program is a competitive federal grant program supporting the planning and implementation of SLCs in five of AISD's comprehensive high schools (Crockett, McCallum, LBJ, Reagan, and Travis). The 2007–2008 school year was the first year of a "3+2" funding cycle (3 years guaranteed, 2 years discretionary) for SLC programs and activities at the five high schools. The 2011–2012 school year will be the final year of the grant.

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

Additionally, supplemental grant funds received beginning in year 3 are being used to establish three new SLC evaluation activities in the district. DRE staff will (a) provide professional development opportunities pertaining to the use of postsecondary enrollment data, tailored for counselors and administrators, and unique to each SLC grantee campus; (b) compare the postsecondary outcomes within SLC grantee schools and between grantee and non-grantee schools; and (c) conduct a survey of graduates 6 months after graduation.

PURPOSE OF THE EVALUATION

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

EVALUATION QUESTIONS

The following questions will guide the evaluation of the SLC grant in 2011–2012:

1. Did the schools fully implement SLC structures (e.g., SLCs, PLCs, advisory, and common planning time)?
2. Did the schools implement professional development activities for teachers to support student learning?
3. What were the academic achievement outcomes for students enrolled in SLC schools, as measured by TAKS scores, advance course enrollment, and postsecondary enrollment?
4. What are the underlying causes of the postsecondary aspiration gap (i.e., the gap between wanting to attend college but not going)?
5. What substantial changes have occurred at the five SLC campuses since the inception of the grant?
6. How will positive changes and improved practices be sustained in future years, after the grant has ended?

EVALUATION OBJECTIVES

DRE staff will provide data and evaluation services to:

- Comply with federal law requiring an annual evaluation of the district’s SLC program, and support the external evaluator who prepares the federally required report
- Improve program implementation and effectiveness

FISCAL CONSIDERATIONS

Because the program is substantially grant funded, the impact on the district budgeting and program sustainability may be negligible.

SCOPE AND METHOD

DATA COLLECTION

The required federal report proscribes performance and outcome measures. Student measures include school enrollment; attendance rates; frequency of disciplinary action; TAKS passing rates; graduation rates; college enrollment; and participation in SLCs, advanced placement and international baccalaureate (AP/IB) courses, advisory, alternative scheduling, and 9th-grade transition programs. Both qualitative and quantitative data will contribute toward evaluating these measures. District information systems will provide students’ demographic; attendance; discipline; course enrollment; course grade; and testing (TAKS, PSAT, SAT, and ACT) data for program participants. District surveys will provide information regarding students’ affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes.

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

DATA ANALYSES

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

TIME LINE

- August–September 2011: DRE staff will conduct professional development sessions pertaining to the use of postsecondary enrollment data for district and campus staff.
- October 2011: DRE staff will collect and analyze students' demographic; attendance; discipline; course enrollment; course grade; testing (TAKS, PSAT, SAT, and ACT); postsecondary enrollment; and district survey data from the 2010–2011 school year and provide aggregate data to the external evaluator.
- October 2011: DRE staff will compare the postsecondary outcomes within SLC grantee schools and between grantee and non-grantee schools and provide results to program stakeholders.
- October–November 2011: DRE staff will complete the federal annual performance report template for SLC schools and provide this to the external evaluator.
- November 2011–May 2012: DRE staff will conduct an online, postsecondary follow-up survey of former graduates.
- February 2012: DRE staff will summarize data from the postsecondary follow-up survey of former graduates and provide results to program stakeholders.
- March–May 2012: DRE staff may assist with SLC focus group and interview preparation, facilitation, or both.
- October–December 2012: DRE will work with the SLC project director and external evaluator to prepare final project reports and data submissions.

- September 2012: The external evaluator will submit evaluation reports to the USDE and to district stakeholders.

REQUIRED REPORTING AND EVALUATION DELIVERABLES

An external evaluator has been contracted to conduct the evaluation of the SLC initiative since 2008. At the end of each program year, the external evaluator, working with the grant compliance officer and DRE staff, will submit an annual performance report and narrative evaluation report to the USDE. The annual performance report will describe student enrollment and contain student success rates related to college and career readiness indicators. The narrative evaluation report will provide an in-depth summary of program implementation and outcomes for participants. Project staff and district decision makers will be encouraged to use the information to modify and improve project services, as necessary.

PROGRAM SUPPORT

DRE staff and the external evaluator will attend staff meetings regarding program activities, expenditures, and reports. DRE staff will meet regularly with campus SLC staff to facilitate the formulation of campus plans and program implementation to ensure alignment and fidelity. DRE staff will assist campus staff in sharing best practices among the SLC schools by hosting planning and sharing meetings and providing campus staff with relevant resources. Project stakeholders will be provided with formative and summative data related to identified performance indicators to help them make implementation decisions, assess student progress, and promote best practices. Formative data summaries will be provided to project staff as this information becomes available to facilitate effective program implementation. The annual performance report and narrative evaluation report to the USDE will be made publicly available on the DRE website.

SPECIAL PROJECTS

No special reporting projects are planned at this time.

STATE COMPENSATORY EDUCATION, 2011–2012

Grant Manager: Nancy Phillips

Evaluation Staff: Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

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

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

EVALUATION OBJECTIVES

- List each of the programs funded by SCE

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- September 2011: Staff will obtain a list of programs to be funded by SCE.
- October 2011: Staff will contact facilitators of funded programs to obtain descriptions of the services provided. The DRE will coordinate with facilitators regarding procedures to track student participation, as applicable.
- December 2011: An end-of-semester check-in will occur with the program manager and facilitators regarding program changes and tracking issues.
- August–September 2012: Staff will perform data analyses and write a narrative report.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

REACH

Supervisor: Lisa Schmitt, Ph.D.

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

PROGRAM DESCRIPTION

In 2006, the board of trustees approved a \$0.04 increase to the district’s Maintenance and Operations tax rate, which included dedicating one penny of this increase (\$4.3 million) annually to “strategic compensation.” AISD REACH, a strategic compensation program, began in nine schools in 2007–2008 and has expanded each year to include a total of 27 schools in 2011–2012. AISD REACH provides incentives to teachers, instructional coaches, assistant principals, school counselors, Project ADVANCE facilitators, and principals for:

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

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

In addition to the annual \$4.30 million appropriation of local funding, the AISD REACH program is supported in 2011–2012 with approximately \$1.80 million of state District Awards for Teacher Excellence (D.A.T.E) monies, \$17.05 million of federal Teacher Incentive Fund (TIF) monies, and a federal grant of \$84,097 for a mentor coordinator.

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

PURPOSE OF EVALUATION

To accomplish the evaluation objectives for 2011–2012, DRE staff will document the program changes over time and describe the progress of the program toward meeting key goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas will be examined to determine whether AISD REACH demonstrated evidence of accomplishing its primary objectives. Results of statistical analyses will be provided to document the areas in which REACH participants did or did not improve over time.

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

EVALUATION QUESTIONS

Evaluation questions include but are not limited to the following:

Outcomes

1. Do program schools improve over time with respect to:
 - a. teacher retention rates,
 - b. TAKS passing percentages,
 - c. comparable Improvement ranking (elementary and middle only), and
 - d. student growth from year to year?
2. Do program schools improve over time on assessment, college readiness, and other measures included in the four campus-specific goals each campus establishes at the beginning of the school year (yet to be determined)?
3. Are SLO stipends awarded to the teachers (or teams of teachers) whose students perform the best on TAKS?
4. Compared with the prior year(s) are REACH novice teachers:
 - a. more satisfied with their jobs,
 - b. more likely to return to their schools, and
 - c. more likely to be effective teachers?
5. To what extent does the new value-added metric correlate with observational data and alternate value-added metrics?
6. To what extent is PDU participation related to teacher experience, subject area, value-added score, and retention?
7. To what extent does meeting team SLOs correlate with school-wide performance in the same targeted area?

8. To what extent is meeting team SLOs associated with staff ratings of school climate, work environment, or both?
9. To what extent has principal practice changed as a result of the program?
10. To what extent are the campus goals and SLOs aligned?
11. To what extent do scores on the teacher observation rubric correlate with TAKS scores and appraisal scores from the Professional Development and Appraisal System (PDAS)?

Implementation

1. What challenges are associated with the program implementation, including:
 - a. the training of campus SLO and PDU experts,
 - b. the implementation of individual and team SLOs and campus goals,
 - c. the implementation of PDUs, and
 - d. the implementation of new teacher and principal appraisal and observation systems?
2. To what extent do teachers and principals understand and embrace the new appraisal and observation systems?
3. What program changes are recommended for the coming school year?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

Data analysis procedures will include summaries of survey responses regarding topics including program knowledge and satisfaction, data use, PLCs, reflective practice, teacher self-efficacy, school climate, attachment to school and the profession, and job satisfaction. Focus group data will be examined for themes and summarized for formative evaluation purposes. Correlations, regressions, and other appropriate analyses will be performed to examine the possible relationships between and among factors (e.g., SLO quality, rigor, and achievement; student TAKS performance; number of years in program; novice teacher status; and teacher retention).

TIME LINE

- September 2011: Staff will publish results from the 2010–2011 employee surveys and focus groups.
- October 2011: Staff will publish results from the 2010–2011 TAKS analyses.
- November 2011: Staff will conduct focus groups with participants at new program schools.
- December 2011: Staff will publish a report with final results from 2010–2011, including school-wide growth, novice teacher mentoring, and teacher retention; cost-benefit analyses will be included, as available.
- January 2012: Staff will conduct principal focus groups and administer the annual Staff Climate Survey.
- February 2012: Staff will publish results from teacher and principal focus groups and prepare for the Spring Employee Coordinated Survey.
- March 2012: Staff will conduct the Employee Coordinated Survey, including targeted items for mentees and mentors, program staff, and all staff.
- April–May 2012: Staff will conduct focus groups with new program staff.
- June 2012: Staff will publish results from spring participant surveys.
- August 2012: Staff will publish the results from end-of-year focus groups.

REPORTING

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

PROGRAM SUPPORT

DRE staff will assist with the following additional activities:

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

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE SAT AND ACT TEST RESULTS

Evaluation Supervisor: Karen Looby, Ph.D.

PROJECT DESCRIPTION

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. What are the district- and campus-level trends with respect to student SAT and ACT score averages across multiple school years?
2. How do district students' performances on SAT and ACT exams compare with state and national students' performances?
3. Do differences exist between student groups (e.g., by ethnicity, LEP status, economic disadvantage, and special education status) with respect to SAT and ACT exam results?

EVALUATION OBJECTIVES

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

FISCAL CONSIDERATIONS

The summary of SAT and ACT exam results may be used in the cost-effectiveness 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 SAT and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system and made available to DRE staff for analyses.

DATA ANALYSES

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

TIME LINE

- August–September 2011: The district’s System-wide Testing Department will obtain SAT and ACT exam data from the College Board and ACT. The data will be uploaded into the district’s student information system. DRE will analyze data, develop a report, and publish the information on its website.

DISTRICT REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

TEXAS TITLE I PRIORITY SCHOOLS (TTIPS) GRANT, 2011–2012

Grant Managers: Erica Coppic, Raul Alvarez

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Ralph Smith, M.Ed.

PROGRAM DESCRIPTION

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

PURPOSE OF THE EVALUATION

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. Did the schools implement structures and employ strategies to improve students' academic performance and meet their articulated performance goals?
2. Did school staff increase their use of data to drive instruction and meet their articulated performance goals?
3. Did the schools implement structures and employ strategies to increase learning time for students and meet their articulated performance goals?
4. Did the schools implement structures and employ strategies to increase parental and community involvement and meet their articulated performance goals?

5. Did the schools implement structures and employ strategies to increase school climate and meet their articulated performance goals?
6. Did the schools implement structures and employ strategies to improve teacher quality and meet their articulated performance goals?

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

A mixed-methods approach may be used in this evaluation. Quantitative data (e.g., assessment and survey data) will be analyzed using descriptive (i.e., actual numbers and percentages) and inferential statistics (e.g., techniques to make judgments about the probability that an observed difference between groups is dependable or might have happened by chance in this study). Qualitative data (e.g., open-ended survey responses and program records) will be analyzed using content analysis techniques to identify important details, themes, and patterns within the data. Results from all analyses will be triangulated to determine the consistency of results and provide a detailed and balanced picture of the program.

TIMELINE

- August–September 2011: DRE staff will work with program staff to set data collection and reporting timelines.
- January 2012: DRE staff will summarize results of middle-of-year program outcomes and report formative results to program staff.
- June 2012: DRE staff will create and submit to program staff a comprehensive evaluation report summarizing student outcomes for the 2011–2012 school year.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will assist campus staff in completing and submitting required compliance reports and information required by the district's board of trustees. Program evaluation briefs may be created to

describe evaluation outcomes for identified grant supported activities and programs (e.g., HDT). The HDT evaluation is described in detail within this district evaluation plan.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

DRE staff will evaluate the HDT program within TTIPS schools. For more information, refer to the HDT evaluation plan described in detail within this document.

TITLE I, PART A AND PART D PROGRAMS

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

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, M.A.

PROGRAM DESCRIPTION

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

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

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

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

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

Title I funding for a school district is based on census data for the percentage of low-income students, ages 5 through 17, living in the district's attendance area. Similarly, Title I funding for a school is determined by the percentage of low-income students living in the school's attendance area. For district purposes, a child is considered low income if he or she is eligible for free or reduced-price meals. Schools are ranked annually on the basis of the projected percentage of low-income children residing in the schools' attendance areas. Districts must serve schools with 75% or more low-income students residing in their attendance areas; remaining schools with less than 75% low-income students residing in their attendance areas are served in rank order, as funding allows.

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

At this time, AISD will be using a Title I, Part A grant planning amount of \$27,898,573, plus an estimated roll-forward amount of \$3,900,000 from the prior year (provided by TEA) to allocate Title I, Part A funds to 66 school-wide AISD schools and to a variety of district-wide support services. Prior to determining allocations for AISD schools, some Title I funds will be set aside for the following required services:

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

The Title I, Part D, Subpart 2 planning amount is \$454,664, which will be used to support instructional programs serving students at several local facilities for delinquent youth within the district's attendance zone. The purpose of Title I, Part D, Subpart 2 funds is similar to that of Title I, Part A funds in the following ways:

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

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Evaluation activities will be focused primarily on the following questions:

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

At this time, Title I Part A funds are entitlement funds used to support all public schools with a Title I designation and to provide supplemental services to students across the district. In addition, these

funds are used to provide supplemental support to eligible students attending facilities for neglected youth. Title I Part D funds are used to support eligible students at facilities for delinquent youth. Efforts will be made to examine whether Title I funds are tied specifically to distinct measurable outcomes. However, it may be difficult to distinguish at the school level how Title I funds are used differently from other funds, especially when all funds are allowed to be used to serve all students and improve the overall campus program. If appropriate, a cost per person served will be calculated. The evaluation is grant funded.

SCOPE AND METHOD

DATA COLLECTION

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

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

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

DATA ANALYSES

Summary statistics of key indicators for the Title I programs will be prepared, as required, for local and state reporting. For instance, frequencies and percentages will be calculated for students' demographic and academic performance summaries. Progress toward closing the achievement gap among students at Title I and non-Title I schools will be examined. Similar analyses will be applied to data about teacher qualifications and completed professional development opportunities, parent involvement activities, and Title I allocations and expenditures. If appropriate, a cost per person served will be

calculated. When appropriate, data will be examined for progress over time, such as the percentages of students who met passing standards on state-mandated academic achievement assessments (e.g., TAKS, STAAR). An examination of TAKS and STAAR data will help AISD staff gauge whether the district is closing the achievement gap between students at Title I schools and non-Title I schools. Analysis by student groups (e.g., low income, ethnicity, special education, ELL) also will shed light on whether or not Title I funds are making a difference for these students' academic success. Qualitative data will supplement the quantitative data provided to district decision makers.

TIME LINE

- August–October 2011: DRE staff will provide draft evaluation forms to participating private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will obtain all budget information, will finalize all staff and parent surveys and data collection tools, and will establish an evaluation timeline. They will work to ensure that the districts' student and staff data systems are tracking needed information. DRE staff will analyze AYP and state accountability ratings for schools.
- January 2012: DRE staff will analyze PEIMS submission 1 data.
- April–July 2012: DRE staff will collect data from private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will collect data about campuses' parent involvement activities. DRE staff will conduct TAKS and STAAR accountability analyses and will summarize PEIMS homeless student data. DRE staff will collect and summarize teacher data (e.g., certification, educational degree, completed professional development opportunities) and will analyze district parent and staff survey data as they become available. DRE staff will collect data about extended learning opportunities for students (e.g., before afterschool tutoring, Saturday school, summer school).
- July–August 2012: DRE staff will conduct a Title I budget analysis and will confirm and verify all data required by TEA for annual reports. DRE staff will complete analyses of PEIMS submission 3 student data.
- August 2012: DRE staff will assist in the submission of required compliance reports to TEA.

REQUIRED REPORTING

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

PROGRAM SUPPORT

Ongoing support for Title I will be provided to district and campus staff in several ways. In some cases, guidance will be provided to staff or other individuals working with the district on evaluation

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

SPECIAL PROJECTS

No special projects are planned at this time.

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

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

Evaluation Supervisors: Martha Doolittle, Ph.D.; Lisa Schmitt, Ph.D.

Evaluation Staff: Lindsay Lamb, Ph.D.

PROGRAM DESCRIPTION

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

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

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

Program activities are aligned with curriculum content standards and student assessments, as designated by TEA, and include a needs assessment based on teacher input and analyses of district- and campus-level student achievement data. The program also supports strategies to boost the academic achievement of students who are economically disadvantaged or have diverse learning styles. In addition, Title II, Part A funds are used to provide professional development opportunities for staff at local private and nonprofit schools and at facilities for neglected or delinquent youth who participate in the grant program. AISD’s planning amount allocation is \$3,336,027, with an approximate roll-forward amount of \$1,000,000.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Title II, Part A funds have been aimed primarily at professional development opportunities for teachers, principals, and assistant principals; class size reduction; and efforts at attracting and keeping highly qualified teachers. Thus, the following key evaluation questions will be addressed:

1. What are the professional development opportunity needs among teachers, principals, and assistant principals?
2. Do Title II, Part A funds enable district teachers, principals, and assistant principals obtain needed professional development opportunities?
3. How do effective teachers and administrators view their work environments?
4. What strategies best promote the retention and recruitment of effective educators?
5. Do Title II, Part A funds help the district attract and retain highly qualified teachers?
6. How are new teachers mentored in the district with the support of Title II, Part A funds?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Assist with a needs assessment for professional development activities that would inform the district improvement plan and guide professional development planning
- Gather information regarding Title II, Part A funded professional development activities tracked through the district's E-Campus professional development data system, the AISD teacher mentoring reporting tool, and documentation submitted by staff who participate in funded professional development activities
- Evaluate the effectiveness of new teacher support initiatives (e.g., the Teacher Induction Program [TIP] and Mentor Teacher Program)
- Provide descriptions of program activities and expenditures, as required by TEA
- Facilitate decisions about how to improve the program (e.g., hiring, training, and retaining highly qualified staff, including paraprofessionals)

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

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

DRE staff will assist with the evaluation of new teacher support initiatives (e.g., the TIP and Mentor Teacher Program). TIP participants will be surveyed regarding their understanding of and preparation to implement classroom management skills and the AISD curriculum, and use the district's support systems, all of which are topics presented at the TIP Institute and TIP follow up sessions. All teachers new to AISD are mentored for several years, and their mentor teachers keep records of all their mentoring activities in a database. The teacher mentoring database will be monitored by evaluation staff annually to analyze all teachers' hours of mentoring received, by subject area and by school.

DRE staff will explore policies and procedures that can be used to support retention of effective teachers, with particular emphasis on practices that enhance work environment and professional growth activities. Employees will be surveyed in the spring semester via the AISD Staff Climate Survey and the AISD Employee Coordinated Survey to assess relevant topics.

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

DATA ANALYSES

Descriptive statistics will be used to summarize the items from the AISD Staff Climate Survey; the Employee Coordinated Survey (i.e., for the needs assessment); and the TIP surveys. Data from various

sources (e.g., Office of Finance, Department of Human Resources, Department of State and Federal Accountability, private and nonprofit schools, facilities for neglected or delinquent youth, professional development activity E-campus records, teacher mentoring database, and other district sources) will be summarized for the TEA compliance report. Multivariate analyses (e.g., multinomial logistic regression, factor analyses, and multilevel modeling) will be used to examine factors critical to retention of effective educators.

TIME LINE

- July 2011: DRE staff will check the Mentor Teacher Program database to ensure it is ready for the new school year and meets local and state reporting needs. The staff will collaborate with the Department of State and Federal Accountability on the form for professional development activity tracking to be provided to private and nonprofit schools and facilities for neglected or delinquent youth. Final data verification and summary of information for the TEA Title II A compliance report will be completed (report is due August 1).
- August 2011: A TEA NCLB Title II, Part A compliance report will be submitted. DRE staff will contact the Department of State and Federal Accountability for a list of staff paid out of Title II, Part A funds. DRE staff will send a memo to individuals whose salary is funded by Title II, Part A regarding tracking their provision of professional development activities through the E-campus database. DRE staff will make available an electronic data record to these individuals so they can record information about additional professional development activities not entered in the district's E-campus database.
- August–September 2011: DRE staff will analyze TIP survey results and provide a summary of findings to key district staff. DRE staff will provide a district needs assessment summary report from the prior year to staff in the following AISD departments or offices: State and Federal Accountability; Educator Quality; and District Advisory Council. DRE staff will revise the annual AISD Staff Climate Survey, as needed.
- December 2011: DRE staff will prepare the online AISD Staff Climate Survey for distribution.
- January 2012: DRE staff will distribute the online AISD Staff Climate Survey to campus staff.
- February 2012: DRE staff will submit items for the needs assessment for inclusion on the spring Employee Coordinated Survey. DRE staff will enter data into a database for Title II, Part A funded professional development activities completed by private and nonprofit schools and by facilities for neglected or delinquent youth.

- March–April 2012: DRE staff will prepare the items submitted to the Employee Coordinated Survey and will select samples of employee role groups to be surveyed. DRE staff will examine results from the annual Staff Climate Survey.
- May–June 2012: DRE staff will analyze and summarize data for the district’s professional development activities needs assessment. DRE staff will distribute the Employee Coordinated Survey.
- June–July 2012: DRE staff will contact staff in the Department of State and Federal Accountability and Department of Human Resources to obtain information needed for the TEA compliance report. DRE staff will analyze results from the Employee Coordinated Survey.
- August 2012: DRE staff will assist in the submission of the required compliance report to TEA. DRE staff will determine which teachers are effective, in preparation for future retention analyses.
- September 2012: DRE staff will examine retention of effective teachers in conjunction with an examination of responses to the AISD Staff Climate and AISD Employee Coordinated Surveys.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

VALIDATION OF GOAL THREE STRATEGIC PLAN INDICATORS, 2011–2012

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROJECT DESCRIPTION

Goal 3 of the district's Strategic Plan 2010-2015 articulates that all students will graduate ready for college, career, and life in a globally competitive economy. Multiple strategies supporting college and career preparation have been developed to achieve this goal. Short- and long-term outcome measures have been identified to monitor progress toward meeting this goal and to determine the ultimate success of AISD students.

PURPOSE OF EVALUATION

Although the measureable outcomes have been selected to monitor the district's progress toward attaining goal 3 of the strategic plan, validation of the selected indicators and identification of additional or more appropriate measures are necessary. This work will help district- and campus-level staff better support their students and monitor progress.

EVALUATION TASK

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

The short-term outcome measures identified to monitor progress toward meeting goal 3 will be provided primarily through the district's student information systems and surveys and will include the following:

- Students' participation in 3 or more years of foreign language patterns and language proficiency test scores
- Students' participation in extracurricular activities (e.g., band, orchestra and choir, art and drama, and athletics)

- Students' completion of a graduation portfolio (e.g., sample performances, products and projects, internships, volunteer work)
- Students' reported measures of attitudes toward school, self-confidence, engagement, and college intentions on the Student Climate and/or Senior Exit Surveys
- Student's obtainment of student financial aid
- Students' completion of a career plan with goals, strategies, and action steps
- Students' participation in speech communication courses
- Students' completion of CTE programs (e.g., business education, career and vocational, and health and medical)
- Students' completion of college preparatory activities (e.g., college applications, college visits, career fairs)
- District NAEP and TIMSS indicators
- Students' participation in computer technology courses

The data used to measure long-term outcomes associated with progress toward meeting goal 3 will be obtained from two primary sources: the NSC and TWC. The NSC will be used as the primary source of postsecondary enrollment information. The TWC data will be used to summarize employment trends for the 2009 senior cohort.

DATA ANALYSES

Diverse methodological approaches will be used, and this work will be folded into the analyses described in the Postsecondary Enrollment Follow-Up and Determinants of Postsecondary Enrollment/Persistence Studies (page 53 of this document). Simple comparative descriptive statistics will be used to summarize student outcomes for each measure. An exploratory descriptive analysis will frame more methodologically sophisticated investigations of the determinants of college and career success. Multi-level modeling may be used to account for the nested structure of the enrollment data in conjunction with estimation procedures suitable for the categorical, non-continuous nature of the outcome variables to assess the student-level indicators associated with transitions into college and careers.

TIME LINE

- July–August 2011: Staff will summarize baseline outcomes for articulated outcome measures.
- September 2011–March 2012: Staff will conduct a literature review and analyses pertaining to the validation of goal 3 indicators.
- April–May 2012: Staff will generate a district narrative report to identify best measures of college and career readiness.

- June–August 2012: Staff will update and compare student outcomes across school years for selected measures.

REQUIRED REPORTING

The district’s decisionmakers and the board of trustees will be provided with formative and summative reports to monitor progress toward meeting goal 3of the district’s strategic plan for 2010–2015.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

REFERENCES

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