PLAN OF WORK: 2007–2008

DEPARTMENT OF PROGRAM EVALUATION

AUSTIN INDEPENDENT SCHOOL DISTRICT

The Department of Program Evaluation (DPE), within the Austin Independent School District's (AISD) Office of Accountability, evaluates federal, state, and locally funded programs in AISD. DPE staff work with program staff throughout the district to design and carry out formative and summative evaluations that yield objective reports about program implementation and outcomes, and serve to inform program staff and other district decision makers.

In addition to the program evaluation activities, DPE staff coordinate research requests with external agencies, such as universities and governmental organizations, and routinely handle internal and external information requests. DPE staff also conduct annual surveys of district students, parents, and staff that are used to monitor the board of trustees' executive limitations and results policies and to inform campus and district improvement efforts.

Each year, DPE staff develop this document 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 and are the blueprints for evaluation staff to follow throughout the year. Evaluation plans are developed through an interactive process involving evaluation and program staff and the executive director of Accountability.

Following is the planned scope of work for the 2007–2008 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 names 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
3. Evaluation objectives, which describe the purpose(s) of the evaluation or service
4. Scope and method, which delineate the breadth of the evaluation or service (including the methods by which relevant data will be collected and analyzed) and a time line for the year

5. Required reporting, which describes mandatory reporting requirements to funding agencies and other grantors
6. Program support, which describes ongoing support that will be provided to the program over the course of the year
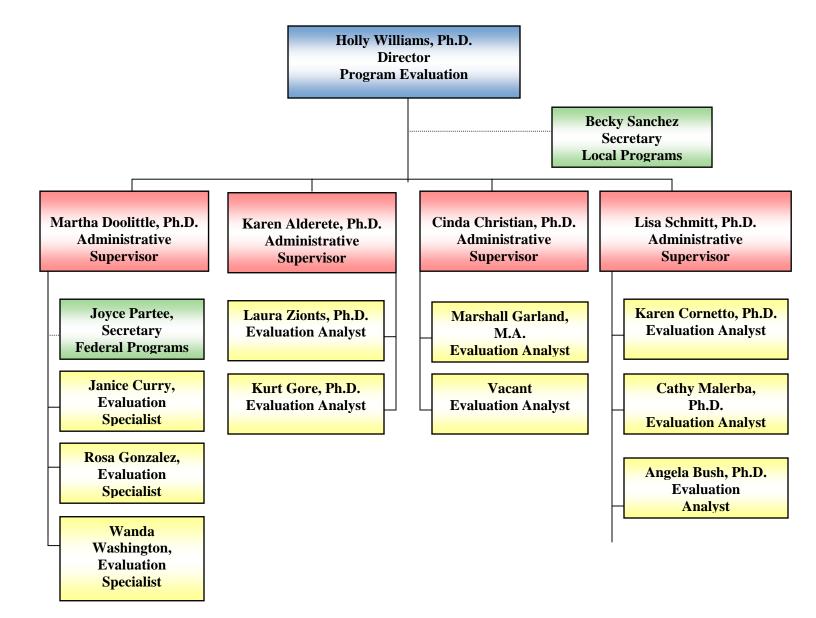7. Special projects, if planned.

Readers of this document are encouraged to direct their comments and questions about the 2007–2008 evaluations and services to the director or the DPE contact person(s) named in the plan.

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2007–2008 ACCELERATED READING AND MATHEMATICS PROGRAMS, KINDERGARTEN TO GRADE 8

Grant Manager: Peggy Mays, M.A.

Evaluation Staff: Martha Doolittle, Ph.D.; Janice Curry

PROGRAM DESCRIPTION

The 76th Texas legislature implemented the Student Success Initiative (SSI) to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. SSI requires that students pass the state's mandated grade 3 reading test and the grade 5 reading and mathematics tests in order to advance to the next grade. Beginning in the 2007-2008 school year, 8th-grade students will be required to pass reading and mathematics tests to be promoted to grade 9. The Accelerated Reading Instruction (ARI) and Accelerated Mathematics Instruction (AMI) entitlements from the state provide funding to support this initiative.

The AISD SSI plan incorporates a three-tiered approach to intervention: in the classroom (level 1); before, during, or after school (level 2); and summer school for students in targeted grades who did not pass the Texas Assessment of Knowledge and Skills (TAKS) reading or TAKS mathematics tests (level 3). AISD's elementary accelerated instruction plan for 2007–2008 will emphasize reading at grades 3 and 5 and mathematics at grade 5. Students in grades 3 and 5 have three opportunities to pass the TAKS tests in these academic subjects. At middle school, the instruction will target students in grades 6 through 8 in preparation for the SSI promotion requirement for 8th-grade students.

The ARI entitlement provides funds to school districts to improve literacy and reading skills of kindergarten through grade 8 students experiencing reading difficulties, including dyslexia. A parallel component of the state initiative, AMI, provides early mathematics intervention for kindergarten through grade 8 students who are experiencing difficulty in mathematics. Other district, state, and federal funds may supplement the services provided to students.

Elementary students are eligible to receive accelerated reading instruction based on poor performance on one or more of the following reading assessments: Texas Primary Reading Inventory (TPRI), Tejas LEE, Developmental Reading Assessment (DRA), Flynt-Cooter (FC) informal reading inventory, district benchmark assessments, or TAKS reading. For mathematics eligibility, elementary students who failed the 2007 grade 5 TAKS mathematics assessment and/or who scored low on the district's beginning

of year benchmark tests in mathematics will be eligible to participate in 2007–2008. Eligibility for middle school students is based on poor performance on district benchmark assessments or on the previous year's TAKS tests.

The accelerated instruction plan provides immediate, targeted intervention. Small group instruction (5 to 10 students) will be provided for identified students for a minimum of 30 to 45 minutes per content area for a total of up to three hours per week, per subject area. Although most intervention classes have met after school, with some intervention classes being held before school or on Saturday mornings, the district is currently reviewing intervention data at the elementary level to determine if this is the most effective plan to continue following. The district is considering an elementary plan whereby students who have been identified as struggling learners and/or did not pass the previous year's TAKS assessment will be provided intervention support during the school day instead of after school, before school, or on Saturdays. The district is considering using some of the ARI/AMI funding to hire additional elementary teachers on a half-time basis to work specifically with identified students in small groups during the school day. Further information regarding this plan will be forthcoming once determined. At the middle school level, district leaders are currently reviewing data and other information to determine what accelerated instructional plan middle schools will follow. However, students who do not pass the second administration of TAKS reading (grades 3, 5, and 8) or TAKS mathematics (grades 5 and 8) still will receive summer school instruction before the July tests.

EVALUATION OBJECTIVES

The DPE staff will:

- Provide summaries of students' reading and mathematics intervention participation data to satisfy the state reporting requirements for AISD kindergarten through grade 8 intervention efforts
- Provide information for decision makers about program effectiveness to facilitate decisions about program modification

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data will be collected to measure program effectiveness. District information systems will provide data regarding student demographics, attendance, and enrollment, as well as budget expenditure data.

The evaluation will include the collection of progress monitoring results for those students who participate in this program throughout the year. School intervention staff will submit student monitoring forms to the DPE at the end of each multi-week session. In addition, elementary and middle school staff will report those kindergarten through grade 8 students who participate in reading or mathematics interventions funded by a source other than ARI or AMI.

The number of students performing at grade level in reading and in mathematics at the end of the program will be assessed. Intervention teachers, mentor teachers (if determined to be at the elementary level), and contact persons (middle school) will be asked to respond to an online survey about the quality of the AISD intervention program.

Data Analyses

Demographic data summaries will be used to describe students receiving interventions. Summary statistics will be used to describe responses to the teacher survey and TAKS results for participants of reading or mathematics intervention programs in kindergarten through grade 8.

Time Line

- September 2007: Accelerated instruction forms for progress monitoring of fall intervention students will be distributed to elementary and middle school principals.
- December 2007: Fall accelerated instruction forms for ARI and AMI participants and lists of intervention students funded by a source other than ARI or AMI will be submitted to Program Evaluation.
- January 2008: Accelerated instruction forms for progress monitoring of spring intervention students will be distributed to elementary and middle school principals.
- April 2008: Rosters for fall intervention students will be compiled and sent to principals for review and for addition of spring intervention students.
- April 2008: Accelerated instruction teacher online survey link will be e-mailed to intervention teachers, mentor teachers, and contact persons.
- May 2008: Spring accelerated instruction forms for ARI and AMI participants and lists of intervention students funded by a source other than ARI or AMI will be submitted to Program Evaluation.

- July 2008: Data will be collected for students in grades 3, 5, and 8 who participated in summer school.
- July 2008: All teacher data, including completed professional development and survey results, will be analyzed.
- June–September 2008: Information will be compiled for the Texas Education Agency (TEA) report and the narrative report will be written.
- July 2008: The summer school report will be prepared and sent to principals.
- October 2008: Reports will be submitted to TEA and AISD.

REQUIRED REPORTING

AISD receives state funding through the ARI and AMI entitlements. TEA requires that participation, demographic, and academic data for intervention students be reported annually in October. At the end of the program year, a narrative summary report will be completed to describe the program effectiveness for the accelerated instruction program.

PROGRAM SUPPORT

Program managers, teachers, and principals will receive formative and summative data related to the intervention program. The program evaluator will participate in professional development sessions for teachers. In addition, the evaluator will process ad hoc data requests received from the program managers and curriculum staff.

SPECIAL PROJECTS

No special projects are planned at this time.

AUSTIN PARTNERS IN EDUCATION, 2007–2008

Executive Director: Kathrin Brewer

Evaluation Supervisor: Karen Alderete, Ph.D.

Evaluation Staff: TBA

PROGRAM DESCRIPTION

Austin Partners in Education (APIE) is a non-profit organization that seeks to promote effective community and school partnerships that will assist all students in AISD to successfully prepare for college and careers. APIE serves as a point of contact for donors and volunteers wanting to support schools. APIE staff also work with schools to identify high quality educational practices and they gather business and foundation resources to pilot and expand successful programs.

In the 2007–2008 school year, APIE will be facilitating several student support programs within the district. APIE's College Readiness program focuses on supporting high school students who are eligible to graduate but are not currently passing the stringent college readiness standards on state or college admissions assessments. In this program, APIE volunteers help students learn about the college readiness standard through a speaker series and phone conference sessions. APIE also provides tutoring sessions to help students prepare for the entrance exams.

APIE also facilitates the Partners in Math program, which is designed to support struggling middle and high school math students. Each week, volunteers work with small groups of students on the task of solving math problems. The experience is designed to create relevance for students, and includes the volunteers sharing their enjoyment of math and real-world experiences.

APIE's Partners in Reading program helps students in the second grade to improve their reading skills and to increase their comprehension. A structured format is used. Volunteers and students each have notebooks with materials to read poetry, explore lists of commonly occurring words, and complete timed reading tasks. During these sessions, students hear fluent reading, practice reading aloud, and receive feedback on their reading.

APIE's Partners in Literature program is designed to promote reading comprehension and critical thinking skills among struggling high school students. Using curriculum and resources provided by the classroom teacher, volunteers facilitate small

group discussions with students that focus on interesting stories and articles. This experience is designed to promote reading comprehension and critical thinking skills.

EVALUATION OBJECTIVES

The DPE staff will:

- Provide information for decision makers about program effectiveness that can help them facilitate decisions about program modification
- Provide a program report for APIE's board of directors

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to measure the program's progress toward its goals. District information systems will provide data about students' demographics, course enrollment, course grades, and testing information. AISD's High School Exit Survey will provide information related to students' college preparation needs, expectations for postsecondary education, and perceived educational outcomes. Volunteers and participants also may complete surveys about their experiences or participate in interviews or focus groups to elicit perceptions about their program participation.

Data Analyses

Within the evaluation, varied data analysis techniques will be used. Simple descriptive statistics will represent the characteristics of participants, describe their program participation, and summarize outcomes. Patterns or themes from the analyses of interview and/or focus group data will be summarized to explain project outcomes.

Time Line

- September 2007: AISD evaluation staff and APIE program staff will articulate program services and identify participants; data collection methods for participation will be determined for each APIE program.
- December 2007: APIE program staff will submit program participation data to the DPE.
- January 2008: AISD evaluation staff will create and submit a formative report summarizing APIE program participation and student outcomes for fall 2007.
- May 2008: APIE program staff will submit program participation data to the DPE; AISD evaluation staff will conduct focus groups and/or interviews.

- June 2008: AISD evaluation staff will create and submit a narrative report summarizing APIE program participation and student outcomes for spring 2008 and the 2007–2008 school year.

REQUIRED REPORTING

AISD's evaluation staff will create formative and summative evaluation reports that summarize program and participant outcomes. These reports will be submitted to the program coordinators at the end of each school semester.

PROGRAM SUPPORT

The evaluation staff will meet with the APIE program coordinators to develop evaluation plans, monitor the implementation of the programs, and facilitate data collection activities for the program evaluations. The evaluation staff will work with the APIE staff to develop reporting time lines and to provide formative and summative information to program stakeholders.

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

Program Manager: Martha García, M.A.

Evaluation Staff: Martha Doolittle, Ph.D.; Rosa María González

PROGRAM DESCRIPTION

Texas law requires that, upon entry to a school district, students whose home language surveys indicate 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), must be provided one of two basic programs:

1. Bilingual education (BE), a program of instruction in the native language and English, offered in prekindergarten through grade 6 (elementary), is provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level, and their parents have given permission for program participation.

2. English as a second language (ESL), a program of specialized instruction in English, is provided to students whose parents declined BE instruction but approved ESL instruction, and to 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 schools. Parents must give their permission for program participation.

The No Child Left Behind Act (NCLB) of 2001 includes the Title III, Part A grant, Language Instruction for Limited English Proficient and Immigrant Students (P.L. 107-110). 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 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/family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts. The school district must provide ongoing assessment and evaluation of ELLs' academic progress in acquiring English language proficiency (reading, writing, listening, and speaking) and in meeting the state academic standards as measured by the state-mandated TAKS test. The AISD will receive federal Title III, Part

A funds for LEP students. In addition, other state and local funds will help support the instructional services provided to ELLs.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To document the impact of the district's BE/ESL programs on ELLs' academic performance on TAKS (reading, mathematics, writing, science, and social studies) and on Texas English Language Proficiency Assessment System (TELPAS; reading, writing, listening, and speaking), per federal and state law
- To provide information for district decision makers about program effectiveness and thus support and facilitate decisions regarding program modification

SCOPE AND METHOD

Data Collection

Clearly defined objectives and district initiatives will guide the evaluation of the BE/ESL programs toward meeting their goals. The district's information systems will provide ELLs' demographic, attendance, program participation, assessment, and achievement data. BE/ESL professional development data will be collected from the professional development database.

Data Analyses

Descriptive statistics will be utilized to describe the characteristics of students participating in AISD's BE/ESL programs. Summary statistics from assessment data for AISD ELLs and ELLs statewide will be compared to determine their academic progress over time. Data on the progress ELLs make toward becoming proficient in English will be summarized. Data concerning the participation of BE/ESL teachers in professional development opportunities will be summarized.

Time Line

- October 2007: An outline for the narrative report will be developed and approved.
- November 2007 through July 2008: Data will be gathered about AISD staffs' professional development opportunities.
- January 2008: District-level demographic data regarding ELLs in the Public Education Information Management System (PEIMS) will be summarized.

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- March–July 2008: TAKS scores for LEP students will be gathered and analyzed.
- May–June 2008: TELPAS results will be gathered and analyzed.
- July 2008: Data about ELLs who exit LEP status and no longer receive program services will be summarized.
- July–August 2008: Data will be gathered and submitted as part of TEA's NCLB Consolidated Compliance Report for Title III, Part A.
- June–September 2008: A BE/ESL narrative report will be written and reviewed by evaluation staff and the program manager.

REQUIRED REPORTING

The program manager and evaluation personnel will complete the state-required narrative BE/ESL programs report in fall 2008 and complete and submit the TEA Title III, Part A report in August 2008.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

Program Director: Mark Kincaid

Evaluation Supervisor: Karen Alderete, Ph.D.

Evaluation Staff: Kurt Gore, Ph.D.

PROGRAM DESCRIPTION

Within AISD, it is expected that all students demonstrate and understand the skills, knowledge, work habits, attitude, leadership, and teamwork required by employers for success in the 21st century global workplace. In June 2003, the AISD board of trustees selected Austin Community College to manage the development and implementation of the Career and Technology Education (CTE) programs and redesign. Within the CATE programs, students will:

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

EVALUATION OBJECTIVES

The DPE staff will:

- Facilitate the development of a comprehensive program evaluation plan
- Provide information for decision makers about program effectiveness to facilitate decisions about program implementation and improvement

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to measure the program's progress toward its goals. District information systems will provide data about students' demographic, attendance, discipline, course enrollment, course grades, and testing information. District surveys will provide relevant information to assess students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational

outcomes. The following surveys may be utilized: the AISD High School Exit Survey, Employee Coordinated Survey, and Student and Staff Climate Surveys.

Data Analyses

A mixed-methods approach will be used to provide formative evaluation information pertaining to CATE programs and the design of a comprehensive evaluation plan. 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

- September 2007: Program evaluation staff and CATE program staff will work collaboratively to determine the data to be collected and time lines for reporting.
- September–December 2007: Program evaluation staff and CATE program staff will work collaboratively to develop a comprehensive evaluation plan for subsequent school years and to develop related program evaluation tools for program use.
- January 2008: Program evaluation staff will create and submit formative assessment information to CATE program staff that summarizes program participation rates and student outcomes for fall 2007.
- June 2008: AISD evaluation staff will create and submit formative assessment information to CATE program staff that summarizes program participation rates and student outcomes for spring 2008 and the 2007–2008 school year.

REQUIRED REPORTING

AISD's evaluation staff will assist CATE staff in completing and submitting reports required by the 2007–2008 Title I, Part C Carl D. Perkins Grant and information required by the district's Board of Trustees.

PROGRAM SUPPORT

Evaluation staff will meet with program staff to develop evaluation plans, to monitor the implementation of the programs, and to facilitate data collection activities. Evaluation staff will work with program staff to develop reporting time lines that will provide formative and summative information to program stakeholders.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD

Supervisor: Lisa Schmitt, Ph.D.

Coordinator: Catherine Malerba, Ph.D.

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.

Following are the procedures for submitting proposals for research or evaluation. Copies of proposals are submitted to the coordinator of external research and evaluation along with a processing fee. The coordinator reviews proposals to be sure they are complete. The coordinator then convenes a review committee that recommends the proposal for principal approval, declines the proposal, or requests revisions. Proposals that are recommended for approval typically have high value to AISD, use small and easily accessed samples, and use little or no class time to collect data. After the review committee vets a proposal, the coordinator assists the researcher in selecting schools and contacting principals and/or associate superintendents for approval to implement it. 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. Results may be selected for publication on the AISD website.

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 that are conducting research and evaluation in AISD. External parties include but are not necessarily limited to graduate students, professors, and educational research organizations.

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
- To highlight any research projects that were particularly successful or beneficial to the district
- To note any persistent problems that may need to be addressed through modifications to the research application and review process
- To evaluate the success of any 2006–2007 special projects
- To make recommendations about research priorities for the 2007–2008 school year

SCOPE AND METHOD

Data Collection

Information concerning research projects will be compiled in the external research database. This database is updated continuously upon the receipt of each new proposal. The coordinator will monitor the efficacy of the review process and will compile information (e.g., suggestions from AISD staff and comments and requests from external researchers) throughout the year. The coordinator also will summarize the level of successful implementation of special projects.

Data Analyses

Data analysis procedures will include calculating the frequencies of the number of external research projects across different grade levels, subject areas, methodologies, types of external parties, and campuses, and examining the percentage of proposals accepted. Themes and patterns will be analyzed from the comments, requests, and suggestions from teachers, administrators, and external researchers. The coordinator will

use both of these data sources to develop recommendations for the 2007–2008 school year.

Time Line

- May 2007 through March 2008: The coordinator will receive and process research applications for the 2007–2008 school year.
- May 2008: The coordinator will analyze data from the external research database as well as written notes and comments received throughout the school year.
- July 2008: The coordinator will complete the external research summary report for the 2007–2008 school year.

REPORTING

The coordinator will provide a brief written report to the director of the DPE at the end of the 2008 spring semester. The report will provide an overview of the number and type of research projects that were conducted during the 2007–2008 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 2008–2009 school year.

PROGRAM SUPPORT

In September 2007, the coordinator will review the external research database to determine which studies have been completed, and for which among these the district has not yet received a report or summary of results. These researchers will be contacted by phone or e-mail with a request for results. A copy of the results will be disseminated to the appropriate teachers, principals, and administrators. A copy also will be maintained in the DPE physical or electronic library.

In October 2007, the coordinator will offer a workshop for graduate students and faculty in the College of Education at the University of Texas at Austin (UT). The objectives of this workshop include the following: (a) to offer students and faculty an overview of the research application process requirements so they can take these requirements into consideration during the planning stages of their research and (b) to enhance the dialogue between the two institutions (i.e., UT and AISD) to ensure that

collaborative research projects are of high quality and of benefit to both the researchers and the district.

The workshop will be considered successful if (a) awareness about the research application procedures is increased among graduate students and faculty at UT and (b) the level of collaboration between the UT and AISD is increased during the research design process. If the workshop is successful, DPE staff should consider offering the workshop at UT every fall; offering it to other UT departments (e.g., Psychology, Social Work); and offering it to other area universities.

In fall 2007, the coordinator will pursue, in conjunction with the director of DPE and the AISD web master, the possibility of adding a research results section to the DPE web pages for the purpose of more effectively disseminating external research results to AISD teachers, principals, and administrators.

<center>**E-TEAM PROJECTS**</center>

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Karen Cornetto, Ph.D.; Catherine Malerba, Ph.D.; Angela Bush, Ph.D.

PROGRAM DESCRIPTION

The E-Team was formed for the purpose of responding to the urgent data and information needs of the superintendent and his cabinet. Requests typically require data collection, analysis, and reporting within a relatively short time period to provide current information for decision making purposes. The E-Team also is 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 Climate Surveys of students, staff, and parent stakeholder groups
2. Collecting, analyzing, and reporting data regarding student academic achievement
3. Collecting, analyzing, and reporting data from the High School Exit Survey

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making
- To assist in monitoring the board's executive limitations and results policies, including the development of the Annual Report to the Public and other annual presentations of data
- To assist in monitoring the district's strategic plan through provision of data required for the Strategic Plan Scorecard Scope and Method

Data Collection

Although many E-Team 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, Central Office Work Environment Survey, Student Climate Survey, High School Exit Survey, and Employee Coordinated Survey (see the District-wide Survey evaluation plan for more information). In addition, E-Team staff will be involved in the analysis and preparation of data for the

Strategic Plan Scorecard, the superintendent's evaluation, and various executive limitations and results monitoring reports. Staff will assist in the provision of data to be reported for the revised Board measures now under consideration.

E-Team staff also will assist in the collection of summarized TAKS data for Central Texas and for other large urban districts in Texas, will analyze data for the annual Chamber of Commerce Report Card, and will investigate the student characteristics that may help district staff identify students at high risk for dropping out of school. In addition, E-Team staff will examine the effectiveness of district benchmark assessments for use in identifying students in need of educational intervention, and will examine TAKS scores for campus-level growth over time. E-Team staff also will continue to examine factors related to teacher retention in AISD, using results from district-wide surveys and teacher demographic data.

Data Analyses

Summary data will be prepared for district executive limitation and results indicators. In addition, Texas Growth Index (TGI) scores will be calculated for student TAKS scores and aggregated to provide campus-level TGI scores that can be examined for growth over time. District benchmark assessment data will be examined relative to TAKS performance (i.e., using correlation, regression, and logistic regression analyses) for students receiving multiple levels of intervention prior to TAKS testing.

Teacher retention study data will be examined using correlation, regression, and hierarchical linear modeling (HLM) to answer questions such as the following:

- What predicts campus level teacher retention?
- Is the rate of retention associated with student achievement in AISD independent of the contribution by other factors?
- What characteristics are associated with teacher quality in AISD?

Time Line

- August 2007: TGI calculation for 2006 and 2007 TAKS data; Dropout Risk Indicator analyses
- September 2007: Teacher retention data file preparation, Chamber of Commerce Report Card preliminary data analysis
- October– November 2007: Teacher retention data file finalization and data analyses, Chamber of Commerce final data analysis

- December 2007 to February 2008: Teacher retention analyses; benchmark data analyses
- March–April 2008: EL 3 and 4 monitoring reports, TAKS data preparation and reporting
- May–June 2008: TGI calculation for 2008 TAKS

PROGRAM SUPPORT

E-Team 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

1. Teacher Retention Study: This study will examine the contribution of factors believed to be associated with teacher retention (Horng, 2005). The following campus variables will be examined: average teacher salary, average class size, perceived administrative support, staff input on school-wide decisions, resources for students, age and condition of school facilities, student performance, student ethnicity, and student economic status.

2. Benchmark Analysis: This study will examine the relationship between students' performance on the AISD Benchmark test, a newly implemented formative assessment, and both previous and current year TAKS tests. Data will be used to inform the benchmark scores that best reflect a need for intervention services and to identify areas in which the benchmark test can be modified to better assess students' learning of the Texas Essential Knowledge and Skills (TEKS).

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF

Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Karen Cornetto, Ph.D.; Angela Bush, Ph.D.

PROGRAM DESCRIPTION

The DPE 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, 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.

DPE also conducts an annual Employee Coordinated Survey that allows multiple questionnaires to be administered in a single data collection instrument to minimize the paperwork burden on teachers and other staff. The survey system permits items to be targeted to specific respondent groups or to a random sample of district employees who are in various job roles. Coordination ensures that participants receive only a limited number of survey items each year.

The Employee Coordinated Survey is now administered online, and samples are selected to provide representative results for employee groups, with a 95% level of confidence. The Employee Coordinated Survey will continue to be administered online because of savings realized in terms of survey administration and processing of data.

EVALUATION OBJECTIVES

Evaluation objectives include the following:
- To identify factors associated with positive school and work climate in AISD for use in campus and district improvement planning
- To gather student, parent, and staff opinions and information to support the evaluation of programs
- To obtain information about various programs and policies of interest

- To obtain information about levels of employee satisfaction with central office services

- To 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

SCOPE AND METHOD

Data Collection

The 2007–2008 Employee Coordinated Survey will be administered online in January and February 2008. Area supervisors and associate superintendents will be encouraged to submit questions for the survey. Teachers, administrators, classified staff, and other professionals will be surveyed to answer questions related to (a) the evaluations of federal Title programs; (b) customer service provided by central offices; and (c) other topics and programs (e.g., bilingual education and services for students with dyslexia and learning differences). To the extent possible, participants will be surveyed according to samples requested by the staff submitting particular survey items (e.g., random sample of all special education teachers).

For purposes of initial survey administration, individual participants will not be anonymous, but the confidentiality of their responses will be protected through the reporting of aggregate data. After the survey analysis has been completed, the computer files linking responses to individuals will be erased. Employee records containing work location, job title, job description, Employee ID, and e-mail address will be generated for the random selection of appropriately sized samples to provide results representative at a 95% confidence level with a range no greater than +/- 10 points, adjusting sample sizes to allow for an 80% response rate. Multiple samples may be generated for employee groups for whom the number of survey items exceeds a designated limit.

Data Analyses

Basic descriptive statistics will be prepared for survey data at the campus and district levels, including 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. Qualitative responses to 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. Multi-level modeling will be utilized to examine the changes in school climate over time.

Descriptive summary statistics will be prepared for each Employee Coordinated Survey item, and results will be disaggregated by employee type, employee work location, and school level. Response rates will be examined by employee type and employee work location to determine actual confidence intervals for survey results.

Time Line

- September 2007: Requests for Employee Coordinated Survey item submission will be distributed to district administrators; AISD Parent Survey items will be determined;
- October 2007: AISD Staff Climate Surveys will be distributed to campus staff for administration during November; AISD Parent Surveys will be ordered for distribution in November; Employee Coordinated Survey items will be reviewed for word choice and sample(s) requested;
- November 2007: The AISD Staff Survey will be administered; AISD Parent Survey administration will begin; the AISD Central Office Work Environment Survey will be administered; Employee Coordinated Survey items will be prepared in the online survey item bank; distinct surveys will be created for different employee groups according to the sample groups requested.
- December 2007: The AISD Parent Survey will continue; random samples will be created from human resources files to reflect sampling requirements for the Employee Coordinated Survey items; distribution lists will be prepared in the online survey distribution software; the AISD Staff Survey district and campus reports will be prepared.
- January–February 2008: The AISD Staff Climate reports will be distributed; the Central Office Work Environment Survey results will be analyzed; the Employee Coordinated Survey notifications will be distributed by e-mail and reminder e-mails will be sent to non-respondents; the Student Climate Surveys will be ordered and delivered to campuses for March administration; the High School Exit Survey items will be finalized; the AISD Parent Surveys will be prepared and scanned.
- March 2008: The Employee Coordinated Survey Data will be analyzed and reports prepared for delivery to item submitters; the Central Office Work

Environment Survey report will be prepared and distributed; the High School Exit Survey will begin; the Student Climate Survey will be administered.

- April 2008: The High School Exit Survey will continue; the AISD Parent Survey reports will be prepared and distributed; the AISD Student Climate Surveys will be prepared and scanned; principal tools will be prepared for all the surveys.
- May 2008: The High School Exit Survey will continue; the High School Exit Survey reminders will be sent; the AISD Student Climate Survey reports will be prepared and distributed.
- June 2008: The AISD High School Exit Survey reports will be prepared and distributed; the Integrated Survey tools will be prepared and distributed to principals.
- July 2008: The Integrated Survey Report will be prepared and distributed.

REPORTING

Campus and district reports will be provided 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: EL-3 Treatment of Stakeholders, EL-4 Staff Treatment, Board performance monitoring at elementary, middle and high school levels, Strategic Plan Scorecard, Annual Report to the Public, and the Superintendent's evaluation. All District and campus parent and student survey reports will be provided on the external website for AISD's Department of Program Evaluation.

An Integrated Survey Report will describe the results from each of the district-wide surveys that have been administered throughout the school year and describe the relationships of various survey components to academic achievement in AISD.

The Employee Coordinated Survey results will be analyzed and reported as follows:

1. Results will be reported by category (e.g., survey items related to bilingual education).
2. For each survey item, a display will show the frequency with which each response option (e.g., strongly agree, agree) was selected by type of respondent (i.e., teachers, other professionals, administrators, and classified

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staff) and by level (e.g., campus and central; elementary, middle/junior high school, and high school).

3. For each survey item, the number of surveys that were sent, returned, invalid/blank, and valid will be reported.

4. Aggregate results will be sent to the persons who submitted particular survey items (e.g., the results of bilingual education items will be sent to the director of bilingual education).

5. A complete set of results will be maintained on file in DPE, along with work papers (e.g., communications, printouts) detailing the survey process.

HIGH SCHOOL REDESIGN INITIATIVE EVALUATION, 2007–2008

Executive Director: Kent Ewing

Evaluation Supervisor: Karen Alderete, Ph.D.

Evaluation Staff: Marshall Garland, M.A.; Laura T. Sanchez Fowler, Ph.D.

HIGH SCHOOL REDESIGN INITIATIVE DESCRIPTION

AISD intends to transform secondary education across the school district and established the Office of Redesign to facilitate and support improvement across all middle and high schools in the district. In this effort, Office of Redesign staff work collaboratively with district high schools and national experts to develop systems and program implementation plans that will enable the district to build its internal capacity to address deep-seated challenges to student success. The High School Redesign Initiative focuses on four major goals:

- Closing achievement gaps between all student groups
- Increasing 4-year high school completion rates for all students
- Ensuring that all high school graduates are well prepared for college and career success
- Increasing the college and career readiness rates of ELLs

To attain these major goals, Office of Redesign staff will support campus staff by assisting them in making structural changes in their schools and in implementing instructional improvement systems based on proven models. These structural changes and support systems include the following:

- Dividing large comprehensive schools into smaller learning communities (SLCs) for students
- Creating and implementing a student advisory/family advocacy program within every high school
- Establishing and facilitating professional learning communities for teachers
- Constructing a secondary literacy model for ELLs
- Improving the teaching and learning of mathematics in all AISD high schools
- Providing intensive technical assistance and support for Johnston High School to create the conditions for instructional improvement that can lead to maximum student performance

These structural changes and support systems will provide high schools with the tools needed to prepare all students for graduation and college. More detailed descriptions of the high school redesign components follow.

Smaller Learning Communities

In high school redesign, key structures within the schools are changed to strengthen relationships among students, school staff, and families and to improve teaching and learning in every classroom. AISD high schools have begun dividing into SLCs. SLCs are often characterized as theme based and as having fewer than 350 students within the group. They also operate on a block schedule that includes defined class periods every week for student advocacy and common planning times for teachers.

AISD high schools have utilized various support systems in the planning and implementation of SLCs and will continue to do so in the 2007–2008 school year. Akins, Austin, and Lanier high schools were recipients of federal SLC grants that facilitated the planning and development of SLCs from the beginning of the 2004–2005 school year to the present. Johnston, LBJ, Reagan, and Travis high schools are supported by First Things First (FTF) and the Institute for Research and Reform in Education (IRRE) to plan and implement their SLCs. Great Schools Workshop Inc. will provide technical assistance for Anderson, Austin, Bowie, Crockett, and McCallum high schools to plan and implement SLCs.

Student Advisory/Family Advocacy Program

The Office of Redesign supports all district high schools in the planning and implementation of the Student Advisory/Family Advocacy Program. The program was designed in collaboration with each campus to: (1) ensure that all students have at least one adult in their school life who knows them well; (2) build community by creating stronger bonds across social groups; (3) teach important life skills; and, (4) establish a forum for academic advisement and college and career coaching. Educators for Social Responsibility (ESR) and FTF provide ongoing technical assistance in the development of the student advisory curriculum and in the creation of professional development opportunities for teachers.

Across all campuses, the Student Advisory/Family Advocacy Program shares similar characteristics. On a weekly basis, the program will be facilitated by a teacher assigned to a small group of students (i.e., 15–25). During these meeting times, the advisor and the students will explore subject areas relating to academic success, life skills

development, college preparation, and career exploration. Advisors also will meet with individual students to review their academic progress, school attendance, and behavioral records and to assist them in planning for improvement. Acting as an advocate for their students, the advisors will work with families, teachers, staff, and community agencies on issues related to student success.

Professional Learning Communities

In addition to developing a district-wide plan that coordinates the professional development opportunities necessary for implementing redesign strategies, Office of Redesign staff work with members of the Office of Curriculum and Instruction to support the development of Professional Learning Communities (PLC) on each high school campus. The PLCs provide a forum for teachers, administrators, and instructional coaches to work collaboratively on an ongoing basis to share effective instructional practices, to determine and focus on areas of student needs, and to make instructional improvements in the classroom. The fundamental objective of PLCs is to continuously improve the quality of instruction and learning in classrooms. It is expected that the institution of PLCs on school campuses will result in higher levels of student engagement and performance, smaller achievement gaps for struggling students, improved teaching skills, higher confidence levels, more excitement about teaching, greater collaboration among teachers, and better teacher retention.

Secondary Literacy Model for ELLs

To assist schools in meeting the needs of ELLs, the Office of Redesign is working with WestEd, a federally funded regional education laboratory, and the director of its Teacher Professional Development Program to develop and implement a state-of-the-art ELL program. The ELL program will have two demonstration campuses, based on the Quality Teaching for English Learners (QTEL) model, to serve as laboratories for demonstrating effective programs for ELLs. A leadership cadre will be established to support the development of a group of district and campus leaders who will lead professional development opportunities across the district. Additionally, professional development opportunities will be scaled up to provide support for improving teaching practice at all AISD high schools. Lessons learned from the demonstration schools will inform the design of ongoing district professional development opportunities.

Dana Center Math Program

The district partnered with the Charles A. Dana Center at the University of Texas at Austin to improve the teaching and learning of mathematics. This partnership addresses the improvement of 9th-grade Algebra I instruction and support for ELL students, often the highest areas of need in the high schools. Specifically, the Dana Center will provide:

- Professional development opportunities to support improved mathematics instruction for each year of the high school curriculum, starting with 9th-grade Algebra I
- Support for the design of a new 4th-year mathematics course
- Leadership development to support existing and emerging school and district mathematics leaders
- Recommendations for improving the mathematics performance of ELL students

This work will take place over a 4-year period (2006–2010) and will be guided by the idea that improvement in student learning occurs when the school district provides simultaneous support for leaders, teachers, and students.

Johnston High School

Although Johnston High School was the first district high school to engage in redesign processes to create the conditions for improved teaching and learning, students have continued to struggle with low academic performance. To address the chronic low performance characterized by low passing rates on the TAKS, district and campus administrators elicited the support of FTF and IRRE to create an intensive campus action plan for Johnston. This plan will address the improvement of instruction by closely monitoring program implementation, supplying intensive teacher professional development opportunities, and providing targeted support for students. The school district also has committed significant additional resources to Johnston to support the implementation of FTF.

EVALUATION OBJECTIVES

The DPE staff will:

- 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 Bill and Melinda Gates Foundation

The following questions have been articulated to guide the evaluation of the High School Redesign Initiative in the 2007–2008 school year:

- Did the high schools have the resources and support to fully develop and implement the structural and program components of the initiative?
- Did the schools implement the components of the initiative with fidelity to ensure quality and program sustainability?
- What were the outcomes for students, teachers, and parents as their schools implemented the components of high school redesign?

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to measure the initiative's progress toward articulated goals. District information systems will provide data about students' demographics, attendance, discipline rates, course enrollment patterns, course grades, and testing performances (e.g., TAKS, PSAT, SAT, and ACT). District surveys will provide related information to assess students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes. The following surveys may be utilized: the AISD High School Exit Survey, Employee Coordinated Survey, Student and Staff Climate Surveys, Parent Survey, and Student Substance Use and Safety Survey. (More information about the surveys can be found within the DPE's evaluation plan for the 2007–2008 school year.) Student, teacher, and parent focus groups and administrator interviews will be conducted to provide in-depth information regarding implementation of the project's services and perceived participant outcomes.

Data Analyses

To determine precise outcomes for the high school redesign process and to isolate the influences of other programs, the DPE will incorporate rigorous program evaluation procedures specifically designed for the complex program context. Specifically, evaluation staff will use a mixed-methods approach for the evaluation of the High School Redesign Initiative. Quantitative and qualitative data will be analyzed using descriptive statistics and contextual analyses. In this work, HLM may be included in the repertoire of quantitative data analyses to separate the individual, program, and school effects on

outcomes of interest. Results from the analyses will be triangulated to determine the effectiveness of the project's service implementation and outcomes for its participants.

Time Line

- Ongoing: Program and participant data will be analyzed for use in project management meetings.
- August–September 2007: The status of participant outcomes for articulated program success indicators will be summarized for the 2006–2007 school year.
- October–November 2007: Benchmarks and targets for program success indicators will be developed to be used for formative and summative assessment of program progress.
- December 2007: The status of participant outcomes for articulated program success indicators will be summarized for the fall semester.
- March–April 2008: Student, teacher, and parent focus groups and administrator interviews will be conducted.
- May 2008: The status of participant outcomes for articulated program success indicators will be summarized for the spring semester.
- May–June 2008: Interview results will be analyzed and a formative report will be provided to program facilitators.
- July–August 2008: Student demographic, attendance, discipline, course enrollment, course grade, and testing (TAKS, PSAT, SAT, and ACT) data together with district survey data from the 2007–2008 school year for reporting purposes, will be collected and analyzed.

REQUIRED REPORTING

An annual evaluation report is required by program funding agreements and will be submitted to the Bill and Melinda Gates Foundation on or before September 1, 2008. This summary report will provide an overview of program accomplishments, lessons learned, and outcomes for participants related to articulated success indicators.

DISTRICT REPORTING

At the conclusion of the school year, a district narrative evaluation report will be created to provide an in-depth summary of program implementation and outcomes for participants during the school year. Project staff and district decision makers will be encouraged to use the information from this report to modify and improve project

services as necessary. The report will be available publicly to inform community members and other interested parties about the work completed throughout the district and the outcomes.

PROGRAM SUPPORT

Program stakeholders will be provided with formative and summative data related to identified performance indicators so they can 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, as internal reporting time lines are established, or both. 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

A research study may be developed to explore the relationship between teacher efficacy, principal leadership, and mechanisms for school change.

OPTIONAL EXTENDED YEAR PROGRAM

Grant Manager: Julie Lyons, M.A.; Mary Thomas, Ph.D.

Evaluation Staff: Martha Doolittle, Ph.D.; Wanda Washington

PROGRAM DESCRIPTION

The Optional Extended Year Program (OEYP) is a supplemental state grant program initiated in 1995. OEYP has assisted Texas school districts in providing students with additional instructional time to master the state's challenging curriculum and performance standards. The primary goals of the program are to reduce, and ultimately eliminate, student retention in school. Legislation passed in 2003 by the Texas state legislature determined that OEYP could serve students in kindergarten through grade 11, and that students in grade 12 could be served in the program if they were identified as unlikely to graduate before the next school year. Students served by OEYP are those identified as likely not to be promoted to the next grade level for the succeeding school year because they do not meet district standards or requirements for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level (TEC Section 642.152[p] and 29.082[a]).

Students served in OEYP are promoted to the next grade level if they attend 90% of the instructional days of the program and satisfy the academic requirements for promotion, unless a parent of the student presents a written request to the school principal that the student not be promoted to the next grade. Based on OEYP guidelines and district policy, the district also has the discretion to promote students who attend less than 90% of the OEYP days.

OEYP funds can be used to provide academic support to students through various school-day options: extended day (before or after the regular school day); extended week (e.g., sessions offered on Saturdays); and extended year (e.g., summer school). The total program for the year cannot exceed 30 days of instruction per student (with one instructional day equivalent to 4 clock hours) unless a special waiver from TEA is provided for follow-up services. There is a class size limit in OEYP of one teacher to 16 students, and all teachers in the program must receive professional development prior to the start of the program. In addition, provisions must be made to inform parents of eligible students about the program.

Student participation and program descriptive information is reported to TEA annually by participating districts. Student participation data, recorded in the district's student data system by staff at participating schools, are submitted electronically to the state's Public Education Information Management System (PEIMS). OEYP funds for the AISD 2007–2008 school year will be allocated based on projected student academic needs across the district and on the availability of other funds for student academic support.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To document the district's OEYP activities (e.g., student, staff, and parent participation) and expenditures, per state requirements
- To provide district decision makers with information for program planning and improvement

SCOPE AND METHOD

Data Collection

Evaluation staff will collect information from grant program staff and financial staff about program expenditures, including OEYP funds and other funds used to support the program. In addition, an annual principal survey will provide information about program focus and strategies, staff development activities, parent awareness and involvement activities, and program planning and implementation issues.

Data Analyses

Principal survey data will be summarized using frequency counts and percentages of responding schools for each program component: program focus, staff development, and parent awareness/activities. Qualitative analyses will be conducted on information provided by principals about program implementation issues.

Time Line

- September–October 2007: OEYP grant information meetings will be held; allocation of OEYP funds will be determined; program staff will be informed about the evaluation data collection plan and forms for participating schools.
- April–May 2008: A survey will be conducted with principals at OEYP-participating schools and the results will be analyzed.
- June–August 2008: The district's OEYP PEIMS submission data will be obtained for students who participated; final expenditure data will be gathered

from the district's financial and grant program staff; evaluation data will be compiled for a compliance report and the report will be reviewed by grant and financial staff.

- September 2008: The TEA OEYP compliance report will be submitted online.

REQUIRED REPORTING

A TEA OEYP compliance report is required annually from all participating school districts. Due in September, this report describes a variety of program features, including program expenditures, the proportion of those expenditures per service delivery type, and descriptive information about various program components. Evaluation staff will enter the data for this report, facilitate its review and approval by grant and finance staff, and submit the report online.

PROGRAM SUPPORT

Support to program staff will be provided through attendance at OEYP staff meetings, consultation about data collection and evaluation methods, and summary reports of OEYP data.

SPECIAL PROJECTS

No special projects are planned at this time.

PARENT AND COMMUNITY INVOLVEMENT

Program Manager: Claudia Santamaria; Mary Thomas, Ph.D.

Evaluation Staff: Martha Doolittle, Ph.D.; Wanda Washington

PROGRAM DESCRIPTION

Parent involvement is a key element of the AISD's efforts to enhance students' academic and social success and is essential to AISD's compliance with federal laws that require campuses receiving federal Title I funds to establish and maintain a parent involvement component. The district has an established policy (GK [Local] Community Relations) that promotes parent involvement through communication, student learning, decision making, volunteering, parenting, and collaboration with community members.

To promote parent involvement, AISD employs parent support specialists at many AISD schools. These staff provide a variety of support services in accordance with district-assigned major duties (MDs) and key performance indicators (KPIs). These family support services include preparing and conducting parent workshops, setting up and participating in IMPACT meetings, connecting families with community resources, and providing staff development regarding parent involvement for campus staff. AISD's Parent Involvement Programs staff (i.e., a part of AISD's Department of School, Family, and Community Education) also supports parent involvement in AISD. Housed at the Family Resource Center in the annex of Allan Elementary School, the center's Parent Involvement Programs staff include a parent involvement program specialist, a parent support coordinator, and a secretary. Because this department is currently being restructured, a number of changes are apt to occur that cannot be included in this evaluation plan. Therefore, reference to support services and activities are based on operations for the 2006–2007 school year. That year, these staff provided numerous support services to coordinate parent activities across the district, included the following:

- Coordinating parent involvement activities district wide
- Providing special professional development in the form of workshops for parent support specialists
- Providing leadership and training for the implementation of district literacy initiatives and for the integration and improvement of the grade level transition process

- Working with individual parent support staff, community agencies, and organizations to set up appropriate programs for campuses and communities
- Providing training to parent support staff and oversight to ensure compliance and adherence to Title I rules and regulations
- Providing on-site adult enrichment classes (e.g., ESL and Taking Care of Business) and classes for parents of students at risk of legal intervention due to truancy

As a partnership between AISD, local businesses, and community volunteers, Austin Partners In Education (APIE) also supports parent involvement. APIE collects and disperses community contributions to AISD in the form of volunteer time, monies, or in-kind contributions, and provides validation of community support. This helps the district's standing in the community and improves the district's chances for approval of grant applications. In past years, millions of dollars in financial savings have been realized through APIE's association with the Qualified Zone Academy Bond Program (QZABP), a bond program that allows school districts to receive a waiver on repaying interest on school bonds if community support accounts for 10% of the total contribution for each campus during its participating fiscal year.

The Parent/Family Involvement Advisory Council (PFIAC) provides guidance and suggestions to district staff on ways to improve parent involvement and support. PFIAC works closely with the parent support specialists on numerous projects providing in-kind and monetary support.

EVALUATION OBJECTIVES

Evaluation objectives include the following:
- To document the extent of parent involvement within AISD attendance zones, per federal law
- To gather data about school staffs' perceptions and knowledge of parent involvement, and about the frequency of school-parent involvement activities
- To summarize results of the district parent survey
- To document parent support specialists' activities and the use of other entitlement funds in parental involvement activities
- To document AISD's parent and community involvement, including the work of AISD's Department of School, Family, and Community Education; APIE; and PFIAC.

Data Collection

The evaluation of AISD's parent and community involvement initiative will include:

- Gathering data that pertain to support service measures of the Parent Support Specialists and Family Resource Center's staff
- Examining qualitative and quantitative data from the district's Parent Survey, Employee Coordinated Survey, Parent Support Specialists Questionnaire, and Parent Support Specialists Reports on Parent Involvement Activities
- Gathering community involvement data (e.g., contributions, volunteerism) from external organizations such as APIE and PFIAC

Data Analyses

Various data analysis techniques will be used. Qualitative summaries of narrative text will be provided, along with descriptive statistics of survey and questionnaire responses. Changes in parent participation and in parent and staff perceptions on Climate Survey items will be monitored over time.

Time Line

- August 2007–May 2008: Minutes and attendance will be recorded at all staff development meetings; these summary data will be reported monthly to Family Resource Center's staff and parent support specialists.
- December 2007: An interim report (August–December 2007) about parent involvement activities will be sent to parent support specialists for completion, to be returned in January 2008.
- January–February 2008: An interim summary report (August–December 2007) about parent activities will be sent to program managers.
- April 2008: The Parent Support Specialist Questionnaires will be sent out for completion.
- May 2008: The Parent Support Specialist Questionnaires will be collected and data analyses will begin.
- June–July 2008: A narrative summary report will be completed and parent involvement summary data will be provided for the TEA Title I, Part A compliance report.

REQUIRED REPORTING

At the end of the program year, a narrative report will be completed to describe the program and its outcomes. In addition, summary data on parent involvement will be incorporated in the TEA Title I, Part A compliance report submitted by the district.

PROGRAM SUPPORT

Upon request, the Board of Trustees, superintendent, associate superintendents, program managers, school administrators, school staff (e.g., parent support specialists, teachers, school nurses), and other groups (e.g., APIE, PFIAC) will receive formative and summative information related to program performance to assist them in program-related activities such as the following:

- Identification of district-wide parent involvement program strengths or weaknesses for consideration during development of the district improvement plan (DIP) and guiding budgetary decision making
- Identification of campus-level program strengths and weaknesses that may be helpful to consider during development of the campus improvement plan (CIP)
- Identification of the district's parent involvement program strengths or weaknesses by community partners

SPECIAL PROJECTS

A detailed summary of the Parent Support Specialists' Interim Report (August–December 2007) by category (e.g., assemblies, literacy and curriculum activities, fairs, wellness, and social issues workshops) will be sent to program staff in January 2008. Program staff, in turn, will send the report with a summary of parent support specialists' professional development attendance data to the associate superintendents and other administrative staff. A similar report will be available for spring semester activities.

POSTSECONDARY ENROLLMENT FOLLOW UP ON AISD GRADUATES

Evaluation Supervisor: Karen Alderete, Ph.D.

Evaluation Staff: Marshall Garland

PROGRAM DESCRIPTION

AISD 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, the DPE will continue to report the rates at which AISD high school graduates enroll in postsecondary educational institutions and/or enter the workforce during the fall or spring semester after their high school graduation.

EVALUATION OBJECTIVE

The evaluation objective is to provide information for district decision making and for evaluation of the district's ongoing efforts to help students advance to postsecondary educational institutions and be successful in the workplace.

SCOPE AND METHOD

Data Collection

The data used to calculate postsecondary enrollment and workforce entry rates will be obtained from several sources: the National Student Clearinghouse (NSC), the Texas Higher Education Coordinating Board (THECB), the National Center for Educational Accountability (NCEA), and the Texas Workforce Commission (TWC). Data from the NSC will be used as the primary source of postsecondary enrollment. The THECB will provide supplemental, aggregate counts of students who graduated from Texas public high schools and enrolled in Texas colleges (public or private) that the NSC is unable to provide. The NCEA will provide aggregate data regarding first-time postsecondary enrollment in the summer and spring semesters after high school graduation. The TWC data will be used to summarize employment trends for the 2006 senior cohort.

Data Analyses

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 descriptive statistics will be used to summarize the information.

Time Line

- Fall 2007: Employment history will be obtained from the TWC; updated postsecondary enrollment data will be obtained from the NSC and THECB for AISD graduates.

- January 2008: Postsecondary enrollment data will be requested from the NSC and THECB for the class of 2007.

- February 2008: Employment history will be obtained from the TWC; postsecondary enrollment data will be obtained from the NSC and THECB for AISD graduates.

- March–April 2008: The district feedback report will be generated to describe postsecondary enrollment and employment rates for the class of 2007.

REQUIRED REPORTING

The Board of Trustees will be provided with a postsecondary enrollment follow-up report to document progress toward meeting Board 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.

PROGRAM SUPPORT

DPE staff may provide professional development opportunities for program staff and administrators to assist them in using the information for program improvement.

SPECIAL PROJECTS

No special projects are planned at this time.

<div align="center">**POSITIVE BEHAVIOR SUPPORT**</div>

Program Manager(s): Paul Cruz, Brenda Hummel, Jane Nethercut

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: TBD

PROGRAM DESCRIPTION

Positive Behavior Support (PBS) is a school-wide systems approach designed to promote pro-social behaviors and a culture of competence, to reduce chronic disruptive and destructive behaviors among students, and to meet the needs of children with significant behavior challenges. The goal of PBS is to improve school climate through the development of systems and strategies that address individual student needs on every campus. The program requires school-wide responsibility for teaching positive student behaviors. Schools are expected to develop and implement regular and consistent methods for teaching and reinforcing positive behaviors, as well as for dealing with misbehaviors. An essential component of PBS is the establishment of a school-based behavior support team that is responsible for using data to develop, implement, and evaluate PBS activities within its school.

The PBS philosophy, as developed by Sugai et al. (2000), includes three targeted levels of support, which vary in scope and intensity. The first is the *universal* level, which is both the foundation for PBS and the primary preventative component. Universal strategies are intended for all students and are expected to be effective with about 85% of the student body. These strategies include providing planned adult supervision, clearly stating behavioral expectations, and actively teaching and reinforcing expected behaviors. The second level includes early interventions for *targeted groups*, and is intended to meet the needs of students who do not respond to universal strategies (about 15% of students). These strategies can include group counseling, inclusion in the district's peer mentor program (i.e., the Peer Assistance and Leadership [PAL] program), or participation in special programs (e.g., a Reality Oriented Physical Experiential Session [ROPES]). The final tier of the PBS system provides *intensive* interventions at the individual student level for the 1% to 5% of students who do not respond to either universal or targeted strategies. These interventions can include developing behavior action plans, providing individual level counseling, providing wrap-around services with community providers, and implementing major disciplinary interventions.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide the district PBS team with tools for use by campus PBS staff to better access, interpret, and utilize existing campus level data
- To assess the level of PBS implementation across the district and relate this to school- and student-level outcomes

SCOPE AND METHOD

Data Collection

Baseline data regarding implementation of the PBS universal level of intervention, gathered from campus PBS teams using the existing School-Wide Implementation Assessment measure and the Levels of Implementation Rubric: Innovation Configuration Map, will be utilized as one component of the evaluation. In addition, new measures and systems will be developed to assess PBS implementation at the targeted and intensive intervention levels at each campus and across the district. Some of the data from these new sources will be collected directly from campus PBS team leaders and from the district PBS team, and the remaining data will be entered by these same individuals but accessed by DPE staff through district data systems (e.g., the web reports portal). In addition, AISD administrative and archival student records (e.g., attendance, discipline, standardized test scores) and staff and student survey data will be used to evaluate program short-, medium-, and long-term outcomes based on the PBS Logic Model.

Data Analyses

Both quantitative and qualitative analyses will be used to summarize and describe PBS implementation at the universal, targeted, and intensive levels across the district. The levels of implementation across campuses are expected to fall along a continuum, which will be used as a basis for examining the intended outcomes of the PBS initiative. Appropriate statistical significance tests (e.g., 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 or differences between groups.

Time Line

- September 2007: Evaluation staff will be hired and meetings held with the district PBS team to finalize the evaluation plan, based on any changes in the implementation plan.
- September–October 2007: Evaluation instruments and data tools will be developed for the campus PBS team to use. Data collection will begin in specific areas, as needed.
  - The DPE staff and PBS coaches will develop targeted- and universal-level instruments and necessary training materials. The campus PBS teams will receive training in the instrumentation and data collection methodology.
  - The DPE staff will meet with the PBS coaches to determine the data needs of the campus PBS team leaders.
  - The DPE staff will work with Management Information Services (MIS) to expand the functionality of existing web reporting tools, where available, and to develop new tools for data entry and reporting where web reports are unavailable currently.
  - The DPE staff will work with MIS to create "dashboard" templates that can be easily accessed by campus staff.
- October 2007 through May 2008: Campus data collection will occur.
- June–August 2008: Data analyses will be conducted and a summary prepared, resulting in a final narrative report.

REQUIRED REPORTING

Interim campus results will be shared with the PBS coaches throughout the year in order to facilitate program implementation. In addition, a final narrative report summarizing district implementation and results for the school year will be completed.

PROGRAM SUPPORT

In addition to working with the district PBS team and MIS staff to create user-friendly data systems and reporting tools that campus PBS teams can access for use in their data-based decision making processes, support will be provided in the following areas:

- The district PBS team and campus PBS teams will be supported in their use of existing survey and administrative data for planning and decision making.

- The use of created data systems will be supported at the school level, including training for school-level staff to use these systems.

SPECIAL PROJECTS

If possible, based on staff training, HLM will be utilized where appropriate to tease apart the effects of nested systems on outcomes (e.g., students, who are nested within classrooms, which in turn are nested within schools).

REFERENCES

Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., et al. (2000). Applying positive behavioral support and functional behavioral assessment in schools. *Journal of Positive Behavioral Interventions*, *2*, 131–143.

Grant Manager: Ariel Cloud

Evaluation Staff: Martha Doolittle, Ph.D.; Janice Curry

PROGRAM DESCRIPTION

The AISD prekindergarten program is an important component of the state and district goal to have every student reading on grade level by the end of 3rd grade. Half-day prekindergarten 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 (low income);
- are limited English proficiency (LEP)
- are homeless
- have a parent who is an active duty military member, or a military member who was injured or killed in service (new in fall 2006); or
- have ever been in foster care (new in fall 2007).

In AISD, all prekindergarten programs are full day. AISD uses local, state, and federal funds to support its full-day prekindergarten programs. The state Prekindergarten Expansion Grant funds the additional half day of instruction at 47 AISD schools. In 2007–2008, eligible students will be served in 66 of the 78 AISD elementary schools and in the Lucy Read Prekindergarten Demonstration School.

In its second year, the Lucy Read Prekindergarten Demonstration School serves as a laboratory to develop new curriculum and to support enhanced teaching strategies and techniques for four-year-olds. The administration and staff at the Prekindergarten Demonstration School focus on the physical, emotional, and cognitive development of the prekindergarten students from the Cook, McBee, Walnut Creek, and Wooldridge (added in fall 2007) elementary schools' attendance areas. Lessons learned from this effort will be shared with all district prekindergarten teachers.

EVALUATION OBJECTIVES

The DPE staff will:

- Describe prekindergarten program participants and services, per local, state, and federal reporting requirements
- Provide information for decision makers about program effectiveness to facilitate decisions about program modification

- Provide additional evaluation support for the new prekindergarten demonstration school

SCOPE AND METHOD

Data Collection

Qualitative and quantitative data will be collected to measure program effectiveness. District information systems will provide prekindergarten students' demographic, attendance, and enrollment data.

Program effectiveness for prekindergarten in the area of language arts will be determined by students' gains on the English language Peabody Picture Vocabulary Test-III (PPVT-III) and the Spanish language Test de Vocabulario en Imágenes Peabody (TVIP). The PPVT-III and TVIP measure students' knowledge of receptive (hearing) vocabulary. To measure achievement gains for prekindergarten students, the PPVT-III and the TVIP will be administered in the fall and in the spring to a random sample of AISD prekindergarten students. At the Lucy Read Prekindergarten Demonstration School, an attempt will be made to test all children. Prekindergarten students in the testing sample will be tested in English, and Spanish, English Language Learners (ELLs) also will be tested in Spanish.

Student growth in other academic areas will be reflected through the Prekindergarten Assessment Rubric, which will be used to inform the Prekindergarten Report to Parents provided at the end of each 9-week grading period. Each 9-week period, prekindergarten teachers will use InteGrade Pro software to enter student scores, which are based on the Prekindergarten Assessment Rubric. An analysis of performance levels in pre-reading/concepts of print, oral language, writing, listening, mathematics, social studies/science/health, and ESL will be completed for each 9-week period.

The quantity and quality of professional development opportunities completed by prekindergarten teachers will be documented and reported. Prekindergarten teachers will be asked to respond to an online survey about the quality of AISD's prekindergarten program.

Data Analyses

Summary statistics will be used to describe demographic characteristics of AISD prekindergarten students. In addition, summary statistics will be used to describe prekindergarten teachers' responses to the survey. PPVT-III and TVIP test scores will be analyzed to measure average gains from pretest to posttest. The scores from each 9-week

report card will be summarized. All data will be reported for the district and for Lucy Read prekindergarten students.

Time Line

- September–October 2007: The PPVT-III and TVIP pretests will be administered to a sample of prekindergarten students (all students at Lucy Read). The results will be reported to teachers and principals.
- April–May 2008: The PPVT-III and TVIP posttests will be administered to students who were tested in the fall.
- April 2008: The prekindergarten teacher online survey will be administered to prekindergarten teachers.
- May 2008: Pretest, posttest, and gain scores on the PPVT-III and TVIP will be reported to teachers and principals.
- June 2008: All teacher data, their completed professional development records and responses to the online survey, will be analyzed.
- June–August 2008: Information will be compiled for the TEA report and the narrative report will be written.
- September 2008: Reports will be submitted to TEA and AISD.

REQUIRED REPORTING

TEA requires that participation, demographic, and academic data for prekindergarten students be reported in September. In addition, at the end of the program year, a narrative summary report for the district will be completed to describe the effectiveness of the overall prekindergarten program, as well as of the Lucy Read Prekindergarten Demonstration School.

PROGRAM SUPPORT

Program managers, teachers, and principals will receive formative and summative data related to the prekindergarten program. Students' scores on the PPVT and TVIP will be reported to principals and teachers in the testing sample. The program evaluator also will coordinate and collaborate with the principal and staff of the Lucy Read Prekindergarten Demonstration School to provide support for assessment needs. In addition, the evaluator will process ad hoc data requests received from prekindergarten program managers, as needed.

SPECIAL PROJECTS

       A special analysis will be conducted to compare samples of prekindergarten students in the Lucy Read Prekindergarten Demonstration School with other schools' prekindergarten students using the following types of data: demographics, PPVT and TVIP performance gains, and report card information. In addition, teachers' survey results from the demonstration school will be compared with those of teachers from other prekindergarten programs.

Grant Manager: Roy Larson

Evaluation Supervisor: Karen Alderete, Ph.D.

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

PROGRAM DESCRIPTION

Funded by the Michael and Susan Dell Foundation (MSDF), Project ADVANCE (Assess, Decide, Visit, Apply Now for your College Education) seeks to increase the enrollment of AISD graduates in postsecondary institutions. In its fifth year of operation, Project ADVANCE will continue to do the following:

- Supply in-depth postsecondary preparation, financial aid, and scholarship information to high school students, parents, and teachers
- Assist students with completing applications for college admissions testing, college admissions, the Free Application for Federal Student Aid (FAFSA), and other scholarship applications
- Provide all students with individualized advisement toward postsecondary enrollment, particularly first generation college goers, members of underrepresented minority groups, students with special learning needs, and LEP students
- Create and implement a postsecondary planning and preparatory curriculum for both teachers and parents that will support student college preparation

EVALUATION OBJECTIVES

The DPE staff will:

- Provide information for decision makers about program effectiveness to facilitate decisions about program implementation
- Provide program information to the Dell Foundation's board of directors

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to measure the program's progress toward its goals. District information systems will provide data about students' demographics, attendance, course enrollment, course grades, and testing (e.g., TAKS, PSAT, SAT, and ACT). The College Readiness Initiative System (CRIS) will be used as the project database to collect

information regarding program service offerings, as well as student and parent program participation. AISD's High School Exit Survey will provide information related to students' college preparation needs, expectations for postsecondary education, and perceived educational outcomes.

Data Analyses

Within the evaluation, varied data analysis techniques will be used. Simple descriptive statistics will represent the characteristics of participants, describe their program participation, and summarize outcomes for tests and surveys. HLM may be utilized to determine precise outcomes for students and to isolate the influences of other variables on student outcomes. Patterns or themes from the analyses will be summarized to explain project outcomes for participants.

Time Line

- August 2007: ADVANCE project staff will begin entering program service and participation information into CRIS.
- October 2007: Quantitative data from district student information systems and CRIS will be aggregated for the final Project ADVANCE Report for 2006–2007 and the preliminary report of 2007–2008, due to MSDF on October 31, 2007. Program evaluation staff also will provide a narrative summary report to describe outcomes for AISD's class of 2007.
- December 2007: ADVANCE project staff will enter all program service and participation information for the fall semester into CRIS.
- January 2008: Quantitative data from district information systems (SASI) and CRIS will be aggregated to inform the development of a program sustainability plan. Program updates will be provided within a narrative summary.
- May–June 2008: ADVANCE project staff will enter all program service and participation information for the spring semester into CRIS.
- June 2008: Quantitative data from district student information systems and CRIS will be aggregated for the third quarterly report, due to MSDF on April 30, 2008. Program updates will be provided in the report narrative.
- July 2008: Quantitative data from district student information systems and CRIS will be aggregated for the year-end Project ADVANCE Report of 2007–2008, due to MSDF on July 31, 2008.

- October 2008: Quantitative data from district student information systems and CRIS will be aggregated for the final Project ADVANCE Program Report for 2007–2008, due to MSDF on October 31, 2008. Program evaluation staff also will provide a narrative summary report to describe outcomes for AISD's class of 2008.

REQUIRED REPORTING

Project ADVANCE is required to submit semi-annual reports to MSDF. The reports will contain narrative descriptions of the programs' services and a discussion of progress toward articulated goals and objectives. They also will contain district- and campus-level counts and percentages related to articulated metrics.

PROGRAM SUPPORT

Project stakeholders will be provided with formative and summative information about identified performance indicators to help them make implementation decisions, assess the progress of students, and evaluate the degree to which promising practices are being adopted. For effective program implementation, formative data summaries will be provided to project staff as the information becomes available. Details within these reports will be discussed in project staff meetings or special debriefing meetings. Further, the program evaluator will assist program staff in the development of program sustainability plans and will process ad hoc data requests received from staff as information needs arise.

SPECIAL PROJECTS

At the end of the program year, a narrative evaluation report will be written to describe the levels of program implementation across all campuses and resulting outcomes for graduating seniors. The evaluation will examine overall student and program success in terms of SAT and ACT test participation, types of diplomas earned, graduation rates, postsecondary applications, and transcripts sent to postsecondary institutions.

SMALLER LEARNING COMMUNITIES PROGRAM, 2007-2008

Grant Compliance Manager: TBA

Evaluation Liaison: Karen Alderete, Ph.D.

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 large high schools. In the 2006–2007 school year, the SLC programs at Lanier, Austin, and Akins high schools implemented strategies for creating SLCs, providing professional development opportunities for school staff, and encouraging the involvement of parents, business representatives, and other community members in SLC activities. In the 2007–2008 school year, the SLC program will continue to operate under a no-cost grant extension to complete the proposed work. The SLC program expects to improve student achievement and attendance rates, increase graduation and college enrollment rates, reduce the frequency of disciplinary actions, and create a safe and drug-free learning environment.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. To comply with federal law requiring an annual evaluation of the SLC program
2. To provide project decision makers with information about program effectiveness necessary to support implementation decisions

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to measure the program's progress toward its goals. District information systems will provide data about students' demographics, attendance, discipline rates, course enrollment patterns, course grades, and testing performances (e.g., TAKS, PSAT, SAT, and ACT). District surveys will provide relevant information to assess students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes. The following surveys

may be utilized: the AISD High School Exit Survey, Employee Coordinated Survey, Student and Staff Climate Surveys, Parent Survey, and Student Substance Use and Safety Survey. Student, teacher, and parent focus groups and administrator interviews will be conducted to provide in-depth information regarding implementation of the project's services and perceived participant outcomes. 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 2007: Student demographic, attendance, discipline, course enrollment, course grade, testing (TAKS, PSAT, SAT, and ACT) data, as well as district survey data, will be extracted and analyzed from the 2006–2007 school year.
- September 2007: Parent focus groups will be conducted and the results analyzed.
- October–November 2007: The federal annual performance report and narrative evaluation report for Year 3 of the program will be prepared.
- January 2008: The evaluation reports will be submitted to the U.S. Department of Education (USDE).
- April 2008: The district narrative report will be generated to describe the program and its outcomes for participants across all program years.

REQUIRED REPORTING

By federal mandate, an external evaluator must be under contract to the district to conduct the evaluation of the SLC program each year. At the end of each program year, the external evaluator must submit an annual performance report and narrative evaluation report to the USDE. The annual performance report will describe student enrollment and include 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

Project stakeholders will be provided with formative and summative data related to identified performance indicators to help them make implementation decisions, assess the progress of students, and evaluate the degree to which promising practices have been adopted. To facilitate effective program implementation, formative data summaries will be provided to project staff, as information becomes available, for help with SLC program decision making and implementation. The evaluator will attend staff meetings regarding program activities, expenditures, and reports. 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 reporting projects are planned at this time.

STATE COMPENSATORY EDUCATION, 2007–2008

Grant Manager: Julie Lyons, M.A.

Evaluation Staff: Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

In AISD, State Compensatory Education (SCE) funds are allocated in accordance with state regulations to assist students at risk of academic failure. 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). SCE funds supplement a broad range of programs in AISD, including the Alternative Learning Center, Alternative Center for Elementary Students (ACES), Garza 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 for students at immediate risk of dropping out of school (e.g., child care program, Truancy Master). Additionally, school support services (e.g., elementary counselors, school-to-community liaison services, and homebound pregnancy-related services) also are supplemented by SCE.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To describe each of the programs funded by SCE
- To describe the effectiveness of the SCE program as a whole, based on state-mandated performance indicators
- To facilitate decisions about SCE by providing information to program managers and decision makers about program effectiveness
- To meet reporting requirements established by TEA

SCOPE AND METHOD

Data Collection

Information regarding student demographics and at-risk status will be gathered from AISD administrative records. Graduation, dropout, and school continuation rates will be pulled from TEA's publication, *Secondary School Completion and Dropouts in Texas Public Schools: Supplemental District Data* (2003-2004, 2004-2005, 2005-2006). 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 by all students and at-risk students to display changes in disparity between these groups on high school completion rates and TAKS performance.

Time Line

- August 2007: A list of programs to be funded by SCE will be obtained from the program manager.

- September 2007: Facilitators of funded programs will be contacted to obtain descriptions of the services provided. The DPE will coordinate with facilitators regarding procedures to track student participation, as applicable.

- December 2007: An end-of-semester check-in will occur with the program manager and facilitators regarding program changes and tracking issues.

- August–September 2008: Data analyses will be performed and a narrative report will be written.

REQUIRED REPORTING

A narrative report including a brief overview of the at-risk population in AISD, a description of program components, and analyses of outcomes based on state-mandated performance indicators will be prepared and published. Although TEA does not require that this report be filed, it will be made available to TEA upon request.

PROGRAM SUPPORT

In addition to preparing an annual report, the evaluator will provide support to the director of Student Support regarding the School to Community Liaison (SCL) database and to the director of School, Family, and Community Education regarding the DELTA database.

SPECIAL PROJECTS

No special projects are planned at this time.

AISD STRATEGIC COMPENSATION INITIATIVE PILOT

Supervisor: Lisa Schmitt, Ph.D.

Evaluators: Karen Cornetto, Ph.D., Catherine Malerba, Ph.D.

PROGRAM DESCRIPTION

The Austin ISD's Strategic Compensation Initiative is aimed at raising student achievement by recruiting, retaining, and recognizing exemplary classroom teachers and campus principals. From its inception, this initiative has involved AISD teachers, principals, parents, and community members who have led the work of developing the program. For over two years, a Task Force of key stakeholders examined compensation models from across the country and spoke with experts to develop a pilot plan for Austin's teachers and principals that will begin in the 2007-2008 school year.

The pilot program will be implemented on nine campuses that were selected based on their level of student needs[1], their representation of the AISD population, and the existence of an experienced principal who was willing to facilitate the pilot program implementation during the 2007-2008 school year. The pilot program will expand to include approximately 20 schools in the 2009-2010 school year.

The program includes five major elements, the first of which is *Student Growth*. This element is designed to recognize teachers and principals for student growth, both at the classroom level and at the school level. The Student Growth element involves compensation of individual teachers for meeting their teacher-developed Student Learning Objectives, and compensation of all teachers and principals for accomplishment of scoring in the top quartile among 40 similar schools statewide, using the state's Comparable Improvement measure of TAKS growth. At schools achieving the top quartile of Comparable Improvement in Reading and/or Math, teachers will receive $1000 for each subject for the year achieved, and will receive $1000 for each subject if they return the following school year. Principals will receive $2000 for each subject for the year achieved, and another $2000 per subject if they return the following school year.

The *Student Growth* element will encourage teachers to utilize data and the professional learning community to accomplish goals that are customized to the needs of

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[1] Highest-Need Schools are identified from the top 30% of AISD schools based on their populations of Economically Disadvantaged, Special Needs, and English Language Learner students.

their students. Teachers will be expected to examine their student data to determine classroom instructional needs and student strengths. They must each develop two year-long or semester-long Student Learning Objectives (SLOs) for both their class (or course) as a whole and a particular targeted student group. Principals and district staff will work with teachers to ensure that SLOs are appropriate and of high quality. High quality SLOs must be based on the TEKS, must address classroom needs, must be aligned with the goals of the Campus Improvement Plan, and must be rigorous for all students. Teachers will determine appropriate assessments for whether students have met their SLOs, and will set performance targets that must be obtained to receive compensation of $1500 per SLO achieved at the end of the school year. Principals will receive a $4500 stipend for facilitating the SLO process on their campuses.

The second element of the program is designed to promote *Professional Growth* by allowing up to 60 teachers to participate at no cost (a $395 value) in a unique opportunity to complete one of the ten steps necessary for National Board for Professional Teaching Standards (NBPTS) certification. Those who participate will receive a stipend of $200 for submitting the "Take One" entry, and those who receive a passing score from NBPTS will receive an additional $200. Mentors for this program will receive a $1000 stipend for service.

The final three elements of the pilot program are designed specifically for the five pilot campuses designated as Highest-Need Schools. These schools will receive intensive *Novice Teacher Mentoring* for teachers in their first through third year of the profession, and all teachers and principals at these schools will be eligible to receive a *Retention Stipend* or a *New To School Stipend* (for teachers only) starting in the 2008-2009 school year.

The *Novice Teacher Mentoring* element will provide one dedicated full-time mentor for each ten novice teachers at the Highest-Need Schools. Mentors will assist teachers with activities such as instructional planning and SLOs, classroom management, school and district practices, and emotional support. Mentors will work with teachers to examine their strengths and areas in need of improvement, and will facilitate the professional growth process for novice teachers. Mentors will receive a $3000 stipend for service and may receive an additional $2000 based on performance.

In 2008-2009, teachers and principals at Highest-Need Schools will be eligible to receive stipends for each year of service in a Highest-Need School. Teachers who are in

their first to third year of service at a Highest-Need School will receive a $1000 stipend; those in their fourth year or beyond as of 2008-2009 will receive a $3000 stipend. Starting in 2011-2012, teachers with seven or more years at a Highest-Need school will earn an additional $6000 per year. Principals will receive a $3000 stipend for each year of service in a Highest-Need School, starting in 2008-09.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To document the accomplishment of Year 1 Operational Goals.
- To provide formative evaluation for each program element.
- To establish relationships between a new formative assessment and TAKS.
- To establish baseline data for pilot and control schools.
- To define the scope of research for Years 2 through 4.

SCOPE AND METHOD

Data Collection

Information will be collected throughout the school year from teachers, principals, and students. Novice teachers will be surveyed at the beginning and end of the school year regarding their opinions about compensation, their confidence in themselves related to specific teaching competencies, and other personal characteristics. All staff will be surveyed about the campus climate late in the Fall semester, parents will be surveyed late in the Fall, and all students in grades 3-11 will be surveyed about campus climate late in the Spring semester. A sample of principals, mentors, and teachers will participate in focus groups regarding the pilot initiative. A representative sample of SLOs from each campus will be rated for both quality and rigor, to establish baseline information.

Data Analyses

Data analysis procedures will include summaries of survey responses and ratings of SLO quality and rigor. Focus group data will be examined for themes and summarized for formative evaluation purposes. Correlations will be performed to assess the relationship between a new formative assessment and TAKS scores, and correlations will be used to examine the possible relationships between and among SLO quality and rigor, TAKS, and formative assessment scores.

Time Line

- September 2007: New Teacher Survey is conducted; control schools are selected.

- October 2007: Funding source for external research project is determined; RFP for external evaluation is developed and issued.
- November 2007: Staff Climate Survey is conducted.
- December 2007: Parent Survey is conducted.
- February 2008: Employee Coordinated Survey is conducted.
- March 2008: Student Climate Survey is conducted.
- May 2008: Focus groups are conducted.
- July 2008: Year 1 Scorecard is completed; Formative Evaluation Summary is completed.

REPORTING

A score card will be completed to report the accomplishment of Year 1 Objectives. In addition, a narrative formative evaluation summary will be prepared to identify successes and recommendations for improvement based on the first year.

PROGRAM SUPPORT

Program Evaluation staff will assist in the development of tools such as rubrics for Student Learning Objectives, training materials for staff, and an Innovation Configuration tool to be used for Mentor performance evaluation. Program Evaluation staff will assist in the preparation of an RFP for a new formative assessment that will measure student growth, and will provide information as needed to program staff and pilot participants.

Grant Manager: Julie Lyons, M.A.; Mary Thomas, Ph.D.

Evaluation Staff: Martha Doolittle, Ph.D.; Wanda Washington

PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the U. S. Department of Education (USDE) through the Elementary and Secondary Education Act of 1965, reauthorized most recently by NCLB (P.L. 107-110). 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 mathematics.
- 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 mathematics.
- By 2005–2006, 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.

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 correctional 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 to 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 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, and 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; thus, this provides considerable flexibility in the school's ability to improve the entire educational program.

At this time, AISD will be using a Title I, Part A grant planning amount of $21,677,367 (provided by TEA) to allocate Title I, Part A funds to 72 schools in 2007–2008. Ninety-four percent (n = 68) of the schools will open with school-wide programs, while the other 6% (n = 4) identified as new schools will open with target-assisted programs. A minimum of 1% of the grant-planning amount is set aside for supporting parent involvement and for providing services to homeless students prior to determining allocations for AISD schools. Some Title I funds are set aside to support Title I school choice and supplemental educational services (SES) within AISD. In addition, funds also are set aside on a per-pupil basis for private schools and facilities for neglected youth that are within the district's attendance zone, that are going to participate in the 2007–2008 grant, and that have students who are eligible for Title I funded services.

The Title I, Part D, Subpart 2 planning amount for 2007–2008, which is $171,291, 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 in the following ways:

- both provide opportunities for students to acquire the knowledge and skills outlined in the state content standards, and
- both 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 dropouts and neglected or delinquent youth with a support system to ensure their continued education

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To document programs funded with Title I monies in accordance with federal law, thereby providing summary data on numbers of students served, funding expenditures, student progress on the state's academic achievement standards, teacher and paraprofessional qualification levels, and parent involvement levels
- To analyze federal and state accountability ratings relative to Title I status and progress toward program goals
- To inform decision makers about Title I program effectiveness to facilitate decisions about program modifications
- To provide operational recommendations for improving program delivery

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, financial, human resources, professional development)
- TEA documentation, including federal (AYP) and state accountability ratings, and Public Education Grant (PEG) lists
- PEIMS records
- AISD program and staff records of activities
- AISD staff and parent survey summary files
- 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, student academic performance and progress toward academic excellence, use of 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 student demographic and academic performance summaries. Likewise, similar statistical analyses will be applied to data about teacher qualifications, parent involvement activities, and Title I allocations and expenditures. When appropriate, particular data will be examined for progress over time, such as the percentages of students meeting passing standards on state-mandated academic achievement assessments (e.g., TAKS). Qualitative data will supplement the quantitative data provided to district decision makers.

Time Line

- August 2007: Draft evaluation forms will be provided to participating private schools, facilities for neglected youth, and facilities for delinquent youth. All budget information will be obtained. All surveys and data collection tools will be finalized and the evaluation time line will be established. Efforts will be made to ensure district student and staff data systems are tracking needed information. Needed special project support will be determined. AYP and state accountability ratings for schools will be analyzed.

- September–November 2007: Title I comparability analysis activities will be supported. Special project support planning and data gathering efforts will begin.

- December 2007: Interim parent involvement activities data collection will be performed. All parent, staff, and student survey items will be prepared.

- January 2008: An analysis of PEIMS submission 1 data will be conducted. Special project support and data collection will be ongoing.

- April–June 2008: Data will be collected from private schools, facilities for neglected youth, and facilities for delinquent youth. Data will be collected on year-end parent involvement activities and a report written. TAKS accountability analyses will be conducted. PEIMS homeless student data will be summarized. Teacher and paraprofessional data (i.e., certification, education, professional development) will be collected and summarized. All district survey data (i.e., student, staff, parent) will be analyzed as they

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become available. Data will be collected from Title I summer schools. Special project analyses will be completed.

- July 2008: A Title I budget analysis will be conducted. All data required by TEA for annual reports will be confirmed and verified. The analyses of PEIMS submission 3 data will be completed.
- August 2008: The reports will be submitted to TEA.
- September 2008: The district narrative reports will be submitted.

REQUIRED REPORTING

Annually, evaluation staff will complete the TEA compliance reports for Title I, Part A and Title I, Part D, Subpart 2, both of which are due in mid-August. In addition to these TEA reports, several narrative summary reports about the district's Title I programs will be produced internally for district decision makers, including the superintendent, Board of Trustees, and all administrators (e.g., grant managers and principals). The narrative reports will be posted publicly on the school district web site.

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 data analysis. Evaluation staff will act in an advisory capacity on various committees, and as needed when called upon by district staff, for special projects. Evaluation staff will attend Title I meetings on various topics (e.g., comparability, homelessness, parent involvement, and consultations with private schools, facilities for neglected youth, and facilities for delinquent youth). In other situations, evaluation staff will provide support by responding to ad hoc requests for summaries of information used in relation to Title I topics. Finally, evaluation staff will be responsible for keeping up to date on local, state, and federal topics of legislation, and on compliance related to NCLB in general and Title I in particular.

SPECIAL PROJECTS

Special project support will be provided through an analysis of Title I school choice options and SES. School choice and SES are required to be offered to students at schools that receive a missed AYP rating for two or more consecutive years. A study will be conducted to examine the level of AISD student participation in school choice and

SES options, and to access whether SES has an impact on students' academic achievement as measured by TAKS.

A second project proposed for school year 2007–2008 is to provide a brief longitudinal summary report for the district's Board of Trustees, administrators, grant staff, and private schools' administrators regarding AISD's assumption of fiduciary oversight of Title I private schools in its attendance area, beginning school year 2004.

TEXAS ACCELERATED SCIENCE ACHIEVEMENT PROGRAM, 2007-2008

Program Supervisor: David Guffey

Evaluation Supervisor: Karen Alderete, Ph.D.

Evaluation Staff: Kurt Gore, Ph.D.

PROGRAM DESCRIPTION

For the 2007–2008 school year, Crockett, Johnston, Lanier, and Reagan high schools received a Texas Accelerated Science Achievement Program (TX ASAP) grant award from TEA. The purpose of the TX ASAP Grant is to implement highly productive after school and summer school programs designed to increase 10th- and 11th-grade student achievement, as measured by the science portion of the TAKS in underperforming schools. The intent of the TX ASAP grant is to provide direct and indirect (support) services to students in grades 9 through 12 through intervention programs that target students attending high schools with low science TAKS passing rates.

EVALUATION OBJECTIVES

The DPE staff will:

- Provide information for decision makers about program effectiveness to facilitate decisions about program modification
- Provide program information to meet state reporting requirements

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to measure the program's progress toward its goals. District information systems will provide data about students' demographics, course enrollment, course grades, and testing information. Participants also may complete surveys about their experiences or participate in interviews or focus groups to elicit perceptions about their program participation.

Data Analyses

Within the evaluation, varied data analysis techniques will be used. Simple descriptive statistics will represent the characteristics of participants, describe their program participation, and summarize outcomes. Patterns or themes from the analyses of interview and/or focus group data will be summarized to explain project outcomes.

Time Line

- September 2007: AISD evaluation staff and TX ASAP program staff will articulate program services, identify participants, and determine data collection methods and time lines.

- December 2007: Program staff will submit program participation data to the DPE.

- January 2008: AISD evaluation staff will create and submit a formative report summarizing program participation and student outcomes for fall 2007.

- May 2008: Program staff will submit program participation data to the DPE. AISD evaluation staff may conduct focus groups, program surveys, or both.

- June 2008: AISD evaluation staff will create and submit a narrative report summarizing TX ASAP program participation and student outcomes for spring 2008 and the 2007–2008 school year.

REQUIRED REPORTING

AISD's evaluation staff will create formative and summative evaluation reports that summarize program and participant progress and outcomes. These reports will be submitted to program staff at the end of each school semester.

PROGRAM SUPPORT

Evaluation staff will meet with program coordinators to develop evaluation plans, monitor the implementation of the programs, and facilitate data collection activities for the program evaluations. Evaluation staff will work with program staff to develop reporting time lines that will provide formative and summative information to program stakeholders.

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

Grant Managers: Julie Lyons, M.A.; Mary Thomas, Ph.D.

Evaluation Staff: Martha Doolittle, Ph.D.

PROGRAM DESCRIPTION

The Title II, Part A Teacher and Principal Training and Recruitment Fund of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by NCLB (P. L. 107-110), 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. 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, non-profit schools and facilities for neglected or delinquent youth who participate in the grant program.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist with a needs assessment for professional development activities and hiring that would inform the District Improvement Plan (DIP)
- To gather information regarding Title II, Part A funded professional development activities tracked through the Professional Development Center's (PDC) E-Campus data system and the AISD web reporting tools
- To evaluate the effectiveness of new teacher support initiatives, such as the New Teacher Academy (NTA) and Mentor Teacher Program
- To provide descriptions of program activities and expenditures, as required by TEA

- To facilitate decisions about how to improve the program (e.g., the hiring, professional development, and retention of highly qualified staff, including paraprofessionals)

SCOPE AND METHOD

Data Collection

DPE staff will conduct a needs assessment, as specified in P.L. 107-110, for professional development activities and hiring to take into account the activities that need to be conducted in order to give teachers the means, including subject matter and knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.

The AISD Employee Coordinated Survey, which will take place in spring 2008, will be used for this needs assessment. Results of the needs assessment will be shared with the federal grant program coordinator and the director of professional development.

DPE staff will assist with the evaluation of new teacher support initiatives (e.g., the NTA and Mentor Teacher Program). NTA participants will be surveyed in August, following the presentation of each topic, regarding their understanding of and preparation to implement classroom management skills, the principles of learning, and the AISD curriculum presented at the weeklong NTA. A follow-up survey of NTA participants will be conducted in spring 2008 to assess perceptions of the NTA's effectiveness in light of participants' classroom experiences.

DPE staff will work with the Department of State and Federal Accountability and the Office of Human Resources to document program expenditures and activities according to TEA guidelines, including the number of teachers in AISD who benefit from recruitment and retention activities, the number of teachers and paraprofessionals who participate in training to become highly qualified, and the number of teachers hired to reduce class size. Professional development activities funded by the Title II, Part A grant will be categorized by the core subject areas addressed.

Data Analyses

Descriptive statistics will summarize the items from the Employee Coordinated Survey for the Needs Assessment and the NTA surveys. Data from various sources (e.g., the Office of Finance, the Department of Human Resources, the Department of State and Federal Accountability, private/non-profit schools, facilities for neglected or delinquent

youth, PDC E-campus, and other district staff) will be compiled for the TEA compliance report.

Time Line

- July 2007: The Mentor Teacher database will be checked to ensure it is ready for the new school year.
- August 2007: The Department of State and Federal Accountability will be contacted for a list of staff paid out of Title II, Part A funds.
- August 2007: A memo will be sent to individuals funded by Title II, Part A regarding tracking their professional development activities with PDC E-campus.
- August 2007: An electronic data system will be developed for those staff providing additional professional development activities not entered in PDC E-campus.
- August 2007: The NTA surveys will be prepared for PDC staff to distribute.
- August 2007: The form for professional development activity tracking will be submitted to private/non-profit schools and facilities for neglected or delinquent youth.
- August 2007 through May 2008: Data will be entered into a database for professional development activities completed by private/non-profit schools and facilities for neglected or delinquent youth.
- September 2007: The NTA surveys will be scanned and analyzed.
- October 2007: District needs assessment summary report will be provided to staff in AISD Department of State and Federal Accountability.
- November–December 2007: Items for the needs assessment will be submitted for inclusion on the Employee Coordinated Survey.
- December 2007: E-mail addresses for the NTA follow-up survey will be retrieved.
- January 2008: An online version will be developed for NTA follow-up survey.
- May 2008: Data for the needs assessment will be analyzed and summarized. A list of the teachers who were surveyed will be stored for audit purposes.
- June–July 2008: The Department of State and Federal Accountability and Department of Human Resources will be contacted for information needed for the TEA compliance report.

- July–August 2008: The TEA compliance report will be completed.

REQUIRED REPORTING

NCLB requires that an annual teacher 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 benefit from recruitment and retention activities, the number of teachers and paraprofessionals who participate in training to become highly qualified, the number of teachers hired to reduce class size, and the Title II, Part A expenditures used to accomplish these activities.

PROGRAM SUPPORT

Evaluation staff will respond to ad hoc requests, monitor the on-line Mentor Teacher database, and serve as a liaison to PDC. In addition, a brief summary of the NTA survey will be shared with the Department of Professional Development staff and distributed to other key stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

TITLE IV SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Program Manager(s): Paul Cruz, Brenda Hummel

Grant Compliance Officer: Alan Towler

Evaluation Staff: Cinda Christian, Ph.D.; Marshall Garland, M.A.

PROGRAM DESCRIPTION

AISD has received federal funding through the Title IV Safe and Drug Free Schools and Communities (SDFSC) grant since the 1987–1988 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' efforts to prevent substance use and violence. Within AISD, Title IV funding is used to support programs and services that fall under the direction of the AISD Office of Educational Support Services. For the 2007–2008 school year, Title IV funding has been allocated to support the following programs and services:

- **Private School Programs.** Private schools located within the AISD boundaries will be eligible to receive prevention-related materials and services through AISD.
- **Positive Behavior Support (PBS) Program**. Title IV funding will help to support the district-level PBS support team, which provides ongoing consultation and training to staff at AISD campuses on the implementation of school-wide systems to promote pro-social behaviors and a culture of competence. In addition, Title IV will fund the salary of a behavior specialist who will help to promote and to support PBS practices by consulting with teachers, teaching assistants, and principals regarding specific students who are demonstrating severe behavior difficulties.
- **Peer Assistance Leadership (PAL).** The PAL program is a peer-assistance program that trains students to act as peer mentors (PALs) to younger students (PALees) at their own schools or at lower level schools in their vertical team (e.g., a high school PAL mentoring a middle school PALee). Title IV funding will help to support the salary of the AISD PAL coordinator position. These funds will partially support the PAL program at every high school in the district, 10 middle schools, and approximately 30 elementary schools.
- **Guidance and Counseling Support.** Title IV will fund the salary of a drug prevention counselor at Garza Independence High School. Garza

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Independence High School provides an alternative high school setting with an open enrollment policy and flexible class scheduling. This campus has a high concentration of students who are experiencing substance abuse problems or who are considered to be at risk for experiencing these problems. In addition, Title IV will partially fund the salaries of a student intervention specialist and a middle school specialist. Both of these positions work with school counselors district wide. The intervention specialist acts as the liaison between AISD campuses and community organizations (e.g., mental health service providers and community-based committees); participates on the weekly Juvenile Drug Court; and is responsible for training AISD staff in suicide prevention and bullying and sexual harassment policy. The middle school specialist coordinates the efforts of middle school counselors district wide, including their endeavors toward drug and violence prevention and intervention activities.

- **INVEST and Positive Families.** Title IV will support the INVEST and Positive Families programs, which serve students who have been removed to the ALC for drug or alcohol offenses or for physical aggression offenses, respectively. Both programs require parent participation and are aimed at increasing student protective factors in an effort to prevent future campus discipline referrals.

- **Palmer Drug Abuse Program.** Following a 3-month pilot during the 2006–2007 school year, Title IV will fund the Palmer Drug Abuse Program (PDAP) for selected students removed to the ALC for drug offenses. This spiritually grounded program provides guidance and counseling services to individuals affected by substance abuse problems, including teenagers, young adults, and their families. The program places an emphasis on peer support, weekly meetings, group activities, and encouragement.

EVALUATION OBJECTIVES

The DPE staff will:

- Monitor implementation and participation in programs and services that are funded through Title IV

- Conduct an annual needs assessment to determine the magnitude of substance use and violence problems within AISD and to identify priorities for substance use and violence prevention

SCOPE AND METHOD

Data Collection

For the 2007–2008 school year, data collection will be designed to support the substance use and violence prevention needs assessment and to promote efforts to monitor program implementation and participation. Descriptive information regarding program implementation and participation will be obtained from AISD financial and administrative records and from reports from program administrators. AISD financial records will be used to summarize Title IV expenditures, and AISD administrative records will provide data regarding program participation for the PAL, INVEST, and Positive Families programs. The private school programs and the AISD counselor and specialists who are funded through Title IV will submit documentation of the programs and services they provide.

Both a student survey and AISD administrative records will be used to provide information for the annual needs assessment. DPE will conduct an annual self-report student survey of substance use and school safety. The student survey will be used to track student knowledge, attitudes, and self-reported behavior over time. In addition, discipline-related data will be extracted from AISD administrative records. Other existing AISD data sources (e.g., the annual Student and Staff Climate Surveys) also may be incorporated into the needs assessment.

Data Analyses

Simple descriptive statistics will be used to summarize the characteristics of the program participants and to describe the services they receive. In addition to descriptive statistics, inferential statistics and measures of effect size will be employed for purposes of the annual needs assessment. For example, inferential statistics will be used to determine whether a change in the reported prevalence of substance use at a school from 2006–2007 to 2007–2008 is likely to have occurred by chance alone. Measures of effect size will be used to determine whether changes should be considered meaningful for indicators that are based on a population sample, such as those derived from the Student Climate Survey.

Time Line

- August 2007: Title IV Program Planning and Program Evaluation forms will be submitted to grant staff for use by the private/non-profit schools and facilities for neglected or delinquent youth.

- September 2007: All the managers of programs funded with Title IV monies will collectively develop a plan to record program activities and track participants throughout the year. Updates will be provided regarding databases and procedures used for tracking (e.g., Student Service Program Atom in SASI).

- November 2007: The AEIS Addendum will be prepared.

- December 2007: Preliminary data regarding program activities and participation will be examined; reminders and assistance will be provided to program managers and data entry clerks, as necessary.

- January–February 2008: The AISD survey of Student Substance Use and School Safety (SSUSS) will be administered; tasks include random sampling and distribution of parental notification letters.

- March–April 2008: Middle and high school campuses participate in the SSUSS survey.

- May 2008: The 2007–2008 SSUSS data will be processed and analyzed.

- June 2008: District- and school-level summaries of the 2007–2008 SSUSS results will be distributed.

- July 2008: Data will be summarized for the TEA Title IV compliance report.

- August 2008: A narrative summary report will be drafted, including program descriptions and needs assessment results.

- September 2008: The narrative summary report will be completed and published.

REQUIRED REPORTING

In addition to responding to occasional ad-hoc reporting requests, DPE will provide two formal Title IV reports for the 2007–2008 school year. The Title IV evaluator will compile the information necessary to complete the annual TEA Title IV compliance report, which includes summaries of participant information and program expenditures. In addition to this report, the evaluator will produce an annual narrative

report that summarizes the results of the needs assessment and provides descriptions of the programs funded through Title IV.

PROGRAM SUPPORT

DPE will provide Title IV evaluation support to the AISD Office of Educational Support Services, campus staff, and the AISD board of trustees. For example, the needs assessment results will be summarized in the annual Title IV report to serve as a planning tool for the Office of Educational Support Services; school-level summaries of the Student Substance Use and Safety Survey results will be provided to campus administrators; and substance use and discipline data will be summarized for reporting to the Board of Trustees. DPE also will respond to ad hoc reporting requests from these and other sources, including external organizations, regarding substance use and violence prevention within AISD.

SPECIAL PROJECTS

Due to funding cuts, evaluation support is unlikely to be available for special projects related to Title IV during the 2007–2008 school year.

TITLE V INNOVATIVE EDUCATION PROGRAM STRATEGIES, 2007–2008

Grant Manager: Julie Lyons, M.A.

Grant Compliance Officer: Alan Towler

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Marshall Garland, M.A.

PROGRAM DESCRIPTION

Title V provides federal funds to states through the Elementary and Secondary Education Act, as amended by the NCLB Act of 2001 (P. L. 107-110). States receive Title V funds based on their school-age population and then allocate at least 85% of these funds to local districts, based on enrollment. Title V can support programs or services with the following targeted assistance:

- Support local education reform efforts that are consistent with and promote statewide education reform efforts
- Implement promising educational reform and school improvement programs, identified through scientifically based research
- Provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials
- Meet the educational needs of all students, including those at risk of dropping out of school
- Improve school, student, and teacher performance through professional development activities and class size reduction

Local education agencies are encouraged to maximize the effectiveness of Title V funds by coordinating with other federal and state programs to provide an integrated, coherent delivery of services to increase student achievement. In 2007–2008, AISD will use Title V funds to support the SCL at AISD campuses and to fund activities and materials at participating private schools and facilities for neglected and delinquent youth in the district's attendance area.

EVALUATION OBJECTIVES

The objective of the evaluation is to provide information for decision makers and TEA regarding program expenditures, the number of students served by Title V funds, and the services provided with the funds.

SCOPE AND METHOD

Data Collection

The evaluator will contact program managers and staff funded through Title V to collect information about program activities, the number of staff trained, and the number of students served for each program. Some of this information may be available from the SCL database. In addition, the evaluator will administer a brief survey to staff at private schools and facilities for neglected or delinquent students to gather information about Title V expenditures. Information regarding other Title V expenditures will be collected from district budget reports.

Data Analyses

Information gathered from various sources will be summarized based on each program or component funded by Title V. Program expenditures will be categorized in accordance with the TEA compliance report.

Time Line

- September 2007: Program managers and campus staff funded through Title V will be contacted to collect information about planned program activities and to inform them that they will be contacted again at the end of the school year regarding the number of staff trained and the number of students served.

- October 2007: Descriptions of funded programs and projected use of funds will be developed and sent to the grant compliance officer, program managers, and campus staff for verification.

- April–May 2008: Program managers and campus staff funded through Title V will be contacted to collect final information regarding program activities, the number of staff trained, and the number of students served.

- June 2008: Descriptive analyses of data for the SCL program will be conducted and summarized.

- July–August 2008: Information about program expenditures will be gathered, and the TEA compliance report will be completed.

- September 2008: A narrative summary report that describes the programs or components supported by Title V funds, their expenditures, the amount of full-time equivalent (FTE) staff funded for each program, and the number of students served in each program will be completed.

REQUIRED REPORTING

AISD is required to submit an annual report to the TEA that provides program expenditures, the number of staff trained, and the number of students served. In addition, at the end of the program year, a brief narrative report will be completed that summarizes each program or component funded by Title V, their activities and expenditures, and the number of students served.

PROGRAM SUPPORT

The evaluator will provide data support to program managers on an as-needed basis to help with program development and improvement. In addition, the evaluator will attend meetings with state and federal accountability staff and program managers regarding Title V expenditures and program activities.

SPECIAL PROJECTS

No special projects are planned at this time.