

PLAN OF WORK: 2007–2008

DEPARTMENT OF PROGRAM EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DPE Publication Number 07.01

PREFACE

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:

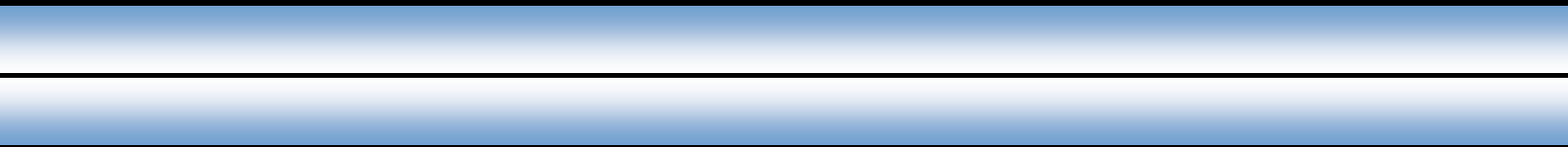
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5. Required reporting, which describes mandatory reporting requirements to funding agencies and other grantors
6. Program support, which describes ongoing support that will be provided to the program over the course of the year
7. Special projects,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

of year benchmark tests in mathematics will be eligible to participate in 2007–2008.
Eligibility for middle school students is based on poor performa

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 response56MCID 2 BDC BT82erT471.72058 .spo2

- 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.

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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 fa

- 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 the

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

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 deve5u5 171.7Tja(i)Tj90008 171.72067

- March–July 2008: TAKS scores for LEP students will be ga

CAREER AND TECHNOLOGY EDUCATION PROGRAMS, 2007–2008

Program Director: Mark Kincaid

Evaluation Supervisor: Karen Alderete, Ph.D.

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 E

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 qua

E-TEAM PROJECTS

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

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
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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.

- 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 s(nist Tm(enc atb9.48 0 0 9.48estions for them(d3.13 Tm2EMC 3002

comprising items from multiple instruments. Multi-level modeling will be utilized to examine the changes in school climate over time.

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

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.

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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.

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 implemen

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 f

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 Fam

SCOPE AND METHOD

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 specialis

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

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.

POSITIVE BEHAVIOR SUPPORT

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

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 Services62 45ts 12IE8o2e12 iww

- Provide additional evaluation support for the new prekindergarten demonstration school

SCOPE AND METHOD

Data Collection

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 an

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.

information regarding program service offeri

- 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 the State for the final

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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

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

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

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 Cam

- 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.

TITLE I PART A AND PART D PROGRAMS, 2007-2008

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 student

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 eli5i3ibleTj0.000317c -0.002 T

- 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

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

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

SES options, and to assess 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

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 particip

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.

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

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 supplem

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
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