

Sustaining Evaluation Efforts After the American Recovery and Reinvestment Act Individuals With Disabilities Education Act

Overview

In June 2009, Austin Independent School District (AISD) received \$17.3 million for initiatives from 2009–2011 under the federal American Recovery and Reinvestment Act, Individuals with Disabilities Education Act (ARRA IDEA). Of the \$17.3 million, \$16.9 million were allocated to IDEA-Part B; the remaining funds were for IDEA Preschool. After set-asides for indirect costs and private schools, \$16.6 million remained.

AISD staff, under the guidance of the superintendent and the district’s board of trustees, and along with community partners, parents, and representatives from nonprofit organizations in Central Texas, targeted the funds for projects that addressed one or more of the following goals:

1. Eliminate the student achievement gap
2. Reduce disproportional representation of special education students, especially minority students¹
3. Improve special education processes
4. Reduce student dropout and increase graduation rates
5. Improve teacher quality and evaluate programs

Project staff maintained transparency with stakeholders, set measurable goals, monitored their own progress, reported results regularly, and created sustainability plans for project services and activities, where appropriate. Some grant funds supported evaluation of ARRA IDEA projects by AISD evaluation staff. A separate grant summary report² provides a more detailed analysis of the progress made by ARRA IDEA toward the goals mentioned above.

Project managers were tasked with developing plans for continuation of selected project activities beyond ARRA IDEA funding. Examples of activities mentioned in sustainability plans include building staff capacity through professional development opportunities; placing resources (e.g., lesson plans, parent letters) on district servers that staff can access continually and easily; improving procedures and processes (e.g., staff management of students’ information through district servers); and purchasing classroom materials (e.g., books, software) that can be used by students, staff, and parents for years to come.

The purpose of this report is to provide project staff with a planning guide to sustain project evaluation practices (e.g., resources inside and outside of AISD for those practices), as needed, so they can continue to evaluate the effectiveness of their projects after grant funding has ended. These resources and suggestions support building staff’s capacity to include evaluation in their efforts to plan, manage, and improve the projects and programs with which they work.

¹ Disproportionality refers to the over- or under-representation of a given population group, often defined by racial and ethnic backgrounds, socioeconomic status, national origin, English proficiency, gender, or sexual orientation, in a specific population category.

² This report is available online at <http://www.austinisd.org/inside/accountability/arra/sped-idea.phtml> or at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>

Why Evaluate?

A program or project can be evaluated for a variety of reasons. Sometimes evaluation is required by a funder, as in the case of the federal ARRA IDEA grant. In addition, program evaluation is used as a tool for program or project management (e.g., to gather information for assessing needs, monitoring ongoing improvements, demonstrating value to stakeholders, informing decisions made about program continuation, and planning future projects). As described in a report by the Public Education Leadership Project at Harvard University (2010), building in assessment and analysis of activities throughout the program management process is a critical aspect of program improvement (see Appendix A). This view has been supported by other organizations that recommend building in evaluation from the beginning of a project or program (see McREL, 1999). A participatory approach to evaluation is supported as a critical way to empower staff and other stakeholders to use evaluation and data gathering or analysis, and simultaneously build staff capacity while improving programs (Cousins & Whitmore, 1998). Patton (2008) described evaluation in terms of whether and how evaluation results are used. A publication by the Joint Committee on Standards for Educational Evaluation (1994) explained basic evaluation guidelines and professional standards to help ensure evaluations are useful, feasible, ethical, and sound.

Overview of Program or Project Evaluation

Approaches to evaluation differ and can vary in purpose, type, scope, length, and complexity. A brief description of some of the basic characteristics of evaluations follows.

Formative and Summative Evaluations

In formative evaluation, programs or projects are assessed during their development or early implementation to provide information about how best to revise and modify for improvement. This type of evaluation often is helpful for pilot projects and new programs, but can be used for progress monitoring of ongoing programs. In summative evaluation, findings often are used to help decide whether a program should be adopted, continued, or modified for improvement. Both evaluation methods are recommended for use when possible to provide program staff with ongoing feedback for program modifications (formative), as needed, as well as periodic review of long-term progress on major program goals and objectives (summative) to meet regular reporting requirements (e.g., grantor, agency, organizational manager).

Extent and Complexity of Evaluations

Evaluations should and can be an essential part of short-term or long-term program planning. Evaluation plans should be considered at the same time the program or project is being planned. As Covey (2004) suggested, staff should begin with the end in mind. By planning for evaluation, the staff team can build in methods for measuring whether the project or program is meeting its goals and objectives. Thus, evaluation becomes a part of good project or program management. The duration of the evaluation, which may vary from program to program, depends on a number of factors (e.g., availability of funding, prescribed timeline for program reporting, and expected timeline for program impact).

Evaluations can vary in scope from simple to complex, and evaluations can be conducted on very small projects, medium size initiatives, and large programs. The scope of evaluation usually is dependent on the number of program components being evaluated; the resources available to support evaluation work (e.g., staffing, funding); the timeframe available to complete the evaluation (e.g., whether results

are needed immediately or over a period of time); and the value placed on the outcomes of an evaluation (e.g., whether the information will be used for critical decisions).

The remainder of this report provides guidance and suggestions for staff who need to conduct evaluation activities themselves or who need to know the types of critical questions and issues to address when working with someone who is providing evaluation support. One of the reference sources used for this summary is the National Science Foundation (NSF) User-Friendly Guide to Project Evaluation (2002).

Getting Started

Evaluation activities can be focused on one or more possible topics. Sanders (1992) suggested examples of educational activities or projects that could be the focus of an evaluation (see Appendix B). For the evaluation to be useful, project managers and their teams should determine and clearly articulate what the program or project is supposed to accomplish. In many cases, the program outcomes already have been determined in some general way. The challenge is to make sure that outcomes are clearly and specifically defined, measurable, and agreed upon by all key stakeholders and decision makers involved with the project.

The first step is to define how program goals relate to objectives, activities, measurable benchmark measures (if appropriate), and outcomes. The NSF (2002) guide to project evaluation outlines a simple, step-by-step approach to defining questions related to program goals and objectives (see Appendix C). In relation to this process, it is critical to determine the project timeframe. By developing a logic model or project management process model, all of the necessary components of an evaluation can be laid out in conjunction with how the project or program is designed to be carried out over time. Several resources on logic modeling or project management exist, yet a simple matrix (see Appendix D) can be used to begin an evaluation plan. In planning evaluation, consider the following in designing your logic model or project management plan:

- What you want to get out of the evaluation?
- How will project data be collected, entered, and analyzed?
- Who will carry out various project tasks, including evaluation and reporting?
- Does the project have critical due dates for information?
- What are supports and possible barriers (e.g., logistics)?

Appendix E provides some of the factors that may influence a program evaluation. These factors may be internal to the program, characteristic of the organization, or external to the program or organization. Consider whether these factors may be influencing your project or program. Examples of these factors include but are not limited to practicality, feasibility, timelines, cost, data availability and quality, reporting demands, and stakeholder interests. As pointed out in the United Way of America's (1996) guide on measuring program outcomes, although outcome measurement is an expected part of most program monitoring and accountability efforts, it needs to be both practical and feasible, given that program resources and time available often are limited.

Data Types and Data Collection

Many data types, sources, and methods are available for collecting data in program or project evaluations. Two main categories of data are quantitative data and qualitative data, both of which are useful for evaluations. Quantitative data usually can be represented in numerical form, such as numbers of individuals served by a program, percentages of students passing an achievement test, and frequency with which a program service was offered on a monthly basis. Qualitative data often refer to data that provide information about opinions, attitudes, or reported behaviors, and this type of data also can be quantified.

Data can be gathered in numerous ways, including access to large data sets from electronically stored data systems, archival information, surveys or questionnaires, tests, interviews, and observations. It is important to determine what data sources and methods will be the most appropriate and feasible for the program or project. Always check to see if some data already are available so efforts to gather information are not duplicated. If feasible, try to obtain multiple sources of data to ensure that you have enough data from several perspectives to support your evaluation. Appendix F contains a suggested list of possible data sources and methods related to public education, including some sources specific to AISD.

It is important to be aware of any local, state, and federal regulations that have an impact on activities, data sources, and methods you use in a program or project evaluation. Many organizations must observe the federal Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) regulations, which protect students' identity and personal information as well as protect their right to choose whether to participate in a project.³ In addition, the American Evaluation Association provides guiding principles for conducting evaluations.⁴

Data Analysis and Interpretation

Data analysis can range from being very simple (e.g., counting the number of people served by a program) to very complex (e.g., predicting the relative impact of two experimental programs and of a control program on different groups of people over a long period of time). Consultation with someone who has experience in data analysis and interpretation is recommended. In most evaluations, data analysis starts with descriptive results, such as frequencies, percentages, and averages. These are examples of quantitative data. When qualitative data are collected and analyzed, some descriptive statistics can be used as well to quantify results (e.g., percentages of people who agreed or disagreed about the services they received). Qualitative data analyses also can include the summarization of common themes expressed during interviews, in open-ended survey comments, or in written journal notes.

Depending on the scope of the project, data analyses can show that a project or program has produced seemingly large and significant⁵ outcomes, but not necessarily any meaningful outcomes. For example, if students in a program showed a significant 2-point gain on an achievement test, while students who did not participate in the program had no gain or only a 1-point significant gain, does the extra cost of

³ For more information about FERPA and PPRA, go to <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> and <http://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>

⁴ For more information on guiding principles of evaluation, go to <http://www.eval.org/GPTraining/GPTrainingOverview.asp>

⁵ Statistically significant results are not likely to have occurred by chance, as determined by a significance test.

supporting the program outweigh the 2-point gain on the test? It also is important to determine whether the results of the analyses are based on a representative group of people being examined or targeted in the project so that outcomes can be generalized to other similar groups. For example, if a program seemed to produce benefits for students with a learning disability, would it have similar positive benefits for students with an emotional disturbance? Also, consider whether the results can be repeated if the project or program recurred under different circumstances or in different locations. In some situations, the results of one data analysis may conflict with those of another. In either case, efforts should be taken by program staff to understand whether results are meaningful and significant, and, if applicable, to investigate the reasons different program analyses have disparate results.

Often, data can be explained or interpreted in more than one way because many factors influence results in the field of education. The way in which the results of a data analysis are interpreted is important, regardless of whether the results are good, bad, or neutral. How results are perceived, shared, and used by program staff and/or the evaluator with others (whether inside or outside the organization) will affect people's decisions and perceptions about the programs or projects. Careful consideration should be made when deciding what information is shared and how it is shared. Clear expectations and agreements should be communicated prior to the beginning of an evaluation so all key stakeholders are aware of how evaluation information will be communicated and used. Fair, objective, and informed data interpretation is essential for effective program evaluation.

Data Presentation and Use

Results from evaluation data analyses can be presented in informal or formal reports and in meeting presentations or handouts, as well as in narrative paragraph summaries, lists, tables, graphs or charts, and word clouds.⁶ The presentation method chosen should match the audience receiving the information. Most grantors require and provide a report template or form to use when submitting results of a funded program or project evaluation. When summarizing and presenting results to key stakeholders for a program, including those who may be served by the program, information should be included that makes sense to these individuals; is relevant to their role in the program; and if appropriate, specifies action steps or recommendations. A brief explanation of the methods of data collection and analysis should be included in the presentation of results so that the stakeholders are fully informed about the evaluation. Consider whether gathering feedback from people during your data presentation would be valuable or whether a one-way provision of information would be preferable. In settings such as meetings or conferences, determine at the outset whether time will be available for questions and answers or other discussion after the presentation of results has been completed. If time does not allow for follow up, the presenter can provide his or her contact information to those who have questions or comments, or a separate time can be set aside for further discussion of the evaluation results.

Another challenge for some program or project staff is how and whether evaluation information is used. Ensuring the use of your evaluation results may require setting aside specific time with key decision makers or others who can and will act on the findings. Creating opportunities for the timely discussion of results will help ensure the evaluation findings are used. The ways the evaluation results are presented and discussed should lend themselves to actionable outcomes. Follow up with decision

⁶ A word cloud is a pictorial method for showing words individually sized to highlight their frequency of occurrence within the body of text.

makers may be necessary to ensure your evaluation results do not remain unused. Think about how your results may look to others not directly related to the project's daily activities.

How AISD Department of Research and Evaluation (DRE) Staff Can Help

AISD DRE staff provide program evaluation support and services in a variety of ways. All DRE work is funded through local, state, or grant sources that are described annually in the department's evaluation plan.⁷ The scope of the evaluation work depends on the amount of funding provided and extent of evaluation activities outlined in each program or project evaluation plan. The department's goal is to support all stakeholders by providing information that clients at every level use to make critical decisions. This goal is defined through three objectives:

- Provide user-friendly, accurate information targeted to needs
- Communicate effectively with central office and campus staff
- Establish integration with the district leadership process

The DRE menu of services includes the following:

- Consultation
 1. Planning
 2. Logic modeling
 3. Survey designing
 4. Sampling
 5. Collecting data
 6. Summarizing data
 7. Making referrals, as needed, to independent evaluation consultants (external to AISD)
- Data collection
 1. Gathering data from AISD data sources and systems
 2. Requesting or gathering data from Texas Education Agency or other external agencies
 3. Combining data sets
 4. Administering surveys
 5. Creating and administering specific data collection forms
 6. Observing and collecting information on activities
 7. Leading interviews or focus group discussions
- Assistance with data collection, interpretation, and reporting
 1. Designing methodology
 2. Developing surveys
 3. Interpreting survey data
 4. Reporting or presenting findings
- Ad hoc data requests/reporting (see <http://www.austinisd.org/inside/accountability/research/guidance.phtml>)⁸
 1. Surveys (design, administration, analysis)
 2. Student academic achievement
 3. Data for monitoring parts of the district's 5-year strategic plan

⁷ DRE evaluation plans can be found at <http://www.austinisd.org/inside/accountability/evaluation/agenda.phtml>

⁸ All of DRE's recently published reports can be found at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>

4. Data for grant applications and grant reporting
5. Student, staff, and parent data summaries
- District and campus surveys (see http://www.austinisd.org/inside/accountability/evaluation/survey_reports.phtml)
 1. Employee coordinate survey
 2. Teacher survey
 3. Staff climate survey
 4. Student climate survey
 5. High school exit survey (only seniors)
 6. Parent survey
 7. Central Office work environment survey

Examples of Recent Evaluation Work With AISD Special Education

Planning and Reporting

At the beginning of the ARRA IDEA grant in AISD, a template scope document was developed through the collaboration of the Special Education Department's grant leadership team and the program evaluator for the grant. Each project team used this project tracking document to record information in the following categories: team membership, goals and objectives, activities implemented, measurable outcomes, staff funded for the project, other project expenses, and meeting minutes. During the first year of the grant, the document helped team members formulate the details of their project activities and keep track of the discussions that occurred each time they met. It also provided a way for the teams to provide updates, as needed, to the Special Education Department's grant leadership team in meetings held every 6 to 8 weeks. As the grant continued in its second year, the document was used primarily for recording meeting minutes.

For the mid-year and annual reporting process, the program evaluator, in collaboration with grant managers, created documents for each project team to use in documenting and reporting its project's results and identifying progress toward meeting grant goals. These documents showed the alignment of project goals, objectives, activities, and key indicators of results. At the mid-year reporting period and at the end of the first-year reporting period, each project had an implementation indicator to show whether the project was partially implemented, fully implemented, or not yet started. Because so many projects were funded through the grant, these reporting documents were helpful in summarizing all project outcomes conveniently and efficiently. These reports were used throughout the grant. However, by the end of the 2-year grant, when final reporting occurred for each project, a separate reporting form also was provided to staff as a supplement to allow project teams to give a narrative description of their project's goals, objectives, successes, challenges, and sustainability activities. This additional reporting opportunity allowed for a more in-depth explanation of factors that had an impact on the projects' successes and challenges in meeting goals. Most importantly, this narrative report form allowed project staff to give examples of comments from project participants, as well as describe how their project's efforts would be sustained after the grant ended.

Prior to the end of the grant, the program evaluator also provided a data collection and report planning document for project teams to use when thinking about all aspects of their projects and when considering their data needs for each component of their project prior to the end of the grant. On this matrix form, the project team members could note any specific data collection, data analysis, or

reporting assistance they would need from the program evaluator. Depending on project evaluation needs, the form was used by some but not all teams. The planning form helped project team members keep track of all critical outcome measures associated with their project's activities. After the form had been completed and submitted to the program evaluator, the evaluator followed up with that team to provide requested assistance.⁹

Surveys

The following are examples of surveys and support provided by staff in DRE to Special Education Department staff efforts.¹⁰

- Surveys were administered to Preschool Program for Children with Disabilities (PPCD) parents, staff, and community members; DRE staff analyzed and reported results of the survey to program staff. This survey's results provided feedback about AISD's PPCD evaluation process for young children referred for evaluation and possible referral to special education. The results were used for program improvement and for project accountability.
- Pre- and post-surveys were administered to PPCD pre-literacy project staff and parents. DRE staff entered and analyzed survey results for parents and teachers about students' progress as a result of receiving in-home training to promote academic and behavioral skills. DRE staff produced a report that was used for program accountability and improvement.
- In the best practices project to examine schools with successful Texas Assessment of Knowledge and Skills (TAKS) participation and passing rates for special education students in reading and/or mathematics (math), AISD DRE staff and Special Education staff used surveys and interviews to gather information from campus staff about their best practices to help students be successful. DRE staff produced a report, and this information was shared at a campus training session.
- DRE staff entered, analyzed, and reported results from surveys taken by parents who received the *Becoming a Love and Logic Parent* training.
- Online surveys were created and administered to students who used curriculum/intervention software and to the teachers of those students. DRE staff provided summaries of surveys' results to project team members. These results were used for project accountability and improvement.
- DRE staff created, administered, analyzed, and reported results from a principal survey about recommendations for priorities in using ARRA IDEA funds. The results were used to guide second-year grant program decisions.
- DRE staff created, administered, analyzed, and reported results from a community meeting survey about staff's and community members' recommendations for AISD special education priorities. The results were used to guide second-year grant program decisions.
- Non-ARRA IDEA activities:

⁹ Examples of published reports for ARRA IDEA projects are available at the AISD ARRA IDEA website, <http://www.austinisd.org/inside/accountability/arra/sped-idea.phtml>, and at the DRE website, <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

¹⁰ See examples of survey summary reports at the DRE website http://www.austinisd.org/inside/accountability/evaluation/survey_reports.phtml

1. Efforts were made to get special education students to participate in the senior (12th-grade) student exit survey coordinated by DRE and administered at the high schools.
2. In the annual employee coordinated survey, administered by DRE, questions were submitted by staff from the Special Education Department, included in the survey, and sent to a sample of campus staff for feedback about services.

Data Analyses

The following are examples of data analyses and support provided by DRE staff to Special Education Department staff.

- In the project that provided campus funds to help eliminate the achievement gap, DRE staff provided TAKS performance analysis for special education students who received intervention in reading and/or math. A summary report of TAKS results for all AISD special education students was provided. In these reports, results were provided by school, by subject tested, by test version, and by grade level.
- An analysis and report was produced about special education students' TAKS performance, course passing rates, and special education referral rates for students who participated in a computer-based curriculum intervention project.
- Non-ARRA IDEA activities:
 1. In a report about postsecondary outcomes, results were included for special education students.
 2. Special education status was included in department analyses and reports, whether for program evaluation or ad hoc data requests. Special education status also was included in district data reporting systems (e.g., Futrix, Mizuni, Schoolnet, Standard Aggregate Reports).

Summary

Sustaining program or project evaluation efforts after grant funding has ended requires planning, efficient use of resources, and an agreed upon need for evaluation information when making important decisions about outcomes from program or project activities. When evaluation information is valued by program staff and other critical decision makers, then evaluation can be sustained, even on a small scale. As educational funding becomes more competitive and measurable results are expected by funders and the public, the inclusion of evaluation activities in program or project planning, implementation, and monitoring will continue to be important.

Appendices

Appendix A: Public Education Leadership Project (PELP): A Problem-solving Approach to Designing and Implementing a Strategy to Improve Performance: Synopsis



Source. Public Education Leadership Project at Harvard University (2010)

Appendix B. Examples of Possible Focus Points for School and/or District Evaluations

- Program needs assessments: to establish program goals and objectives
- Individual needs assessments: to provide insights about the instructional needs of individual learners
- Resource allotment: to provide guidance in setting priorities for budgeting
- Processes or strategies for providing services to learners: to provide insights about how best to organize a school to facilitate learning
 - ✓ Curriculum design: to provide insights about the quality of program planning and organization
 - ✓ Classroom processes: to provide insights about the extent to which educational programs are being implemented
 - ✓ Materials of instruction: to provide insights about whether specific materials are indeed aiding student learning
 - ✓ Monitoring of student progress: to provide insights about the effort and persistence of learners
 - ✓ Teacher effectiveness: to provide insights about the effectiveness of teachers in aiding students to achieve goals and objectives of the school
 - ✓ Learning environment: to provide insights about the extent to which students are provided a responsive environment in terms of their educational needs
 - ✓ Staff development: to provide insights about the extent to which the school system provides the staff opportunities to increase their effectiveness
 - ✓ Decision making: to provide insights about how well a school staff – principal, teachers, and others – makes decisions that result in learner benefits
 - ✓ Community involvement: to determine the extent to which community members can aid in the decision-making process of the school
 - ✓ Board policy formation: to provide insights about the extent to which the board is using its authority to communicate its expectations to the staff
- Outcomes of instruction: to provide insights about the extent to which students are achieving the goals and objectives set for them

Source. Sanders (1992)

Appendix C: Sample Goal and Objective Worksheet

Goal and Objective Worksheet

1. Briefly describe the purpose of the project.
2. State the above in terms of a general goal.
3. State an objective to be evaluated as clearly as you can.
4. Can this objective be broken down further? Break it down to the smallest unit. It must be clear what specifically you hope to see documented or changed.
5. Is this objective measurable (can indicators and standards be developed for it)? If not, restate it.
6. Once you have completed the above steps, go back to #3 and write the next objective. Continue with steps 4, and 5, and 6.

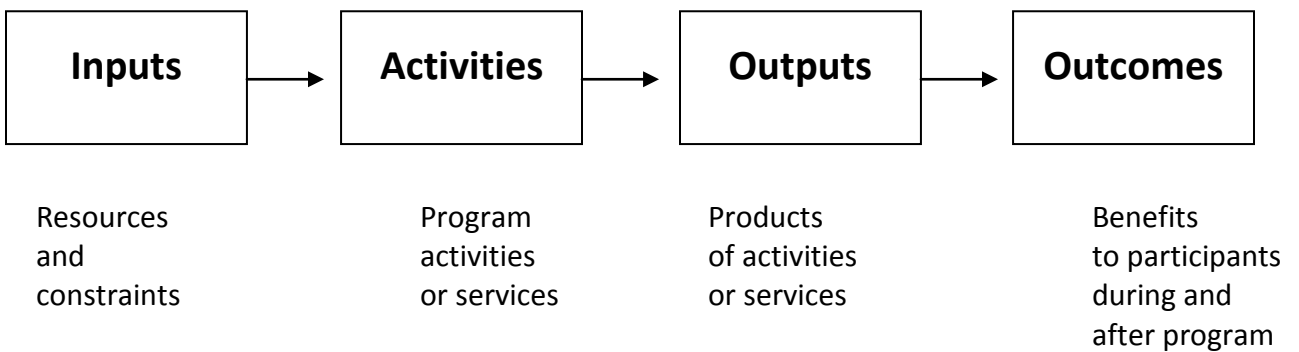
Source. National Science Foundation (NSF) (2002)

Appendix D. Planning Matrix and Logic Model

Sample Project Management Planning Matrix Template

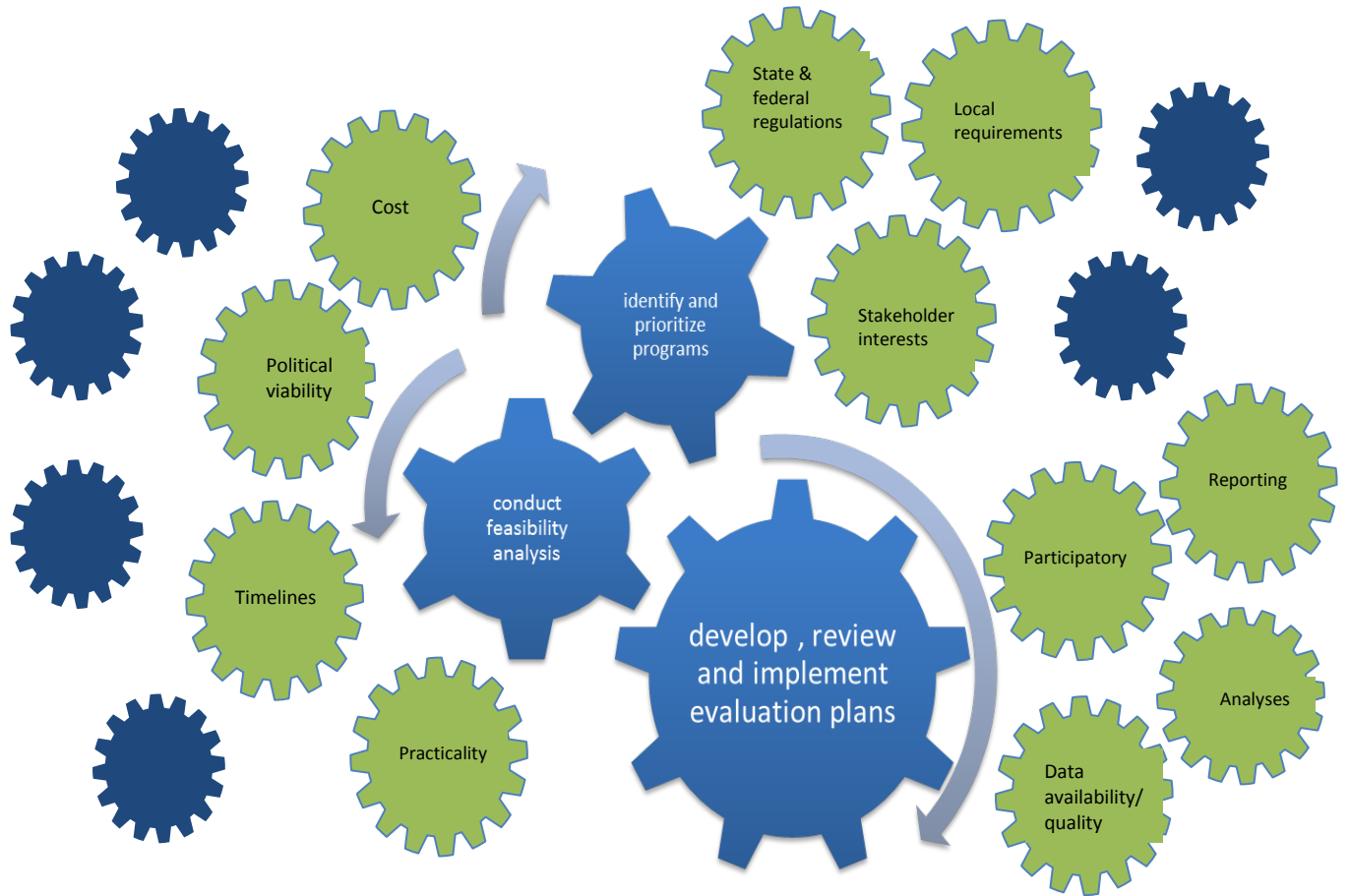
Program goals, objectives and evaluation questions	Who is responsible	Target groups	Activities	Timeline of activities	Expected outcomes	Data sources and methods	Data analyses and reporting

Sample program outcome logic model



Appendix E. Possible Factors Influencing Program Evaluation

The Way It Works



Source. Looby et al. (2010).

Appendix F: Possible Educational Data Sources and Collection Methods

Professional development opportunities

- Records of attendance at school- or district-sponsored events, dates, hours, subject matter, extent to which all staff or campuses are trained
- Attendance at other professional development sessions (sign-in sheets, electronic attendance rosters)
- Agendas, handouts, other documents
- Budget allocation and expenditures
- Participant feedback (e.g., comments during professional development sessions, paper or electronic surveys at the end of the event, follow-up surveys [paper or electronic] after the event)
- Impact data— does participation in professional development opportunities bring about change in staff practice or how does it have an impact on factors such as students' grades, behaviors, test performance, and attitudes (e.g., consider staff reflections, classroom observations, teacher classroom products and practices, focus group discussions, surveys, examination of students' change in behavior or performance)

Students (individual change over time, all students' change over time, or comparisons among groups)

- School attendance (number, type of absences)
- Academic performance (state assessments, course grades, benchmark measures, portfolio documents, other progress measures)
- Academic intervention records (e.g., rosters of students who have received intervention)
- Discipline incidents (number, type)
- Special education records
- Feedback from teachers, counselors, parents (e.g., notes, surveys)
- Promotion, retention, dropout, progress toward graduation requirements (district records)
- Observations (notes, audio, or video)
- Focus groups (notes, audio recordings)
- Surveys (paper or electronic)

Parents and Family

- Outreach or contact with parents (e.g., numbers contacted)
- Measures of parent activities (e.g., numbers of parent activities held, and numbers of parents and family members attending school- or student-related activities)
- Opinions and perceptions (e.g., survey, focus groups, interviews, one-on-one meetings)
- Parent-school meeting process and outcomes
- Numbers of complaints; numbers of resolved issues
- Personal communications
- Budget allocation and expenditures

Program and Activities

- Budget allocation and expenditures
- Staffing and human resource records (e.g., hires, resignations, roles or assignments, changes, certification, educational degrees)

- Initiation of activities (logs, updates from staff, other documentation)
- Progress made in activities (logs, updates from staff, other documentation)
- Activities completed (logs, updates from staff, other documentation)

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