

PROGRAM EVALUATION PLANS: 2005-2006

DEPARTMENT OF PROGRAM EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DPE Publication Number 05.01

PREFACE

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

Each year, DPE staff develops this planning document to outline the scope of work for the year. The document identifies programs to be evaluated and services to be provided during the program cycle. The plans for each program or service describe the blueprints for the evaluation staff to follow throughout the year. Evaluation plans are developed through an interactive process involving the staff of DPE, the program staff and managers, and the Executive Director of Accountability to ensure that the proper and most critical information needs will be addressed in a timely and useful manner in the coming year.

DPE staff work throughout the school year to carry out evaluations and to prepare evaluation summaries for various stakeholders. At the end of each program cycle, DPE staff submits mandated reports to federal, state, and local funding agencies and also develops narrative reports by summarizing program implementation and outcomes. Program staff and district decision-makers use these reports to make programmatic and budgetary decisions for the district.

In addition to the specific program evaluation activities described above, DPE staff coordinates research requests with external agencies, such as universities and governmental organizations, and routinely handles internal and external data analysis requests. DPE staff also conduct annual surveys of district students, parents, and staff that are used to monitor Board Results and Executive Limitations policies and to inform campus and district improvement efforts.

Following is the scope of work for the 2005-2006 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;
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 of the evaluation or service; and
4. Scope and method, which delineate the breadth of the evaluation or service and the methods by which relevant data will be collected and analyzed.

Readers of this document are encouraged to direct their comments and questions about the planned evaluations and services to the DPE contact persons named in the overviews.

TABLE OF CONTENTS

PREFACE 2

TABLE OF CONTENTS 4

DPE ORGANIZATION CHART 2005-2006..... 6

2005-2006 EVALUATION OVERVIEWS 7

 Accelerated Reading Instruction And Accelerated Mathematics Instruction..... 8

Program Description 8

Evaluation Objectives 9

Scope and Method..... 9

 Bilingual Education and English as a Second Language Programs 11

Program Description 11

Evaluation Objectives 12

Scope and Method..... 12

 Coordination of External Research and Evaluation in AISD 14

Description..... 14

 Dell Foundation College Readiness Programs, 2005-2006 15

Program Description 15

Evaluation Objectives 16

Scope and Method..... 16

 E-Team Special Projects 17

Program Description 17

Evaluation Objectives 17

Scope and Method..... 17

 Emergency Response and Crisis Management Grant Program 18

Program Description 18

Evaluation Objectives 19

Scope and Method..... 19

 Employee Coordinated Survey 20

Description..... 20

Evaluation Objectives 21

Scope and Method..... 21

 Gear Up Austin: Impacting Lives Project..... 23

Program Description 23

Evaluation Objectives 23

Evaluation Questions 23

Scope and Method..... 23

 Optional Extended Year Program 25

Program Description 25

Evaluation Objectives 26

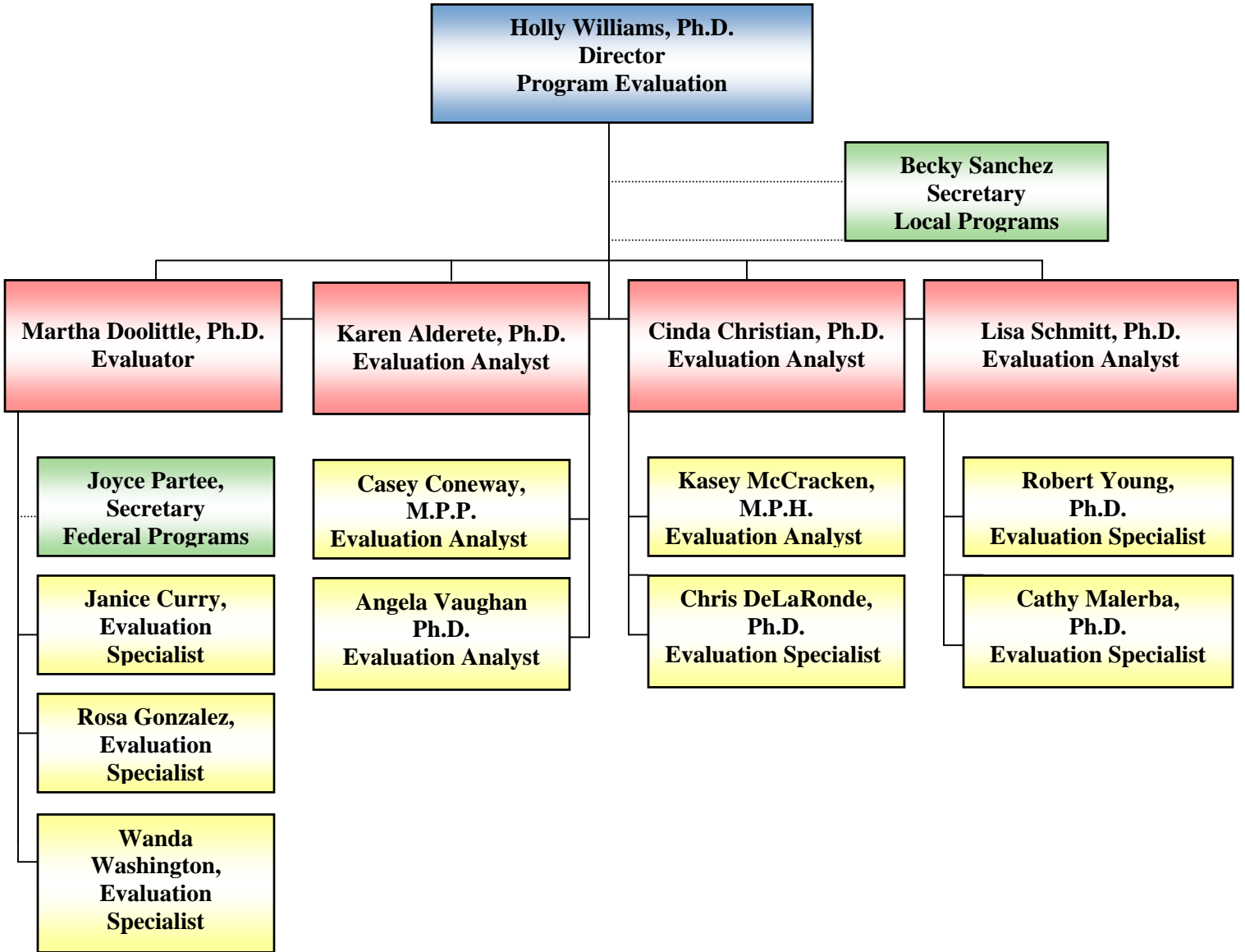
Scope and Method..... 26

 Parent and Community Involvement 28

Program Description 28

<i>Evaluation Objectives</i>	29
<i>Scope and Method</i>	30
Post-Secondary Enrollment Follow-Up on AISD Graduates	32
<i>Program Description</i>	32
<i>Evaluation Objectives</i>	32
Prekindergarten Program	33
<i>Program Description</i>	33
<i>Evaluation Objectives</i>	33
<i>Scope and Method</i>	33
Reading First.....	36
<i>Program Description</i>	36
<i>Evaluation Objectives</i>	37
<i>Scope and Method</i>	37
State Compensatory Education Program	38
<i>Program Description</i>	38
<i>Evaluation Objectives</i>	38
<i>Scope and Method</i>	39
Texas Accelerated Science Achievement program.....	40
<i>Program Description</i>	40
<i>Evaluation Objectives</i>	40
<i>Scope And Method</i>	40
Texas High School Redesign and Restructuring Grant: Johnston High School	42
<i>Program Description</i>	42
<i>Evaluation Objectives</i>	42
<i>Scope And Method</i>	43
Title I Part A and Part D Programs	44
<i>Program Description</i>	44
<i>Evaluation Objectives</i>	46
<i>Scope and Method</i>	46
Title II Part A, Teacher and Principal Training and Recruitment Fund	51
<i>Program Description</i>	51
<i>Evaluation Objectives</i>	51
<i>Scope and Method</i>	52
Title IV Safe And Drug-Free Schools And Communities Program	54
<i>Program Description</i>	54
<i>Evaluation Objectives</i>	55
<i>Scope and Method</i>	56
Title V Innovative Education Program Strategies	58
<i>Program Description</i>	58
<i>Evaluation Objective</i>	60
<i>Scope and Method</i>	60

DPE ORGANIZATION CHART
2005-2006



2005-2006 EVALUATION OVERVIEWS

**ACCELERATED READING INSTRUCTION AND ACCELERATED
MATHEMATICS INSTRUCTION**

Grants Manager: Peggy Mays
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Janice Curry

PROGRAM DESCRIPTION

The Accelerated Reading Instruction (ARI) entitlement from the Texas Education Agency provides funds to school districts to improve literacy and reading skills of kindergarten through grade 6 students at risk of reading difficulties, including dyslexia. A parallel component of the state initiative, Accelerated Mathematics Instruction (AMI), provides early mathematics intervention for kindergarten through grade 6 students who are at risk of difficulty in mathematics. Both grants are part of the state's Student Success Initiative, which requires all Texas third and fifth graders and eighth graders in 2007-08 to pass the TAKS reading and mathematics assessments to be promoted to the next grade level. At this time, additional information is not available regarding specific program guidelines.

AISD's accelerated instruction plan for 2005-2006 will have an emphasis on reading and mathematics instruction for grades 3 through 6, although K-2 grades can be served based on need. Other funds may supplement the services provided to students (see Optional Extended Year Program evaluation plan elsewhere in this document). An additional allotment may be used during summer session for students who fail TAKS reading at grades 3 and 5 and TAKS math at grade 5. All teachers providing instruction will have completed specific professional development prior to the beginning of the program.

Each program year, teaching staff will use the diagnostic assessments outlined below to identify children who are having difficulty with reading or mathematics. These children will participate in one of several intervention sessions offered during the school year by campus staff. In reading, curriculum materials aimed at improving specific literacy skills will be used according to the needs of the children. Accelerated reading groups will be small (no larger than ten students) and will be offered after school. A final session may be offered in June to serve students who have failed the grade 3 or 5 TAKS reading assessments in the spring. The goal is for these children to receive additional

accelerated instruction and to pass the TAKS offered in the summer so that they can be promoted to the next grade. Student eligibility for receiving accelerated reading instruction will be based on the following reading assessments administered during the school year: *Texas Primary Reading Inventory (TPRI)*, *Tejas LEE*, *Developmental Reading Assessment (DRA)*, *Flynt-Cooter (FC)* informal reading inventory, district benchmark assessments, and *TAKS Reading* (students who failed either the first or second administration).

For mathematics eligibility, students who failed the 2005 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 2005-2006. The curricular materials will be appropriate to the needs of the children receiving intervention. Program sessions will be offered either before or after school, and intervention group size will be small. A summer session may be available for fifth grade mathematics acceleration with an opportunity to retake and pass the grade 5 TAKS in mathematics so that the students can be promoted.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. gauging the district's efforts to meet the district and state goal that all students will read at or above grade level upon exiting third grade and fifth grade;
2. assessing the district's efforts to meet the district and state goal that all students will be able to meet fifth grade TEKS mathematics achievement requirements; and
3. providing information for decision makers on program implementation and effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The evaluation will monitor the progress of those students who participate in this program throughout the year. Pre- and post-test assessment data will be collected and analyzed. In addition, data will be summarized for those students who participate in the program and take TAKS in 2006. Student participation in reading or mathematics interventions funded by a source other than these Accelerated Instruction funds will be documented during the year. The analysis of these data will be the same as for those students served by Accelerated Instruction funds to inform decision makers regarding the

implementation of best practices across programs. Other quantitative data to be examined will include budget expenditures, student demographics, and the number of students on grade level in reading and in mathematics at the beginning and end of the program. Curriculum staff, including program managers, will be surveyed about the quality of the programs. Recommendations for the 2006-2007 program will be made based on findings gleaned from all data collected. Two reports will be produced that summarize the grant program results, one for the Texas Education Agency, and one for publication in the district.

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

Program Director: Martha Garcia
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Rosa María González

PROGRAM DESCRIPTION

Texas law requires that upon entry to a school district, all students with a Language Other Than English (LOTE) 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 dual-language instruction including instruction in the home language and English as a Second Language (ESL) offered in grades prekindergarten through 6 (elementary). BE is provided only to students in any language classification for which there are 20 or more students enrolled in the same grade level, and parent permission is required.
2. English as a Second Language (ESL), a program of specialized instruction in English provided to students not receiving bilingual education and to students whose parents refuse dual-language instruction. Parent permission is required. The program is offered in middle and high schools to students in grades 6-12.

The No Child Left Behind Act of 2001 includes the Title III, Part A Grant, Language Instruction for Limited English Proficient and Immigrant Students (P.L. 107-110) (see legislation at <http://www.ed.gov/legislation/ESEA02/pg39.html>). The grant provides funds to school districts to assist in teaching English to LEP (ELL) students at all grade levels, so that these students meet the same challenging state academic standards required of all students. These supplemental funds may be used to: (a) support specialized student instruction, (b) provide professional development to staff, (c) acquire instructional supplies and materials, (d) provide community/family coordination and outreach for ELL children and their families, and (e) other relevant efforts. In addition, the school district must provide ongoing assessment and evaluation of student academic progress in English language proficiency (reading, writing, listening, speaking) and in meeting the state academic standards as measured by the state-mandated test, the *Texas*

Assessment of Knowledge and Skills (TAKS). The Austin Independent School District has been allocated from TEA, \$2,343,568 (including \$513,584 in immigrant funds) in Title III Grant funds for planning purposes in 2005-2006. Other state and local funds also will help support the education of ELLs.

Austin ISD will continue to implement major bilingual and ELL instruction and curriculum initiatives in 2005-2006. These initiatives include English Learners and Educators Versed in Academic Rigor (ELEVAR) at all grade levels, and secondary programs such as the International High School (IHS), Acceleration of Students' Academic Progress (ASAP) with the curriculum-based READ 180 program, Sheltered Instruction Observation Protocol (SIOP), and the Summer ESL Immigrant Institute. At the elementary level, the summer bilingual education academy will focus on instruction in prekindergarten through grade 6.

Both elementary and secondary initiatives are intended to raise the academic achievement of English language learners by providing students with access to a rigorous curriculum that ensures students will gain content knowledge and academic English for successful progress toward graduation and beyond. These initiatives provide professional staff and administrators with increased knowledge of instructional strategies, such as sheltered English in the content areas, to accelerate instruction for English Language Learners.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. Documenting the impact of the district's BE/ESL Programs on ELL students' academic performance in reading, writing, listening, and speaking, per federal and state law.
2. Providing information for district decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

To comply with local, state and federal evaluation and reporting requirements, the evaluation will focus on assessing the impact of the district's Bilingual Education (BE) and English as a Second Language (ESL) Programs on the academic progress of its ELL students, including the extent to which they are becoming proficient in English. In

response to these program goals and evaluation requirements, the following progress and performance indicators will be investigated for the 2005-2006 evaluation:

1. Student performance will be gauged on state-mandated academic assessments for ELL students served, ELL students who have exited program service, and immigrant students. Assessments include Texas English Language Proficiency Assessment System (TELPAS), which consists of the Reading Proficiency Test in English and the Texas Observation Protocol, Tejas LEE or Texas Primary Reading Inventory (TPRI), and the Texas Assessment of Knowledge and Skills (TAKS); and
2. A summary of district professional development completed by district staff in BE/ESL subject areas.

Completion of the district program narrative report is anticipated in September 2006. A biennial report to TEA will be submitted in August 2006.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD

Evaluation Supervisor: Lisa Schmitt
Evaluation Staff: Cathy Malerba

DESCRIPTION

Facilitation and supervision of research and evaluation conducted by parties external to AISD are provided through a formal application and data collection process. This process provides 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 www.austin.isd.tenet.edu/about/accountability/research/index.phtml.

The procedures for submitting proposals for research or evaluation are described below. 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. Once a proposal is vetted by the review committee, the Coordinator assists the researcher in selecting schools and contacting principals and/or associate superintendents for approval to implement. Finally, results of the research are collected by the Coordinator, who disseminates the results to individuals and campuses likely to benefit from knowledge of the research findings.

The Coordinator maintains a database of all proposals. Data generated from the database include: (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 who are conducting research and evaluation in AISD. External parties include, but are not necessarily limited to, graduate students, professors, and educational research organizations.

DELL FOUNDATION COLLEGE READINESS PROGRAMS, 2005-2006

Grant Manager: Lois Osborn
Evaluation Supervisor: Karen Alderete
Evaluation Staff: Casey Coneway

PROGRAM DESCRIPTION

Through a grant provided by the Michael & Susan Dell Foundation (MSDF), AISD developed several initiatives focused on increasing the number of high school graduates who enroll in post-secondary institutions. The 2005-2006 school year marks the fourth year for which the District has received support for these programs from the foundation.

Project ADVANCE (Assess, Decide, Visit, Apply Now for your College Education) aims to continuously increase enrollment of AISD graduates in post-secondary institutions through by the following strategies:

1. Increasing resources and expertise in AISD high schools resulting in a broader and more in-depth dissemination of higher education, financial aid, and scholarship information to high school students, parents, and faculty.
2. Developing and coordinating high school partnerships with Austin area businesses and colleges to assist students with applications for college admissions, the Free Application for Federal Student Aid, scholarship applications, and college admissions testing.
3. Providing intensive college advising services for all students, but particularly for target populations including: (a) first generation college goers, (b) underrepresented minority groups, (c) students with special learning needs, and (d) students with limited English proficiency.
4. Creating and implementing a postsecondary planning and preparatory curriculum for both faculty and parents where the same postsecondary expectations are created in each student.

The district's AVID (Advancement Via Individual Determination) program is designed to help the underserved and underrepresented students in Advanced Placement classrooms to prepare for entrance into colleges and universities. The majority of the program participants are from low-income and ethnic minority backgrounds. In AVID,

students are placed in a college prep academic program and are provided with an intensive academic support system to help them complete their coursework successfully.

Finally, the Dell Foundation grant provides support to Project SMART. Project SMART services are designed to provide intensive academic support for math students who are either failing or on the verge of failing their math courses and/or the state math assessments, and to increase the number of these students who will graduate on the Recommended High School Plan and become eligible for admission to college. The program also develops specialized curriculum manuals and materials for use with students at-risk of failing math, and provides professional development for SMART staff and math teachers.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. Providing information for decision makers on program effectiveness to facilitate decisions about program modification.
2. Providing data to the Dell Foundation's board of directors.

SCOPE AND METHOD

Both qualitative and quantitative data pertaining to clearly defined performance measures will be analyzed to measure each program's progress towards its goals. District information systems will provide student demographic data, attendance data, course enrollment, course grades, and testing information (TAKS, PSAT, SAT, and ACT) for each of the programs. Project database records will provide information pertaining to services provided by Project ADVANCE and related participant contact hours. District surveys, such as the High School Exit and Employee Coordinated surveys, will provide information related to student college preparation needs, expectations for post-secondary education, and perceived educational outcomes. Quarterly reports will summarize each program's progress towards articulated goals, and project staff will use the information to modify and to improve student and parent services.

E-TEAM SPECIAL PROJECTS

Evaluation Supervisor: Lisa Schmitt
Evaluation Staff: Robert Young, Cathy Malerba

PROGRAM DESCRIPTION

The E-Team was formed for the purpose of responding to 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 timely 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. These efforts include the following:

1. DPE will conduct district-wide climate surveys of student, staff, and parent stakeholder groups.
2. DPE will collect and report data regarding academic achievement.
3. DPE will collect and analyze data from the High School Exit Survey.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. Providing focused information, data summaries and interpretations in a timely manner for use by district administrators in decision-making; and
2. Assisting in monitoring the Board’s Executive Limitations and Results policies, including the development of the Annual Performance Report.

SCOPE AND METHOD

Using a variety of data sources (e.g., AEIS reports, census reports, national reports on student achievement, national graduate-tracking reports, comparative data from other Texas school districts, campus reports, district survey results), brief summary reports are created to address specific questions of interest as they arise throughout the year.

EMERGENCY RESPONSE AND CRISIS MANAGEMENT GRANT PROGRAM

Program Coordinator: Jo Moss
Evaluation Staff: Cinda Christian

PROGRAM DESCRIPTION

Nine Travis County independent school districts and area emergency management representatives have joined forces to form the Travis County School Safety Consortium (TCSSC). Those districts are Austin, Del Valle, Eanes, Lago Vista, Lake Travis, Leander, Manor, Pflugerville and Round Rock. The U.S. Department of Education's Office of Safe and Drug-Free Schools-Emergency Response and Crisis Management Grant Program provides grants to local educational agencies (LEAs) to improve and strengthen emergency response and crisis management plans, including training of school personnel, students, and parents. The first set of awards came in 2003 and totaled \$38 million. Austin ISD received and manages the LEA grant on behalf of the Travis County School Safety Consortium.

Through planning, first responder and emergency management partnerships, and coordination, the consortium provides direction to allow district and school officials, and first responders, to better react if and when disaster strikes. The consortium's goal is to improve and to strengthen emergency response and crisis management plans through a collaborative, community-wide effort to ensure that every school in Travis County has a current, viable, and responsive plan.

To this end, the consortium is developing model emergency response and crisis management plans that incorporate the four phases of emergency management: mitigation, preparedness, response, and recovery. These plans must be specific to individual districts, yet have sufficient commonality to ensure smooth and coordinated management of any major emergency or disaster. They also must be supported with appropriate training at all levels from student to administration and with a program of scheduled exercises to test the readiness of each Travis County School. As such, the Consortium's objectives are to:

1. Develop and use consistent emergency plans, common vocabulary, and materials.

2. Prepare all emergency management and crisis response plans in redundant formats including hard copy, secure Internet files, and CD-ROMs.
3. Ensure accommodations for all stakeholders in the preparedness process, including persons with disabilities and mobility impairment, and persons who speak languages other than English.
4. Implement contingency plans for communication system failure.
5. Train in-district personnel in all four phases of emergency management.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. complying with evaluation requirements of the grant; and
2. providing project decision-makers information about program implementation status and effectiveness.

SCOPE AND METHOD

DPE staff will work with AISD's program coordinator to gather information that documents the frequency and types of training provided, the strategies used to disseminate information to all stakeholders, the strategies used to achieve the above stated program goals, and the progress toward meeting each of the stated goals. The evaluator will work with grant staff to meet reporting requirements, and will lead data collection and reporting efforts as requested by the grant manager and as required by the U.S. Department of Education.

EMPLOYEE COORDINATED SURVEY

Evaluation Supervisor: Lisa Schmitt

Evaluation Staff: Robert Young

DESCRIPTION

In the early 1980s, the predecessor office to the Department of Program Evaluation (DPE) developed an employee survey system that permitted sampling of survey items across respondents, thus providing the means to collect reliable and representative information on a wide variety of district programs and activities, while minimizing the paperwork burden on teachers and other staff. For example, the number of items any individual teacher could receive was capped at 24. The survey system also permitted items to be targeted to specific respondent groups, such as special education teachers, or to a random sample of respondents. The annual survey replaced multiple, separate evaluation data collections and afforded a vehicle for a wide range of district staff to gather opinion data efficiently. Through the mid-1980s and into the early 1990s, teachers, other professionals, and administrators were surveyed annually about specific programs, as well as on a broad range of topics of general interest, such as school climate, instructional television, dropout prevention efforts, parent involvement, and teacher career goals. Surveys were administered during faculty meetings, resulting in a typical response rate of over 90%.

A subsequent version of Employee Coordinated Survey was first administered during the 1992-1993 school year. This survey differed from previous years' employee surveys in that items were no longer sampled across staff. Instead, single-topic surveys were sent to participants targeted according to the instructions from the staff submitting survey items (e.g., all bilingual/ESL teachers or a 20% random sample of all teachers). Coordination ensured that participants received the survey for only a limited number of programs. Separate instructions and information provided by evaluation staff were inserted into individual envelopes that were mailed directly to each administrator or campus professional. There was a 78% overall return rate for the first year of this survey method, and subsequent administrations of the Coordinated Survey followed nearly the same procedures, with similar return rates.

As of the 2004-2005 school year, the Employee Coordinated Survey is now administered online. Although the response rate of 56% for the first online administration did not reach rates obtained from the previous paper versions, the Employee Coordinated Survey will continue to be administered online because of savings realized on survey administration and processing of data.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. gathering opinion information to support the evaluation of programs;
2. obtaining information about various programs and policies of interest;
3. obtaining information about levels of employee satisfaction with central office services; and
4. gaining efficiency in obtaining such information by replacing multiple, separate data collections that might otherwise occur by using a single, coordinated data collection that minimizes the paperwork burden on teachers and other staff.

SCOPE AND METHOD

The 2005-2006 Employee Coordinated Survey will be administered in January and February 2006, and will follow procedures similar to those used in previous years. Area supervisors and associate superintendents will be encouraged to participate, and the items they generate will be included in 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 such as bilingual education and services for students with dyslexia and learning differences. To the extent possible, participants will be surveyed according to instructions from the staff submitting particular survey items (e.g., 20% random sample of all teachers).

For purposes of 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.

Survey results will be analyzed and reported as follows:

1. Survey results will be reported by category (e.g., the 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,” etc.) is selected by type of respondent (i.e., teachers, other professionals, administrators, and classified staff) and, by level (e.g., campus and central or 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 (communications, printouts, etc.) detailing the survey process.

GEAR UP AUSTIN: IMPACTING LIVES PROJECT

Program Administrator: Sari Waxler
Evaluation Supervisor: Karen Alderete
Evaluation Staff: Casey Coneway

PROGRAM DESCRIPTION

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded initiative encouraging low income, at-risk students to have high educational expectations, stay in school, and complete the required courses to enter college. In 2005-2006, its final year of federal funding, the project will continue to provide intensive support services relevant to college preparation for the GEAR UP cohort in their senior year. The GEAR UP Project consists of four program components: Academic Intervention, Enhanced Guidance and Counseling, Teacher Professional Development, and Parent Involvement.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. complying with federal law requiring an annual evaluation of the GEAR UP program; and
2. providing project decision-makers with information on program effectiveness necessary to support implementation decisions.

EVALUATION QUESTIONS

Evaluation questions include the following:

1. For each project component, what services work effectively towards meeting program performance objectives?
2. For each project component, what are the outcomes for GEAR UP participants?

SCOPE AND METHOD

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

The following data will be analyzed to evaluate *GEAR UP Austin's* project services:

1. District information systems will provide student demographic data, attendance data, discipline data, course enrollment, course grades, and testing information (TAKS, PSAT, SAT, and ACT).
2. GEAR UP project database records will provide data pertaining to academic support, enhanced guidance and counseling, and parent involvement services provided by GEAR UP, and related participant contact hours.
3. GEAR UP students, parents, and teachers will be surveyed to provide information related to student college preparation needs, expectations for post-secondary education, and perceived educational outcomes.
4. GEAR UP cohort students, GEAR UP project staff, high school administrators, and counselors will participate in focus-group discussions to provide in-depth information regarding implementation of the project's services and perceived participant outcomes.
5. GEAR UP project budget records, participation sign-in sheets, and AISD information systems will provide information related to professional development participation.
6. Additional documentation describing the GEAR UP project will be collected and may include observational field notes, meeting/activity agendas, and attendance logs.

OPTIONAL EXTENDED YEAR PROGRAM

Grant Staff: Mary Thomas
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Wanda Washington

PROGRAM DESCRIPTION

The Optional Extended Year Program (OEYP) is a supplemental state grant program, initiated in 1995 as a result of Senate Bill 1. In past years, OEYP has assisted school districts in providing elementary or middle school students with additional instructional time to master the state’s challenging curriculum and performance standards. Legislation passed in 2003 by the Texas State Legislature expanded OEYP to serve students in kindergarten through grade 11. Students in grade 12 can be served if they have been identified as unlikely to graduate before the next school year. Students served by the 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 policies 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 in OEYP must be 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 level. Based on district policy, the district has the discretion of promoting students who attend less than 90% of the OEYP days. If a student is promoted in this way, the school district must ensure that the student is successful in school in succeeding years.

Therefore, the primary focus of the program is to immediately reduce and ultimately eliminate student retention. Students who are eligible to be served are at risk of being retained the next school year. OEYP grant funds can be used for academic support programs that accommodate various school-day options: extended day, extended week, and summer school. Thus, the program can offer services to students before or after the regular school day, on Saturdays, and/or during summer school. The total program for the year cannot exceed 30 days per student (where one day equals four hours

of instruction) without a special waiver from the Texas Education Agency (TEA) for follow-up services. There is a class size limit 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 make parents aware of the program.

Annually in September, the TEA requires each district that received OEYP funds to report basic demographic information about the students who participated in program activities, along with information on the numbers of students who were retained or promoted as a result of their participation. The data reported are for the previous school year. The student data are submitted through the state's Public Education Information Management System (PEIMS). The TEA requires districts to report OEYP data on program activities, professional development activities, program expenditures by component, and parent involvement activities in a separate report.

The use of funds in the Austin Independent School District (AISD) for 2005-2006 will be based on projected student academic needs across the district and on the availability of other fund sources for student academic support.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. documenting AISD's OEYP student participation, activities, staff participation, parent participation, and expenditures per state requirements;
2. reviewing longitudinal data on student participation, attendance, promotion, and retention patterns as well as staffing; and
3. providing program managers and district decision makers with critical information for program planning and modification.

SCOPE AND METHOD

DPE staff will extract and provide data for the annual mandatory program performance, expenditure, and PEIMS reports to TEA. The OEYP evaluation will include the following: (a) demographic and academic summary information on student participants, (b) descriptive cost analysis of activities, and (c) feedback on program activities from staff. For instance, class rosters from participating schools and information entered in the district's student data system will be used for verification of PEIMS submission data. District finance records will provide a summary of program allocations and expenditures. In addition, surveys of program staff and staff at

participating schools will generate a variety of program information, including parent participation, staff development, and suggestions for program improvement.

Longitudinal analyses will be utilized to examine records on student participation in OEYP activities over the past few years and subsequent student performance on relevant academic measures (e.g., TAKS, course grades, grade level retention or promotion).

PARENT AND COMMUNITY INVOLVEMENT

Program Administrators: Fred Estrello, Mary Thomas

Evaluation Supervisor: Martha Doolittle

Evaluation Staff: Wanda Washington

PROGRAM DESCRIPTION

Parent involvement is a key element of the Austin Independent School District's (AISD) efforts to enhance students' academic and social success. The district has a policy [GK (Local) Community Relations] to promote parent involvement through six strategies: (a) communication, (b) student learning, (c) decision-making, (d) volunteering, (e) parenting, and (f) collaboration with community. In addition, AISD Board Policy on Treatment of Stakeholders (Executive Limitation 3) includes parents and community members as a critical group of district constituents to be served. Parents are among the district's key stakeholders, and thus, are a critical part of the district's mission to have every child progress academically and graduate prepared to contribute to society. In accordance with law, the district and each of its campuses have parent representation on advisory councils. The District Improvement Plan and every Campus Improvement Plan require a component to address parent involvement. Those campuses that receive federal Title I funds must have parent-school compacts for every student that describe how communication will occur and how academic achievement will be fostered.

District resources, including federal Title I funds and local monies, help address these efforts. The district's goal is to build partnerships that benefit students, parents, schools, and the community. One way in which AISD staffing and services support parent involvement is through the employment of parent support specialists at many AISD schools. The parent support specialists: (a) provide workshops for parents and community members on various topics to enhance and encourage their participation in the education of children, (b) make home visits, (c) provide adult literacy training, (d) translate information when necessary, and (e) network with local agencies to maximize the amount of securable social services available to parents. In addition, they (f) provide professional development to campus staff, (g) serve on various committees, (h) are members of campus IMPACT Teams (that review and plan for assistance to at-risk students), (i) participate in campus decision-making activities, (j) coordinate services

between the school and community, (k) assist with special enrollments (e.g., after-school classes, summer school), (l) provide support and coordination for summer school parent activities, and (m) generally support parental and community involvement in the schools.

Another district resource provided to support parent involvement is the Parent Involvement Programs staff. During the school year, campus staff and AISD parents can take advantage of the opportunities for parent involvement that are available through the Parent Involvement Programs, a part of AISD's Department of School, Family and Community Education, which is located at the Family Resource Center in the Annex of Allan Elementary School. The Parent Involvement Programs Specialist: (a) oversees the Center, (b) provides training for the parent support specialists, (c) coordinates parent involvement activities district-wide, (d) facilitates Title I and Title I Migrant Parent Advisory Council (PAC) meetings, (e) sets up staff development/workshops, (f) publishes or makes available parenting periodicals, and (g) provides on-site adult literacy classes for parents. A Parent Support Specialist also works at the Family Resource Center to: (a) provide assistance to other parent support staff (at public and non-public schools), (b) upon request, help coordinate summer school parent activities, (c) provide staff development/training to parent support specialists, (d) assist with PAC meetings, and (e) perform other parent involvement tasks upon request for or in collaboration with the Parent Involvement Programs Specialist.

For several years, the district's Parent and Family Involvement Advisory Council (PFIAC), which grew out of AISD's Parent Involvement Task Force that helped prepare the district's parent involvement policy, has provided guidance and suggestions to district staff on ways to improve parent involvement and support. The membership of the PFIAC includes parent support staff, other campus staff, an Austin Partners in Education (APIE) representative, the Austin Parent-Teacher Association president, district evaluation staff, district community education staff, parents, and city and regional representatives. The Parent Involvement Programs specialist serves as an active resource member of the PFIAC, working with other Council members to advise district program staff and bring in national parent, family and community presenters.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. assessing the extent and quality of parents' involvement within AISD attendance zones, per federal law;
2. gathering data on school staffs' perceptions and knowledge of parent involvement, as well as the frequency of school staffs' parent involvement activities;
3. summarizing results of the district parent survey;
4. documenting parent support specialists' activities and the use of other entitlement funds in parental involvement activities; and
5. documenting AISD's parent and community involvement, including the work of AISD's Department of School, Family and Community Education, Austin Partners in Education, and the Parent and Family Involvement Advisory Council.

SCOPE AND METHOD

The evaluation of AISD's parent and community involvement efforts will include analysis of data such as parent participation and parent involvement activities conducted in the schools and supported by various entitlement and local funds. The evaluation also will summarize results on parent involvement issues from AISD parent and staff surveys conducted during the year. These surveys will assess parents' and staffs' perceptions, awareness, and self-reported participation with regard to parent-school relations and communication. The district's annual parent survey (available in several languages) will be distributed to all AISD schools and posted on the district's Internet website. Staff surveys will be sent to campus staff to gather information about the following:

(a) professional development needs; (b) perceptions about parent involvement on the campuses; and (c) number and type of campus-based parent involvement activities sponsored on campus, including specific data required for local, state and federal reporting.

Data will be provided to staff in the AISD Department of School, Family and Community Education, so that they can prepare a mid-year and end-of-year report for each campus that has a parent support specialist. These reports will summarize key performance indicators for parent involvement and support. Annual summary data documenting the activities of APIE and PFIAC will be obtained (through information

requests, meetings, interviews) and reported in context of the progress being made toward achieving district goals of parent involvement.

POST-SECONDARY ENROLLMENT FOLLOW-UP ON AISD GRADUATES

Evaluation Supervisor: Karen Alderete

Evaluation Staff: Casey Coneway, Angela Vaughan

PROGRAM DESCRIPTION

DPE will obtain post-secondary enrollment data from the Texas Education Agency (TEA) and the National Student Clearinghouse (NSC), the nation's largest source for post-secondary student degree and enrollment verification, for Austin ISD graduates attending public, in-state institutions of higher learning. Data from TEA and NSC will be summarized to describe educational outcomes for AISD graduates from the Classes of 2003 and 2004 who are attending both out-of-state and private post-secondary institutions.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. providing the district and high school campuses with follow-up data on their graduates;
2. developing a sustained collection of longitudinal data that will inform the district about college enrollment and employment trends for AISD graduates;
3. analyzing and reporting follow-up data as they relate to the impact of district initiatives and programs whose goals are directly applicable to post-secondary planning (e.g., GEAR UP, Project ADVANCE, etc.); and
4. providing information for decision makers, program managers, and funding agencies.

SCOPE AND METHOD

Post-secondary enrollment rates for the district and campus levels will be examined for the Classes of 2003 and 2004 (the latest cohorts for which enrollment data are available). If available, statewide follow-up data will be used as a basis of comparison for the District's enrollment rates. Two-year versus four-year institution participation also will be summarized and enrollment at specific institutions will be reported. Finally, student enrollment in out-of-state and private institutions will also be summarized.

PREKINDERGARTEN PROGRAM

Program Staff: Anita Uphaus, Brian Mowry
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Janice Curry

PROGRAM DESCRIPTION

The Austin Independent School District (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 third grade. Half-day prekindergarten programs are mandated and funded by the State of Texas for all four-year-olds who are limited English proficient (LEP), low income, or homeless. The state Prekindergarten Expansion Grant funds the additional half-day of instruction at 47 AISD schools. All AISD prekindergarten programs are full day. In 2005-2006, all eligible students will be served in 66 of the 74 AISD elementary schools. AISD uses local, state, and federal funds to support its prekindergarten programs. One of the state requirements for the program is measuring and reporting demographics as well as academic progress of the students participating in the program.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. describing pre-kindergarten program participants and services, per local, state, and federal reporting requirements; and
2. providing information for decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

Program effectiveness for prekindergarten in the area of language arts will be determined by 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 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 prekindergarten students at AISD elementary schools with prekindergarten programs. Gains will be

calculated based on the pretest and posttest scores. All students in the testing sample are tested in English; Spanish-speaking LEP students also are tested in Spanish.

Comparisons to be reported in the evaluation will include student performance on the PPVT-III for English monolingual, Spanish-speaking LEP, and all students; and on the TVIP for Spanish-speaking LEP students. A detailed look at the number of students scoring in the average range on the tests (based on their language of instruction) will give insight into the acceleration of literacy learning in kindergarten. A multi-year study of prekindergarten achievement among student participants also will be included in the evaluation.

During 2004-2005, a *Prekindergarten Report Card Rubric* for each of the four nine-week grading periods was piloted by a group of nine prekindergarten teachers. This rubric will be implemented districtwide in 2005-2006 as a prekindergarten assessment in language arts, mathematics, social studies, and science to inform reporting of performance levels on the *Prekindergarten Report to Parents*. The assessment is based on the *Prekindergarten Curriculum Guidelines*, the district *Instructional Planning Guides*, and the district-aligned *PK-12 Matrix of Essential Knowledge and Skills*. Every nine weeks, performance levels for students attending prekindergarten during 2005-2006 will be analyzed in the core subject areas of language arts and mathematics.

The quantity and quality of professional development completed by prekindergarten teachers will be documented and reported. In addition, data on prekindergarten teachers' years of experience will be summarized. Questions to be addressed by this evaluation include the following (method of data collection follows in parentheses):

1. To what extent are prekindergarten students making language arts (receptive vocabulary) achievement gains as a result of participation in the prekindergarten program? (Annual and long-term analysis of progress)
2. To what extent are prekindergarten students making reading and mathematics achievement gains as measured by the new prekindergarten report card rubric? (Examination of student progress as measured by report card to parents)
3. Does the new prekindergarten report card rubric inform instruction as well as offer consistency in assessing prekindergarten students? (Teacher surveys)

4. How much training do prekindergarten teachers complete annually? What are teachers' perceptions about the benefits of their training with regard to improved teaching? (Surveys, teacher experience, and professional development records)
5. Do students who attended prekindergarten in AISD have better grade three TAKS reading performance than similar students in AISD who did not attend prekindergarten? In addition, if data are available, how do students who participated in prekindergarten perform on assessments given in kindergarten and grade 1 and 2 (e.g., TPRI, Tejas LEE, DRA)?

READING FIRST

Grant Manager: Peggy Mays
Evaluation Supervisor: Karen Alderete
Evaluation Staff: Angela Vaughan

PROGRAM DESCRIPTION

Texas Reading First provides an opportunity for every eligible district to help all students achieve reading mastery by the end of the third grade. Reading First, along with other programs authorized under the federal No Child Left Behind (NCLB), focuses on improving student achievement for all students, especially children in disadvantaged schools and communities. The major components of Reading First include the following:

1. the use of research-based instructional reading programs and interventions;
2. continuous professional development for teachers; and
3. technical assistance in preparing instructional materials, implementing key instructional strategies, and providing accurate and informative diagnostic assessments to guide instruction.

The Reading First program bases effective reading instruction on the five critical components identified through research: (a) phonemic awareness, (b) phonics, (c) vocabulary development, (d) reading fluency, and (e) comprehension. The instructional program is delivered through a three-tier model:

1. Regular classroom instruction provides the core-reading program (90 minutes of instruction per day).
2. Intervention is provided for an additional 30 minutes during the school day for those students who are below grade level in reading skills (as determined by assessment).
3. Intervention is provided after the regular school day for students who are below grade level in reading skills and need further support than can be provided during the school day.

Continuous monitoring of student reading performance throughout the school year is critical for guiding instructional support that the students may need. Therefore, students are assessed at the beginning, middle, and end of the school year (using state assessments such as the TPRI and Tejas LEE). In addition, biweekly progress

monitoring assessments are conducted on students' reading performance (using the DIBELS assessment). For third graders, the TAKS reading assessment is considered another end of year assessment. For first and second graders, the ITBS assessment is used as an additional end of year assessment.

AISD's Reading First program operates at 17 elementary schools, selected due to their high percentages of economically disadvantaged students and low percentages of students passing 2002 TAAS Reading assessment. The 2005-2006 school year will be the third year that AISD has received Reading First funds. As part of the state's Reading First program, AISD will fulfill the assessment and reporting requirements of the Texas Education Agency and the state-appointed evaluation organization, the University of Houston Texas Institute for Measurement, Evaluation and Statistics (TIMES).

EVALUATION OBJECTIVES

The evaluation objectives for Reading First include the following:

1. summarizing the numbers of eligible students served through Reading First;
2. summarizing the amount of professional development delivered to staff at Reading First campuses; and
3. reporting critical academic progress measures on students at AISD Reading First campuses to local and state decision makers in order to facilitate program improvement.

SCOPE AND METHOD

Quantitative data will be gathered for students and staff participating in the Reading First program in AISD during the school year. All data will be gathered from school or district sources using various methods, such as the student data systems and school staff surveys. The Texas Education Agency's contract evaluator, the University of Houston TIMES organization, requires that most of the data be reported approximately three times during the year on numbers of students served at Reading First campuses, and the academic performance of those students. Annual reports will be made to TIMES on counts of student special education referrals for reading and summaries of staff professional development completed.

STATE COMPENSATORY EDUCATION PROGRAM

Program Administrator: Julie Lyons
Evaluation Supervisor: Holly Williams
Evaluation Staff: Cinda Christian

PROGRAM DESCRIPTION

In Austin ISD, 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 Austin ISD, including the Alternative Learning Center, Alternative Center for Elementary Students (ACES), Garza 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 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., high school transition funds and Ninth-Grade Initiatives), or for students at immediate risk of dropping out of school (e.g., child care program, Absent Student Assistance Program). Additionally, school support services such as elementary counselors, school to community liaison services, and homebound pregnancy related services also are supplemented by SCE.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. describing each of the programs;
2. describing the effectiveness of the SCE program as a whole, based on state-mandated performance indicators;
3. facilitating decisions about SCE by providing information to program managers and decision-makers about program effectiveness; and
4. meeting reporting requirements established by the Texas Education Agency (TEA).

SCOPE AND METHOD

In addition to the required SCE performance indicators (e.g., test scores and high school completion rates available from TEA), additional program and student information will be collected to describe the student population served. A brief overview of the at-risk population in AISD will be provided. The evaluation of the DELTA program will focus on its effectiveness in meeting the academic needs of the students served. The evaluator will continue to analyze course credit and graduation data for DELTA students. The Alternative Learning Center, Garza Independence High School, and the Communities in Schools program are evaluated by program staff or TEA and will only be described in the current evaluation.

TEXAS ACCELERATED SCIENCE ACHIEVEMENT PROGRAM

Program Administrator: David Guffy
Evaluation Supervisor: Karen Alderete
Evaluation Staff: Angela Vaughan

PROGRAM DESCRIPTION

The Texas Accelerated Science Achievement Program (TX ASAP), funded by the Texas Education Agency, will provide support services to students in grades 9 through 12 on three Austin ISD campuses: Lanier, Reagan, and Crockett High Schools. TX ASAP will provide after-school and summer school programs that target students with low science TAKS passing rates.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To comply with state law requiring an annual evaluation of the Texas Accelerated Science Achievement Program, and
- To provide project decision-makers with information on program effectiveness necessary to support implementation decisions.

SCOPE AND METHOD

The evaluation effort will integrate both quantitative and qualitative data for both the summer and fall programs at each of the three campuses. Due to the varying program services being offered, different evaluation procedures and analyses have been designed for each campus. In general, quantitative data will include science attitude survey responses and student achievement in both TX ASAP programs and Fall 2005 science courses. Qualitative data will include teacher logs, student journals, and student focus groups to provide insight and more detailed descriptions of the programs. Although Spring 2006 TAKS scores and science course grades will not be included in the final report to TEA at the conclusion of the grant, these data may provide evidence to support the continuation of these programs. Specific procedures for each campus are outlined below.

Crockett High School. Approximately 30 students who participated in the Summer Science Institute (SSI) and 225 students from nine randomly sampled course sections (only basic grade-level science courses) will be asked to complete a science

attitude survey. This will be administered twice during the semester, first in September and then in December 2005.

Lanier High School. Approximately 30 students who participated in the summer Science Circus and 350 students from 14 randomly sampled biology course sections will be asked to complete the same survey. This survey will also be administered twice, first in September and then in December 2005.

Reagan High School. Approximately 45 students who participated in the 9th Grade Transition Camp and 45 students randomly sampled from 9th grade basic science courses will be asked to complete this survey once in December 2005.

Focus Groups. Program Evaluation staff will conduct focus groups with summer program participants at Crockett and Reagan in September 2005. At Lanier, a focus group with fall program participants will be conducted in December 2005.

Multiple quantitative analyses will be conducted to assess the effectiveness of each of these programs. Descriptive statistics will be examined and reported for several variables including student achievement, participation in TX ASAP programs, and student survey responses. Where appropriate, significant differences between TX ASAP participants and non-participants will be assessed in terms of both science attitude and achievement. Additionally, possible changes in student science attitude over the course of the semester will be measured. Several models will be assessed to help determine the relationship between student variables (e.g., grade, gender, participation in programs, etc.) and student science attitudes and achievement. Qualitative data will be included to help inform the above analyses.

**TEXAS HIGH SCHOOL REDESIGN AND RESTRUCTURING GRANT:
JOHNSTON HIGH SCHOOL**

Program Administrator: Ralph Huhn
Evaluation Supervisor: Karen Alderete
Evaluation Staff: Angela Vaughan

PROGRAM DESCRIPTION

The Texas High School Redesign and Restructuring Grant will provide low-performing high school campuses with the resources to build capacity for implementing innovative, school wide initiatives designed to improve student performance. Specifically, Johnston High School, beginning in the 2005-2006 school year, will implement strategies to focus campus efforts on helping students graduate with a jumpstart on college and career success. A large component of this redesign is the formulation of academies to address similar career pathways. Currently, three academies have been established, with a possible fourth to be established in the next two years. Specifically, the high school redesign will address the following objectives:

- Formalizing an early college readiness program;
- Increasing the number of students enrolled in AP level and dual credit courses;
- Increasing the number of students taking the SAT and scoring at higher levels;
- Formalizing a dual college preparation and career preparation program;
- Increasing performance on TAKS;
- Increasing attendance and completion rates;
- Increasing opportunities for internships and co-op placements;
- Continuing to develop Smaller Learning Community structures with career pathways;
- Increasing the number of students who obtain industry certifications; and
- Increasing the number and degree of parental involvement.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To comply with state law and district requirements requiring an evaluation of the Johnston High School Redesign, and

- To provide project decision-makers with information on program effectiveness necessary to support implementation decisions.

SCOPE AND METHOD

The evaluation effort will integrate both quantitative and qualitative data collected over the course of the 2005-2006 school year. Quantitative data will include student engagement survey responses and student data to include attendance rates; course enrollment/passing rates; TAKS scores/passing rates; PSAT and SAT/ACT scores/passing rates; high school graduation plan enrollment and graduation rates; career and technology course enrollments, completion rates, and certifications; and post-secondary education. Qualitative data will include teacher and student focus groups and interviews, and will help provide insight and more detailed descriptions of the programs.

Multiple quantitative analyses will be conducted to assess the progress and effectiveness of the redesign strategies in achieving the program objectives. Descriptive statistics will be examined and reported for several variables including student achievement, participation in redesign programs, and student survey responses. Where appropriate, significant differences between current- and past-year students will be assessed in terms of attitude, achievement, and participation. Changes in student engagement over the course of the school year may also be measured. Lastly, several models will be assessed to help determine the relationship between student variables (e.g., grade, gender, ethnicity, participation in programs, etc.) and student engagement and achievement. Qualitative data will be included to help inform the above analyses.

TITLE I PART A AND PART D PROGRAMS

Grant Managers: Julie Lyons, Mary Thomas
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: 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, amended by the Improving America's Schools Act of 1994 (IASA) (P.L. 103-382), and reauthorized by the Leave No Child Behind Act of 2001 (NCLB) (P.L. 107-110). With the reauthorized law, five major national and state goals were adopted:

1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. 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 help local education agencies serve schools with high concentrations of low-income students. Title I, Part D funds help school districts serve students who are placed in local correctional facilities for delinquent youth.

Title I, Part A funds in Texas are allocated by the U.S. Department of Education to the state's Texas Education Agency (TEA). Funds flow from the TEA to qualifying Texas school *districts*. According to the law, the level of Title I, Part A funding for a school district (local education agency, or LEA) is based on census data for the percentage of low-income students, ages 5 to 17, living in the *district* attendance area.

Title I, Part A funding for a *school* is determined by the percentage of low-income students living in the *school* attendance area. For district purposes, a child is defined as low income if he or she is eligible for free or reduced-price meals. Schools are ranked in the spring of each year on the basis of the projected percentage of low-income children residing in the school's attendance area. Districts must serve schools with 75% or more low-income students residing in their attendance area. Remaining schools that are below 75% low-income are served in rank order as funding allows.

A school's Title I, Part A program can be *schoolwide* if 40% or more of the children residing in the school's attendance zone are low income. AISD chose to fund campuses with Title I monies if the percentage of low-income children was 51.5% or more. In 2005-2006 there were 69 AISD Title I schools with schoolwide program designation, and in 2005-2006 the number of schools will remain the same. All students in schoolwide programs are considered eligible for Title I assistance. Schools with a *targeted assistance program* must use Title I funds only for supplementary educational services for eligible children who are failing or at risk of failing to meet state standards. Schoolwide programs have considerable flexibility in using federal education funds appropriately, subject to rules established by USDE. The goal is to provide all students with the benefits of combined funding sources.

The 2005-2006 AISD Title I, Part A tentative entitlement for planning purposes is \$18,560,099. AISD will provide Title I funds to 69 schools: 53 elementary schools, 11 middle/junior high schools, and 5 high schools. These schools have 50% or more low-income students. Prior to allocations being determined for AISD schools, some funds are set aside on a per-pupil basis for private schools and facilities for neglected youth within the district's attendance zone that have students eligible for Title I funded services. For 2005-2006 there are seven private schools and three facilities for neglected youth that have been allocated Title I, Part A funds.

AISD's Title I, Part D tentative entitlement for 2005-2006 is \$180,612 to be used to support instructional programs serving students at four facilities for delinquent youth in the AISD attendance zone. The purposes of Title I, Part D are similar to those of Title I, Part A. Both programs are intended to provide opportunities for children to: (a) acquire the knowledge and skills outlined in the state content standards and (b) meet the state

performance standards developed for all children. In addition, Title I, Part D also has the following goals:

1. provide children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
2. prevent at-risk youth from dropping out of school, and provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education (see legislation at <http://www.ed.gov/legislation/ESEA02>).

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. documenting programs funded with Title I (A and D) monies in accordance with federal law, thereby providing summary data on the numbers of students served, how funds were spent, student progress on the state's academic achievement standards, and teacher quality;
2. informing decision makers about Title I program effectiveness to facilitate decisions about program modification; and
3. providing operational recommendations for improving program delivery.

SCOPE AND METHOD

Accountability, Assessment, and Title I, Part A

Performance on the state assessment program, the Texas Assessment of Knowledge and Skills (TAKS), which is based on the state curriculum standards and known as the Texas Essential Knowledge and Skills (TEKS), will be monitored in 2005-2006 relative to performance levels in prior years. AISD's TAKS data will be examined at the district level for all students, and for students at Title I schools and non-Title I schools. Data will be disaggregated by ethnicity, English proficiency status, economic status, and special education status. Only the students who are enrolled in the district as of October 2005 and who remain in the district to take the TAKS in spring 2006 will be included in the analyses, so that the district evaluation parallels the methodology used for state accountability purposes.

Senate Bill 4 (passed by the 76th Texas Legislature in 1999) emphasizes the role of state academic tests in accountability. Students are required to pass TAKS in Reading

at grade 3 to be promoted to grade 4, and 5th graders must pass TAKS Reading and TAKS Mathematics to be promoted to grade 6. Therefore, analysis of TAKS data also will focus on student performance at these grade levels, comparing the percentages of students meeting TAKS passing standards across the district, at Title I schools, and non-Title I schools, and disaggregating data by student groups.

Other academic data to be examined include AISD results on the state's assessment program for identified students in special education, the SDAA II (State-Developed Alternative Assessment). The SDAA II is based on the state TEKS and assesses special education students' academic performance in reading, mathematics, and writing. Analyses for these tests will be done with accountability standards in mind.

Homeless Students

Homeless students are served in AISD with Title I, Part A funds and other federal funds. Homeless students are identified according to federal definition: they are students who lack fixed, regular, and adequate nighttime residences, or who reside in a supervised shelter or institution or in a place not intended for human residence. This includes students who are "doubled up" at a friend's home because the students' families do not or cannot provide a safe residence.

In AISD, a homeless liaison and support team, Project HELP, is active in helping schools to identify and serve homeless students. Project HELP staff distribute information packets to all AISD schools, conduct training to help school staff in identifying homeless students, and provide students and families with referrals to support services in the area. Title I, Part A funds are used to provide academic support, school materials, transportation and other services (including referrals to social services) to homeless students. Additionally, at one school that serves the greatest number of homeless students in the district, Title I, Part A funds are used to pay for the salary of a teacher assistant for those students. AISD annually must report to TEA the number of homeless students served at all AISD campuses and the kinds of services provided to those students.

Private Schools

Some private schools in the AISD attendance area apply for and receive Title I, Part A funds. These schools offer instructional and support services to economically and academically disadvantaged students. Schools return a survey detailing their use of Title

I, Part A funds as well as the number of students served, disaggregated by gender, ethnicity, grade level, and types of instructional and support services provided. Information on numbers of students served is included in the annual district compliance report to TEA. Because private schools do not report through PEIMS, each school is required to provide evidence of academic growth of students served using tests given in the fall and spring. These data will be obtained from private schools through surveys and reviews of documentation. At this time, seven private schools are expected to participate in the Title I, Part A program.

Facilities for Neglected Youth and Facilities for Delinquent Youth

During 2005-2006, three facilities for neglected youth will be allocated funds from Title I, Part A, and four facilities for delinquent youth will be allocated funds from Title I, Part D. Information gathered from these facilities about students served is part of the required annual report that AISD provides to TEA. Reports of typical academic measures, such as TAKS or norm-referenced test data, are not required from these facilities by AISD because of inflexible court appearance dates, or removals of some youth from this school district to another district or to a different setting. Therefore, the focus of evaluation activities for the facilities for neglected or delinquent youth is to collect data such as program descriptions (including goals and objectives), demographics of the students served (e.g., grade level, gender, ethnicity), instructional and support services provided to students, academic performance outcomes (e.g., numbers of graduates, numbers of students who return to regular classroom), and program expenditures. Summaries of student and program data will be included in the district's compliance report to TEA.

Teacher and Paraprofessional Quality

Part of the new federal NCLB legislation for the Title I, Part A program includes the goal of ensuring that all children are taught by well-trained and highly qualified teachers and paraprofessionals. Therefore, the district's progress toward having experienced teachers and instructional paraprofessionals on every campus by 2005-2006 will continue to be monitored. The evaluation will examine the following data for instructional teachers and paraprofessionals at every campus: (a) years of teaching experience, (b) highest academic degree obtained, (c) certification (and field/specialty), (d) curriculum area of instruction, and (e) amount of professional development received

annually. These data will be obtained in coordination with district staff in human resources, professional development, and grant programs, as well as evaluation staff responsible for the Title II, Part A program (see separate evaluation plan elsewhere in this document).

Parent Involvement

Parent involvement is a core requirement of the Title I, Part A program as well as of many other entitlement programs. In fact, a minimum of one percent of a district's Title I, Part A entitlement must be reserved by the district (when the allocation is over \$500,000) to support parent involvement activities. Further, parents must be involved in planning and decision making on how funds are to be used at the district and campus levels. A written parent involvement policy must be available, updated and communicated to parents at the district and campus levels. A school-parent compact, required for every child at every campus receiving Title I, Part A funds, must: (a) be developed by parents and school staff, (b) define responsibilities of school and parents in improving student performance, and (c) describe how ongoing communication will occur between parents and school staff. Data to verify parent involvement and activities at AISD campuses, as well as documentation of parent support staff activities, will be collected during the year. The Parent Involvement program evaluation plan (elsewhere in this document) provides more details on the evaluation of this Title I component.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) is a federal accountability requirement within the NCLB law guiding school districts that receive Title I, Part A funds. AYP status is based on a combination of analyses that examine progress in student achievement (e.g., performance on TAKS, SDAA II, and RPTE), student participation in assessment (on these critical tests), high school graduation rates, and school attendance rates at elementary and middle schools. If districts or schools do not meet minimum requirements set for adequate progress on these measures, they receive a rating of "Missed AYP." If districts or schools do not meet minimum requirements set for adequate progress in the same subject for two years in a row, then the district or school is given the designation "Needs Improvement" by TEA. In either case, the district or school must develop a plan for how the entire educational program will be improved. Further sanctions, such as offering school choice and supplemental education services,

apply to schools and districts receiving Title I funds when they enter Year 1 or Year 2 (respectively) “Needs Improvement” status. Because AYP results are received from the federal and state agencies after the end of the school year to which they pertain, the DPE evaluation will report the prior school year’s results and will view those data in relation to those schools’ performance targets and program interventions. At this time, the following schools are in Year 1 of “Needs Improvement” status for AYP: Johnston, Lanier, Reagan, Travis, and Porter.

Special Analysis

A special analysis will focus on a select group of AISD Title I schools that have had successful student performance as measured by state and federal indicators over the past few years. Because state and federal ratings for schools are determined, in part, by student academic performance, data from state assessments will help determine the selection of the schools to be investigated. Other characteristics to be examined include: (a) campus staff qualifications and perceptions about educational issues, (b) campus administration leadership and activities, (c) parent and community involvement, and (d) other school-related factors.

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

Program Coordinator: Mary Thomas
Evaluation Supervisor: Holly Williams
Evaluation Staff: Cinda Christian, Chris DeLaRonde

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 the No Child Left Behind Act of 2001 (NCLB; Public Law 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 the Texas Education Agency (TEA), and will include a needs assessment that is based on teacher input and analyses of district and campus level student achievement data. The program also will support strategies to boost the academic achievement of students who are economically disadvantaged or who have diverse learning styles. In addition, Title II, Part A funds will be shared with local private, non-profit schools to participate in professional development.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. assisting with a needs assessment for professional development and hiring to inform the District Improvement Plan;
2. refining measures to evaluate professional development tracked through PDA e-Campus;
3. evaluating the effectiveness of new teacher support initiatives, such as the New Teacher Academy (NTA) and Mentor Teacher Program;
4. providing descriptions of program activities and expenditures as required by TEA; and

5. facilitating decisions about how to improve the program, including the hiring, professional development, and retention of highly qualified staff, including paraprofessionals.

SCOPE AND METHOD

Department of Program Evaluation (DPE) staff will conduct a needs assessment as specified in P.L. 107-110 for professional development 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.” To this end, the AISD Coordinated Survey will be used to survey teachers and principals in Spring 2006. Results of the needs assessment will be shared with the federal Grant Program Coordinator and the Director of Professional Development as soon as it becomes available.

DPE staff will collaborate with the Director of Professional Development and staff to continue refining measures for evaluating all of the professional development tracked through PDA e-Campus. In addition, DPE staff will assist with the evaluation of new teacher support initiatives, such as the New Teacher Academy (NTA) and Mentor Teacher Program. NTA participants will be surveyed at the end of most days of professional development about 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 Winter 2006 to assess perceptions of the NTA’s effectiveness in light of participants’ classroom experience. DPE staff will collaborate with professional development staff and leaders of the Mentor Teacher Program to develop standards of program effectiveness, known as Innovation Configurations, which describe desired outcomes. Novice teachers also will be surveyed about the effectiveness of the Mentor Teacher Program. Briefs that present descriptive statistics will be shared with the Department of Professional Development staff and be distributed to other key stakeholders.

This evaluation also will document program expenditures and activities according to TEA guidelines. The evaluation will include 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. Descriptions of the professional development funded by Title II, Part A for district teachers and instructional staff, and teachers in local private, non-profit schools will include information about the core subject areas addressed as well.

TITLE IV SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM

Program Administrator: Alan Towler
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Kasey McCracken

PROGRAM DESCRIPTION

Since the 1987-88 school year, the Austin Independent School District (AISD) has received funding through the federal Title IV Safe and Drug-Free Schools and Communities (SDFSC) Act. This funding originated in 1986 under Public Law 99-570 as the Drug-Free Schools program and was subsequently amended as the Safe and Drug-Free Schools and Communities program through the *Improving America's Schools Act of 1994* (Public Law 103-382), which was reauthorized as the *No Child Left Behind Act of 2001* (Public Law 107-110). The grant encourages the creation of safe, disciplined, and drug-free learning environments that help all children meet challenging academic standards. The grant allows for the support of school-based programs to help prevent youth violence and alcohol/drug use. The SDFSC grant monies are intended to supplement, but not supplant, local school districts' efforts toward prevention of substance use and toward the promotion of a safe, violence-free school environment.

The U. S. Department of Education originally adopted the Principles of Effectiveness in 1998 to improve accountability among grant recipients in the use of Title IV funds. The Principles provide a framework to help grant recipients design, implement, and evaluate programs and activities that are effective. The Principles were revised in 2002 to include an emphasis on parent involvement and student risk and protective factors. Briefly, the six Principles are as follows:

1. *Needs Assessment.* A grant recipient shall base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.
2. *Measurable Goals and Objectives.* A grant recipient shall, with the assistance of a local or regional advisory council, establish a set of measurable goals and objectives, and design its programs to meet those goals and objectives.
3. *Research-based Programs.* A grant recipient shall design and implement its programs for youth based on research or evaluation that provides evidence that

- the particular programs used actually have or will prevent or reduce drug use, violence, or disruptive behavior among youth.
4. *Risk and Protective Factors.* A grant recipient shall analyze the prevalence of "risk factors, protective factors, buffers, assets, or other variables," identified through scientifically based research.
 5. *Parent Involvement.* A grant recipient shall develop programs and services with input from parents.
 6. *Evaluation.* A grant recipient shall evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.

For 2005-2006, the AISD Title IV tentative entitlement is \$466,439, with an additional tentative roll-forward of \$47,000. Funds are used to support district-level programs and initiatives that serve students and parents. Funds also are set aside for private schools and facilities for neglected or delinquent youth that are located within AISD's attendance zones. Finally, some funds are set aside for coordination, school support, and evaluation. According to requirements established by the Texas Education Agency, the evaluation of the 2005-2006 SDFSC program must include monitoring of the extent of the drug and violence problems at both the district and campus levels. In addition, the participation levels of students, staff and parents in the district's Title IV funded activities will be assessed. Efforts will be made to assess the effectiveness (i.e., cost-effectiveness, impact on reducing student substance use and violence) of AISD's SDFSC-funded drug and violence prevention programs.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

1. providing information for decision-makers on needs assessment, measurable goals and outcomes, and program effectiveness to facilitate decisions about program modification, in accordance with federal law requiring an annual evaluation of programs funded with Title IV monies (P.L. 103-382, §4177 (b)(1)(A) and §4117 (b), and as required under TEC §29.081, and ensuring the Principles of Effectiveness (1998, revised 2002); and

2. providing information annually on the number and rate of violent incidents, as well as a description of the violence prevention and intervention efforts being made, as required by state legislation (Texas Senate Bill 1724).

SCOPE AND METHOD

District Incident Data

Per the Texas Education Agency's (TEA) Title IV SDFSC grant evaluation requirements, data must be gathered on a yearly basis to track the number and type of student discipline and arrest incidents that occur on campuses. These data consist of any type of student discipline referral, suspension, expulsion or arrest related to drugs, alcohol, tobacco, violence (e.g., assaults, gang violence), weapons, or vandalism. This information is collected from campuses through the district's student discipline database. All discipline data are submitted to TEA through PEIMS 425 Discipline Records. This information will be used at the campus and district levels to track progress toward reduction of student discipline offenses related to grant objectives and to assess program effectiveness.

Coordinated Staff Survey

The Department of Program Evaluation conducts an annual survey of randomly selected district employees. This sample of campus staff will be asked about their awareness of the presence of alcohol and drugs on campuses and other safety concerns. In addition, questions will be asked about staff familiarity with and training in SDFSC-relevant curricula or topics.

Student Drug and Safety Survey

The evaluation staff will conduct a random survey of 4th thru 12th grade students to assess students' reported substance use and perceptions of safety on their campuses.

District Program Analysis

AISD offers three programs districtwide that are funded in part by Title IV – PAL, ROPES, and INVEST/Positive Families. PAL is a peer-mentoring program in which older students are matched with younger students at their own schools or in other schools within the same vertical team. The ROPES program couples physical challenges with workshops focused on improving peer relationships, standing up to social pressures, and developing leadership. INVEST/Positive Families are school-based programs for secondary students (and their families) who have been referred to the Alternative

Learning Center for first time drug offenses (mandatory removals) or first time violent offenses (discretionary removals).

In the upcoming year, evaluation efforts will focus on both the INVEST/Positive Families programs and the ROPES program. The evaluation for INVEST/Positive Families will build on previous evaluation efforts with a more extensive evaluation of participant outcomes. Evaluation support for ROPES will assist efforts to develop a revenue-generating program model by carrying out an assessment of the current resource allocation for the program and providing on-going consultation. In addition to these program-specific evaluation efforts, the 2005-2006 Title IV evaluation will provide a districtwide resource assessment that places substance use and violence prevention programs funded through Title IV, and other sources, within the context of the District's Positive Behavioral Support conceptual framework.

Campus Programs

Individual campuses may offer Title IV-funded programs aimed at their own specific needs. Each participating campus will be required to submit a proposal that outlines planned drug and violence prevention activities and that details how the campus plan adheres to the Principles of Effectiveness. Each proposal must include an explanation of how the campus Title IV program will address identified campus needs, how it will advance the Title IV grant goals and objectives, and how it will be evaluated for effectiveness at the campus level.

TITLE V INNOVATIVE EDUCATION PROGRAM STRATEGIES

Program Director: Alan Towler
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Chris De La Ronde

PROGRAM DESCRIPTION

Title V provides federal funds to states through the Elementary and Secondary Education Act, as amended by the No Child Left Behind 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 in the following targeted assistance areas:

1. School reform activities that are consistent with the *Goals 2000: Educate America Act*;
2. State and local efforts to accomplish the National Education Goals;
3. State and local agencies' implementation of promising educational reform programs;
4. Innovation and educational improvement, including support for library services and instructional and media materials; and
5. Meeting the special educational needs of at-risk and high-cost students.

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 2005-2006, AISD will use Title V funds to support staff positions in several programs at AISD campuses and to fund activities and materials at private schools in the district area. Positions and programs funded by Title V are described below.

Bilingual Education Initiative

English Learners and Educators Versed in Academic Rigor (ELEVAR) is a three-year partnership between Austin ISD and the Institute for Learning (IFL) that began in Fall 2003. The purpose of ELEVAR is to raise the academic achievement of English language learners (ELLs) by providing students with a rigorous curriculum that ensures entry into post-secondary education. All instruction is based on the Austin ISD curriculum and the Instructional Planning Guides. Title V funding will be used to

support professional development programming related to ELEVAR. The professional development is intended to provide general education teachers with strategies for engaging ELLs in learning content knowledge and academic English.

Austin Partners in Education

The Austin Partners in Education program provides volunteer tutors and mentors to needy students throughout the district. Title V funds will go to Austin Partners in Education to support the implementation of several programs whose objectives are to improve academic performance, student retention, workforce preparedness, and community engagement.

Private Schools and Neglected or Delinquent Facilities for Students

By law, Title V funds are available through AISD to private, non-profit schools and neglected or delinquent facilities within AISD boundaries. Private, non-profit schools and neglected or delinquent facilities may use Title V funds to purchase library materials, computer hardware or software, or other equipment.

School to Community Liaisons

As part of the Department of School Support for AISD, the mission of the School to Community Liaisons (SCLs) program is to support campuses in achieving success for all students by connecting district and community resources and providing direct and indirect services to students, parents, and staff. The district has 18 SCLs, and Title V monies will fund 13 of these.

Character Education Specialist

The Character Education program supports the Austin School Board's Results Policy 6: Personal Development, which requires active teaching of the district's touchstone character skills: (a) caring, (b) courage, (c) fairness, (d) honesty, (e) integrity, (f) perseverance, (g) respect, (h) responsibility, (i) self-discipline, and (j) trustworthiness. The initiative will be implemented at the classroom, campus, and district levels, with a variety of activities to encourage student participation. Representatives from every campus will be trained in implementing Character Education, and each school will form a Character Education Action Team to develop a plan for their campus. Title V funds will be used for a Character Education Specialist to support this program.

EVALUATION OBJECTIVE

The evaluation objective is to provide information for decision makers and the Texas Education Agency about the students served by Title V funds, the services provided with the funds, and the perceived effectiveness of those services.

SCOPE AND METHOD

The evaluation staff will conduct a survey of all campus staff funded through Title V and will collect information from district administrators about their perceptions of the effectiveness of the positions. The evaluation staff also will administer a survey to staff at private schools and at facilities for neglected or delinquent students to gather information about Title V expenditures and staff perceptions of the grant's effectiveness. Information regarding expenditures will be collected from district budget reports. Findings about expenditures and the programs' effectiveness will be summarized in a report to TEA and in a feedback report to district staff. In addition, the evaluation staff will provide data management support to program managers, on an "as needed" basis, to help with program development and improvement.

AUSTIN INDEPENDENT SCHOOL DISTRICT

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