EVALUATING YOUR DISTRICT TITLE I PROGRAM

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Title I Consultant
Program evaluation is carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program.”

–Carter McNamara

http://managementhelp.org/evaluation/program-evaluation-guide.htm
Evaluation Considerations

- Focus on utility, relevance, and practicality
- Determine what information is needed to make decisions
- Be willing to commit to understand what is really going on
- Decisions require Data
- Formative vs. Summative
Questions to Ask Before Starting a Program Evaluation
What are the purposes and scope of the evaluation?

- Are the “right” services being provided?
- Are the right students being served?
- Should more/fewer students be served?
- What is the impact on core or universal instruction?
- Are parents being effectively involved?
WHO ARE THE AUDIENCES FOR THE EVALUATION?

- Title I Advisory group
- Parents
- School Board
- Building Leadership Team
- Building Teaching Staff
WHAT KINDS OF INFORMATION ARE NEEDED?

- Information to understand the here and now processes of the program
  - Review the current program outcomes and expectations
  - Perceived program strengths
  - Perceived program needs or weaknesses
- Information to determine the impact of program changes
What are the sources of information?

- District data/assessment coordinators
- Teacher data
- Student feedback
- Parent feedback
- Outside evaluators
- Other
**What are the sources of information?**

<table>
<thead>
<tr>
<th>What You Want to Know</th>
<th>When to Collect</th>
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<tbody>
<tr>
<td>Immediate effects</td>
<td>Immediately after program or intervention</td>
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<tr>
<td>Impact of a program – changes in a person or group</td>
<td>Pre and post intervention</td>
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<td>Comparison of one program with another</td>
<td>Pre and post</td>
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<td>Differential effects of a program on groups (male/female; 2nd gr. Ss vs. 3rd gr. Ss; Title vs. non-Title Ss)</td>
<td>Pre and post</td>
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<td>Effects across time</td>
<td>During implementation</td>
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How can information be collected?

- Document Reviews (spreadsheets, charts, ...)
- Activity logs
- Questionnaires
- Web based surveys
- Interviews
- Focus groups
- Other?
<table>
<thead>
<tr>
<th>Methods of Data Collection</th>
<th>Schoolwide Reform Strategies</th>
<th>Student Achievement</th>
<th>Curriculum and Instruction</th>
<th>High Quality Professional Development</th>
<th>Family and Community Involvement</th>
<th>School Context and Organization</th>
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<tbody>
<tr>
<td>Self Assessments</td>
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<td>Observations</td>
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<td>Interviews and/or Surveys</td>
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<td>School Records</td>
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<td>Group Discussions</td>
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<td>Evaluation/ Data Reports</td>
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<td>Student Work</td>
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<td>Other</td>
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# Data Collection Action Plan

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<thead>
<tr>
<th>Evaluation Question 1</th>
<th>What is collected</th>
<th>How collected/What technique</th>
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<tbody>
<tr>
<td>Are Title I students achieving spring growth targets for the year?</td>
<td>Pre and Post test scores</td>
<td>Pre-test August 25; Post-test May 4 Using DIBELS</td>
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</table>

<table>
<thead>
<tr>
<th>From whom/Data source</th>
<th>When collected and by whom</th>
<th>How data are to be analyzed</th>
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<tbody>
<tr>
<td>Building testing coordinator and building assessments</td>
<td>Week of May 4 by Title I teacher</td>
<td>Comparison of scores and growth targets for the year</td>
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<tr>
<th>Evaluation Question 2</th>
<th>What is collected</th>
<th>How collected/What technique</th>
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TITLE I EVALUATION/ ANNUAL REVIEW
The U.S. Department of Education provides Title I funds to states to give to school districts based on the number of children from low-income families in each LEA. Each school must focus Title I services on children who are failing, or most at risk of failing, to meet local academic standards.
Program Goal #1

- Eighty percent (80%) of Title I students will meet or exceed the spring growth target on the locally determined assessment.
PROGRAM GOAL #1 RESULTS

- Grade 1: Goal Met
  - 83% (19/23 students)

- Grade 2: Goal Not Met
  - 77% (17/22 students)

- Grade 3: Goal Met
  - 87% (13/15 students)

- All Title I Students: Goal Met
  - 82% (49/60 students)
Program Goal #2

- Eighty percent (80%) of Title I students will meet or exceed the spring growth target for fluency and comprehension on the district’s CBMs.
**Program Goal #2 Results**

- **Grade 1:** Goal Met
  - 96% (22/23 students) Fluency
  - 87% (21/23 students) Comprehension

- **Grade 2:** Goal Met
  - 82% (18/22 students) Fluency
  - 86% (19/22 students) Comprehension

- **Grade 3:** Goal Not Met
  - 80% (12/15 students) Fluency
  - 67% (10/15) Comprehension
PROGRAM GOAL #3

- Ninety percent (90%) of Title I Parents will participate in at least one Title I family/parent activity (other than parent-teacher conferences).
PROGRAM GOAL #3 RESULTS

- Fifty-two Title I families
  - Annual Title I meeting – 33 of 52 families represented
  - Fall Literacy Night – 39 of 52 families represented (+6)
  - Spring Title I Performance Day – 28 of 52 families (+6)

- Goal Not Met
  - Total family participation – 45 of 52 families (87%)
RECOMMENDATIONS

- Increase collaboration between classroom and Title I teachers to align instruction
- Use developmentally appropriate strategies to increase level of performance in comprehension
- Survey parents to get information about parent/family involvement activities
  (written and phone follow-ups)
In Closing –
PRIMARY CONSIDERATIONS

- How effective has the program been?
- Are we looking at the “right” data?
- What has worked well in the program?
- What needs to be changed?
- How can the program be refined or improved?
PRIMARY CONSIDERATIONS

 Are the “right” students receiving the “right” services?
 Are the students being served showing appropriate growth in achievement?
 Are all legal requirements for the program being met?
 What is the impact on core or universal instruction?
CONTACT INFORMATION

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- Title I Website