Title I Needs Assessment and Program Evaluation

Title I Technical Assistance & Networking Session
October 17, 2013

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Agenda

★ Needs assessment

★ Title I program evaluation

★ Conditions for School Effectiveness Self-Assessment

★ Resources
Needs assessment - requirements

- Districts are required to conduct annual needs assessments that include data on student achievement relative to State standards, and input from parents and educators.

- Title I program planning must be based on district and school needs assessment.

- ESE Title I program review requires written needs assessment procedure.
Needs assessment - purpose

★ Establishes priorities for action and informs decisions about allocation of resources (people, materials, time, and fiscal)

★ Needs assessment will inform decisions on where/how resources (including Title I) should be distributed and utilized in the district.
Needs assessment - components

In general, a needs assessment:

- Considers a range of needs and issues
  - Student needs
  - Curriculum and instruction
  - Professional development
  - Family and community involvement
  - School and district context and organization
Needs assessment - components

- Includes information gathered from a variety of sources

**Quantitative data**, such as: student achievement results, enrollment counts, dropout rates, graduation rates from school and district records and reports, and demographic statistics from community-based or other organizations.

**Qualitative data** that reveal attitudes and perceptions, such as: written surveys, face-to-face or telephone interviews, focus groups, or classroom observations.
Needs assessment - procedure

Written procedure includes:

- Description of quantitative/qualitative data collected and analyzed
- Who is involved in analysis
- How priority needs are determined
- How school improvement plans and other documentation relate to this process
Program evaluation - requirements

★ Federal legislation requires that a school operating a Title I program annually evaluate the implementation of, and results achieved by, the Title I program.

★ ESE Title I program review requires written program evaluation procedure and program evaluation summary.
Program evaluation- purpose

The Title I program evaluation is an annual review of Title I activities to determine if they are contributing to the desired outcomes:

★ Improved student achievement
★ Effective family engagement
★ High quality professional development
Program evaluation- components

★ Measures efficacy and impact of Title I program
★ Documents impact of Title I services on student learning
★ Includes evaluation of private school services, parental involvement, consultancy services
★ Informs school and district planning (cycle of continuous improvement)
★ Is an advocacy tool
★ Is conducted at end of program year
Program evaluation - procedure

Description of:

★ Data used
★ Constituents consulted
★ Process used to arrive at evaluation findings
★ How findings are utilized for planning and improvement
Program evaluation - summary

Summary of:

⭐ Program strengths
⭐ Program weaknesses
⭐ Subsequent program changes
Needs assessment & program evaluation

What are the differences and how do they relate to each other?

★ Program evaluation
  ★ Evaluates Title I program only
  ★ Done after the fact (end of year)
  ★ Helps to plan Title I for next year

★ Needs assessment
  ★ Looks at all school data, including Title I
  ★ Done before beginning of school year
  ★ Assesses priority needs in district/schools and determines where Title I fits in, as well as other resources
Continuous improvement

Needs assessment  Program evaluation
Conditions for School Effectiveness Self-Assessment

The Conditions for School Effectiveness (CSEs) articulate what schools need to have in place in order to educate their students well. These conditions, voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010, are provided on the next page and can be used as benchmarks against which schools can gauge their practice in key areas. Note that the first condition, District Systems for School Support and Intervention, is not addressed by this tool, as it relates to what is beyond the control of the school. That condition can be assessed through use of the District Self-Assessment (currently in development).

Using the CSE Self-Assessment
The CSE Self-Assessment is designed to be used at the school level by leaders, those responsible for day-to-day instruction, and key stakeholders. It is a tool for conducting a scan of current practice, identifying areas of strength, and highlighting areas requiring greater focus. To gain information on strengths and needs, the tool delineates the level of development of each condition along the continuum that is described below:

1. (Little Evidence) – A school is demonstrating little to no progress in implementing an element of a CSE, or implementation is so infrequent that its impact is negligible.

2. (Developing) – Some policies, practices, and procedures are emerging or are in place to support the condition; however they are not yet fully developed or implemented with fidelity.

3. (Providing) – The school’s policies, procedures, and practices are established and are implemented consistently, with fidelity.

4. (Sustaining) – The school’s policies, procedures, and practices are in place (with all being implemented at a “Providing” or at-standard level), are aligned to and integrated with one another to the point of being self-sustaining, and are supported by district efforts.

http://www.doe.mass.edu/apa/general/
Conditions for School Effectiveness
Self-Assessment

Level 3 (districts with one or more schools among the lowest-performing 20% based on quantitative indicators, or schools with low MCAS participation rates or low graduation rates): Schools in Level 3 are required to complete a self-assessment process aligned with Essential Conditions for School Effectiveness.

Level 3 districts will be given high priority for Department assistance, including resources to assist their efforts to implement the Essential Conditions at each identified school.
Conditions for School Effectiveness
Self-Assessment

Feedback from school leaders

<table>
<thead>
<tr>
<th>School Leaders’ Perceptions of the Conditions for School Effectiveness (SY13)</th>
<th>Total # of Respondents</th>
<th>Extremely Valuable</th>
<th>Somewhat Valuable</th>
<th>Not Very Valuable</th>
<th>Not at All Valuable</th>
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<td>Value to School Improvement Planning</td>
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<td>58%</td>
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<td>Value to Professional Development Plans</td>
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<td>Likelihood of Continuing to Use CSE</td>
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<td>53%</td>
<td>38%</td>
<td>6%</td>
<td>3%</td>
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Conditions for School Effectiveness
Self-Assessment

CSE Self-Assessment ➔ School Improvement Plan revision
Example

VII. Professional development and structures for collaboration: Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
Resources

Conditions for School Effectiveness Self-Assessment; District Standards and Indicators Self-Assessment:
http://www.doe.mass.edu/apa/general

District and School Assistance Centers (DSACs):
http://www.doe.mass.edu/apa/sss/dsac

Title I sample documents:
http://www.doe.mass.edu/apa/titlei/parta/review

Email: titlei@doe.mass.edu

Phone: 781-338-6230