Title I Needs Assessment and Program Evaluation

Fall Title I Statewide Conference
November 5, 2014
Agenda

- Needs assessment
- Title I program evaluation
- Where to find resources for each
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.

- Written needs assessment **procedure** is required.
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

Massachusetts Department of Elementary and Secondary Education
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 - components

★ Uses valid and reliable data
★ Involves many individuals representing a range of knowledge, skills, and expertise
★ Results in the development of goals and action plans
★ Is used as the basis for resource allocation
★ Includes regular follow-up and evaluation of plans and strategies
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
Every six years, each school district in the Commonwealth is scheduled for a Coordinated Program Review of state and federal programs. Districts receiving Title I funds undergo a Title I program review in the same year they are scheduled for a Coordinated Program Review. The information below is arranged for the purpose of collecting & organizing documentation for program reviews; however, even if a district is not scheduled for a program review they may be of assistance in operating an effective Title I program.

### 2014-15 Program Review Materials

- 2014-15 Title I Program Review Procedures
- How to Organize & Submit 2014-15 Materials for Review by ESE Staff
- FY14 Common Title I Program Review Findings

### Resources & Sample Documents by Tab

- Tab 10: Needs Assessment Procedure
- Tab 10: Conditions for School Effectiveness Self-Assessment Research Guide
- Tab 10: Conditions for School Effectiveness Self-Assessment
- Tab 11: Program Evaluation Procedure
- Tab 12: Program Evaluation Summary
- Tab 13: Targeted Assistance Program Plan
- Tab 14: About Title I Schoolwide Programs
- Tab 15: District and School Accountability and Assistance Levels and Required Actions
Conditions for School Effectiveness Self-Assessment

The Conditions for School Effectiveness (CSE) 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 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

### VIII. 
**Tiered Instruction and Adequate Learning Time:** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

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Conditions for School Effectiveness
Self-Assessment

CSE Self-Assessment  School Improvement Plan revision
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.

- Written program evaluation **procedure** and program evaluation **summary** are required.
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- key questions

★ Has the Title I program been effective?
★ What has worked well in the Title I program?
★ What has not worked well in the Title I program?
★ How should the Title I program be refined?
Program evaluation - procedure

Description of:

- Data used
- Constituents consulted
- Process used to arrive at evaluation findings
- How findings are utilized for planning and improvement
Title I Program Evaluation Procedure

The effectiveness of (name of district) Title I program is evaluated annually. The evaluation considers all aspects of the Title I program, including effectiveness of policies, involvement of parent/guardians and impact of equitable services for private school children, if applicable. The following primary questions guide program evaluation: (1) Has the Title I program been effective? (2) What has worked well in the Title I program? (3) What has not worked well in the Title I program? (4) How should the Title I program be refined? The data are analyzed and the results of these analyses are used as the source of evidence to determine the answers to the four questions.

1. **Information is collected** in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators. Additionally, a program evaluation survey is distributed to all Title I families in Title I schools. To the extent practicable, the survey is made available in multiple languages.

2. **The data are analyzed** by the Title I Coordinator with the assistance of other staff, as needed.

3. **As necessary and appropriate, the results of the analysis are shared with Title I staff, Title I building classroom teachers, principals, district administrators, parents, and other stakeholders** to determine necessary and important changes that should be made to the Title I program to better survey its students.

4. **The results of the evaluation, including information about any changes to the Title I program, are shared** with district and school officials and distributed to all Title I families in Title I schools. To the extent practicable, the evaluation results are made available in multiple languages.
Program evaluation - summary

Summary of:

⭐ Program strengths
⭐ Program weaknesses
⭐ Subsequent program changes
Title I program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the district’s Title I program. All aspects of the Title I program must be included in evaluation of its impact, including academic assistance provided, parent/guardian involvement activities and effectiveness of related policies, and private school services (if applicable). Evaluation data, such as periodic and summative student assessment data and staff and parent/guardian surveys, are used to evaluate the strengths and weaknesses of the program’s impact on raising student achievement and productively involving parent/guardians in their children’s education.

### Program Evaluation

- **Program Evaluation Procedure**
- **Program Evaluation Summary** (Updated annually by the district)
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

Massachusetts Department of Elementary and Secondary Education
Resources & contact info

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

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

Email: titlei@doe.mass.edu

Phone: 781-338-6230