**DESE Title Grants Program Evaluation Workbook v2**

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# **Introduction\***

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| As a condition of taking federal grant funds, school districts are required to annually evaluate the effectiveness of their programs. But conducting strong annual evaluations is about more than just staying in compliance. These evaluations also provide a valuable window into what is (or isn’t) working across programs, allowing districts to better serve students.The resources in this workbook have been developed to support the Title grant evaluation process. This tool should not be used in isolation, but as one tool among other resources.The workbook includes two major sections. The first section includes directions and planning templates. The second section, Appendix A, includes examples of completed planning documents that you can reference as you are completing your evaluation. ***\*This document is currently being beta tested. We appreciated your patience and welcome your feedback. If you have comments or suggestions for improving the tool, please email*** ***leif.jacobsen@mass.gov******.\**** |

# **Evaluation Checklist**

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| **Directions:** Use the Evaluation Checklist to keep track of each step. You are welcome to return to a previous step if something later in the process prompts you to rethink something. These evaluation steps are iterative and work in one step may help you to better conceptualize other steps. |

**Evaluation Checklist:** *How do we evaluate program effects?*

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| --- | --- | --- |
| **Step** | **Question** | **Done?**  |
| Step 1: Identify members of the team | What skills do we need on our team and who has those skills? |  |
| Step 2: Conduct Needs Assessment and Design Theory of Action | What are the short and long-term goals of our program? What key actions will get us to our goals? |  |
| Step 3: Define program goals and evaluation questions | What did we design our program to do? What do we want to find out? How would we know? What is measurable and attainable? |  |
| Step 4: Create a data collection plan | How and when do we collect the data? |  |
| Step 5: Write Program Evaluation Procedure | How do we write our Program Evaluation Procedure? |  |
| Step 6: Analyze Data | How do we analyze our data? |  |
| Step 7: Write Program Evaluation Summary | How do we write our Program Evaluation Summary? |  |
| Step 8: Report, Discuss and Apply Evaluation Findings | How do we report our findings and what do we do because of our findings? |  |

# **Step 1: Identify Members of the Team**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Directions:** Which stakeholders within your district will be key contributors to the program evaluation cycle? Consider both central office and school-based staff and identify them below. As you build out your team, weigh each member’s relevant responsibilities and skills. |

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| --- | --- | --- | --- |
| **Name** | **Position** | **Relevant Responsibilities** | **Skills** |
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# **Step 2: Needs Assessment and Theory of Action**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part I: The Needs Assessment**

The Every Student Succeeds Act (ESSA), which authorizes federal title grant programming, requires the completion of both an annual needs assessment and a program evaluation for any LEA receiving grant funds in Titles IA, IIA, and IVA:

|  |  |  |
| --- | --- | --- |
| **Grant Program** | **Needs Assessment Requirement** | **Program Evaluation Requirement** |
| Title I, Part A | Section 1112(b)(1)(A): “The local educational agency shall conduct a comprehensive needs assessment of the entire district, including a focus on the academic needs of students at the school level, in order to develop a plan that meets the educational needs of students in schools served by the agency.” | Section 1116(b)(3): "The local educational agency shall periodically evaluate the effectiveness of the programs and interventions supported under this section in improving student achievement." |
| Title II, Part A | Section 2103(b)(3): "Each local educational agency receiving a subgrant under this part shall, based on a needs assessment, allocate funds to schools served by the agency in a manner that is aligned with the professional development needs of teachers, principals, and other school leaders." | Section 2101(b)(4)(B): "The local educational agency shall evaluate the effectiveness of professional development activities and the impact of such activities on improving the academic achievement of students." |
| Title IV, Part A | Section 4106(d)(1)(B): “Each local educational agency shall conduct a comprehensive needs assessment of the schools served by the agency, which shall include an assessment of the needs for improving student safety, academic achievement, and access to a well-rounded education, including, as applicable, an assessment of the needs of students at risk of academic failure, students with disabilities, and English learners.” | Section 4106(e)(1): "The local educational agency shall assess and publicly report the effectiveness of the activities funded under this part, including the academic achievement of students." |

The needs assessment serves as a foundational tool to guide the effective use of federal funding and ensure that interventions are targeted where they are most needed. Complete your needs assessment before crafting your theory of action. While this guide will not provide guidance on the Needs Assessment process, here are some helpful resources:

DESE: [Needs Assessment Procedure](https://www.mass.gov/doc/needs-assessment-procedure/download) Department of Education: [Needs Assessment Guidebook](https://www.ed.gov/sites/ed/files/2020/10/needsassessmentguidebook-508_003.pdf)

**Part II: Theory of Action**

**Directions:** A Theory of Action allows you to get clear on the key pillars of your program. When you think about where you want the program to be in the short and long term, what comes to mind? Use the space below to brainstorm your program’s major long and short-term goals. Then identify the specific key actions that will allow you to get there. Use this tool to make your best thinking explicit so that you can share it across your team. You can make copies of this page if you have multiple goals or multiple evaluations.

|  |  |  |  |
| --- | --- | --- | --- |
| **Long-Term Goal** | **Short-Term Goals** | **Key Actions** | **What and how** |
|  |  |  | **What will change?** |
| **How will this change lead to your outcome?** |
|  | **What will change?** |
| **How will this change lead to your outcome?** |
|  |  | **What will change?** |
| **How will this change lead to your outcome?** |
|  | **What will change?** |
| **How will this change lead to your outcome?** |

# **Step 3: Draft Evaluation (Outline)**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Aligned to your theory of action, use the space below to draft your program goals and evaluation questions that are both attainable and measurable. Jot down any thoughts you have about how you would measure what you want to know.

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| **Grant** | **Program Goal (s): What do you want your programming to achieve?** | **Evaluation Question: What do you want to know?** | **Outcome Measure: How will you know?** |
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# **Step 4: Data Collection Plan**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** We recommend you devote a substantial amount of time to the completion of Step 4. Appendix A provides information and resources to review and discuss as a team before completing the Data Collection Plan on the page below.

The data collection plan will answer two questions. Appendix A provides information, resources, and directions to answer each of these two questions.

1) What data do we need to collect?

2) When and how do we collect the data?

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| --- | --- | --- | --- |
| **Timeline/phases** | **Steps** | **Metric 1** | **Metric 2** |
|  | Data Source (or Metric) |  |  |
| Is this data available? |  |  |
| If yes, where is it housed? If no, how will you collect it? |  |  |
|  | Who collects and has access to the data? Or who will collect and store the data? |  |  |
| When is/will the data be collected? |  |  |
|  | Who will analyze the data? |  |  |
| When will the data be analyzed? |  |  |
| Potential challenges/questions for the team to discuss |  |  |

**Step 5: Write Your Evaluation Procedure**

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| **Directions:** The Program Evaluation Procedure is required annually and is Submission 13 during DESE’s Federal Programs monitoring. This document synthesizes *how* you and your team are annually evaluating your school’s Title I program to identify what worked, what didn’t work, what needs to change to meet your goals, and what the impact was on student achievement. This includes a thorough description of the data used, the constituents consulted, the process used to arrive at evaluation findings, and a summary of how these findings are utilized for planning and improvement. In other words, use this document to capture your step-by-step process for conducting the evaluation. Once you complete this evaluation in the outline, you should integrate your answers into one narrative report. |

1. Describe your district’s Theory of Action for this grant and the main program goals that are aligned to the TOA.

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2. Describe the key stakeholders involved in this evaluation and the role that each stakeholder has played in the evaluation cycle.

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3. Provide a rough annual timeline of your evaluation cycle, including goal setting, data collection, analysis and report dissemination.

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4. Describe which pieces of information are collected during the data collection process (student performance data, survey data, attendance data, etc.) and describe how this information is collected.

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5. Describe how your team analyzed the data (e.g., compared BOY, MOY, and EOY benchmark assessments, tabulated teacher survey results and identified themes from open ended questions, etc.) and how your team arrived at those key takeaways.

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6. Describe how the final evaluation documents are shared with the community.

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# **Step 6: Analyze Data**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Directions:** **Part 1:** Present Raw Data. This section includes some suggestions for displaying your raw data in a presentable format (tables, charts, etc.). Note that the raw data displays are for your team to use internally and do not necessarily meet the federal Title requirements for summarizing your analysis and findings.**Part 2:** Conduct Analysis. This section provides guidance about how to look for patterns, trends, anomalies, and key insights in the data that will form the basis of your evaluation summary. |

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| Use the Analysis Table to analyze what the data you gathered are saying about your evaluation question(s), those questions you listed in your Evaluation Outline on page 5. What did you want to know? Include information about whether your program was effective. Answer the following questions:1. What does the analysis tell you about your evaluation goal? What did you learn about what you wanted to learn?
2. Did the program meet the goal(s) or do what you thought it would achieve? Partially? What parts?
3. What did you learn about why the program is/is not meeting those goals?
4. Did you learn anything about how the program could better meet those goals?
5. Based on the data/analysis, what changes will you make in your program to better meet its goals and why?
6. Based on the data/analysis, what will stay the same in your program and why?
7. What new questions does your analysis raise? What would you want to learn about next year’s program?
 |

***How do we analyze and summarize our findings?***

The end goal for Step 5 is for your team to write a brief analysis answering the questions listed in the directions above. Given that every district will have different programs, different questions, and different data to address those, there is an infinite combination of these. For this reason, for this early draft of Title Grants Program Evaluation: Guidance and Template we are providing three key analytic strategies to apply rather than specific steps or approaches. Providing raw data does not meet the federal title grants evaluation requirement.

**Three Analytic Strategies**

**Patterns and Trends.** Begin by looking at the data as objectively as possible for patterns and trends. Just like you wouldn’t assume that a positive correlation between an increase in ice cream sales and robberies in the same town means that one’s causing the other, be careful not to assume Y caused X. This mistake is often called *false causality,* and it’s very common among beginner data analysts. Make sure you always have enough evidence to support your insights.

**Anomalies.** Look for any data that goes against your expectations or seems not to fit.Finding the insights that are related to the goals you set at the beginning and looking for trends that support your existing assumptions is the first thing you’ll do.But make sure you also look for data that goes in the opposite direction of your expectation, so you don’t get a bad case of *confirmation bias*. If you do notice some data anomalies, keep on investigating them until you see why they’ve appeared. More often than not, the explanation will be simple, but you’ll want to rule out any major concerns.

**Critical Thinking.** Analyze the information critically. List upfront any potential flaws that might have influenced your data. Do you only have data from one type of student? Are you comparing outcomes from beginning of the school year to the end that might be explained by student development over the course of the year? Try to identify your own bias (I really want X to be true) and evaluate evidence based on its merits. Spend time thinking about other explanations for what you might be seeing and pressure test multiple explanations to see which holds up best.

**Part I: Present Raw Data**

**Part 2: Conduct Analysis**

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| --- | --- |
|  | Key Insights |
| Did the program meet its stated goal(s)? Explain. |  |
| What did you learn about why the program is or is not meeting those goals? |  |
| Based on the data/analysis, what changes will you make in your program to better meet its goals and why? |  |
| Based on the data/analysis, what will stay the same in your program and why? |  |
| What new questions does your analysis raise? What would you want to learn about next year’s program? |  |

# **Step 7: Write Your Evaluation Summary**

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Directions:** The Program Evaluation Procedure is required annually and is Submission 15 during DESE’s Federal Programs monitoring. This document captures both the *results* and the *implications* of your evaluation. You should include a discussion of the strengths and weaknesses of your program based on findings from data analysis and an explanation of any consequent program changes made. Once you complete this summary in the outline, you should copy integrate your answers into one narrative report. |

1. Provide an overview of the data that you collected and explain the key insights that you gathered from the data.

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2. Have you achieved your initial program goals? Why or why not? Use the data to support your response.

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3. Has your program contributed to positive student achievement growth? Why or why not? Use the data to support your response.

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4. Based on your results, what are the program’s biggest strengths? Provide a data-driven discussion.

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5. Based on your results, what are the program’s biggest weaknesses? Provide a data-driven discussion.

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6. Based on your results and the program’s identified growth areas, what do you intend to change in the program going forward? Explain.

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# **Step 8: Disseminate and Apply Evaluation Findings**

Part I: Program Evaluation Dissemination

1. Synthesize your program summary into a brief one-pager for outside stakeholders that captures the key takeaways of your evaluation (key findings, strengths/weaknesses, resulting changes)

2. Create a list of stakeholders within your community who should receive a copy of the evaluation reports and then send them the reports. (Examples: school principals, school committee members, etc.)

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| List Here: |

3. Create a list of next steps for implementing the changes identified in the reports and a rough timeline for implementation.

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| **Next Step** | **Timeline for Implementation** |
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# **Appendix A: Examples**

## Step 1: Identify Members of the Team (Example)

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| --- | --- | --- | --- |
| **Name** | **Position** | **Relevant Responsibilities** | **Skills** |
| **Ali Washington** | District Leader | --Understand the federal grants evaluation requirement, the skills, and time necessary to meet that requirement--Support the recruitment of staff with necessary skills to participate in the evaluation process--Ensure participating staff have adequate time to contribute to the evaluation process--Participate in updates as needed | -- Ability to assign responsibilities and co-manage project with Grants Coordinator--Ability to provide encouragement--Ability to support other staff to participate in evaluation activities (e.g., participate in or administer surveys) |
| **Jane Nguyen**  | Grants Coordinator | --Oversee the entire evaluation process--Develop and manage evaluation plans and timelines--Ensure alignment with Title I program goals and objectives--Coordinate communication among team members and stakeholders--Compile and present final evaluation reports | --Project management--Strong organizational skills--Excellent communication and leadership abilities--Familiar with existing School, District, and DESE Data --Proficiency in evaluation methodologies and tools |
| **Grant Garcia** | Assistant Superintendent of Academics | --Project management--Organization--Data and evaluation methodology | --Familiar with existing School, District, and DESE Data--Data analysis and statistical skills--Attention to detail-- Ability to translate data findings into actionable insights |
| **Steve Miller** | School Principal, Title I Served School |

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| - Facilitate program implementation in the school- Ensure compliance with Title I guidelines- Engage with parents and community |

 | - Educational Leadership- Community Engagement- Compliance |
| **Jordan Smith** | Chief Financial Officer | --Manage district-wide budget- Ensure district-wide alignment with Title I goals- Monitor program compliance and effectiveness- Allocate resources | - Data analysis and financial reporting- Budgeting- Program Oversight |
| **Sandra Yang** | Parent Representative | - Represent parent concerns and perspectives- Participate in decision-making- Provide feedback on program effectiveness | - Advocacy- Community EngagementCommunication Skills |

## Step 2: Needs Assessment and Theory of Action

**District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### Part I: The Needs Assessment

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|  |  |  |
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Department of Education: [Needs Assessment Guidebook](https://www.ed.gov/sites/ed/files/2020/10/needsassessmentguidebook-508_003.pdf)

### Part II: Theory of Action

**Directions:** A Theory of Action allows you to get clear on the key pillars of your program. When you think about where you want the program to be in the short and long term, what comes to mind? Use the space below to brainstorm your program’s major long and short-term goals. Then identify the specific key actions that will allow you to get there. Use this tool to make your best thinking explicit so that you can share it across your team. You can make copies of this page if you have multiple goals or multiple evaluations.

|  |  |  |  |
| --- | --- | --- | --- |
| **Long-Term Goal** | **Short-Term Goals** | **Key Actions** | **What and how** |
|  |  |  | **What will change?** |
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|  | **What will change?** |
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|  |  | **What will change?** |
| **How will this change lead to your outcome?** |
|  | **What will change?** |
| **How will this change lead to your outcome?** |

## Step 3: Define Program Goals and Evaluation Questions (Example**[[1]](#footnote-2)**)

The examples below are provided for illustrative purposes only to help you complete the

 Evaluation Outline on page 4.

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| --- | --- | --- | --- |
| **Grant** | **Program Goal:** **What did we design our program to do?** | **Evaluation Question:** **What do we want to know?** | **Outcome Measure: How will we know?** |
| Title I | We want our programming to improve Literacy Skills in Elementary Students | We want to know if the literacy interventions and resources provided through Title I funding are working. | We would know if there was an increase in the % of students meeting or exceeding grade-level reading benchmarks on standardized reading assessments. |
| Title I | We want our programming to increase Parent and Family Engagement | We want to know if our family engagement initiatives and workshops supported by Title I funds are working. | We would know if attendance rates at family engagement events increased and parental involvement in school activities increased.  |
| Title II | We want our programming to increase the Quality and Availability of High-Quality Professional Development for Teachers | We want to know if the professional development programs we’re funding result in any positive changes in teaching practices. | We would know if teachers implemented instructional practices as observed in classrooms and a correlation between professional development participation and student achievement gains. |
| Title I | We want our programming to improve the Effectiveness of Social-Emotional Learning (SEL) Programs | We want to know if Title-I funded SEL programs improve students’ social and emotional skills. | We would know if positive changes in students’ social-emotional competencies as measured by SEL assessments and reduced behavioral incidents reported by teachers and school counselors. |
| Title I | We want our programming to raise Middle School Student Math Proficiency | We want to know if the Title-I funded math tutoring and supplemental instructional materials has a positive impact on student performance. | We would know if math scores on state-wide assessments improved and if there was a reduction in the number of students scoring below proficiency levels. |

## Step 4: Create a Data Collection Plan (Example)

**Directions:** We recommend you devote a fair amount of time to completing Step 4. We provide information as well as resources that you may want to review and discuss as a team before completing your Data Collection Plan on page 8. Read through pages 27-32 before you begin to sketch your Data Collection Plan on page 8.

Your data collection plan will answer two questions: 1) What data do we need to collect? 2) When and how do we collect the data? Below we provide information, resources, and directions to answer each of these two questions.

### What data do we need to collect?

**Directions:** Read the following text and review the resource links below as well as the table of student data examples on page 35. Use the Data Collection Plan Example on pages 31-32 to guide you in completing your Data Collection Plan on page 16. Begin your Data Collection Plan by listing your first metric in column 3 or 4 and answer the questions in column 2 about that metric. Do the same for each metric, adding columns if you need them (you might need to change the page orientation to landscape to add more columns).

Big Picture Take: While we include resources below to support you in finding a variety of data types and data collection tools, if your team is early in its journey developing your evaluation skills and confidence, we strongly recommend you utilize existing data and avoid creating new data collection tools or collecting data from students, families, or colleagues using focus groups or interviews, for the following reasons:

1. Developing tools to conduct surveys, focus groups, or interviews that are valid and reliable requires skills that many trained and seasoned researchers do not have as well as time.
2. Students, families, colleagues and other stakeholders may find it difficult to provide educators with negative feedback particularly when there are power differentials. There’s reason research is conducted by neutral, third parties – though certainly this also has its own drawbacks. It can be difficult to get candid feedback when you’re gathering information about work you’re involved in.

With that in mind, below are the activities to help you think through what data you need to collect.

#### Existing Data Sources

**First, determine whether any existing data works to measure your outcome(s).** We highly recommend that for this discussion you include colleagues who may know about and have experience working with data collected by DESE and available to district and school staff through Edwin Analytics, Profiles, District Analysis and Review Tools (DART), and other DESE data tools as well as data collected at the district and/or school level such as kindergarten screeners, early literacy screeners, formative and/or summative assessments for specific curricula or textbooks, parent surveys, etc. There is a lot of data already available that might help you to answer your evaluation questions. The table on page 13 includes examples of some kinds of student data. Since you and your colleagues will know far more than anyone about data collected within your district, here we provide some information about some of the tools to help you access and use data collected by DESE that are available to districts and schools.

[**Edwin Analytics**](https://www.doe.mass.edu/edwin/), or Edwin, is a powerful reporting and data analysis tool that gives authorized school, district and state level users access to new information and reports with information about teaching, learning and educational outcomes. Edwin Analytics integrates longitudinal data from early education through post-secondary education and the workforce. You will find all of the resources available to get started and learn about Edwin, including [directions to help you contact your district’s Edwin Analytics contact](https://www.doe.mass.edu/edwin/gettingstarted.html) for additional information.

Edwin Analytics contains information that spans the entire education spectrum (preschool to post-secondary) by integrating data from the following three state agencies, and other sources:

* Massachusetts Department of Early Education and Care (EEC) data:
	+ Program type and student participation level
* Department of Elementary and Secondary Education (ESE) data:
	+ Student outcome data (MCAS performance and ACCESS for ELLs growth and levels)
	+ Student demographics (SIMS)
	+ Student courses, schedules, and teachers (SCS)
	+ Student discipline and risk indicators (SSDR and EWIS)
	+ Student growth and acquisition of new knowledge, skills and abilities
	+ Student Views on Climate and Learning, school climate information (VOCAL)
	+ Teacher demographic and licensing information (EPIMS and ELAR)
	+ Finance data
	+ Educator Prep Program Data
* Department of Higher Education (DHE) data:
	+ Developmental coursework and credit obtainment
	+ Postsecondary enrollment, persistence and completion
* Other Sources:
	+ National Student Clearinghouse (NSC) data: college enrollment, persistence and completion.
	+ Free Application for Federal Student Aid (FAFSA): FAFSA submission and completion

[**District Analysis Review Tools**](https://www.doe.mass.edu/dart/), or DARTs, are all publicly available and turn the Department's vast amount of data into valuable, easily consumable information. The DARTs offer snapshots of district and school performance, allowing users to easily track select data elements over time, and make sound, meaningful comparisons to the state or to "comparable" organizations. The following DARTs are available:

* [DART for District and Schools](https://profiles.doe.mass.edu/analysis/state.aspx) includes data and data trends for enrollment, assessment, finance and management, student support, leadership and governance and human resources.
* [DART Detail: English Learners Online Dashboard](https://app.powerbigov.us/view?r=eyJrIjoiZDcyMjUxYmUtOWFkYS00NWQ2LTllMjItMWE2Yjc4ZDQyYTY2IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9), consolidates state data on English learners into a single tool.
* [DART Detail: Success After High School Online Dashboard](https://app.powerbigov.us/view?r=eyJrIjoiY2E5YTI3MDctNTNkNi00OTRmLTkyNzEtMmMzODNmYzUyZmQxIiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9) compiles school, district, post-secondary and career readiness data to provide an indication of the overall condition or a district or school’s efforts to ensure all students are ready for their next steps as productive and contributing members of society.
* [DART Detail: Staffing and Finance](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fdart%2Fdart-finance-staff.xlsx&wdOrigin=BROWSELINK)

* The table on page 13, while not exhaustive, lists many kinds of student data that may already be available, including

#### New data collection

**Second, if your team decides it does want to collect new data via survey or focus groups explore the resources we provide below,** though please keep the limitations and challenges in mind.

##### Survey Resources

* [Hanover Research Strategies for Successful K-12 Surveys](https://www.hanoverresearch.com/insights-blog/strategies-for-successful-k-12-survey-design-and-analysis/)
* [Qualtrics 10 Tips for Building Effective Surveys](https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/)

##### Sample Surveys:

* [DESE Model Feedback Surveys](https://www.doe.mass.edu/edeval/evidence/feedback/surveys.html?section=faq1): Surveys that provide insights on teacher and administrator practice for students (grades 3-5 and 6-12) and staff.
* [MA Conditions for Learning Survey](https://matoolsforschools.com/resources/cflsurveys?rq=conditions%20for%20learning): Survey that measures the holistic “conditions” students need to learn in a school setting.

##### Focus Resources

* [Community Toolbox: Conducting Focus Groups](https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main)
* [Better Evaluation – Focus Groups: Consultation in Nottinghamshire](https://www.betterevaluation.org/resources/guides/focus_groups/consultation_in_nottinghamshire)
* [American University: How to Conduct Focus Groups](https://programs.online.american.edu/msme/masters-in-measurement-and-evaluation/resources/how-to-conduct-focus-groups-qualitative-research)

Sample Focus Group Protocol: see page 35 of this document.

#### Student Data Examples

|  |  |
| --- | --- |
| **Reading ability​** | * Years behind grade level on reading**​**
 |
| **Subject-specific ability​** | * Entering grade level on the specific subject​
 |
| **Specific special needs​** | * Type of disability; Severity of disability ​
 |
| **Specific ELL status ​** | * Level of English proficiency​
 |
| **Time in program​** | * Semesters or years in the program​
 |
| **Intensity of program​** | * Minutes per week spent in the program​
 |
| **Learning speed ​** | * Growth rate in previous year (fall to spring growth) ​
 |
| **Student engagement​** | * Homework completion rates​
 |
| **School skills​** | * Number of course fails​
 |
| **Extracurricular involvement​** | * Number of extracurricular groups; Participation rate in extracurricular groups​
 |
| **Grade retention/promotion history​** | * Timing of grade level promotion​
 |
| **Participation in related programs​** | * For a dropout prevention program: (E.g. has a mentor with the Big Brother/Big Sister Mentorship Program), For a reading program: Student received support tutor​
 |
| **Age​** | * Age relative to expected age for grade level​
 |
| **Attendance​** | * Attendance rate, Tardy rate ​
 |
| **Behavior​** | * Detentions, Merits/Demerits, Has an IEP goal related to behavior​
 |
| **Parent engagement​** | * Parent attendance at parent-teacher meetings, PTA, etc​
 |
| **Transience/mobility​** | * Number of times moved between schools or districts in the last year​
 |

### How and when do we collect the data?

**Directions:** Column 2 of the Data Collection Plan includes some questions about “when will the data be collected?” and “when will the data be analyzed?” that you may have already answered about your metrics. Once you’ve completed Columns 3 (and 4 or more if you include multiple metrics), review all of your columns to complete the first column and establish a timeline/calendar for each of the steps in your Data Collection Plan. Use the first column to include scheduled meetings for your full team as well as smaller groups (for example, maybe only a few of you will collect or analyze the data). We cannot stress enough the importance of scheduling all data activities as well as meetings in advance. While things might change over the course of the year, your Data Collection Plan provide a guide so you reschedule and include enough time to work in teams.

#### STEP 4: EXAMPLE Data Collection Plan **(Example)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Timeline/Calendar** | **Steps** | **Metric 1** | **Metric 2** |
|  | Data Source (or Metric) | DIBELS assessment Data | Survey of Staff |
| Is this data available? | Yes | No, we must collect this |
| If yes, where is it housed? If no, how will you collect it? | Individual schools have their DIBELS data, typically in Excel files. | Identify a survey tool and make sure it has a report function. |
|  | Who collects and has access to the data? Or who will collect and store the data? | District Literacy Coordinator | Assistant Superintendent |
| When is/will the data be collected? | September 2024, December 2024, and May 2025 | Twice? October and May? Or once at the end of the year? |
|  | Who will analyze the data? | Assistant Superintendent | Director of Data and Accountability |
| When will the data be analyzed? | May 2025 | If twice, November and June, if once, June |
| Potential challenges/questions for the team to discuss | Are schools already sharing their DIBELS data with the district? Has someone at the district put the data together? Does the program we’re evaluating apply to all schools or a smaller group in the district? | What survey tool should we use? Is there a free version or does the district or a staff member have an account already? Is there an existing survey that would work? We need to test the survey by having our evaluation team members take it so we can see if the questions make sense or we need to tweak it before we send it out. |

**Appendix B: Federal Title Grant Requirements**

**Title IA**

**Title IA (Submission 13): Title I Program Evaluation Procedure**



[Link to Guidance Document](https://www.doe.mass.edu/federalgrants/titlei-a/guidance/eval-procedure.docx)

**Title IA (Submission 14): Title I Program Evaluation Summary**



[Link to Guidance Document](https://www.doe.mass.edu/federalgrants/titlei-a/guidance/eval-summary.docx)

**Title IIA**

**Title IIA (Submission 23): Activities Evaluation**



**Title IVA**

**Title IVA (Submission 25): Activities Evaluation**



**Appendix C: Sample Focus Group Protocol**

Introduction

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I work with \_\_\_\_\_\_ to conduct a program evaluation of \_\_\_\_\_\_\_\_\_\_. I am here today as a member of the program evaluation team. Thank you for taking this time to speak with me about your experience and opinions regarding \_\_\_\_\_\_\_\_\_\_\_\_\_

Study Purpose

As you may already know, [describe program purpose]. To do that, we are collecting information from district leaders, school leaders, teachers, and other key stakeholders. Please note that we are interested in your experiences as a \_\_\_\_\_\_\_. Your input about your experiences as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will help shape the process and trajectory for \_\_\_\_\_\_\_\_ moving forward.

Confidentiality

All the information we obtain will be kept confidential and will be used only by members of the research team for the purposes of this study. We will not use your name, will not attribute any quotes to individuals, and will not identify the positions of the individuals interviewed. We will make every effort to ensure information shared does not identify individuals. [Optional: In front of you is a document that outlines the scope of this study and some of the issues I have mentioned regarding anonymity and confidentiality. Do you have any questions about that document? If not, then please go ahead and sign your name at the bottom indicating that you consent to participate.]

Sample questions

* Start with a relevant but low stakes question to help participants get comfortable. Tell me a bit about your role, background, and responsibilities with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* What have been the biggest successes with \_\_\_\_\_\_\_\_\_\_\_\_\_ over the past few years?
* What have been the biggest challenges with \_\_\_\_\_\_\_\_\_\_\_\_ over the past few years?
* How does \_\_\_\_\_\_\_\_\_\_\_ fit in with the priorities of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Why?
* If you had a magic wand to change something about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, what would it be?
1. Based on [Evaluation Plan Matrix Sample (school-connect.net)](https://school-connect.net/media/School-Connect-Evaluation-Plan-Matrix-Sample.pdf) [↑](#footnote-ref-2)