Tips to Implement, Monitor, and Measure Effectiveness of Your Title I Program

2020 GCEL Conference

Presenters

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Purpose

GaDOE staff and districts will share information on how to determine whether the implementation of promising solutions is effectively meeting the identified needs of the district and schools. Presenters will discuss and share examples of:

- Implementation verses effectiveness

- Implementation of promising solutions

- Define progress and performance in meeting identified goals using Georgia's System for Effective School Instruction strategies; and

- Monitor Implementation and progress towards fiscal and programmatic fidelity

Georgia Systems of Continuous Improvement

Federal Programs Handbook

FEDERAL PROGRAMS HANDBOOK

Information Applicable to All Federal Programs
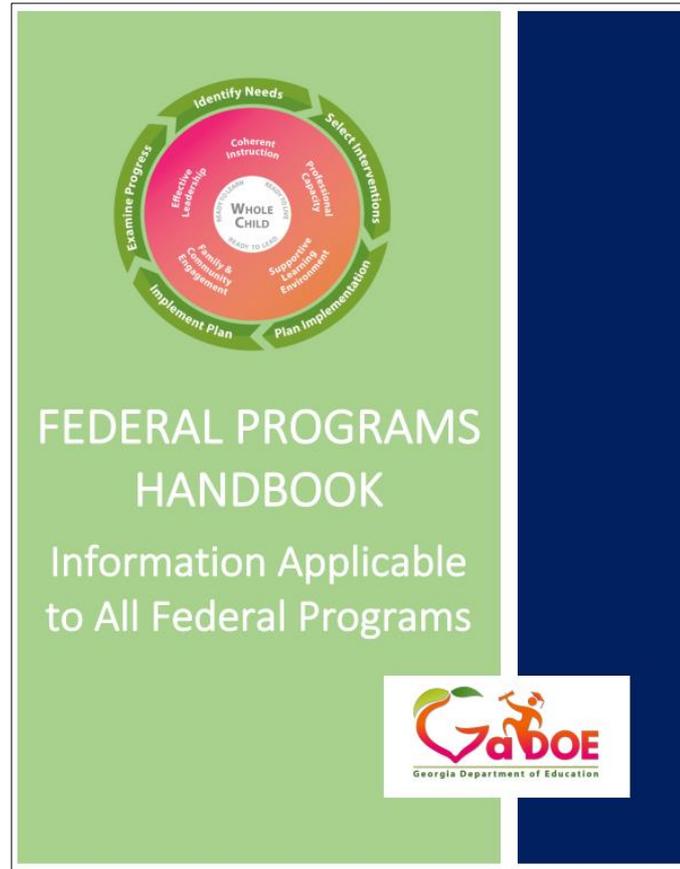
Introduction

- ESSA places an importance on using, generating, and sharing evidence about effective strategies to support students and gives stakeholders an important tool to accelerate student learning

- ESEA /ESSA emphasizes the use of **evidence-based** activities, strategies, and interventions. Non-regulatory guidance is designed to help SEAs, LEAs, schools, educators, partner organizations and other stakeholders successfully choose and implement interventions that improve outcomes for students

Strengthening Effectiveness
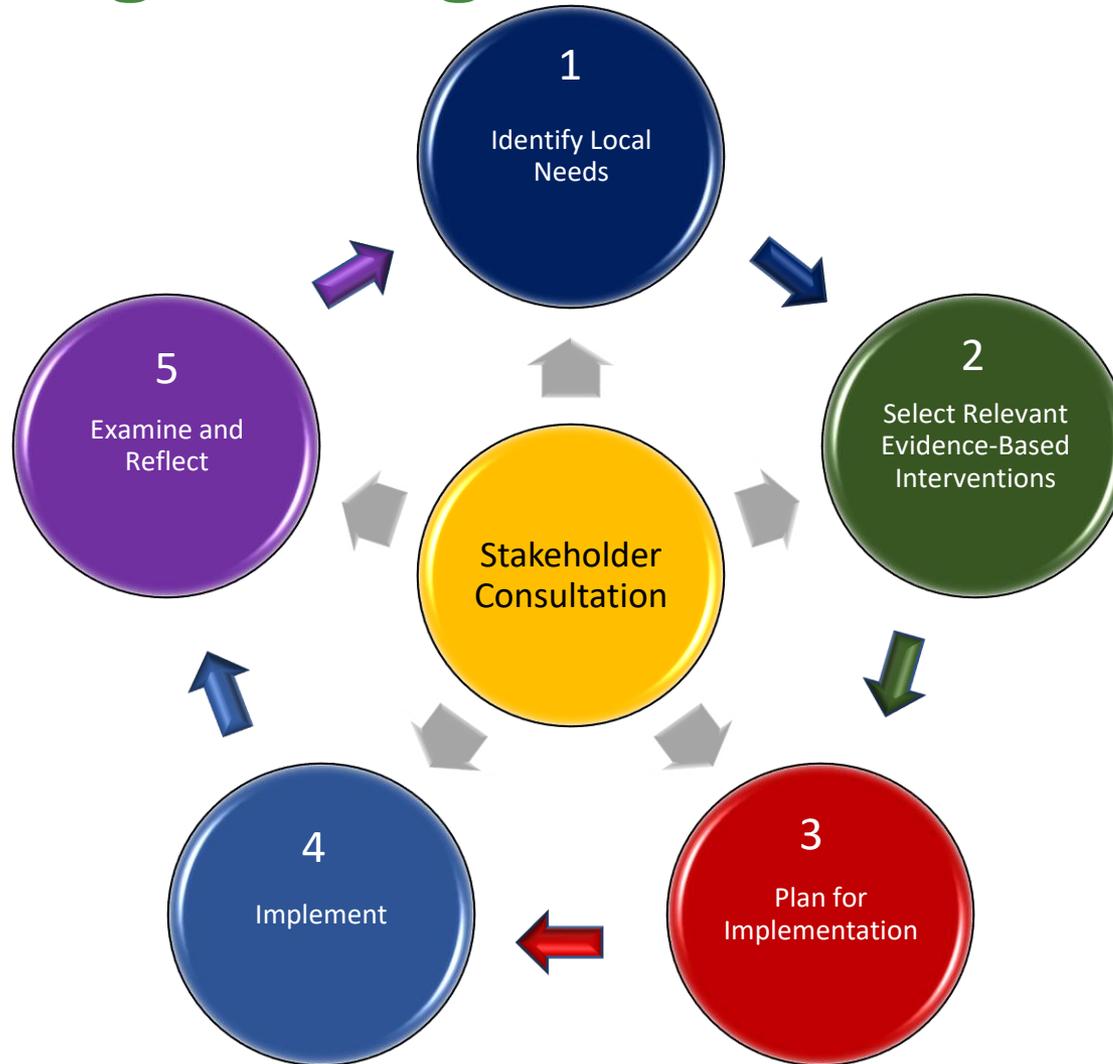
1. Identify Local Needs

Key Considerations:

- Engage in timely and meaningful consultation with a **broad range of stakeholders**;

- **Collect and examine data** to gather insights on needs of students and educators;

- Obtain **data from multiple sources** such as administrative records, interviews, focus groups, and surveys, and;

- Identify potential **root causes** of potential needs.

* Source: U.S.Department of Education. (2016). Non-RegulatoryGuidance: Using Evidence to Strengthen Education Investments. http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.

2. Select Relevant, Evidenced-Based Interventions

Key Considerations:

- Consider the entire body of **relevant evidence**

- Interventions supported by *strong* **or** *moderate* evidence are more likely to improve outcomes

- Interventions supported by *promising* **evidence** may suggest that an intervention is worth exploring

- Interventions with little or no evidence should **demonstrate a rationale** for how they will achieve intended goals

- Use the **What Works Clearinghouse (WWC)** to review evidence of intervention effectiveness and compare settings and populations in the studies to those the intervention will serve

- **Consider your local capacity** for successful implementation, including: funding, staff resources, staff skills, and support for an intervention

3. Plan for Implementation

Key Considerations:

- A *logic model* that is informed by research or an evaluation that suggests how the intervention is likely to improve *relevant outcomes* (also see Part II of guidance for more information on logic models);

- Well-defined, measurable goals;

- Clearly outlined roles and responsibilities for people involved, including those implementing the intervention on the ground, those with a deep understanding of the intervention, and those ultimately responsible for its success;

- Implementation timelines for successful execution;

- Resources required to support the intervention; and

- Strategies to monitor performance and ensure continuous improvement, including plans for data collection, analysis and/or an evaluation.

4. Implement

Key Considerations:

- What additional information is needed to **understand if the intervention is working** or if the intervention meets the needs of the population?

- Is the **implementation plan** being followed? If not, why not? Are changes needed?

- What **lessons are we learning** from districts and school staff regarding barriers or facilitators to effect use of the intervention?

- How and who can **break down the barriers**? Are stakeholders actively engaged in problem solving? Are more resources or implementation supports for schools required to improve use of the intervention? Do resources need to be aligned or realigned with other efforts?

- Are facilitators **replicated and interventions scaled** for use by more educators and students, and then sustained through effective policy?

5. Examine & Reflect

Key Considerations:

- Decide whether there is **need and capacity to rigorously evaluate** the intervention's effectiveness through a study that could produce strong or moderate evidence

- Alternatively, **regularly monitoring implementation** and progress against defined goals can provide promising evidence that demonstrates a rationale

- **Define reasonable expectations** for success and how it can be measured

- Identify and **track interim progress** and performance milestones

- Develop a plan for how knowledge about this intervention will be shared with others and **inform future decision-making**

- **Use the evidence** to determine whether the intervention should continue as is, be modified, or be discontinued

Essential Question

Did the strategies funded by Title I, Part A effectively meet the identified needs?

| CNA (NEEDS ASSESSMENT) | CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP | TITLE I SWP/TA PROGRAMS PLANS | TITLE I, PART A BUDGET & COORDINATION OF FUNDS | DEVELOP & MONITOR EFFECTIVENESS |

Implementation vs **Effectiveness**

What is the difference between implementation and effectiveness?

Implementation vs Effectiveness

Implementation	Effectiveness
The process of putting a decision or plan into effect; execution Synonyms: application, discharge, employ, execute, operation, practice, use	Successful in producing a desired or intended result Synonyms: adequate, competent, efficient, sufficient, valid, potent

Implementation and Monitoring Effectiveness

Who	What		When
Position	Implementation Evidence	Effectiveness Evidence	Time
District School Classroom	Georgia Performance Standards District's Teaching Expectation Guide Sign In Sheets Agendas Meeting Minutes Teacher Certification Checklists School Intervention Schedule Curriculum Pacing Guides Students' minutes on an academic program New Reading/Math Program TKES and LKES Training SWP/TA Plan CLIP Lesson Plans Instructional Coach Modeling Collaborative Planning	Formative Assessment Data Discipline Data Observations Formative TKES Formative LKES Surveys 30 Day Plans Student Ratings Peer Ratings Self Evaluation Videos Student Interviews GACE Portfolio Questionnaires Focus Groups CCRPI	Daily Weekly Monthly Quarterly Yearly

Monitoring the Title I Program to Ensure Program Effectiveness as Implemented through the Lens of the LEA

Lynn Cato
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McDuffie County Schools

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Pickens County Schools

Establishing a Team to Implement Promising Solutions

- Stakeholder identification using existing partnerships (P-20 Collaborative, CSRA RESA, Archway Workforce & Education Committee, Superintendent's Advisory Council, School Councils, Leadership Data Retreat)

- Stakeholder input opportunities (face-to-face meetings/town hall, surveys, comment cards)

Identifying and Tracking Progress and Performance to Meet Defined Goals

- Identifying and prioritizing needs with stakeholder teams (root cause analysis)

- Goal setting using existing data sources (SLDS SI tab, CCRPI reports, TKES/LKES summatives, FTE reports, Student Record, perception surveys, GMAS/GAA/ACCESS/GKIDS data analysis, local promotion assessments)

- Aligning goals with the Strategic Plan's targets to identify desired results

- Reviewing best practices and evidence-based interventions (WWC, Evidence for ESSA, BEE, logic models based on other research)

A Story About Some Shoes

A Story About Some Shoes
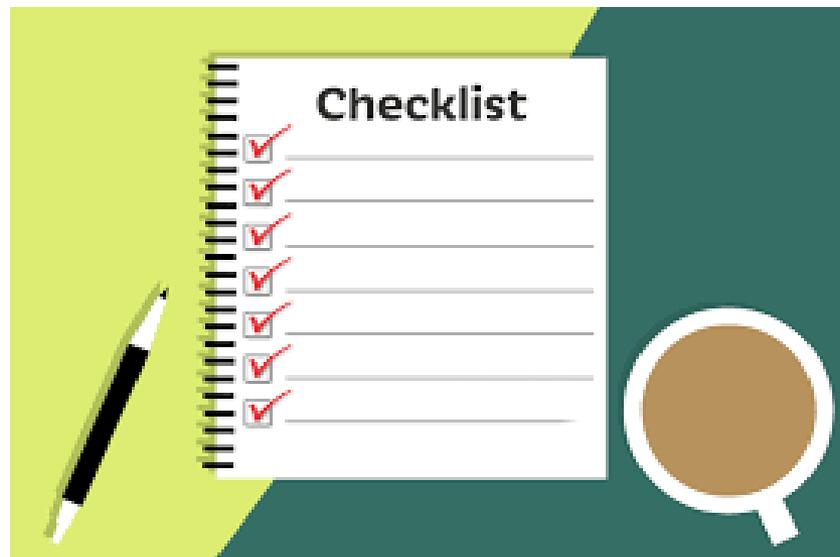
Hypothetically Speaking …
What would you do?

One of your schools will be hosting a visitor from the United States Department of Education from Washington. You have been asked to monitor the implementation and effectiveness of the visit; however, you are not part of the planning team. The budget is $10,000.

1. *What evidence will you need to monitor the implementation? ...the effectiveness?*

2. *What checklists will you need?*

3. *What data will you need?*

These vital components must be in place:

| Comprehensive Needs Assessment | → | District Improvement Plan *(includes Equity Plan)* *OR* School Improvement Plan *(Schoolwide Program Plan)* | → | Budget |
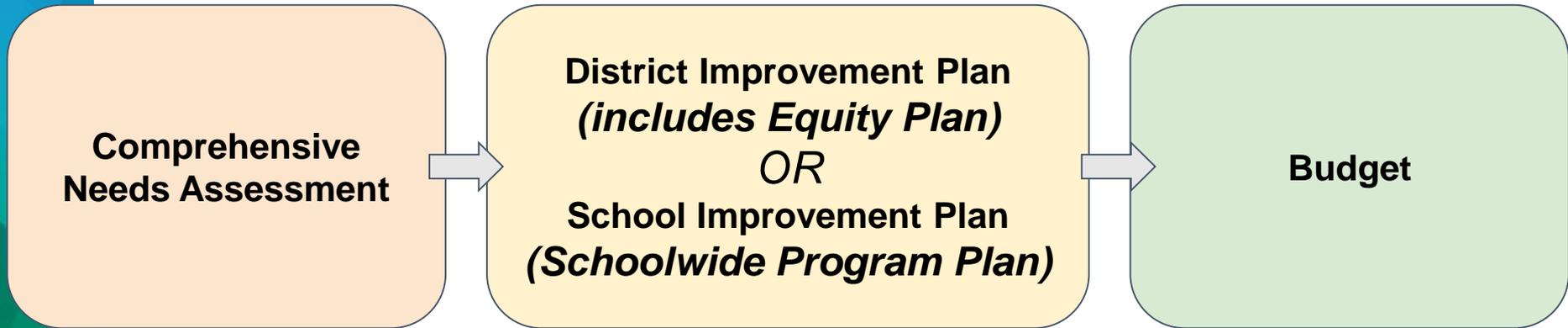
It is important to connect the dots from one to the next

Title I-A School-based Budget

Instruction - Function 1000			SIP Goals and Actioon Steps	Detailed Description	Supports the following Evidenced-based Intervention as noted in Required Question #3 of the SIP	CNA	SIP
199 Tutoring Services							
220 FICA							
260 Workmen's Comp							
290 Other Benefits							
300 Contracted Services		$34,640.00	G1, AS2; G2, AS1	Contracted services personnel will be used to provide additional support in Math and ELA instruction using a push-in and pull-out model . (6 contracted people @ $30 per hour for 9 hours per week for 28 weeks = 45,360.00)	Small group support	X	X
532 Computer Software - Subscription		$7,530.00	Goal 1, AS 1	iRead early reading skills program for grades K-2 subscription for Math Exemplars $3500	iRead	X	X
610 Supplies			Goal 1, AS 1	Saxon Phonics refill kits K (5 x 492.5 = 2462.50) 1st grade kits (659.95 x 3 = 1979.85)	Balanced Literacy	X	X
611 Technology Supplies							
612 Computer Software - Perpetual or One time purchase							

Once these three are aligned at the beginning of the year...everything else is a matter of monitoring the implementation and effectiveness of these two:

Comprehensive Needs Assessment → District Improvement Plan *(includes Equity Plan)* *OR* School Improvement Plan *(Schoolwide Program Plan)* → Budget

Checklist for Contracted Services - Ready for Purchase Order

(Completed by the Director of Federal Programs)

Name _____Amanda Blackwell_____   School _____HES_____

- ☑ Requisition
- ☑ Evidence-based Intervention (Rationale)
- ☑ Rationale for the rate
- ☑ Quotes
- ☑ Signed Contract
- ☑ Evidence that background check has been completed (An email from the Human Resource Director will satisfy this requirement.)
- ☑ W-9 Form (if necessary)
- ☑ Letter from TRS (This will be uploaded in Google Drive if given to the program supervisor.)
- ☑ Suspension and Debarment (if over $25,000)
- ☑ Evidence that training has been completed (An email from the Human Resource Director or program supervisor will satisfy this requirement.)

Federal Programs Requisition Checklist

School __HCES__ Vendor __Houghton Miffin__ (iRead) Date __11/21/19__

This will be completed at the district office. However, you may use this as you complete the requisition to ensure accurate completion.

Requisition:
- ✓ Matches Budget
- ✓ Review Evidence-Based Intervention from correlating initiative in SIP or DIP *(Rationale Needed) Completed.*
- ✓ Vendor Information Complete (Name, Address, Phone, Fax)
- ✓ Date at top
- ✓ Name of Person making request
- ✓ School/Location
- ✓ General Ledger Account Number (matches budget)
- ✓ Detailed Description
    - ✓ with matching language to the approved budget
    - ✓ indicates correlation to SIP or DIP Goal
    - ✓ indicates correlation to evidence-based intervention in required question #3 of SIP
- N/A Shipping Information
- ✓ Principal's or Director's Approval

Quote(s):
- ✓ Quote is attached or a Rationale for the Rate is attached *Quote has expired. New Quote added*
- A reasonable number of Quotes are attached if the requisition is $10,000 or more
- ___ Number the quotes in the upper right-hand corner with 1 being the vendor you are using
- ___ If not using the lowest quote, rationale attached which includes a table comparing the costs

Subscription:
- ✓ Subscription Dates are noted on the Requisition (must have a beginning and ending date)
- ✓ Subscription Dates match dates noted on the Quote

Contracted Services:
- ___ Copy of Unsigned Contract for all requisitions having a 300 object code (Note: submit 4 weeks in advance)
- ___ Contracted Services for Instructional Purposes - use additional checklist for Contracted Services
- ___ Detailed Description with name of training, presenter, date, time, location (Professional Learning)
- ___ Affidavit (E-verify)
- ___ Copy of front and back of license

Parent Involvement:
- ___ Action Plan attached for a training
- ___ Summary attached for a requisition that is for a building parent capacity initiative that is not a training

Professional Learning:
- ___ PL forms attached
- ___ Federal Programs PL form
- ___ Use additional checklist for PL

Suspension and Debarment (this will be completed at Central Office):
- ___ Evidence that the Suspension and Debarment listing has been checked to verify that the company is in good

Fnd-C-Func-Obj-CCtr-SFnd-Y-Prog-Spec-SO   Description

COMMENT	TX #	J/C	DATE	REFERENCE	BEGINNING BALANCE	DEBIT	CREDIT	ENDING BALANCE
CCTR 0103			HILL CITY ELEMENTARY SCHOOL					
Fund 402		TITLE I						
Class 5								
Program 1750		TITLE I-A						
402-5-1000-300-0103-0000-0-1750-0000-10		INSTRUCTION, PURCHASE PROFESSIONA						
	49234	A/P	03/07/2019	3/2019/2477		990.00 ✓	0.00	
	49234	A/P	03/07/2019	3/2019/2477		675.00 ✓	0.00	
	49234	A/P	03/07/2019	3/2019/2477		720.00 ✓	0.00	
	49234	A/P	03/07/2019	3/2019/2477		1,185.00 ✓	0.00	
	49234	A/P	03/07/2019	3/2019/2477		360.00 ✓	0.00	
			ACCOUNT TOTAL :		13,087.50	3,930.00	0.00	17,017.50 ✓
402-5-1000-532-0103-0000-0-1750-0000-00		INSTRUCTION, WEB BASED SUBSCRIPT.						
			ACCOUNT TOTAL :		7,530.40 ✓	0.00	0.00	7,530.40 ✓
402-5-1000-610-0103-0000-0-1750-0000-00		INSTRUCTION-SUPPLIES						
			ACCOUNT TOTAL :		1,304.60 ✓	0.00	0.00	1,304.60 ✓
402-5-2213-191-0103-0000-0-1750-0091-00		INSTRUCTIONAL STAFF TRAINING, OTHER ADM						
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	GROSS PAY		6,109.58 ✓	0.00	
			ACCOUNT TOTAL :		36,657.48	6,109.58	0.00	42,767.06 ✓
402-5-2213-210-0103-0000-0-1750-0091-00		INSTRUCTIONAL STAFF TRAINING, STATE HEAL						
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	BRD MAT-103		40.00	0.00	
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	BRD MAT-200		945.00	0.00	
			ACCOUNT TOTAL :		5,910.00	985.00 ✓	0.00	6,895.00 ✓
402-5-2213-220-0103-0000-0-1750-0091-00		INSTRUCTIONAL STAFF TRAINING, F.I.C.A.						
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	MATCHING SS		357.95	0.00	
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	MATCHING MC		83.71	0.00	
			ACCOUNT TOTAL :		2,649.96	441.66 ✓	0.00	3,091.62 ✓
402-5-2213-230-0103-0000-0-1750-0091-00		INSTRUCTIONAL STAFF TRAINING, TEACHER RI						
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	BRD MAT-600		1,276.90 ✓	0.00	
			ACCOUNT TOTAL :		7,661.40	1,276.90	0.00	8,938.30 ✓
402-5-2213-260-0103-0000-0-1750-0091-00		INSTRUCTIONAL STAFF TRAINING, WORKERS C						
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	MATCHING WC		35.44 ✓	0.00	
			ACCOUNT TOTAL :		212.64	35.44	0.00	248.08 ✓
402-5-2213-290-0103-0000-0-1750-0091-00		INSTRUCTIONAL STAFF TRAINING, OTHER EMP						
PAYROLL FOR 03/29/2019	49650	P/R	03/29/2019	BRD MAT-104		2.60 ✓	0.00	

Title I-A Parent Involvement Meeting/Training Summary Form

School: Hill City Elementary School
Title of Meeting/Training: Stakeholder Input
Topics Covered in Meeting/Training: School Improvement for FY19 and FY20, Parent Involvement Plan
Date(s) and Time(s): April 24, 2019 @ 6:00 pm
Presenter(s): Jennifer Halko
Audience: Parents and Community Members
Person Completing this form and packet: Jennifer Halko

✓ 1. **Summary Form** (this form)

✓ 2. Documentation of **Notification** (You can label these as Notification - type, e.g. Notification - flyer)
   Expectations:
   - Must invite all parents
   - Must have School Name
   - Must be dated with Month, Date, and Year
   - Must include time and location
   - Must include purpose of the meeting/training
   - Must include a contact name and phone number
   - Must have at least two samples of notification, one must be in print form

✓ Flyer	✓ Website Notification
___ Newsletter	___ Calls - Phone Logs
___ Invitations or Letter	✓ Social Media (Facebook, Twitter, Pinterest)
___ Emails or Texts	___ Newspaper
✓ Photo of Marquee	___ Other (specify) _____

✓ 3. **Agenda** (Include a Heading with: Title of Event, Name of School, Location, and Date)

✓ 4. Dated **Sign-In Sheets** with Name and Role of Participants (Use Same Heading as Agenda)
   (ex. Parent, teacher, student, grandparent, community member, etc.)

✓ 5. **Minutes** (Use Same Heading as Agenda)

✓ 6. **PowerPoint** and/or **Handouts** (Optional)

✓ 7. **Evidence of Parent Feedback** (Meetings) **or Evaluation Forms** (Trainings)
   (Evidence of parent feedback must come in the form of answers to questionnaires, photos of charts or
   post-it notes where parents have provided feedback — headings or questions must be provided, or minutes
   documenting feedback from parents.)

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | *Educating Georgia's Future*

Pickens County Schools

Harmony Elementary School

Title I Technical Assistance

November 15, 2018

8:00 a.m.

Sign-In Sheet

Printed Name	Signature	Role
Sunita Holloway	*S. Holloway*	Director of Federal Programs
Corey Thompson	*Corey Th...*	Principal
Kelly Weaver		Assistant Principal
Kim Lunn		Academic Coach
Marla Callahan	*Marla Callahan*	Interim Principal

Agenda:

1. School Improvement Plan - monitoring the progress of Action Steps and Initiatives

2. Title I Budget

    a. A look at current expenditures

    b. Requisitions

    c. Budget Amendment/Carryover

3. Title 1 Crate

    a. Rationale for Academic Coach

    b. Status of Files including Overdue files

4. Other Items

Harmony Elementary School
Monitoring the School Improvement Plan
November 15, 2018

On November 15, 2018, we met to discuss the progress on your School Improvement Plan and outlined the Next Steps. Attached you will find the supporting documentation for this meeting. Below are the Next Steps that were outlined. Please let me know if you have any questions or need support in moving forward with your Next Steps.

Sunita Holloway

Next Steps

1. Purchase Chromebooks and headphones
2. Develop engagement checklists w/PAGE PLC
3. Academic Coach to provide training with writing

Note: Shelf vertical planning for the time being

From a Rationale for Contracted Services...

Mid Year Monitoring (Identify Data Source)	ELA: Mid year benchmarks support a positive impact on the use of small group instruction via contracted service personnel for at-risk students. DIBELS data indicates students most at risk in grade 1 decreased the number of at-risk students by 6% based on composite score. However, we do not have comparative data for Dibels DORF which is added in the mid year benchmark. SRI in grade 4 indicates an average increase for at-risk students of 66 Lexile points which is the 2nd highest gain in 4th grade Math: Star Math benchmark data indicates scale score growth in grade 3 for at risk students. At risk students had an average increase in scale score of 34 with an average grade equivalent increase of 0.4.

End of Year Evaluation 2016-2017
Roselle Smith School
Submitted on June 15, 2017
Submitted by Ima Smith

Goal # 1:
Increase student achievement in levels 3 and 4 in ELA by 3% as measured by Milestones in Grades 6-8 during the 2016-17 school year: • FY16 - Grade 6 - Levels 3 and 4 - 56%   Goal for FY17 - 59%   • FY16 - Grade 7 - Levels 3 and 4 - 59%   Goal for FY17 - 62%   • FY16 - Grade 69 - Levels 3 and 4 - 49%   Goal for FY17 - 52%
Outcome:
• FY17 - Grade 6 - Levels 3 and 4 - 56% (stayed the same)   • FY17 - Grade 7 - Levels 3 and 4 - 57% (decreased by 2%)   • FY17 - Grade 69 - Levels 3 and 4 - 56% (increased by 7%)
Summary:
During the FY17 school year, we set an expectation that all teachers would collaborate during their planning time and provide the same instruction (lessons) each day. The academic coach provided guidance during grade level meetings with suggestions for lesson ideas and best practices. Due to lower test scores in FY16, the academic coach provided more attention and support to 8th grade teachers by having more frequent grade level meetings and through modeling and observation/feedback sessions with teachers. By November, it was evident that the 8th grade ELA teachers embraced the notion of delivering like lessons and came to grade level meetings with lessons they had found or created. Teachers selected the best lessons and there was evidence through walkthroughs, an analysis of student work, and the quality of end of unit projects that students were learning. SRI data revealed that students' Lexiles in 8th grade increased more than in the other two grade levels (see table below).

Grade Level	Beginning of the Year Proficient or Advanced	End of the Year Proficient or Advanced
6	52%	52%

Monitoring Implementation and Progress Examples

- Ongoing data collection and review (interim common formative assessments, monitoring of interventions via data reports monthly, logic model documentation)

- Site visits (classroom observations, attendance at PL, discussions with principal/AP)

- End-of-year evaluation (review of GMAS/GAA/ACCESS/GKIDS data, CCRPI results, staff retention, stakeholder surveys, system balanced scorecard and Strategic Plan)

Georgia's System for Continuous Improvement

Questions

Richard Woods, Georgia's School Superintendent | **Georgia Department of Education** | *Educating Georgia's Future*

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