

Monitoring and Evaluating the District's Title I Programs: Schoolwide Program (SWP), Targeted Assistance (TA) and Flexible Learning Program (FLP)

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SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS



Session Topics



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- Ongoing Program Monitoring
- Timeline for Monitoring
- Resources
- Evaluating Programs
- Tips from a Title I Practitioner



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Developing the Plan



Federal Regulations



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- 200.328 Monitoring and reporting program performance.
 - (a) Monitoring by the non-federal entity. The non-federal entity is responsible for oversight of the operations of the federal award supported activities. The non-federal entity must monitor its activities under federal awards to assure compliance with applicable federal requirements and performance expectations are being achieved. Monitoring by the non-federal entity must cover each program, function or activity. See also §200.331 Requirements for pass-through entities. The LEA will adopt and use proper methods of administering each such program

Definition of Monitoring

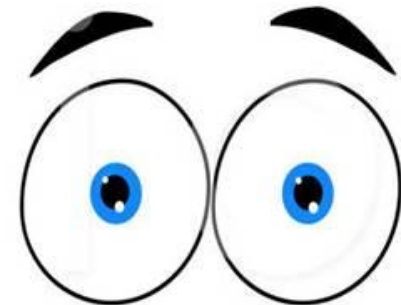


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- observe and check the progress or quality of (something) over a period of time; keep under **systemic** review

Synonyms:

- watch, track, keep an **eye** on, keep under observation, keep watch on



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Process for Monitoring Title I Schools



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- Monitoring is an essential for ensuring that all facets of the Title I program are implemented according to federal law and guidance
- It gives the district a systematic process for providing technical assistance
- It provides data and information to guide schools to successful program implementation and excellence
- It is used as a means of knowing and recording activities taking place in Title I schools

Process for Monitoring Title I Schools



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- Critical to this process is the feedback provided to schools that can assist in improving student academic achievement
- District monitoring addresses the following:
 1. Ensuring that all Title I activities are carried out in accordance with federal compliance guidelines,
 2. Monitoring implementation of initiatives,
 3. Meeting academic achievement goals,
 4. Compliance with budgetary guidelines

Georgia Department of Education Monitors the LEA; LEA Monitors Its Schools



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Georgia's Department of Education's Federal Programs monitoring process consists of eight major components:

- 1. Program Requirement**
- 2. Monitoring Expenditures**
3. Single Audit
4. Physical Inventory Monitoring
- 5. Flexible Learning Program (FLP)**
6. On-Site Monitoring
7. Self Monitoring
8. Desktop Monitoring of Approved LEA Budgets

Ongoing Program Monitoring



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- Title I Director's monitoring plan can monitor the overall district school improvement process
 - Each school submits a school improvement plan, or Title I SWP/TA plan, parental involvement plan, and a budgetall should be based on the local annual comprehensive needs assessment, coordinated, integrated
- Title I Director continuously monitors the implementation of all these plans/budgets, reviews data and academic status, and monitors the FLP
 - By monitoring the overall district's school improvement process, the Title I Director's daily responsibilities become job embedded

Ongoing Program Monitoring



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- *Monitoring is not an event...*it is about how the Title I director effectively implements and supervises the programs to ensure compliance —***it is job embedded***
- Use job-embedded monitoring of the schools and the district to become a more effective Title I Director
- Create working files in the fall to organize the documentation
- Establish clear, systematic expectations, procedures and required documentation for LEA/school program monitoring and evaluation- include stakeholders at all levels. Set deadlines for submitting documentation

Ongoing Program Monitoring



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- Complete an in depth review of budget expenditures and budget status for the district and each Title I school
- Collect detailed monthly time logs for split-funded personnel and “after-the-fact” periodic surveys (2) for full time Title I (all federally paid) employees
- Make payroll adjustments if needed
- Involve principals and other staff members in preparation for the Georgia Department of Education (GaDOE) cross-functional monitoring

Ongoing Program Monitoring



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- All Title I schools are subject to on-going monitoring by the Title I Director throughout the school year to ensure compliance with Title I guidelines
- Feedback is provided to principals and other personnel via checklists and descriptive information
- Emails, staff meetings, and phone conversations take place throughout the year as a means of providing ongoing monitoring and communication with each Title I school
- Obtain a written record of all technical assistance and monitoring and file a copy



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Elbow Partner Activity



Timeline for Monitoring of Title I Schools



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June-July:

Provide Summer Workshop for all Title I schools following Title I state training in June to update principals on any new guidelines and to provide guidance for "new" Title I principals. Workshops will include the following topics: budgets, ordering, compliance, parental involvement, school-wide programs, monitoring, academic achievement, inventory, scheduling, ethics, fraud, and waste. Provide additional training as needed at the annual Administrative Leadership Retreat. Title I Director will attend the required Georgia Federal Programs Conference

July-August:

Using CCRPI information determines the schools that will need to offer FLP services and work with principals to create and mail required letters

Timeline for Monitoring of Title I Schools



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August-September

Work with principals on annual revision of plans. The Title I Director, Parent Involvement Coordinator, and Curriculum Director will review plans and budgets to ensure that funds are being spent according to plans and that plans have all the necessary components

August – June:

Monthly meetings with Principals. Additional training as needed

August – June

Inventory all items purchased with Title I monies

Timeline for Monitoring of Title I Schools



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August – June

Homeless and N&D programs are monitored by the Title I Director

On-going review of school improvement data and plans in conjunction with other central office staff

February:

Title I Director attends GCEL conference

On-going

Budgets and purchase orders are reviewed monthly by the Title I Director to assist schools in spending funds as planned

Timeline for Monitoring of Title I Schools



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March-April

Send the *Annual Survey of Parent Involvement* to parents to provide information as a means of gauging the effectiveness of parental involvement activities. Schools compile data at their site to determine needs for the following year. The Parental Involvement Coordinator compiles data to determine needs for the following year

On-going

The Title I Director provides technical assistance and meets regularly with principals

Data Review



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- Data is compiled, reviewed, and discussed during Administrative Meetings, School Council Meetings and Curriculum Advisory Council meetings and at Board of Education meetings. Schools meet and analyze data with the intent of improving instruction
- Principals review data with their leadership teams to identify and address areas in need of improvement and to compile an annual needs assessment
- Title I Directors monitor annual needs assessments to ensure that funds are directed to areas of need

Process for Monitoring



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- A successful monitoring process for Title I schools provides principals and other staff a clear understanding of what is expected, of areas to improve, and specific steps to implement improvement toward compliance and excellence
- A simple form such as the one below can be used to accomplish this goal follows on the next slide

DOCUMENTATION FOR MONITORING SCHOOLS



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- MONITORING TITLE I SCHOOLS
- SCHOOL NAME
- DATE OF VISIT
- REASON FOR VISIT
- GUIDANCE MATERIAL PROVIDED
- NOTES/DISCUSSION/SPECIFIC REQUESTS
- FOLLOW-UP/RESOLUTION (IF APPLICABLE)

Mid-Year Monitoring Checklist



Hard
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Title I Schoolwide/Targeted Assistance Program

Mid-Year Checklist

Completed On: _____

School: _____

Title I Funded Personnel Verification

Schoolwide/Targeted Assistance Personnel Schedules

Schoolwide/Targeted Assistance/FLP Plan Updated

Schoolwide/Targeted Assistance Checklist completed and attached to plan

Shared Decision Making Documentation on File

Original Budget Narrative Approved

Property Inventory Completed

Mid Year Amendment-Supporting Documentation

Periodic Certifications/Time Logs

Principal Signature and Date: _____

Title I Director's Signature and Date: _____

All missing items should be forwarded to the Title I office no later than Thursday, January 24, 2016. Thank you!

End of Year Monitoring Checklist



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Title I Schoolwide Program

End of the Year Monitoring Checklist

Completed on: _____

School: _____

Title I/Title II Principal Attestations and Assurances

HiQ Principal Data Review Statement

Title I Funded Personnel Form

Schoolwide Teacher Schedules

Schoolwide Plan Update

Schoolwide Plan Meeting and Sign-In Sheet Documentation

Original Budget Narrative

Amended Budget Narrative

Fall Property Inventory (completed at school level--December)

Spring Property Inventory (completed on-site through spot check--May)

Paraprofessional Logs

End of Year Checklist cont.



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[aDOE.org](http://www.aDOE.org)

- Applicable Conference Feedback Forms and Agendas
- Budget spent to 100%
- Schoolwide Shared Decision Making Protocols Documentation (announcement through multiple means, agendas, sign-in sheets, feedback documentation, meeting minutes)
- FLP Plan Revisions for upcoming year (if identified as Focus or Priority)
- Schoolwide Plan Revisions for upcoming year
- Preliminary Personnel Decisions for upcoming year
- New Parent Compact for upcoming year
- Parent Involvement Plan for upcoming year
- Principal: _____
- Title I Director: _____

*All missing items should be ponied or submitted electronically to our office no later than Friday, June

20th. Thank you for your help!

Resources for Monitoring Title I Schools



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Many resources are provided to Districts by the Department. The three listed below are examples of critical resources that make the job of monitoring easier:

- Schoolwide/Targeted Assistance Program Checklist
- FLP Checklist
- Parent Involvement Compliance and Parent Notification Checklist
- Title I Handbook

“Inspect What You Expect”



Evaluating Your Title I Programs



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- SCHOOLWIDE PROGRAM (SWP)
- TARGETED ASSISTANCE PROGRAM (TA)
- FLEXIBLE LEARNING PROGRAM (FLP)

Legal Reference for Program Evaluation



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Statutes:

Title I, Part A of the Elementary and Secondary Education Act
(ESEA) of 1965 – Sections 1114



Code of Federal Regulations:

Title I, Part A: 34 CFR 200.26(c)



Guidance:

Designing Schoolwide Programs, Non-Regulatory
Guidance, March 2006, p. 23-30

Legal Reference for Program Evaluation



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Title I regulations **require** that a school operating a **schoolwide program (SWP) must annually:**

- **Evaluate** the implementation of, and results achieved in the schoolwide program.
- Determine the effectiveness of the schoolwide program in increasing the achievement of students in meeting the State's academic standards, particularly those students who had been furthest from achieving the standards.
- Revise the plan **as necessary** based on the results of the evaluation to ensure the continuous improvement of student achievement.

[34 CFR 200.26(c)]

Legal Reference for Program Evaluation



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Title I regulations **require** that a school operating a **targeted assistance (TA)** program **must**:

- Review, **on an ongoing basis**, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the State's challenging student academic achievement standards, such as an extended school year, before and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom.

[Section 1115 (2)(B), Elementary and Secondary Education Act of 1965 (ESEA)]

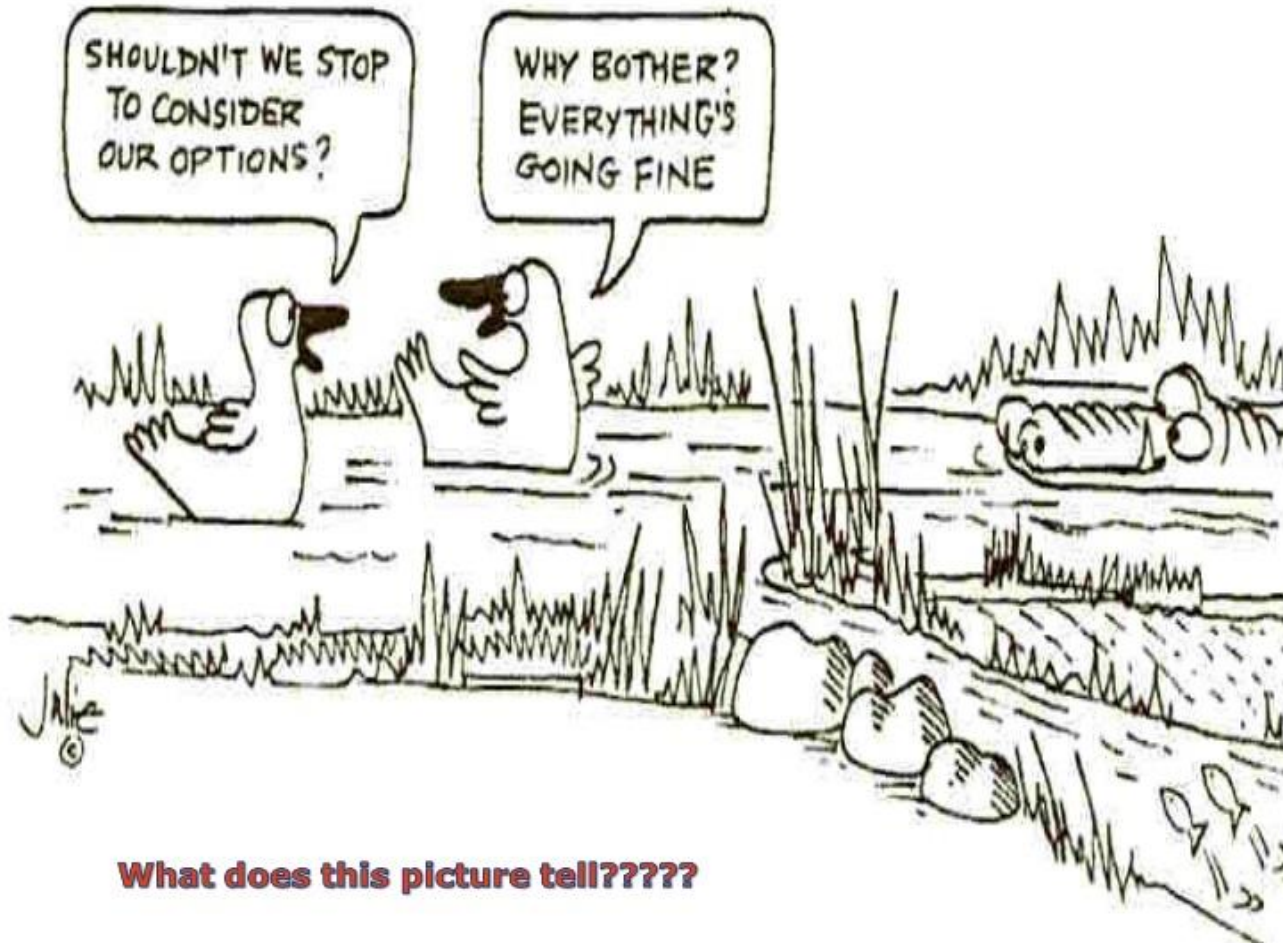
Legal Reference for Program Evaluation



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Georgia's ESEA Flexibility Waiver (February 6, 2012) **requires** that a school operating a **Flexible Learning Program (FLP)** **must annually:**

- Evaluate the implementation of, and the results achieved in the FLP
- Determine the effectiveness of the FLP in increasing the achievement of students participating in the program
- Revise the FLP plan **as necessary** based on the results of the evaluation



What does this picture tell?????

Definition of Program Evaluation



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Program evaluation is the process of systematically determining the quality of a program and how it can improved.

- Judging, appraising, determining the worth, value, or quality of a project to make necessary decisions.

In terms of:

- Relevance
- Effectiveness
- Efficiency
- Sustainability
- Impact

The Power of Measuring

If you do not measure results, you can not tell success from failure

If you can not see success, you can not reward it

If you can not reward success, you are probably rewarding failure

If you can not see success, you can not learn from it

If you can not recognize failure, you can not correct it

If you can demonstrate results, you can win public support

Four Types of Program Evaluation



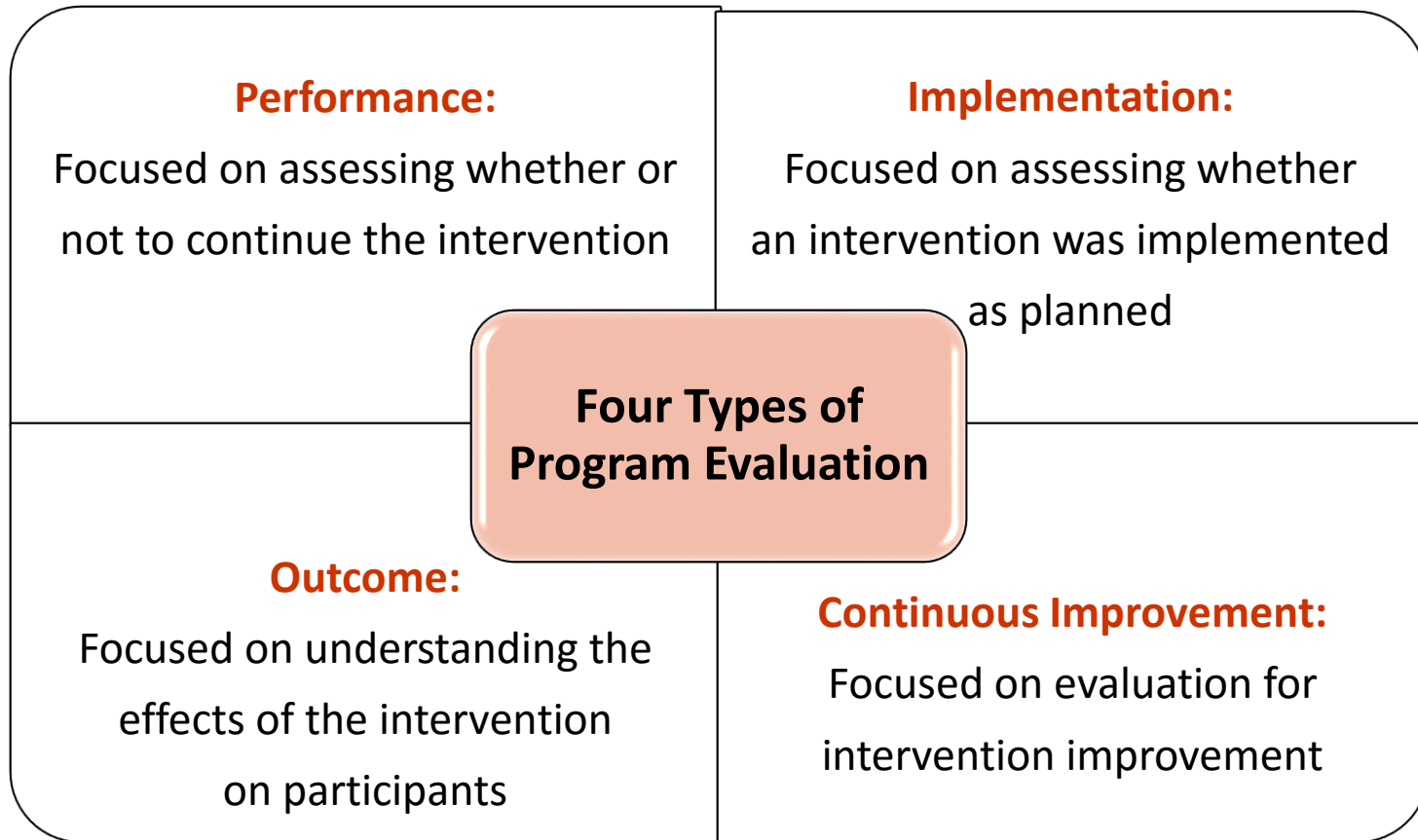
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For federal program purposes, program evaluation can be categorized as four types, each with their own key questions and methodologies of data collection. These types align with the U.S. Department of Education's evaluation guidance given to states.

Four Types of Program Evaluation



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Four Types of Program Evaluation



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Districts and schools should develop procedures and guidelines for a balanced evaluation portfolio that embraces each of these four types of evaluations:

- **Performance Evaluation**

Key Questions: *Which federal programs/personnel position are working? Are some more effective, cost effective than others?*

- **Implementation Evaluation**

Key Questions: *How well are programs being implemented? Are the procedural and policy changes leading to improved outcomes?*

Four Types of Program Evaluation



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Schools and districts should develop procedures and guidelines for a balanced evaluation portfolio that embraces each of these four types of evaluations:

- **Outcome/Impact Evaluation**

Key Questions: *What works? What specific educational interventions lead to increased student achievement? Long-term random assignment field trials with longitudinal data?*

- **Continuous Improvement Evaluation**

Key Questions: *How can we continuously improve our system functioning and efficiency in order to achieve our goals and objectives?*

Evaluation Consideration



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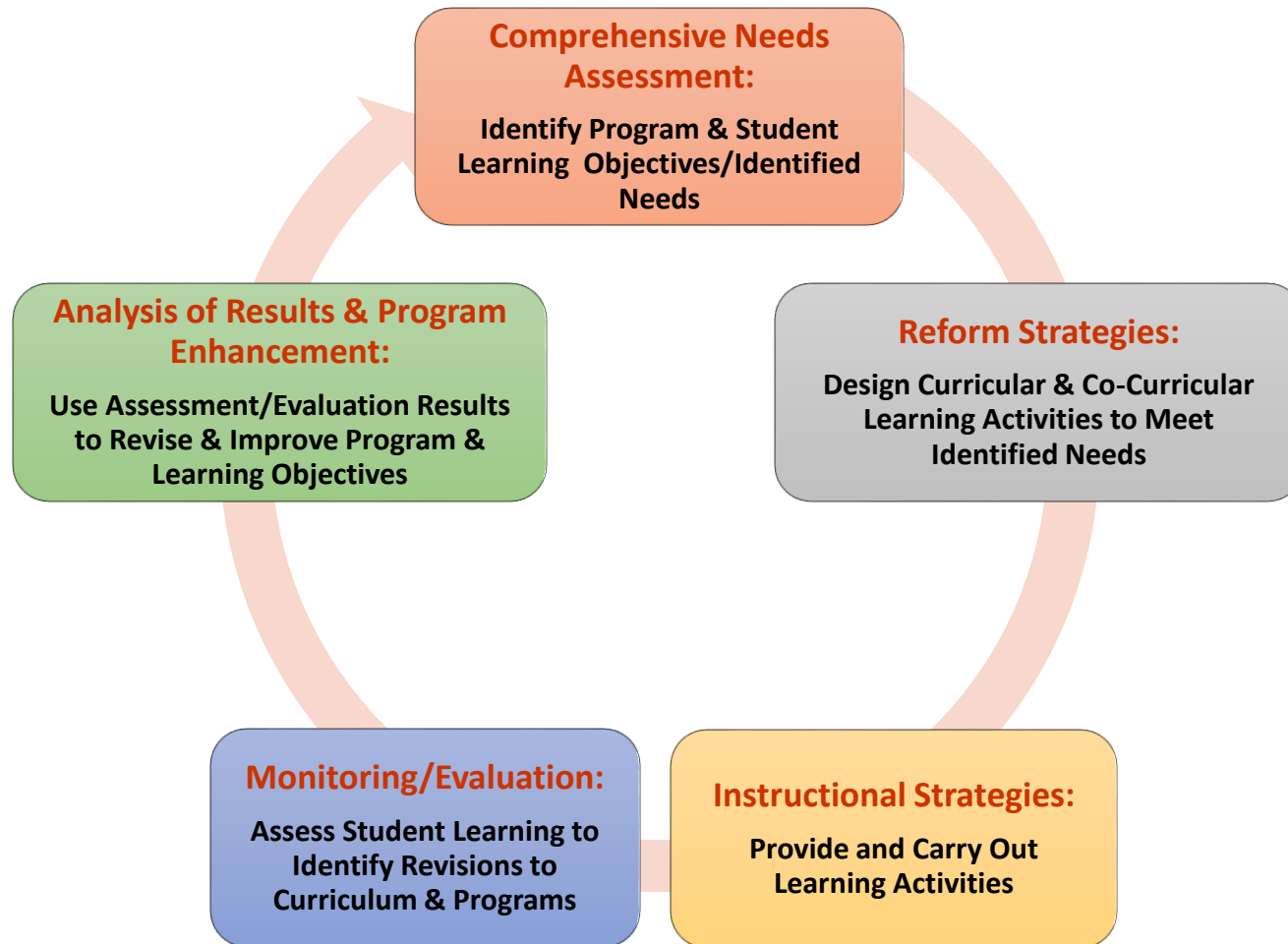
*Effective evaluation is not an "event" that occurs at the end of a project, but is an **ongoing process** which helps decision makers better understand the project; how it is impacting participants, partner agencies and the community; and how it is being influenced/impacted by both internal and external factors.*

W.K. Kellogg Foundation Evaluation Handbook, p. 3

Schoolwide Program Plan (SWP): Program Evaluation Process



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Why Evaluate the Program?



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- Inform internal program management and help school leaders make informed decisions to improve the quality of their program
- Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals
- Increase understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement; and
- Promote interest in and support of a program or activity by illustrating certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use

Program Evaluation Process



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The first step in evaluation is to have a clear understanding of why the evaluation is being conducted in the first place.

Seth Aldrich

Program Evaluation Process



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Program Evaluation Process



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- Evaluation should be incorporated during the initial stages of program development
- An initial step of the evaluation process is to describe the program in detail. This collaborative activity can create a mutual understanding of the program, the evaluation process, and program and evaluation terminology
- Developing a program description also helps ensure that program activities and objectives are clearly defined and that the objectives can be measured

Complementary Roles of Monitoring and Evaluation



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Monitoring

- ✓ Clarifies program objectives
- ✓ Links activities and their resources to objectives
- ✓ Translates objectives into performance indicators and set targets
- ✓ Routinely collects data on these indicators, compares actual results with targets
- ✓ Reports progress to managers and alerts them to problems

Evaluation

- ✓ Analyzes why intended results were or were not achieved
- ✓ Assesses specific causal contributions of activities to results
- ✓ Examines implementation process
- ✓ Explores unintended results
- ✓ Provides lessons, highlights significant accomplishment or program potential, and offers recommendations for improvement

Difference between Monitoring and Evaluation



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	MONITORING	EVALUATION
Objective	To track changes from baseline conditions to desired outcomes.	To validate what results were achieved, and how and why they were or were not achieved.
Methodology	Track and assesses performance through analysis and comparison of indicators over time.	Evaluates achievement or outcomes by comparing indicators before and after the intervention. - Involves Value Judgement - Relies on monitoring data and information from external sources.

Difference between Monitoring and Evaluation



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	MONITORING	EVALUATION
Characteristics	Continuous and systematic by program/project Managers and key partners.	Time-bound, periodic, in-depth. Internal or External evaluators and partners.
Uses	Alerts managers about problems in performance, provides options for corrective actions and helps demonstrates accountability.	Provides managers/stakeholders with strategy and policy options, provides basis for learning and demonstrates accountability.

MONITORING	EVALUATION
Why?	
❖ Observe, check	❖ Judge, & value
❖ Record, account	❖ Assess
❖ Day-to-day decisions	❖ Major decisions
❖ Provide info for evaluation	❖ Provide info for planning
When?	
❖ During Implementation	❖ Before or after
❖ Continuous	❖ Periodic

Preliminary Activities



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- Identifying the Questions to Ask
 - Is the program currently being implemented as the planning group intended?
 - Did the achievement of students in meeting the state's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
 - Are the questions closely related to goals and objectives in the school plan?
 - Are the questions looking at both the implementation of the schoolwide program and do the results achieved provide the basis for program evaluation and improvement?

Preliminary Activities



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- **Decide Who Should Conduct the Evaluation/Annual Review**
 - Internal (by the school staff)
 - External (by a person or persons outside of the school, i.e., staff from the school district, from a regional educational laboratory, from an institution of higher education, or from any other technical assistance provider)

Preliminary Activities



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- Identification of purpose and intended audiences
 - All stakeholders, internal and external to the school (teaching, administrative and school support staff; individuals served by the program, such as students, parents and community members; individuals in a position to make recommendations and/or decisions regarding the program, such as members of the school planning team, school administrators, and school district personnel
- Identification of issues and development of review questions
 - Program review begins at the same time that the schoolwide program is being designed. That is, while the school planning team is developing measurable goals and strategies, it should be considering how the success of those strategies would be determined. Planners should envision what progress toward long-term goals would “look like” at the end of the school year

Preliminary Activities



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- **Identification of data collection instruments**
 - Evaluators will collect both quantitative (empirical and numerical, such as tallies and test scores) and qualitative (survey responses on attitudes, personal interviews, observations, journals), depending on the review question
- **Collection of data**
 - Every individual who will provide the reviewers with information should have a clear understanding of why the review is being conducted, the types of data being collected, and how the results will be used

Preliminary Activities



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- Analysis and interpretation of results
 - Check data for accuracy
 - Analyze and interpret the data
 - ❖ When new questions are raised and/or findings are uncovered that were not anticipated--A second analysis may be appropriate. For example, an analysis of assessment data might reveal that students, in the aggregate, have higher performance in reading/language arts than they do in mathematics. A second level analysis might ask why that is so and consider the possibility that there is a relationship between scores and times of day that reading and mathematics are taught or differences in how they are taught

Preliminary Activities



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- Reporting
 - The report should be clearly and concisely written and available to all stakeholders. The report typically includes background information, the evaluation questions, a description of evaluation procedures, an explanation of how the data were analyzed, findings (strengths and weaknesses), and a conclusion with recommendations
 - The schoolwide review team, along with the outside reviewer if one is being used, should present the results to staff in the school, parents and other community members. The evaluation will provide a **roadmap** for the future progress of the schoolwide program, so it is very important that the presentation and any accompanying materials be clear, understandable, and avoid the use of technical jargon. The presenters should be prepared to answer any questions posed by stakeholders

Continuous School Improvement



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The first cycle of continuous improvement is completed when the school **uses the results of the review to more effectively implement its schoolwide program, FLP, TA and to improve student achievement.** Once the findings have been widely disseminated and input has been received, the schoolwide team identifies which recommendations will be incorporated into the existing school plan. Some suggested steps for carrying out this process are found on the following slides.

Continuous School Improvement



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- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained
- Re-establish responsibilities and timelines for implementing the revised plan
- Communicate to all stakeholders what has been incorporated into the revised plan
- Review the implementation design that was used and make changes as appropriate to reflect plan modifications in preparation for the following year's evaluation

Purpose Revisited



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The purpose of the annual evaluation of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, the results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.



Sample Evaluation/Implementation Tool for Title I Schoolwide Programs

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
School Governance and Leadership		
<i>What evidence exists to indicate the school has a shared leadership structure to support and improve school programs?</i>		
Planning Committee		
<i>Should this membership change?</i>		
<ul style="list-style-type: none"> • The stakeholders represent various school groups or committees. 		
<ul style="list-style-type: none"> • Parents/community members are involved in the planning. 		
<ul style="list-style-type: none"> • The stakeholders remain active in the support and implementation of the schoolwide program plan. 		
<ul style="list-style-type: none"> • Title I teachers are part of the planning committee 		
Planning Committee Narrative		
<i>Did the schoolwide planning committee meet as planned? Why/why not?</i>		
<ul style="list-style-type: none"> • The planning committee meets regularly (monthly, quarterly) to review and evaluate progress on the goals, objectives, and actions. 		
<ul style="list-style-type: none"> • Documentation (agendas, sign-in sheets, minutes) is maintained. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
School Culture and Climate		
<i>What evidence exists to indicate there is collaboration and collegiality among staff members?</i>		
<i>What efforts are taken to ensure a safe and welcoming environment?</i>		
Core Beliefs and Mission Statement		
<i>Are these current and pertinent?</i>		
<ul style="list-style-type: none"> ● Core Beliefs reflect qualities of highly effective schools. 		
<ul style="list-style-type: none"> ● The Mission Statement conveys what the school is striving to accomplish. 		
<ul style="list-style-type: none"> ● The Mission Statement is easy for every staff member to remember. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
School Governance and Leadership		
Data Analysis		
<i>Did student achievement increase/decrease? Reasons? Is this narrative information current?</i>		
<i>Is this narrative information current?</i>		
<i>Have the root causes changed? Possible reasons for the change.</i>		
<ul style="list-style-type: none"> Data analysis is used to inform and guide instruction. 		
<ul style="list-style-type: none"> Data analysis has been completed annually and includes a narrative. 		
Summary for each category below:		
1. Key Outcome Indicators		
2. External Trends		
3. Student Achievement		
4. Other Student Outcomes		
5. Analysis of Culture, Conditions and Practices		
6. OEPA Analysis		
7. Framework for Literacy		
8. 21st Century Framework		
<ul style="list-style-type: none"> The school has determined the root causes for identified deficiencies. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Prioritized Strategic Issues		
<i>Have these changed as issues have been addressed?</i>		
<ul style="list-style-type: none"> • Prioritized strategic issues have been identified for the school based on the needs assessment and/or root causes. 		
<ul style="list-style-type: none"> • Prioritized strategic issues may change through the course of the school year. 		
Goals and Objectives		
<i>Were the objectives met? Why/why not?</i>		
<i>Based on the data and needs assessment, should these change?</i>		
<ul style="list-style-type: none"> • Goals align with the needs assessment and address reading/language arts and mathematics 		
<ul style="list-style-type: none"> • Objectives are written to target specific measurable outcomes related to the goal. 		
<ul style="list-style-type: none"> • Objectives are written to target specific measurable outcomes related to the subgroups which did not meet AYP. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Action Steps		
<i>Were the action steps accomplished? Why/why not?</i>		
<ul style="list-style-type: none"> • Actions describe HOW the goals and objectives will be accomplished. 		
<ul style="list-style-type: none"> • Action steps are detailed, sequential steps to be taken to implement the strategies selected. 		
<ul style="list-style-type: none"> • Action steps are detailed enough to act as a monitoring process for district personnel. 		
<ul style="list-style-type: none"> • Action steps describe HOW the school plans to review and evaluate progress on the goals, objectives, and actions (e.g., benchmark testing three times a year). 		
<ul style="list-style-type: none"> • Action steps embed parent involvement throughout. 		
Standards Based Instruction and Assessment		
<i>What evidence exists to indicate teachers select standards based instructional strategies?</i>		
<i>Have teachers deconstructed the CSOs and developed common assessments?</i>		
<i>Has the school conducted an Instructional Practices Inventory?</i>		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Teacher Involvement in the Use of Academic Assessments		
<i>How are teachers utilizing a balanced assessment system to differentiate instruction for ALL students?</i>		
<i>Are collaboration meetings focused on student achievement?</i>		
<ul style="list-style-type: none"> • Collaborative planning meetings are focused on increasing student achievement (agenda, meeting notes, sign-in sheets). 		
<ul style="list-style-type: none"> • Teacher involvement in the methods used to identify at-risk students is documented (collaborative planning meeting notes, sign-in sheets, agendas). 		
<ul style="list-style-type: none"> • The master schedule reflects time for teacher collaboration. 		
<ul style="list-style-type: none"> • Title I teacher schedules are adjusted based on student assessment data and student need. 		
<ul style="list-style-type: none"> • Classroom instructional strategies are adjusted based on assessment data and student need. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Extended time for Learning		
<ul style="list-style-type: none"> • <i>Does the school have tiered instruction in place for both reading/language arts and mathematics?</i> 		
<ul style="list-style-type: none"> • <i>Does the school maintain documentation of additional instruction for students (e.g., lesson plans, intervention folders)?</i> 		
<ul style="list-style-type: none"> • <i>Is the extended day (4 days per week) or the extended year (4 additional weeks) conducted for an adequate amount of time to impact achievement?</i> 		
<ul style="list-style-type: none"> • <i>How does the school measure increases in achievement for students who participate in extended time programs?</i> 		
<ul style="list-style-type: none"> • <i>Is documentation of extended day/year programs is maintained at the school (e.g., attendance records, lesson plans/activities)?</i> 		

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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Transition Plans		
<i>What assistance does the school provide to new students who are transitioning from another school?</i>		
<i>What transition activities are conducted to assist students in transitioning to the next programmatic level?</i>		
<i>What evidence exists to indicate the Pre-K transition plan is effective?</i>		
<ul style="list-style-type: none"> • Specific activities are described to address the transition of children from early childhood programs (Head Start, private preschools) to kindergarten. Documentation of these activities is maintained at the school. 		
<ul style="list-style-type: none"> • The school provides an opportunity for the child and his/her family to visit the setting to which the child is transitioning. 		
<ul style="list-style-type: none"> • Written information is distributed to parents regarding kindergarten registration and expectations. Documentation is maintained at the school. 		
Coordination and Integration of Services and Programs		
<i>Are all sources of funding used to support the school plan?</i>		
<ul style="list-style-type: none"> • A description of the school's integrated programs is included (e.g., character education, nutrition, attendance). 		
<ul style="list-style-type: none"> • A description of how the school integrates and coordinates programs and services is included. 		

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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Professional Development and Highly Qualified Teachers		
<i>Has the school devoted sufficient resources to carry out effectively the professional development activities for each fiscal year?</i>		
<i>Was all planned professional development offered?</i>		
<i>Has the school implemented new strategies as a result of professional development?</i>		
<i>How is the implementation of new instructional strategies monitored and evaluated annually for effectiveness?</i>		
<i>Is required documentation of professional development activities maintained (agendas, sign-in sheets, training materials)?</i>		
School Based Professional Development Plan		
<ul style="list-style-type: none"> Professional development activities correlate to each goal. 		
<ul style="list-style-type: none"> Professional development activities correlate to objectives. 		
<ul style="list-style-type: none"> Professional development activities reflect sustained, on-going, quality training. 		
<ul style="list-style-type: none"> Professional development activities are presented in a variety of delivery methods (e.g., professional learning communities, trainer-led, conferences) embedded in the school day whenever possible. 		
<ul style="list-style-type: none"> Professional development activities include training for staff members in how to work with parents as equal partners. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Staff Certification/Qualification		
<i>Is this list current and up-to-date?</i>		
<i>Has the WVEIS list been updated for teaching assignments and certifications?</i>		
<ul style="list-style-type: none"> A list of ALL staff members, including name, job assignment and certifications is included in the plan. Title I staff is clearly identified. Qualifications of all paraprofessionals/aides are listed. 		
Highly Qualified Teachers		
<i>Can the school/Should the school do more to retain staff?</i>		
<i>How does the staff try to recruit new teachers to the school?</i>		
<ul style="list-style-type: none"> The strategies utilized by the school to attract and retain highly qualified teachers are addressed. The strategies are aligned with the district procedures for increasing the percentage of highly qualified teachers. 		

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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Staff Utilization		
<i>Based on student need, is this pertinent and current?</i>		
<ul style="list-style-type: none"> • The number of Title I funded staff members for each subject area or position is listed. 		
<ul style="list-style-type: none"> • The delivery model is clearly indicated (e.g., in-class, pull-out, Tier II or Tier III interventions). 		
<ul style="list-style-type: none"> • Utilization of Title I staff is clearly described by grade level and content area. 		
<ul style="list-style-type: none"> • Utilization of Title I staff addresses student deficiencies as derived from data analysis. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Parent Involvement		
Parent Involvement Policy		
<ul style="list-style-type: none"> The school parent involvement policy is aligned with the ED template and includes all required components 		
<ul style="list-style-type: none"> The school parent involvement policy dates are current. 		
<ul style="list-style-type: none"> Documentation of how and when the school parent involvement policy was distributed to parents is maintained at the school. 		
<ul style="list-style-type: none"> Documentation of how and when the DISTRICT parent involvement policy was distributed to parents is maintained at the school. 		
<ul style="list-style-type: none"> The school parent involvement policy is reviewed/ revised annually with pertinent documentation maintained at the school (agendas, meeting notes, sign-in sheets). 		
<ul style="list-style-type: none"> The school parent involvement policy is aligned with the ED template and includes all required components. 		
<ul style="list-style-type: none"> The school parent involvement policy dates are current. 		
<ul style="list-style-type: none"> Documentation of how and when the school parent involvement policy was distributed to parents is maintained at the school. 		
<ul style="list-style-type: none"> Documentation of how and when the DISTRICT parent involvement policy was distributed to parents is maintained at the school. 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
School-Parent Compacts		
<ul style="list-style-type: none"> The school-parent compact is aligned with the ED template and includes all required components. 		
<ul style="list-style-type: none"> The school-parent compact dates are current. 		
<ul style="list-style-type: none"> Documentation of how and when the school-parent compact was distributed to parent is maintained at the school. 		
<ul style="list-style-type: none"> The school has a method for tracking and calculating the compact return rate. 		
<ul style="list-style-type: none"> The school-parent compact is reviewed/revised annually with pertinent documentation maintained at the school (agendas, meeting notes, sign-in sheets). 		

Evaluation/Implementation Tool



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Criteria	Comments/Suggestions for Improvement	Meets Compliance
Parent Trainings, Workshops, Correspondence		
<i>Were all trainings listed conducted? Why/why not?</i>		
<i>Was attendance acceptable?</i>		
<i>Should the school explore alternate ways to involve more parents?</i>		
<ul style="list-style-type: none"> • Parent trainings and workshops are listed in the plan with specific titles, presenters and dates 		
<ul style="list-style-type: none"> • Parent trainings and other activities focus on assisting parents in the understanding of child development, child rearing and ways to assist their child with academics. Documentation of trainings/workshops is maintained at the school (agendas, sign-in sheets, training materials). 		
<ul style="list-style-type: none"> • The school conducts an annual meeting to describe the Title I program to stakeholders. Documentation of the annual meeting is maintained at the school (announcement, sign-in sheets, agendas).. 		
<ul style="list-style-type: none"> • The school documents correspondence sent home (brochures, newsletters, announcements). Frequency of correspondence is noted. 		
<ul style="list-style-type: none"> • The Title I Schoolwide Plan is available for parents and other stakeholders to review. 		

Pitfalls to Avoid in Evaluations



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- There is no "perfect" evaluation design. Don't worry about the plan being perfect. It's far more important to do something, than to wait until every last detail has been tested
- Don't report just the successes. You'll learn a great deal about the program by understanding its failures too!
- Don't throw away evaluation results once a report has been generated. Results don't take up much room, and they can provide precious information later when trying to understand changes in the program

Tips From a Title I Practitioner

Kathy Varner, Decatur County Schools, kvarner@dcboe.com



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- Communication! Clear and regular communication is key to successful monitoring of Title 1 programs at the district level.
- If possible, designate personnel at each school to be responsible for the work. Ex: Title 1 (The Crate Keeper!), Parent Involvement and Homeless Contacts
- Establish regular times to provide important information and guidance. Ex: Administrative Retreat, Monthly Administrative Council Meetings (Principals and District Administrators), Monthly Title I Contacts meetings.

Timeline



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Federal Programs Time Line 2015-16



DATE	ITEM	COMPLETED
2015		
May 31	Migrant CNA due	X
May 1-31	Title IIA Equity Plan Review	X
May 26-27	Title IIA Highly Qualified Teacher Equity Sessions	X
June 1-12	Individual Summer School Improvement Planning Sessions	X
June 1	<u>HiQ 2</u> Sign Off Session	X
June 10	Migrant New Participant Report	X
June 15-17	Title I , III, IIA, Homeless Annual DOE Conference	X
June 24	CLPT Meeting – Review and Revise CLIP	X
June 26	Administrative PI Survey, PIP & Compacts Due	X
June 26	School Improvement Plan submitted POSTED to websites for vetting	X
July 1	12 Month Periodic Certifications	X
July 10	Migrant New Participant Report	X
July 15	Migrant FY 16 IP plans due	X

Tips From a Title I Practitioner



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TIPS FROM TITLE 1 AND FEDERAL PROGRAMS

September 2015

Title I

1. Title 1 Contacts
 - a. Monthly Title 1 meeting – October 5, 9:00 am
 - b. Continue to make sure that all School Improvement meetings, data meetings, professional development, parent meetings, etc. are documented and filed
 - c. Cross Functional Monitoring meeting October 21. Varner will bring back guidance
2. School Improvement Plans
 - a. School Improvement Plan – KV will return by October 9 with feedback on the SWP checklist
 - b. Make all revisions shown on SWP Checklist and written on the plans. Submit the revision (hard copy and electronic copy) to Varner
 - c. Updated SWP should be posted on your website with stakeholder comment form to allow stakeholders opportunity for review (file screenshot).
 - d. Parent Involvement Plan & Compact should be posted & in resource center
 - e. Any feedback forms turned in during the year should be shared at SI meetings and filed in crate. Consider these suggestions at the next revision
 - f. CCRPI – continued work on school and system level
3. Parent Involvement Budget

Tips From a Title I Practitioner



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4. Title I Staff

- a. Paraprofessionals - Schedules and logs should be kept monthly
- b. Teachers – schedules (signed, if schedule changes, update, sign and place in crate)
- c. Title paid personnel list to be updated this week
- d. Throughout the Year if a student is taught for 4 or more consecutive weeks by a non-highly qualified teacher, must send home a parent letter of notification and file a copy

5. Inventory

- a. Inventories – updated inventories will be received in October
- b. Disposition forms should be completed when an item is damaged, no longer usable
- c. More information will be forthcoming

6. Short Term Action Plan Reviews – November 17-18

7. Updated Federal Programs Timeline will be posted to the website

Parent Involvement

1. Parent Volunteers/Chaperones

- a. Initial training – 4 times per month scheduled. Contact Guy if school has specific needs.
- b. Annual training update online includes mandated reporter updates and procedure for obtaining badge.
- c. Information for annual training shared with all parents on the back of the October PI Newsletter
- d. Review two options on the website, "For Parents" tab
 - i. How do I become a Volunteer?
 - ii. Annual Volunteer Training Requirements

Tips From a Title I Practitioner



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2. Dr. Seuss Early Learner Parent Workshops continue for District
 - a. October 27 at 5:30 - John Johnson Elementary
 - b. Flyers will be provided to all elementary schools with script for School Messenger
 - c. Flyers will be sent to all schools for posting, sharing with staff
3. PIP and comment form – copy in resource center and on website
4. Compacts
 - a. Keep all signed compact acknowledgement sheets on file – 5 years
 - b. Prepare to refer to the compact during the school year
5. State School Superintendent's Parent Advisory Council – Thanks for the submissions
6. Notify Parents of DCBOE Parent Resource Center and School Parent Resource Centers –via school newsletter & website – (ex: where it is located, hours of operation, what is in it for parents?)
7. Continue to promote Parent Portal
8. PI Newsletter to go home first of October
9. If additional workshops/presentations are needed, let us know

Title 1 C – Migrant

1. Currently 90+ students – enrollment higher than usual
2. Schedules - shared with schools and updated regularly. Erika Mills – BHS, JJE; Maria Granados – EKE, WBE, PSE; Dian Bruce – BMS, HMS, PLC; Edwin Jovel – OSY
3. Valdosta State University Migrant College Day – October 3rd. Erika Mills will accompany students and families.

School Improvement Planning and Monitoring



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- CNA Template, with guidance, provided to schools in March/April
- SWP and Parent Involvement Plan Templates, with guidance, provided in May with guidance/template for minutes to assure all compliance items covered
- SWP, Parent Involvement Plan, Compacts submitted by due date. Feedback given utilizing checklists. Revisions completed, posted in Parent Resource Center and posted to website.
- Continuous monitoring of SWP via quarterly Short Term Action Plan Reviews.

Other Monitoring Tips



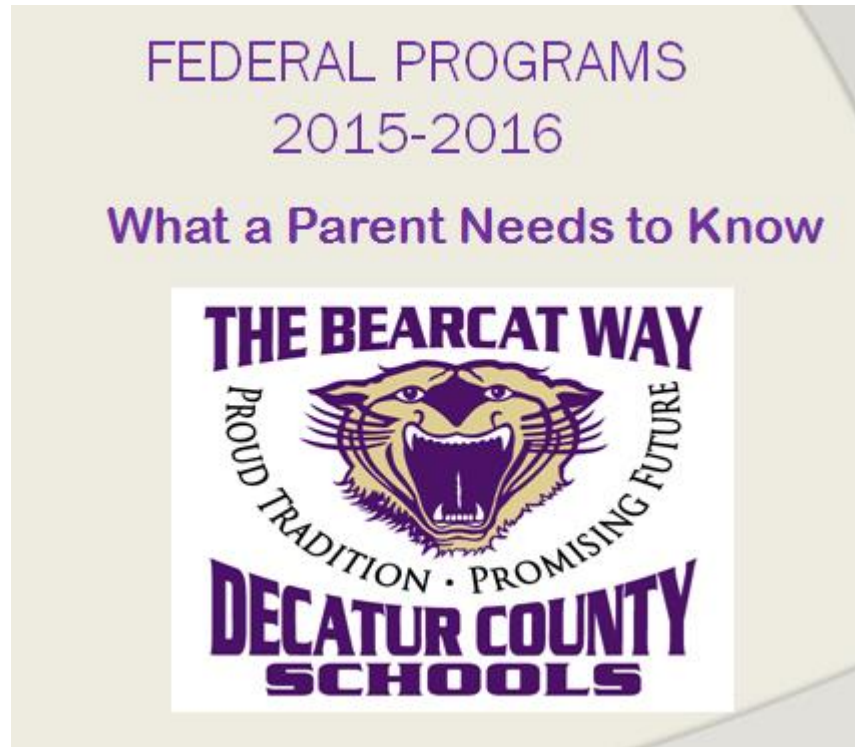
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- Budgets – Meet individually with principals and provide easy to use budget worksheet
- Post important documents to website or Google for easy access by schools
- Develop checklists, feedback forms, meeting documentation forms, time sheets
- Provide guidance for Title 1 Meetings and Staff Meetings – Decatur County Schools Powerpoint
- Parent Involvement – workshop evaluation forms, checklists for workshops
- Bake brownies for the “Crate Keepers”!

Great Guidance Makes Monitoring Easier!



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Guidance for Parents, Staff, Handbooks

Parent Involvement Checklist



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Advertisement – check, copy and attach all notifications that apply

- Progress Report: English ___ Spanish ___
- Report Card: English ___ Spanish ___
- Newsletter: *English* ___ *Spanish* _____
- Website Article: *English* ___ *Spanish* _____
- Website Calendar: *English* ___ *Spanish* _____
- School Messenger: *English* ___ **AND** ___ *Spanish* _____
- Marquee Photo: _____
- Newspaper Article: _____
- Flyer: *English* ___ *Spanish* _____
- Other: _____

TITLE I Sign-in Sheet .. TITLE I Agenda.... Minutes/Summary of Event _____

Resources used at meeting-check, copy and attach all resources that apply

- PowerPoint: *English* ___ *Spanish* _____
- Handouts: *English* ___ *Spanish* _____
- Interpreter: _____
- Other: _____

TITLE I Workshop Evaluation & Ongoing Feedback Form

English ___ *Spanish* _____

Schoolwide Improvement Plan (SIP), Title I Schoolwide Program (SWP) Plan & Title I Targeted Assistance (TA) Plan

New Template

***Note: Districts are not required to use this
template.***



Presenters

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Title I, Part A Education Program Specialists Contact Information



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Monitoring and Evaluating the District's Title I Programs: Schoolwide Program (SWP), Targeted Assistance (TA) and Flexible Learning Program (FLP)

2016 Georgia Federal Programs Conference
Georgia International Convention Center &
Atlanta Airport Marriott Gateway Hotel

Atlanta, Georgia
June 21 – 23, 2016