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

2020 GCEL Conference
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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

Diagram showing the cycle of continuous improvement:
- Identify Needs
- Select Interventions
- Plan Implementation
- Implement Plan
- Examine Progress
- Effective Leadership
- Family & Community Engagement
- Coherent Instruction
- Professional Capacity
- Supportive Learning Environment
- Healthy, Safe, Engaged, Supported, Challenged
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
2. Select Relevant Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect

Stakeholder Consultation

Strengthening Progress

- Identify Needs
- Select Interventions
- Plan Implementation
- Implement Plan
- Evaluate & Reflect
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.

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

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Effectiveness</th>
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<tbody>
<tr>
<td>The process of putting a decision or plan into effect; execution</td>
<td>Successful in producing a desired or intended result</td>
</tr>
<tr>
<td>Synonyms: application, discharge, employ, execute, operation, practice, use</td>
<td>Synonyms: adequate, competent, efficient, sufficient, valid, potent</td>
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## Implementation and Monitoring Effectiveness

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
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<tr>
<td>Position</td>
<td>Implementation Evidence</td>
<td>Effectiveness Evidence</td>
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<tr>
<td>District</td>
<td>Georgia Performance Standards</td>
<td>Formative Assessment Data</td>
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<tr>
<td>School</td>
<td>District’s Teaching Expectation Guide</td>
<td>Discipline Data</td>
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<td>Agendas</td>
<td>Formative TKES</td>
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<td>Meeting Minutes</td>
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<td>Checklists</td>
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<td>School Intervention Schedule</td>
<td>Student Ratings</td>
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<td>Curriculum Pacing Guides</td>
<td>Peer Ratings</td>
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<td>Students’ minutes on an academic program</td>
<td>Self Evaluation</td>
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<td>New Reading/Math Program</td>
<td>Videos</td>
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<td>TKES and LKES Training</td>
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<td>GACE</td>
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<td>Instructional Coach Modeling</td>
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<td>Collaborative Planning</td>
<td>CCRPI</td>
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Monitoring the Title I Program to Ensure Program Effectiveness as Implemented through the Lens of the LEA

Lynn Cato
Director of Curriculum & Instruction
McDuffie County Schools

Sunita Holloway
Director of Federal Programs
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 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:

1. Comprehensive Needs Assessment
2. District Improvement Plan *(includes Equity Plan)* OR School Improvement Plan *(Schoolwide Program Plan)*
3. Budget

*It is important to connect the dots from one to the next*
Title I-A School-based Budget

<table>
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<tr>
<th>Instruction - Function 1000</th>
<th>SIP Goals and Action Steps</th>
<th>Detailed Description</th>
<th>Supports the following Evidenced-based Intervention as noted in Required Question #3 of the SIP</th>
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<th>SIP</th>
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<td>199 Tutoring Services</td>
<td>G1, AS2; G2, AS1</td>
<td>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)</td>
<td>Small group support</td>
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<td>300 Contracted Services</td>
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<td>512 Computer Software - Perpetual or One time purchase</td>
<td>Goal 1, AS 1</td>
<td>Saxon Phonics refill kits K (5 x 492.5 = 2462.50) 1st grade kits (659.95 x 3 = 1979.85)</td>
<td>Balanced Literacy</td>
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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

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

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<th>Vendor</th>
<th>Houghton Mifflin</th>
<th>Date</th>
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<td>This will be completed at the district office. However, you may use this as you complete the requisition to ensure accurate completion.</td>
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**Requisition:**
- [x] Matches Budget
- [x] Review Evidence-Based intervention from correlating initiative in SIP or DIP
- [x] Vendor information Complete (Name, Address, Phone, Fax)
- [x] Date at top
- [x] Name of Person making request
- [x] School/Location
- [x] General Ledger Account Number (matches budget)
- [x] Detailed Description
  - [x] with matching language to the approved budget
  - [x] indicates correlation to SIP or DIP Goal
  - [x] indicates correlation to evidence-based intervention in required question #2 of SIP
- [x] Shipping Information
- [x] Principal’s or Director’s Approval

**Quote(s):**
- [x] Quote is attached or a Rationale for the Rate is attached

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:**
- [x] Subscription Dates are noted on the Requisition (must have a beginning and ending date)
- [x] 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 check is completed and that the company is in good
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**Title I-A**

Title I-A includes Instructional Staff Training, Instructional Supplies, Payroll for March 2019.
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 Hallo
Audience: Parents and Community Members
Person Completing this form and packet: Jennifer Hallo

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
   [ ] Newsletter
   [ ] Invitations or Letter
   [ ] Emails or Texts
   [ ] Photo of Marquee
   [ ] Website Notification
   [ ] Calls - Phone Logs
   [ ] Social Media (Facebook, Twitter, Pinterest)
   [ ] Newspaper
   [ ] 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.)
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 headsets
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%
- FY16 - Grade 7 - Levels 3 and 4 - 59%
- FY16 - Grade 8 - Levels 3 and 4 - 49%
- Goal for FY17 - 59%
- Goal for FY17 - 62%
- 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 8 - 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).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Beginning of the Year Proficient or Advanced</th>
<th>End of the Year Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>52%</td>
<td>52%</td>
</tr>
</tbody>
</table>
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
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