Program Evaluation Monitoring Report   Special School District
Report 2, 2017-2018

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Overview of Program Monitoring

Program monitoring is the systematic and continual observation and recording of key program aspects (Malone et al., 2014). The data gathered through program monitoring is used to appraise whether a program is on track to meet its expected outcomes. Frequent, intermittent assessment of program implementation and outcomes provides leaders and program administrators with timely information and performance feedback that can guide programmatic decisions. For many SSD programs, including those for which evaluation is required by MSIP-5, monitoring of activities, action plans, and key outcomes represents an efficient and actionable approach that is preferable to less frequent, more in-depth evaluation. Effective program monitoring is contingent upon a well-developed program plan that clearly defines program mission, resources and activities, goals and objectives, and expected outcomes. As one component of program monitoring, it is recommended that some form of voice of customer (VOC) feedback be solicited at minimum annually. When monitoring indicates that a program is consistently failing to meet expectations, an in-depth evaluation or some other corrective action may be recommended.

High quality program monitoring requires the identification and specification of outcomes, indicators, measures, benchmarks, baseline, and targets. The following definitions of these components are adapted from Malone, Mark,& Narayan (2014).

> *Outcome*: An expected result in an individual's behavior, knowledge, or skills, or the change in practices or policies attained as a result of participation in an activity or program. In other words, what is expected to happen as a result of a program.

> *Indicator:* An observable and measurable behavior or finding used to understand information about complex systems. Indicators are used to show whether progress is being made and the extent to which outcomes are being achieved.

> *Measure*: An instrument, device, or method that provides information, often quantifiable data, on an outcome/indicator. A measure, or metric, provides data that allows for judgments regarding the progress and goal achievement.

> *Benchmark*: A standard against which a program's results and progress can be compared. Often performance by similar groups, programs, or organizations can serve as a benchmark.

> *Baseline*: The level of performance indicated by a measure prior to the implementation of a program or intervention. Baseline is used as one reference point for measuring future progress.

> *Target*: A desired value or level of a measure at a specified time in the future. The target is a measurable result being sought. Actual progress is measured against the target to determine achievement of program outcomes.

These abbreviated reports review performance data from the previous fiscal year (as well as the current fiscal year, if available/applicable) for programs designated by DESE and/or the District as requiring at minimum a biennial evaluation. Monitoring results for all programs will be provided to the Board of Education across several separate reports submitted throughout the year.

English Learners

Coordinator
Kathy Mueller, Federal Programs Administrator

Evaluator
Matthew Traughber, Evaluation and Research Administrator

Brief Program Description

The English Learner (EL) program is intended to identify and serve students who need English language support services. The program screens all students upon their initial entry into Special School District (SSD) to determine if the student's home environment includes languages other than English and if the student has limited English proficiency (LEP). Students identified as LEP are given EL services as needed, and monitored for an additional two-year period after services have ended.

Please list any significant changes to this program since the most recent program evaluation: The most significant change is the posting of a position for an English for Speakers of Other Languages (ESOL) teacher to provide direct instruction to students receiving services and coaching support to teachers of EL students.

The key, broad goals of this program include:

1. The program will meet Federal Compliance guidelines.
2. SSD will implement processes to systematically identify students who may require EL services.
3. SSD will provide effective programs to meet the needs of English Learners.

Please consult the EL Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Department of Evaluation and Research.

A biennial report of the progress and status of the EL program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on February 23, 2016.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1: Continue working with Communications Department to make SSD web site accessible in other languages.

> Status of Action Plan: The SSD website includes an embedded translator powered by Google that offers translations in 104 languages. Making specific documents available in languages other than English will be an ongoing process. As new state and federal documents are received, they will need to be translated into languages families can read and understand.

Action Plan 2: Work with Evaluation & Research Department to perform a diagnosis of the screening process to discover the root cause of the process failure and design a fail-safe improvement to that process.

> Status of Action Plan: The process has been analyzed and improvements proposed that will be implemented beginning in 2017-18. Additional actions including streamlined/online home questionnaires, increased contacts with partner districts, and regular cross-referencing of Exceed IEP and SIS databases will help ensure that all students potentially eligible for EL services are identified.

Action Plan 3: Identify and train at least two staff members to administer ACCESS for ELLs instrument.

Status of Action Plan: Several school psychologists administered EL-related assessments over the previous two school years. Moving forward, staff who serve SSD schools in assessment-related roles and/or an ESOL teacher will assume responsibility for administering these assessments.

Descriptive Program Data:

	2015-16	2016-17	2017-18 (as of December)
Number of full-time students that were provided EL services at any point during the year	2	3	10

In addition, there are currently 9 half-day students attending Career Technical Education (CTE) schools who have been identified as EL by partner districts. SSD does not report those students to DESE. Tracking of half-day CTE students who are EL was initiated in fall of 2017-18.

Total Program Cost and Cost Effectiveness:

Currently there are minimal costs associated with SSD's EL program. Costs will increase if/when a full-time ESOL teacher is hired.

Monitoring Results

Voice of Customer Assessment:

No voice of customer information is available at this time. Methods for obtaining voice of customer feedback will be explored.

Objective 1.1: The program will annually meet 100% of all Federal Compliance requirements.

Measure: Percent of DESE self-monitoring checklist elements successfully met.

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Annual

Results:

	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of EL Self-Monitoring Elements Successfully Met	100%	100%	100%	100%	100%

DESE data reporting requirements changed prior to school year 2017-18. In prior years, only the number of EL students enrolled was reported. Moving forward, the following elements from the DESE self-monitoring checklist will be reported:

- A copy of the Board of Education policy which is in a uniform format that parents can understand.
- Board minutes showing policy adoption date and name or position of board-appointed EL coordinator.
- The Home Language Survey.
- Documentation of administration of the W-APT (screener) to all potential EL students and that a district staff member has completed WIDA's online training and earned the certification required to administer and score WIDA's ACCESS 2.0 for ELLs and the alt-ACCESS for MAP-A students.

- Documentation is available showing the Local Education Agency (LEA) had EL students enrolled in the current or prior school year.
- If the LEA has more than 19 EL students, a full-time, qualified ESOL endorsed teacher has been hired with local funds to serve those students.

Objective 2.1: Information regarding non-English languages spoken in the home will be solicited from all families of students attending SSD schools.

Measure: Proportion of Home Language Surveys received.

Performance Target: 90%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: At minimum twice per year following first and second semester

Results: SSD's online enrollment form includes screening questions that inquire generally about potential homelessness, non-English language usage, and migrant status. In addition, families are asked to complete a supplemental Home Language Survey (currently pencil/paper format) that solicits further information regarding a student's English language history and the use of languages other than English in the home.

As of Fall 2017, a system is being developed to systematically administer the Home Language Survey and maintain a database of results. At this time, EL staff are unable to calculate the proportion of Home Language Surveys received. Anecdotally, the current rate falls well below the target rate of 90%. Once the updated process is finalized, the Federal Programs office will be able to better monitor response rate.

Objective 2.2: All students identified as potentially in need of EL services will be assessed for eligibility.

Measure: Proportion of students whose families report speaking a non-English language in the home, or who are identified as potentially in need of EL via some other means, are screened for EL service eligibility ("screening" may include the solicitation and receipt of prior assessment or service provision data from the sending district, and/or the administration of the WIDA screener by designated SSD staff).

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: At minimum twice per year following first semester and second semester

Results: Monitoring of screening outcomes will begin during the 2017-18 school year. Reliable data pertaining to screening activity from years prior to this is unavailable. The large majority of students who receive EL services through SSD are screened for eligibility while enrolled in their home district.

Objective 3.1: Students receiving EL services will demonstrate language acquisition gains.

Measure: Yearly progress on the ACCESS[1] for ELLs assessment

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[1] The ACCESS test is administered once per year to students receiving EL services. "Proficiency Level" scores range from 1-6; gains can be made in increments to the 10th of a decimal. The assessment also provides scaled scores and percentile ranks. The assessment tests both expressive/receptive language skills and academic language skills. There is a separate version of the test for nonverbal students. Expectations for growth per ESSA is a rate of progress that allows an English Learner to become proficient within 6 years. The ACCESS was updated in 2017 and thus comparisons of results from 2017 to prior years' results will not be valid.

Performance Target: 80% of students will experience expected annual growth (based on DESE formula as determined by the combination of student enrollment grade level and initial ACCESS proficiency level)

Other Comparative Benchmark(s) (if appropriate/applicable): If available and applicable, National norms for EL growth may serve as a source of benchmark data for future reporting.

Monitoring Schedule: Testing occurs annually in January and February

Results: Ten students are registered to take the ACCESS for ELLs this spring. Four of those students will take the "Alt-ACCESS," which is the version of the assessment designed for students with cognitive disabilities. The Alt-ACCESS is individually administered, whereas the ACCESS is administered online. Full ACCESS results from past school years are unavailable. Improvements are being implemented to ensure effective data collection and use moving forward, and also to solicit past ACCESS results from sending districts for students who have recently enrolled in an SSD school.

Summary and Recommendations

The EL program has met 100% of federal compliance requirements each of the previous 5 years. The number of students identified for and receiving EL services has grown to 10 in 2017-18. This increase seems due, at least in part, to the initiation of more comprehensive screening efforts. While precise data is unavailable, anecdotally the proportion of home language surveys received from families remains well below the desired rate. Gaps identified in program monitoring and data collection have been identified and are being addressed. Identification of half-day CTE students who are EL began this school year. SSD is in the process of hiring a full-time ESOL teacher, which will increase capacity to conduct assessments, provide EL services and supports, and monitor program performance. Recommendations are reflected in the new action plans documented below.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

1. Explore strategies for connecting and communicating with families who are not English speakers. Solicit ideas from partner districts that have large EL populations. This plan has already been initiated.

   Anticipated Completion Date: June 2018

2. Develop a process map(s) for all EL screening, identification, and service provision practices to ensure common understanding and consistency across District schools.

   Anticipated Completion Date: June 2018

In addition to the action plans noted above, multiple actions and process improvements have been initiated beginning in July of 2017. See list of actions provided below. It is anticipated that these improvements will be refined and completed by June of 2018.

- Creation of a master student list that includes demographic data as well as anecdotal notes.
- Generated a report from the ESI IEP database to determine which students have Limited English Proficiency checked on the Special Considerations page of the IEP and cross reference this against EL program records.
- Contacted EL coordinators in partner districts to determine EL status for students whose families speak a language other than English at home.
- Provided CTE administrators with the names of students who are still receiving EL instruction in their home school so that additional support can be provided for reading/writing in technical areas as needed.

- In process of using Home Language Survey and other resources to identify families who speak a language other than English at home and provide documents in a language they can read and understand.
- Screened students for EL service eligibility in cases when the family indicated speaking a language other than English at home.
- Have identified current staff already serving SSD buildings who will receive WIDA assessment certification.
- Had a recently-administered parent/family version of a Family Engagement Survey (the results of which will serve as a Strategic Plan measure) professionally translated into multiple languages that are spoken in the homes of SSD students.
- Coordinated with the Student Information and Special Education Information Management & Support (SEIMS) departments to have EL status included as a field in those databases. Have begun running reports from Exceed Student Integration (ESI) and SIS monthly in order to cross-reference EL status with the master list.
- When available obtained students' prior years' ACCESS for ELLs reports and documented the results in students permanent record.
- Communicated with EL coordinators in 12 partner districts regarding the software/apps/tools they use for school-home communication with families of EL students.
- Have begun the process of hiring a full-time ESOL-certified teacher.

Ongoing Evaluation Planning: (select all that apply)

☒ **Continue to monitor using same metrics and schedule.**

☐ **Revise evaluation indicators and metrics.**
    Proposed revisions: _____

☐ **Conduct an in-depth evaluation.**
    Estimated month/year the evaluation is to be completed: _____

☐ **Revise the program description/plan.**

☐ **Other action(s) for improvement:** _____

Rationale for Selection(s): The measures remain appropriate at this time.

Homeless

Coordinator
Kathy Mueller, Federal Programs Administrator

Evaluator
Matthew Traughber, Evaluation and Research Administrator

Brief Program Description

The federal Every Student Succeeds Act (ESSA) ensures educational rights and protections for children and youth experiencing homelessness. Each identified homeless child or youth is to be provided services comparable to services offered to other students in the district, either through the Partner District or through Special School District (SSD) programs and services. Services to homeless students may include transportation and educational services for which the child meets the eligibility criteria. The Homeless program seeks to identify all candidate homeless students and determine eligibility for homeless status. Currently, homeless status of students attending SSD schools and programs is determined based on parent/family responses to a series of screening questions on the student enrollment form. In addition, staff are trained annually to identify indicators of potential homelessness and communicate those observations to SSD's Homeless Coordinator and school administrators. Students receiving SSD services in partner districts are identified as homeless by the partner district's Homeless Coordinator. The Homeless Coordinator from the partner district contacts SSD's Homeless Coordinator as needed. Approximately 45% of homeless students receive services through the component district. Transportation is the most immediate need of a student experiencing homelessness, and other services are provided as appropriate.

The key, broad goals of this program include:

1. Ensure all students who are or become homeless are quickly identified.
2. Provide homeless students with the services and supports to which they are entitled and that constitute best practice, consistent with ESSA.

Please consult the Homeless Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Evaluation and Research department.

A biennial report of the progress and status of the Homeless program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on February 23, 2016.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1: Continued use of the NCLB Checklist and SSD internal tracking system/process to monitor services and supports provided to homeless students will be maintained.

> Status of Action Plan: New goals have been planned for FY 2018. ESSA's requirements have replaced those of NCLB.

Action Plan 2: The coordinators of the Federal Programs, Food Service and Social Work departments will continue to be notified on a regular basis as to homeless students in the District.

> Status of Action Plan: Ongoing. Spreadsheets are updated and shared with the appropriate groups.

Action Plan 3: The monthly social worker reporting process will be amended to include data on services provided to students identified as homeless.

> Status of Action Plan: This action plan has been discontinued in favor of alternate means of tracking.

Action Plan 4: Work with Transportation department and Evaluation and Research department to explore rising program costs and determine if further action is warranted.

> Status of Action Plan: ESSA requires that homeless students remain in their school of origin. For the most part, there is little a school district can do to reduce these costs. Coordination of services occurs between the Homeless Coordinator and the Transportation department.

Descriptive Program Data:

School Year	Students Served
2017-18 (through October 31, 2017)	45*
2016-17	90
2015-16	102

*Although 45 were identified, only 30 required cab transportation.

Total Program Cost and Cost Effectiveness:

Homeless costs reported represent entirely student transportation costs. ESSA requires that homeless students remain in their school of origin. For the most part, there is little a school district can do to reduce these costs. When appropriate, SSD does share homeless transportation costs with partner districts and St. Louis Public Schools. SSD pays 100% of transportation costs for students attending SSD Schools or programs full-time. SSD shares costs for partner district students who receive 60% or more of their services from SSD.

In addition to transportation costs, the Title I.A homeless set-aside fund is devoted annually to providing resources (e.g., school supplies, clothing, toiletries) for students in SSD schools and programs who are homeless. Staffing costs are also excluded from the calculation.

School Year	Cab (Total Invoice)	SSD's Cost	Billed to Partner District or SLPS	Students in Cabs	Cost per Student Served
2017-18 (through October)*	$33,250.00	$22,528.16	$10,721.84	30	$1,108.33
2016-17		$116,539		90	$1,295
2015-16		$70,518		102	$691

*Program staff began generating a more detailed summary and itemization of transportations costs beginning this school year. This itemization is not available for years prior to 2017-18.

Monitoring Results

Voice of Customer Assessment:
No voice of customer information is available at this time. Methods for obtaining voice of customer feedback will be explored.

Objective 1.1: All staff participate in annual training on homeless identification practices.

Measure: Proportion of SSD school staff who are provided annual training on homeless identification practices.

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Annual (staff are trained at the beginning of the year)

Results:

School Year	% of Staff Trained	Number of Staff Trained
2017-18	100%	792
2016-17	100%	Not available*
2015-16	100%	Not available*

*Exact counts of staff trained in school years 2016 and 2017 are unavailable. However prior years would be very similar to 2018 given that the total number of staff serving schools does not fluctuate a great deal.

The method of training is as follows. A training PowerPoint slide presentation is provided to each school's principal. Principals forward the presentation to all staff assigned to their building and copy the Homeless Coordinator on the email. Those emails serve as documentation of the training as required by DESE.

Objective 2.1: Transportation for homeless students will be rapidly coordinated.

Measure: Time (in school days) between notification of a student's homeless status and finalization of transportation arrangements for that student.

Performance Target: Average of 2 days

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Twice per year following each semester

Results: The performance target has been met through October. Results appear in the table below.

Monitoring Period	Students Included in Analysis	Students Excluded from Analysis	Average Days to Finalize Transportation	% 2 Days or Less
Fall 2017 (through October, 2017)*	30	0	1.6	87%

*Results prior to fall 2017 are unavailable.

Objective 2.2: Students will be maintained in their school of origin when possible.

Measure: Proportion of students identified as homeless who are maintained in their school of origin.

Performance Target: 100%. Students who have relocated to an area that would require them to be in a cab for a period of time longer than that of an SSD student on the longest bus route, or whose transportation needs cannot be met by a cab company, will be excluded from the calculation.

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Twice per year following each semester

Results:

Monitoring Period	% Maintained in School of Origin	Students Included in Analysis	Students Excluded from Analysis
Fall 2017 (through October)	100%	45	0

*Results prior to fall 2017 are unavailable.

Summary and Recommendations

With respect to the Homeless program, ESSA's requirements have replaced those of NCLB. New goals have been planned for FY 2018. All staff at SSD schools have been trained in homeless screening/identification each of the last three years. The performance target for rapid coordination of transportation for homeless students was met; on average it has taken 1.6 days to coordinate transportation services. In addition, 100% of homeless students have been maintained in their school of origin through October of the 2017-18 school year.

Unfortunately reliable results for the time period preceding fall of the 2017-18 school year were in many cases unavailable. The Homeless program is working to refine data collection procedures to ensure monitoring accuracy and adequacy.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

Although no new action plans are being developed at this time, multiple actions and process improvements have been initiated beginning in July of 2017. See list of actions provided below. It is anticipated that these improvements will be refined and completed by June of 2018.

- Creation of a master student list that includes demographic data as well as anecdotal notes.
- Creation and maintenance of folders for each student identified as homeless. These folders include a "checklist" of actions that should be addressed for each student identified as homeless.
- Entry of the homeless indicator into SSD student information systems (both Tyler SIS and the ESI IEP database).
- Generate monthly SIS and ESI reports that are crosschecked against the student master list (to ensure all potentially homeless students are identified).
- SSD SIS and Career Technical Education (CTE) administrators coordinated with Tyler SIS to convert PDF forms containing screening question responses into reportable fields that can be more easily analyzed.
- Development and implementation of a cab request form to submit to Metro Cab that will assist with record keeping.
- Consulted with DESE to clarify who determines homeless status for full-time students attending SSD schools and programs.
- Requested and received District phone to use with families of students identified as homeless (so far, families have responded well to text messages regarding transportation for their child).
- Implemented a new vendor form (created by the Accounting department) for cab invoices.
- Collaborated with the Effective Practice Specialist for Social Work on the process of school social workers reaching out to families who may be homeless and reporting their findings to the Homeless Coordinator.
- Created a referral form for all school staff to use when it appears a student's family may be homeless.
- Developed a process to notify Food Service as soon as a student attending an SSD school is identified as homeless.

Ongoing Evaluation Planning: (select all that apply)

    ☒ **Continue to monitor using same metrics and schedule.**

    ☐ **Revise evaluation indicators and metrics.**
        Proposed revisions: _____

    ☐ **Conduct an in-depth evaluation.**
        Estimated month/year the evaluation is to be completed: _____

    ☐ **Revise the program description/plan.**

    ☐ **Other action(s) for improvement:**

    Rationale for Selection(s): Metrics currently used for monitoring remain appropriate.

Migrant Students

Coordinator
Kathy Mueller, Federal Programs Administrator

Evaluator
Matthew Traughber, Evaluation and Research Administrator

Brief Program Description

Title I.C aids schools with migrant students enrolled. The program focuses on helping migratory children overcome the educational barriers that result from repeated moves, allowing them the opportunity to succeed in regular school programs, attain grade-level proficiency, and achieve the Missouri Learning Standards established for all children in the state. Procedures are in place to identify any eligible migratory students, to determine what services need to be provided, and to provide services to those students.

The key, broad goals of this program include:

1. Screen students to determine which students may be of migrant status and refer such cases to DESE.
2. Provide a full range of services to students who have been identified as migrant, including applicable Title I programs, special education, career and technical education, language programs, counseling programs, and all other District services provided to students.
3. To the extent feasible, provide outreach and advocacy programs to migrant children and their families, and professional development for District staff.
4. Provide family members with an opportunity for meaningful participation in the program.

Please consult the Migrant Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Evaluation and Research department.

A biennial report of the progress and status of the Migrant Students program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on February 23, 2016.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1: No actions are needed until a student is identified as migrant. At that time, the program processes will be reviewed and necessary actions taken.

> Status of Action Plan: No students have been identified as migrant.

Descriptive Program Data:

No students have been identified as migrant.

Total Program Cost and Cost Effectiveness:

Not applicable. There has been minimal cost associated with this program given that no migrant students have been identified.

Monitoring Results

Voice of Customer Assessment:

No voice of customer feedback methods are in place at this time.

Objective 1.1: Information regarding migrant status will be solicited from all families of students attending SSD schools.

Measure: Proportion of home surveys received.

Performance Target: 90%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Twice per year in September and January

Results: As of Fall 2017, a system is being developed to administer the home survey electronically and house the results in SIS. At this time, we are unable to calculate the proportion of surveys received as some were completed online and some via the prior paper method. Anecdotally, it is estimated that the proportion of surveys returned in Fall 2017 lies below the performance target. Once the new electronic home survey process is finalized, the SSD Federal Programs office will be able to better monitor performance and plan improvements.

Objective 2.1: Report all Migrant cases to DESE.

Measure: Proportion of all students identified as meeting the criteria for migrant status that are reported to DESE.

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Monitor annually.

Results: No students have been identified as potentially eligible for Migrant designation over the previous three school years.

School Year	Potentially Eligible Students Identified	% Reported to DESE
2017-18	0	n/a
2016-17	0	n/a
2015-16	0	n/a

Summary and Recommendations

No migrant students have been identified over the previous two school years. The SSD Federal Programs office is currently collaborating with other District staff to implement improvements to the home survey process that will ensure all students who may be eligible for migrant, homeless, and/or English Learner services are identified.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

Refine and document the process for identifying migrant students and soliciting information regarding migrant status from families via the enrollment survey. This action will be undertaken concurrent with similar improvements in processes for other Federal Programs including Homeless and English Learners.

Anticipated Completion Date: June 2018

Ongoing Evaluation Planning: (select all that apply)

☒ **Continue to monitor using same metrics and schedule.**

☐ **Revise evaluation indicators and metrics.**
   Proposed revisions: _____

☐ **Conduct an in-depth evaluation.**
   Estimated month/year the evaluation is to be completed: _____

☐ **Revise the program description/plan.**

☐ **Other action(s) for improvement:** _____

Rationale for Selection(s): The current objectives and measures remain appropriate.

Title I (Part A)

Coordinator
Kathy Mueller, Federal Programs Administrator

Evaluator
Matthew Traughber, Evaluation and Research Administrator

Brief Program Description

Title I (Part A), commonly referred to as "Title I", is one of the federal programs authorized by the Every Student Succeeds Act of 2015 (ESSA). The purpose of SSD's Title I program is to help ensure that all children, especially low-achieving students, meet challenging state academic standards. Title I.A funding is determined by the free and reduced lunch count in SSD schools. Funds may be used to provide targeted instruction to students who meet pre-defined criteria, or those same funds may be used to move an entire educational program forward through the creation and implementation of a Schoolwide Plan. Four SSD schools receiving Title I.A funds currently operate under DESE-approved Title I.A *Schoolwide* Plans. Litzsinger School has chosen to operate under a *Targeted* Title I.A Program. The key elements of this program include enriched and accelerated instruction, high quality professional development, and expanded family engagement opportunities. Schools operating under an approved Schoolwide Plan develop a caseload plan to determine which students will be eligible for supplemental instruction in reading and/or math. Supplemental instruction is provided by a Title I.A reading specialist and/or a Title I.A math specialist. Title I.A caseloads at Litzsinger School are determined through the use of multiple criteria. Caseload plans and Litzsinger's multiple criteria sheet are located in the Title I staff handbook.

The key, broad goals of this program include:

1. The Title I.A program will meet all state and federal compliance requirements.
2. Students who receive Title I.A services will increase their academic proficiency progress toward grade level expectations.
3. The Title I.A program will foster family engagement.

Please consult the Title I.A Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Evaluation and Research department.

A biennial report of the progress and status of the Title I (Part A) program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on October 27, 2015.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

No action plans were developed as part of the previous Title I.A program evaluation.

Descriptive Program Data:

2016-17 Title I Participation/Caseload Count

School	Students Receiving Reading Services	Students Receiving Math Services	School-wide Plan?
Ackerman	7	0	Yes
Litzsinger	8	0	No
Southview	8	0	Yes
JDC	12	0	No
Lakeside	14	0	No
Neuwoehner	6	0	Yes
Northview	14	13	Yes
Total	**69**	**13**	**n/a**

Note. The math specialist position at Northview is unfilled as of year-start 2017-18. The three elementary schools are sharing the services of a part-time math specialist this year. The amount of services received across schools varies according to location and amount of funds available to staff positions. Several schools (Ackerman, Neuwoehner) have full-time reading specialists while others (Southview, Litzsinger) have part-time staffing.

Total Program Cost and Cost Effectiveness

Title I.A is supported 100% through federal funds. The cost information below pertains to school year 2016-17. Program staff in 2016-17 included four full-time reading specialists and one full-time math specialist. Costs reported also include administrative and clerical expenditures.

FY 2016-17	Budget	Actual
Salary & Benefits	$464,633	$460,409
Other Costs	$138,641	$99,948
Total	$603,274	$560,357

The 2016-17 cost per student on academic intervention caseload was $8,121 (note that students often participate in Title I instruction for only a portion of the entire school year). However, schools operating under schoolwide plans allocate Title I.A funds to a variety of programming, including that targeting all students in the school (i.e., not only those receiving academic instruction from a Title I teacher). Thus the effective cost per student is likely considerably lower.
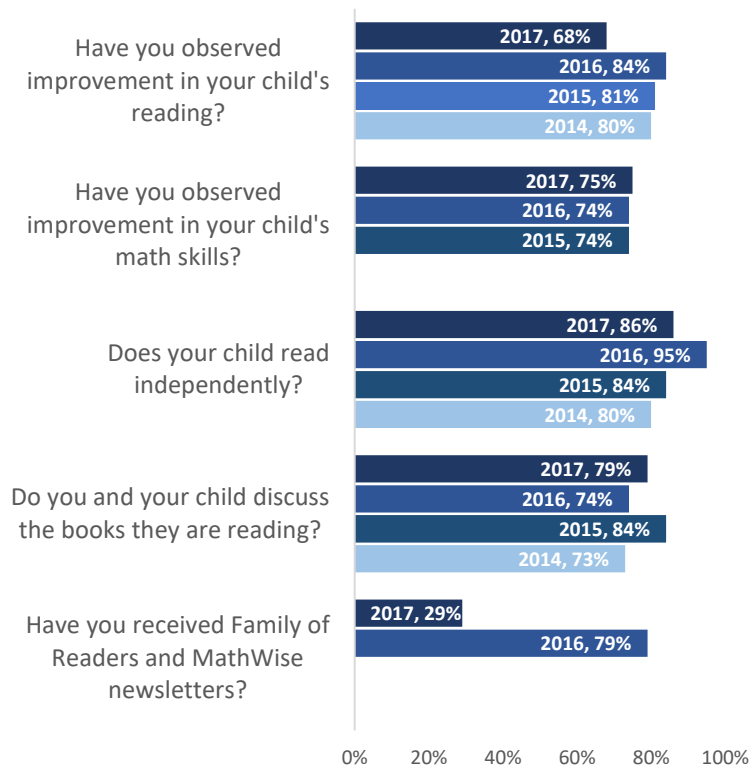
Monitoring Results

Voice of Customer Assessment:

Title I.A staff solicit several sources of voice of customer feedback. One method is an annual phone survey of families of students receiving services (a random sample of families are surveyed). Results over 4 years for several of the survey questions are shown below (several questions have been included on the survey for fewer than 4 years). The number of survey respondents overall typically ranges between 20 and 30.

Title I.A Famly Phone Survey

Have you observed improvement in your child's reading?
- 2017, 68%
- 2016, 84%
- 2015, 81%
- 2014, 80%

Have you observed improvement in your child's math skills?
- 2017, 75%
- 2016, 74%
- 2015, 74%

Does your child read independently?
- 2017, 86%
- 2016, 95%
- 2015, 84%
- 2014, 80%

Do you and your child discuss the books they are reading?
- 2017, 79%
- 2016, 74%
- 2015, 84%
- 2014, 73%

Have you received Family of Readers and MathWise newsletters?
- 2017, 29%
- 2016, 79%

Another source of voice of customer feedback comes in the form of "plus/delta" conversations held between teachers and students twice every quarter. During bi-quarterly plus/delta discussions with students, reading specialists have found that the top four responses from students when they are asked what is helping to improve their reading are (1) vocabulary development, (2) reading books that are interesting, (3) developing reading fluency, and (4) the environment in the reading specialist's classrooms (e.g., the extent to which it is relaxing, quiet, they do not have to worry about reading in front of other students, etc.). The two most common deltas (opportunities for improvement) from students are (1) not reading outside of the Title I classroom (common reasons given include playing video games instead, lack of reading materials at home, reading being still too difficult to do independently, etc.) and (2) challenges with learning new vocabulary.

Objective 1.1: SSD Title I programs will meet 100% of state and federal compliance requirements as indicated on the Federal Programs Self-Monitoring Checklist.

Measure: Percent of items on the Federal Programs Self-Monitoring Checklist (SMC) for which SSD demonstrated compliance (there were 149 items on the checklist as of 2014-15).

Performance Target: 100% (DESE requires a corrective action plan if the 100% target is not met)

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Federal Programs coordinator compiles annually in April. Annual data is reported to DESE once every 3 years.

Results: Results appear in the table below. The Federal Programs office completes the Self-Monitoring Checklist (SMC) annually. Documentation is provided to DESE every three years (most recently in FY 17).

School Year	Percent Compliance
2016-17	100%
2015-16	100%
2014-15	98.0%
2013-14	98.3%

Objective 2.1: Students receiving Title I services will demonstrate growth in reading equivalent to 0.4 "grade levels" per quarter or 1.6 "grade levels" per year.

Measure: Cumulative proportion of students who are "on track" to reach 1.6 Grade Level Equivalent (GLE) growth per year. (0.4 GLE per quarter) per the STAR reading vocabulary assessment[2]
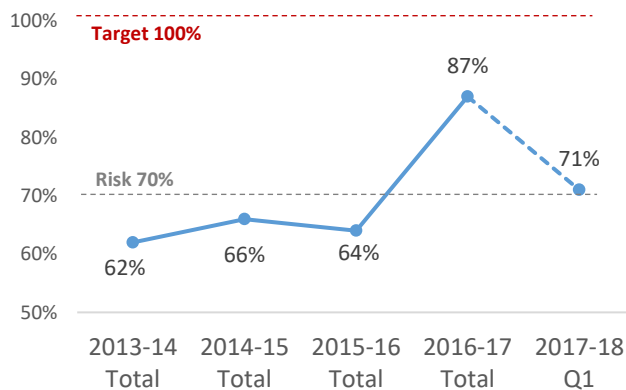
Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): None available.

Monitoring Schedule: Quarterly

Results: Annual, cumulative results are reported below with the exception of first quarter only results shown for FY 18. Though the performance target was not met, the proportion of students demonstrating 1.6 GLE of growth increased considerably in 2017. 100% goal attainment represents an ambitious target. The "risk" level was determined by program staff and represents a level of goal attainment which, if repeatedly not met, may indicate a need for more substantial improvement planning.

Percent Meeting Reading Target

Objective 2.2: Students receiving Title I services will demonstrate growth in math equivalent to 0.4 "grade levels" per quarter or 1.6 "grade levels" per year.

Measure: Cumulative proportion of students who are "on track" to reach 1.6 GLE growth per year. (0.4 GLE per quarter) per the STAR math assessment.

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): None available.

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[2] This is an older vocabulary-focused version of the STAR reading assessment that is different than the broad assessment currently used for academic benchmarking in SSD schools.

Monitoring Schedule: Quarterly

Results: Annual, cumulative results are reported below with the exception of first quarter only results shown for FY 18. Math results were available beginning in 2015-16. Though the ambitious 100% target was not met, the proportion of students demonstrating the target 1.6 GLE rate of growth increased in 2017. Note that results are based on a small sample of students, and also represent two disparate groups of students. Student counts across the three years shown are 11, 13, and 11, respectively. 2015-16 and 2016-17 results reflect Northview students only. First quarter 2017-18 results reflect only elementary students (i.e., students from Ackerman, Litzsinger, and Southview Elementary only).

Percent Meeting Math Target
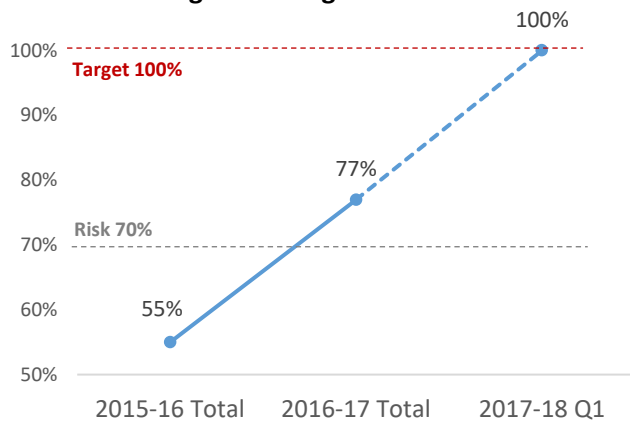
Note. 2015-16 data was for second semester only.

Objective 3.1: Title I.A staff will establish and maintain ongoing, two-way communication with the families of caseload students.

Measure: Average number of (meaningful) two-way contacts as indicated by the Family Contact Log

Performance Target: An average of 2 meaningful contacts for each student per quarter (8 per year total)

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Quarterly

Results: 2016-17 was the first year this data was tracked. Title I.A staff made an average of 2 two-way contacts per student across the entire year in 2016-17 (this equates to an average of 0.5 per quarter). The 8-per-year target was set following the collection and analysis of these baseline data and based on an identified need to increase two-way contacts.

The two-way contact average for the first quarter of 2017-18 was **1.82**, which meets the performance target.

Objective 3.2: Parents and families perceive that the school partners with them to improve academic outcomes for their child.

Measure: To be determined

Performance Target: To be determined

Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable

Monitoring Schedule: Annual

Results: An item or items will be added to the Title I.A family phone survey to assess attainment of this objective. Results will be available beginning in 2017-18.

Summary and Recommendations

Voice of customer feedback indicated that in 2017, a smaller proportion of families reported that their child (1) reads independently; (2) that they observed reading improvement from their child; and (3) that they received Title I newsletters. In contrast, a greater proportion of families reported discussing books with their child. Title I.A met 100% of Federal compliance requirements in 2015-16 and 2016-17. The proportion of students meeting the reading and math growth targets improved in school year 2016-17. Title I.A staff made an average of two meaningful, two-way contacts with the families of students receiving services over the course of 2016-17. Consistent with the goal moving forward, staff are on pace to substantially increase two-way contacts in school year 2017-18.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

No new action plans will be developed at this time. Opportunities for improvement will be addressed through internal department improvement planning.

Ongoing Evaluation Planning: (select all that apply)

☒ **Continue to monitor using same metrics and schedule.**

☐ **Revise evaluation indicators and metrics.**
    Proposed revisions: _____

☐ **Conduct an in-depth evaluation.**
    Estimated month/year the evaluation is to be completed: _____

☐ **Revise the program description/plan.**

☐ **Other action(s) for improvement:** _____

Rationale for Selection(s): The current objectives and measures remain appropriate.