



# **School Plan for Student Achievement (SPSA) Title I Funded Program Evaluation**

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**Title I Monitoring and Support Office  
Improvement and Accountability Division  
California Department of Education  
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Los Angeles County Office of Education**



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State Superintendent  
of Public Instruction

# Learning Outcomes

## Knowledge and Understanding:

- Roles and Responsibilities of Local Educational Agency (LEA) and Schoolsite Council (SSC)
- Evidence-Based Qualitative and Quantitative Data
- Title I Funded Program Evaluation
- Housekeeping



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# Rationale for Title I Funded Program Evaluation (1)

Evaluation takes time and resources that could be dedicated to educating students. Why do we need to evaluate the programs we provide to our clients?

- Evaluation, if it is done properly, can result in better quality practices being delivered more effectively to enhance student learning



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# Rationale for Title I Funded Program Evaluation (2)

- Evaluation enables us to identify what worked and what did not work and how programs impacted learning outcomes
- Evaluation is required by State and Federal Laws



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# Roles and Responsibilities of LEA

- Allocation of Title I funds
- Leadership and guidance
- Direction and support
- Technical assistance, including trainings
- Approval of SPSA and expenditures



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# Roles and Responsibilities of SSC (1)

- A school that operates a categorical program funded through the Consolidated Application (ConApp) shall establish a SSC if such program requires a SPSA
- The SSC shall develop the content of the SPSA



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# Roles and Responsibilities of SSC (2)

- The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the Local Control and Accountability Plan (LCAP), if any, by the SSC



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# Roles and Responsibilities of SSC (3)

- A school operating a program that requires a SPSA shall carry out the following requirements:
  - Annually evaluate the implementation of, and results achieved by, the program, using data from the state's annual assessments and other indicators of academic achievement





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# Roles and Responsibilities of SSC (4)

- Determine whether the program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards
- Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program



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# Evidence Requests (1)

- Records (i.e., agendas, meeting minutes, sign-in sheets, etc.) of SSC's involvement in evaluating the effectiveness of Title I, Part A funded programs and services specified in the SPSA
- Evaluation report and evidence used to determine the effectiveness of Title I funded activities, which identify what is working or not working, and note modifications made to improve services



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# Evidence Requests (2)

- For Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), or a Schoolwide Program (SWP), include evaluation documents completed by the SSC
- For TAS, include progress monitoring and program revision documents



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# Sample Evaluation Template

Goal	Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
(From SPSA)	(From SPSA)	<p>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</p> <p><b><u>Quantitative Data</u></b></p> <ol style="list-style-type: none"> <li>1) Number students served and achieved</li> <li>2) Pretest/Post-test data</li> <li>3) Benchmark results</li> <li>4) Curriculum embedded assessments</li> <li>5) Standardized tests</li> </ol> <p><b><u>Qualitative Data</u></b></p> <ol style="list-style-type: none"> <li>1. Feedback/Survey</li> <li>2. Notes and minutes</li> <li>3. Observations</li> </ol>	<p>Specific evidence/indicators showing that this activity or strategy is not working, including:</p> <p><b><u>Quantitative Data</u></b></p> <ol style="list-style-type: none"> <li>1) Number of students served and didn't do well</li> <li>2) Pretest/Post-test data</li> <li>3) Benchmark results</li> <li>4) Curriculum embedded assessments</li> <li>5) Standardized tests</li> </ol> <p><b><u>Qualitative Data</u></b></p> <ol style="list-style-type: none"> <li>1. Feedback/Survey</li> <li>2. Notes and minutes</li> <li>3. Observations</li> </ol>	Continue or discontinue and why?



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# Sample Guiding Questions

The district or Title I school allocates Title I funds to support a **computer technician**:

- 1) How does this position impact student learning and academic achievement?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve student learning, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?



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# Sample Quantitative Evaluation

Goal 1: (From SPSA)	Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>A minimum of <b>78%</b> of students will use technology efficiently to access learning as evidenced by completion of technology based learning activities.</p>	<p>The <b>computer technician</b> will instruct students on how to use technology to access learning and complete technology based learning activities.</p>	<ul style="list-style-type: none"> <li>• 500 out of 500 Title I students had access to technology and received instruction from the computer technician for 30 minutes per week.</li> <li>• This allowed all students to utilize technology to enhance their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Only 65% of students were able to effectively use technology to complete a technology based learning activity.</li> <li>• The remaining 35% of students did not effectively use technology to complete a technology based learning activity because 30 minutes a week was not enough time for them.</li> <li>• We did not meet our goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Although all students had access to technology, we recommend extending the computer technician's instructional time from 30 minutes to 45 minutes per week for all students.</li> <li>• We recommend continuing this activity for next year.</li> </ul>



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# Sample Guiding Questions

The district or Title I school allocates Title I funds to support a **parent liaison** for parent and family engagement:

- 1) How does this position impact parent and family engagement and participation to support student learning?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve parent and family engagement, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on parent and family engagement, what will be done to modify, change, or replace it?



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# Sample Qualitative Evaluation

Goal 2: (From SPSA)	Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>Increase parent involvement/participation and communication from <b>70%</b> to <b>80%</b> school-wide.</p>	<p>The <b>parent liaison</b> will work with the school to increase parent involvement/participation and communication through a variety of activities.</p>	<ul style="list-style-type: none"> <li>• Provided vital information in English and a language other than English to parents at SSC / ELAC / PTO / DELAC meetings as evidenced by agendas, sign-in sheets, minutes.</li> <li>• Completed 4 parent education workshops.</li> <li>• Completed 20 home visits.</li> <li>• Annual parent survey results showed 95% parent satisfaction with parent and family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent attendance at all workshops was low because those workshops were held during the time that parents were at work.</li> <li>• Although vital information was provided to parents at SSC / ELAC / PTO / DELAC meetings, not all parents comprehended the information as evidenced by parent survey results and drop-in requests for clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide workshops at varying times so that more parents can attend.</li> <li>• Request time at SSC / ELAC / PTO / DELAC meetings to allow the parent liaison to explain the information to parents.</li> <li>• We recommend to continue this activity.</li> </ul>





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# Group Activity

1. Counselor
2. Instructional Aide
3. Professional Development
4. Academic Coach (i.e., Teacher on Special Assignment, Coordinator, etc.)
5. Supplemental Materials
6. Interventions (i.e., Accelerated Reader, Achieve 3000, etc.)
7. Technology (i.e., Laptops, Chromebooks, Document Cameras, etc.)



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# Sample Evaluation Template

<b>What is working and why? (Effective indicators)</b>	<b>What is not working and why? (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
<p>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</p> <p><b><u>Quantitative Data</u></b></p> <ol style="list-style-type: none"><li>1) Number students served and achieved</li><li>2) Pretest/Post-test data</li><li>3) Benchmark results</li><li>4) Curriculum embedded assessments</li><li>5) Standardized tests</li></ol> <p><b><u>Qualitative Data</u></b></p> <ol style="list-style-type: none"><li>1. Feedback/Survey</li><li>2. Notes and minutes</li><li>3. Observations</li></ol>	<p>Specific evidence/indicators showing that this activity or strategy is not working, including:</p> <p><b><u>Quantitative Data</u></b></p> <ol style="list-style-type: none"><li>1) Number of students served and didn't do well</li><li>2) Pretest/Post-test data</li><li>3) Benchmark results</li><li>4) Curriculum embedded assessments</li><li>5) Standardized tests</li></ol> <p><b><u>Qualitative Data</u></b></p> <ol style="list-style-type: none"><li>1. Feedback/Survey</li><li>2. Notes and minutes</li><li>3. Observations</li></ol>	<p>Continue or discontinue and why?</p>