

Title I, Part D, Subpart 2 Program Evaluation Tool

The United States Education Department requires local education agencies (LEAs) to evaluate their Title I-D program at least once every three years. The LEA, as mandated by the Elementary and Secondary Education Act (ESEA) Subpart 3, section 1431(a) of the ESEA, must submit the results of the evaluation to the Department of Public Instruction (DPI) and use the results to plan and improve their Title I-D program. Program evaluation records will be requested during the monitoring of an LEA Title I-D program.

While an evaluation of the Title I-D program is required, there is no required form or tool to complete the evaluation. The following steps mirror the DPI Continuous Improvement Cycle that the LEA and/or local institution may use to evaluate their local programs. These steps may be helpful in developing, planning, and improving local Title I-D programs. The LEA could also use the Data Inquiry Journal (DIJ) in WISEdash for districts, if that is a tool the LEA is already utilizing.

I. Readiness

To ensure a successful evaluation and plan for the future, it is crucial to prepare for the evaluation process.

1. Determine who will be a part of the evaluation process. Develop a sustainable team encompassing a variety of stakeholders. If there is already such a team, there is no need to build a new group.
 - Does your evaluation team reflect a diverse group of stakeholders representative of the youth served?
 - Who would be helpful to provide insight and further feedback?
 - Who is not on the evaluation team that might be helpful in moving forward?
 - The evaluation team should consider including the following members
 - LEA administration, program coordinators, education directors, educators, Special Education educators, family and community members, and students.
2. Build a common understanding of the values and beliefs of the LEA, neglected or delinquent program, and the local institution.
 - What is the local institution's vision or mission?
 - What are the goals of the education programming within the local institution?
 - What are the goals of stakeholders?
 - Students, educators, families, community

Consider utilizing the Beliefs, Mission, Vision and Values Team Self-Assessment [Link](#)

3. The evaluation team should have regularly scheduled meetings in which all team members participate.
 - The team has inclusive meetings that allow all parties to participate and provide input.
 - Meetings are purposeful and use consistent protocols.
 - Consider who is not present at meetings. Should they be included?
 - Consider whose voice is not being heard. Should they be included?
 Consider utilizing the Examining Team Structures and Functions Template [Link](#)

4. The evaluation team should have systems and processes to analyze and evaluate the Title I-D data.
 - If there are no default systems or processes, this document will offer suggestions to support the evaluation process.
 - What process will meet the goals and evaluation criteria?
 - How much time is available to perform the evaluation?
 - How much time is needed to perform the evaluation?

In the information below, required elements under ESEA will be indicated with a **Required*** notation, while the rest of the practices are recommended steps in a meaningful evaluation and improvement process.

II. Data Review and Analysis

When evaluating the program's work, it is important to review and analyze the data. Consider what needs are necessary for moving forward. This will help to hypothesize and determine the next steps.

Gather Data

Required* The analysis must include a disaggregation of data on participation by gender, race, ethnicity, and age.

The data to collect for the needs assessment should include:

- Student outcome data including disaggregated data by gender, race, ethnicity, special education status, age, etc.
- Qualitative data (e.g. interviews, focus groups, surveys)
- Educator practice data
- Evidence of program actions and practices implemented

Conduct a Needs Assessment

Required* Provide a description of how each institution uses data in order to maintain and improve educational achievement, operate and enhance transitional programs, and facilitate credit accrual for the purpose of grade promotion, graduation, or an equivalent graduation program.

How has the Title I-D Program impacted the ability of participants to:

- Maintain and improve educational achievement and to graduate from high school?
- Accrue school credits that meet local and/or state requirements for grade promotion and high school graduation?
- Make the transition to a regular program or other education program operated by a local education agency?
- Complete high school (or high school equivalency requirements) and obtain employment after leaving the institution?
- As appropriate, participate in postsecondary education and job training programs?

Needs Assessment/Thinking about the Root Cause

Consider utilizing a protocol to hypothesize the root cause of needs.

Fishbone Diagram [Link](#)

- Where does the data show success? What does the data show is working well?
- Where does the data show a need for improvement?
- What is the hypothesis of the root cause or needs of the program?
- What are the identified needs of students?
- What are the identified needs of Title I-D programs?
- What are the adult practices and systems that need further supports or adjustments in order to continue program improvement?

III. Addressing Needs and Creating a Plan

Required* Updated program plan for the Title I-D Program that is based on evaluation results. Upon development of goals and a plan, consider including the work of the Title I-D program plan into the Title I-D application. You may use the following guiding questions to help when creating an updated plan.

1. Describe how the identified root cause will be addressed.
 - What is the root cause that has the greatest influence on other causes within the Title I-D program?
 - Consider prioritizing the root cause having the likelihood of greatest influence.

Consider utilizing the Influencer Circle for Prioritizing Hypotheses of Root Cause [Link](#)

- What evidence-based improvement strategy can the LEA and institution implement to address the root cause?
 - It is important to focus on one strategy that will meet the identified needs of the Title I-D program. [Evidence for ESSA.org](#) is an example resource to explore evidence-based improvement strategies
- Based on the identified needs, what is the theory of action?
 - If we do ____, then the result will be _____.

2. Define what measurements will be used to ensure the program is succeeding.
 - What are the next steps to move the Title I-D program forward?
 - Who is responsible?
 - What are the expected actions?
 - When will the objective be complete?
 - What will it look like when complete?
 - What measurements ensure the practices are being implemented with fidelity?
 - How do you know the evidence-based improvement strategies are fully implemented?
 - What educator practices are measured and supported to ensure fidelity of evidence-based improvement strategies?

At this stage, it is important to fully implement the strategies the team has decided are necessary to create the greatest program improvement. The following stages are essential to that work and the eventual re-evaluation of the Title I-D program. Constant evaluation and adjustments should occur regularly to build on the continuous improvement process. Be sure to follow through the entire process in the evaluation, but reflect on new learning and adjust when necessary.

In using the Plan, Do, Study/Check, Act model, be sure to spend time on the following pieces after creating your plan.

Do: Using the plan developed, implement the practices with a focus on the intended goals. Collect and measure the practices through student outcome data and fidelity of implementation data.

Study/Check: Continuously review the outcome and implementation data to ensure the practices are supported to meet fidelity. Revise the plan and action steps as necessary.

Act: Plan for a sustainable implementation of the improvement strategy and fully integrate the evidence-based improvement strategy into the Title I-D program (and scale up if applicable).

For information on the complete improvement process, please refer to the following resources:

- [The Wisconsin DPI Continuous Improvement Rubric Diagram](#)
- [The Wisconsin DPI Continuous Improvement Rubric Draft](#)
- [The Wisconsin DPI Continuous Improvement Website](#)
- [The WISEdash Data Inquiry Journal At-A-Glance](#)

For assistance with the Title I, Part D, Subpart 2 program evaluation, please contact Kristine Nadolski at kristine.nadolski@dpi.wi.gov or (608) 267-7338.