

## Sample Evaluation Template for Title I Funded Programs

### Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

1. The district or a Title I school allocates Title I funds to support the computer technician. Is this position based on the comprehensive needs assessment? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?
  
2. The district or a Title I school allocates Title I funds for books and materials. Are they based on the comprehensive needs assessments? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
Area Goal 1: By June 2019, 69% of our student population (745) will meet or exceed standards in ELA on the SBAC exam.	1. READ 180 teachers will use the READ 180 program to provide intensive intervention for students who scored near and below standards	Specific indicators of success/effectiveness in implementing this activity or strategy (include information: i.e., number students served and achieved, pretest, post- test,	Specific evidence showing that this activity or strategy is not working (include information: i.e., number of students served and didn't do well, pretest, post-test, benchmarks, curriculum embedded assessments,	

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence- based intervention designed to improve	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
		benchmarks, curriculum embedded assessments, standardized tests, etc.)	standardized tests, etc.).	
Area Goal 2:				
Area Goal 3:				
Area Goal 4:				
Area Goal 5: By June 2019, at least 50% (approx. 550 families) will attend training on PowerSchool and College Readiness to increase the milestones necessary for meaningful graduation.	Administration, office and counseling staff will provide access to parent involvement activities through communication about and scheduling of: <ul style="list-style-type: none"> <li>• SSC/ELAC/PTO/DELAC</li> <li>• Parent teacher conferences</li> <li>• Annual parent survey</li> <li>• Parent education: meetings/workshops/conference</li> <li>• Home visits</li> <li>• After school programs</li> <li>• Special school events</li> </ul>	Specific indicators of success/ effectiveness in implementing this activity or strategy: <ul style="list-style-type: none"> <li>• Parent/staff survey results</li> <li>• Annual Self- Study of parent involvement</li> </ul>	Specific evidence showing that this activity or strategy is not working: <ul style="list-style-type: none"> <li>• Parent/staff survey results</li> <li>• Annual Self- Study of parent involvement</li> <li>• Meetings/worksh ops/conference attendance records</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Phone calls</li> <li>• Coffee/Tea with principal</li> <li>• Parent volunteers</li> <li>• Resources and materials</li> <li>• Parent, Teacher, Student Compact</li> <li>• School newsletter</li> <li>• Report Cards</li> <li>• Progress Reports</li> <li>• Intervention Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings/workshop s/conference attendance records</li> <li>• Home visit records/feedback</li> <li>• Phone calls</li> <li>• Parent volunteers</li> <li>• Other pertinent information/ data</li> </ul>	<ul style="list-style-type: none"> <li>• Home visit records/feedback</li> <li>• Phone calls</li> <li>• Parent volunteers</li> <li>• Other pertinent information/data</li> </ul>	

**Conclusion:** A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I students.

**(Note:** *Please do not include non-Title I funded activities in the evaluation*).

Sample guiding questions to determine the use of Title I funds to address the academic needs of Title I students, particularly those at risk of not meeting state academic content standards:

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide direct services to students?

3. Is it reasonable and necessary to use Title I funds to address this issue (is it something that cannot be provided through unrestricted funds)?
4. Is this the best use of a limited categorical resource?
5. Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know?
6. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
7. How will the use of funds be monitored and evaluated for effectiveness?
8. Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
9. For personnel, are Time Accounting Records kept to document the hours worked showing direct services to students?

Links to evidence based interventions and research.

<https://www.cde.ca.gov/re/es/evidence.asp>

<https://ies.ed.gov/ncee/wwc/>