



2017-2018 Rundlett Middle School Title I Annual Targeted Assistance Program Evaluation

- This Program Evaluation Template is a part of a continuous cycle of improvement.
- It consists of: a review of the strategies and activities in the Title IA Plan to evaluate their effectiveness; an analysis of data to show the impact of the Title I funds in increasing student achievement/performance; and input from internal and external stakeholders to inform the plan revision. This document is intended to be posted publicly on school websites and readily available to families and members of the community.

Section A: School Program Review Team and Responsibilities

1) Please complete the following details:

Name	Title	Affiliation/Stakeholder Group	Task/Responsibility in the Evaluation Process
Heather Barker	Asst. Principal	Administration	Supervision of School's Title I Compliance, Title I Staff and Title I Budget
Robert Belmont	Director of Student Services Title I Project Manager	District Title I Project Manager – Title I Compliance	Supervision of Title I Compliance for District and Title I Schools, supervision of Title I Staff and Title I Budget
Ann Rines	Reading Specialist	School-based Reading Specialist	Supervision of Title I Tutors Service Delivery

2) Briefly describe the following:

- a. Is there representation from all stakeholder groups? Representation is evidenced by the stakeholder groups of school administration and district administration**

- b. Describe the process for the evaluation. The process for the evaluation included a meeting on July 9, 2018 at Rundlett Middle School with Asst. Principal Heather Barker, Rundlett Middle School Reading Specialist Ann Rines and Director of Student Services – Title I Project Manager Robert Belmont that collected the following information:**
 - 1.) Supervision of Title I Programming at Rundlett Middle School,
 - 2.) Title I student enrollment in Title I School Day and Summer Programming,
 - 3.) Title I students exiting from Title I Programming,
 - 4.) Implementation of scientific research base interventions in reading and mathematics Title I programming,
 - 5.) Communication of Title I student progress to student, parent/s and educators,
 - 6.) Assessment of how Title I programming is closing the learning gap in reading and mathematics for Title I students,
 - 7.) Parent Involvement, and
 - 8.) Services to students deemed homeless under the McKinney Vento Homeless Act

- c. Describe the process for making changes to the targeted assistance program.**

Section B: Data Collection

1) Select the types of data collected: List the name of the instrument/tool used under each type. Please note that the type of data collected is specific to each school and title I program, and there may not be data for each type listed below.

Performance Data Formative and Summative Student Academic and Behavior Assessments	Non-Performance Data Attendance, Retention, Graduation, Special Needs, Demographic,	Perception Data Family, Student, Staff, Community Surveys, Questionnaires, Observations, Interviews	Process Data School's programs and Practices, Instructional and Assessment Strategies	Other
Formative and Summative Student Academic Data from: F & P, Aimsweb, Eureka Mathematics and OGAP, PACE Assessment, NHSAS, Gates McGinite Reading Test @ Grade 6,7, and 8, PBIS/SWIS	Attendance, Special Needs and Demographic for students in special education, EL students and students deemed homeless	Parent – Family Involvement Questionnaire, Staff Questionnaire, Observations by Principal and Title I Reading Specialist	School’s Program and Practices for Title I School Day Program and Summer Programming and Instructional and Assessment Strategies	

Section C: Review of the Current Title IA Plan

Please describe the process for the review of the Title IA Plan.

The Asst. Principal, Reading Specialist, Mathematics Specialist, Title I Staff, school staff and RMS administration review the Title IA Plan based on Title I service delivery model for reading and mathematics interventions, school schedule, compliance and parent impressions.

4. Strengths of the educational program as determined by the data collection and analysis.

The RMS Assistant Principal provided administratively close proximity and supervision of the two Title I tutors FTE.1.46 tutors. The NHDOE Reading Specialist and/or NHDOE Math Specialist were within 50% of the Title I tutors time within close proximity as a NHDOE certified teacher supervising certified teacher. The RMS NH Certified Teacher/ Reading Specialist (General Operating Fund) and RMS NH Certified Teacher/Mathematics Specialist (General Fund) provided an even closer daily proximity and supervision of the two FTE. 1.46 tutors. RMS NH Certified Teacher/Reading Specialist (General Operating Fund) and RMS NH Certified Teacher/Mathematics Specialist (General Fund) provided Title I assessment and planning for the two tutors FTE. 1.46 tutors. The RMS Assistant Principal provided close proximity and supervision of the RMS NH Certified Teacher/ Reading Specialist and RMS NH Certified Teacher/Math Specialist. The Principal provided supervision of the RMS NHDOE Certified Teacher/Reading Specialist and NHDOE Certified Teacher/Mathematics Specialist by meeting with the Reading Specialist and Math Specialist on a weekly basis discussing the Title I program and analyzing performance data on targeted students. Title I tutors are focused on closing the gap in reading and mathematics with evidence based interventions with Title I eligible students.

Rundlett Middle School 2017 - 2018 Title I End of Year Evaluation
Evaluation completed by: Asst. Principal Heather Barker, Reading Specialist Ann Rines, and Title I Project Manager Robert Belmont
Title I School Day Program provided in reading and mathematics in Grade 6-8
Title I Summer Program provided in reading and math in Grade 6-8
Title I School Day Program enrollment = 54 students
2017 Title I Summer Program enrollment = 119 students in Grades 6-8
Title I School Day # of students no longer eligible – exit program = 10 out of 54 = 19 %
Scientific research-based interventions used to close the gap in learning: Lexia, Dreambox, Sheltered instruction, direct instruction with Word Work, explicit comprehension instruction
What criteria does the school’s Title I staff use to identify when a student in Title I is no longer eligible? Aimsweb Benchmarking (about 25% ile) ability to manage classroom literacy assignments, writing
How does Title I communicate student progress for a Title I student to the Title I student, student’s general education teacher and parent/legal guardian? Student – conversations with students Teacher – meetings with teachers Parent – Progress Reports and phone calls to parent/guardians
Did all Title I students in the school receive a Title I Progress Report? Yes, in the Title I school day for reading and math. Yes, for Title I school day, Title I extended day program and Title I summer for reading and mathematics.

Did you find the Title I school day program make a significant difference in closing the learning gap in reading and math for the Title I students? For some students, yes additional targeted instruction in a small group with a teacher
Did you find the Title I extended day program make a significant difference in closing the learning gap in mathematics for the Title I students? For reading and mathematics, some progress especially for Title I students on IEPs with specific learning targets where identified skills were focused on.
Did you find the Title I summer program make a significant difference in closing the learning gap in reading? Addressed regression.
Did you find the Title I summer program make a significant difference in closing the learning gap in mathematics? Addressed regression.
Based on the 2017-2018 Title I Parent Involvement Survey, how would you implement the 2018-2019 Title I Parent Involvement Program? Continue to increase parent involvement.
How many students were deemed homeless at Rundlett Middle School for school year 2017-2018? 16 What kinds of services were provided to the students deemed homeless? Provided clothing, school supplies and transportation.

Section D: Changes to the Targeted Assistance Plan

Please describe the process for all changes made to the Title IA Plan.

The Principal and Asst. Principal will discuss proposed changes to the Title IA Plan with the school staff, Title I staff, Title I Parent Involvement Group, and PTO based on Title I grant funding. There is a proposed change to expand the student enrollment in the scientific research based reading intervention known as Lexia and scientific research based math intervention known as Dreambox. There is a proposed change to expand the student participation in Title I summer programming based on available Title I funding.

Section E: Notification to Internal and External Stakeholders

Please explain how the results from this evaluation and subsequent changes to the program plan will be shared with all internal and external stakeholders.

The potential program changes detailed below will be shared by the RMS administration to Title I staff, school staff, Title I Parent Involvement Group, and Rundlett Middle School PTO in September 2018.

Based on 2018-2019 Title I grant funding, the proposed change to expand the student enrollment in the scientific research based reading intervention known as Lexia and scientific research based math intervention known as Dreambox will be presented. There is a proposed change to expand the student participation in Title I summer programming based on available Title I funding.

Section F: Impact of Title IA Program

Please Complete a review of the activities in the Title IA Grant that have an impact on student performance.

If the School used the NH Schoolwide School Plan Template, then the updates can be copied and pasted from here into the Schoolwide Plan.

1. Goal	Data Points:	Anecdotal Data:
To improve each Title I School Day student with a Title I reading intervention by 10% based on a pre-test and post-test intervention assessment.	Specific scientific research based reading intervention implemented for each Title I student for pretest, progress monitoring, posttest, Title I Progress Report, and Title I Intervention Session Attendance	Read Naturally, LLI – Literacy Intervention, Soar to Success, READ 180, Just Words, RAVE-O, LIPs or Lexia Core 5 Reading System.
Activities that support the goal (Activity name or description, not the activity number)	Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.	
Intervention Pretest Intervention Progress Monitored Intervention Posttest Intervention Title I Progress Report	Promising Practice	

<p>Did this activity work to meet your Title I goal? (yes or no) Specific to each Title I student Why or why not? (explain briefly)</p> <p>The activity did work to meet the Title I goal. There has been an increase in the trend of Title I students moving toward proficiency in reading.</p>		
<p>What changes will you make to your Title I plan as a result of this review? In 2018-2019, there will be an increase in student specific Title I scientific research based intervention data collected and used to address closing the learning gap with:</p> <ul style="list-style-type: none"> • Intervention – pretest data, • Intervention – posttest data, • Days of Attendance for student, • Frequency and duration of intervention provided to each Title I student. 		
2. Goal	Data Points:	Anecdotal Data:
To improve each Title I School Day student receiving a reading intervention to 85% attendance for all scheduled Title I reading intervention sessions.	Student school day daily attendance Student Title I Intervention attendance	School daily attendance including definitions of absent, tardy and/or dismissed.
Activities that support the goal (Activity name or description, not the activity number)	Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.)	
Collection of school day attendance for Title I student Collection of school day Title I intervention session attendance	Promising Practice	
<p>Did this activity work to meet your Title I goal? (yes or no) Why or why not? (explain briefly)</p> <p>The activity did work to meet the Title I goal. There has been an increase in the trend of Title I students attending all scheduled Title I reading intervention sessions..</p>		
<p>What changes will you make to your Title I program as a result of this review? In 2018-2019, there will be the high level of maintaining student attendance data for school day and Title I scientific research based interventions sessions.</p>		

3. Goal	Data Points:	Anecdotal Data:
To improve each Title I School Day student with a Title I mathematics intervention by 10% based on a pre-test and post-test intervention assessment.	Specific scientific research based math intervention implemented for each Title I student for pretest, progress monitoring, posttest, Title I Progress Report, and Title I Intervention Session Attendance	Number Worlds, Fraction Nation, The FASST Math, Do the Math, Do the Math Now or Dreambox
Activities that support the goal (Activity name or description, not the activity number)		Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.
Intervention Pretest Intervention Progress Monitored Intervention Posttest Intervention Title I Progress Report		Promising Practice
<p>Did this activity work to meet your Title I goal? (yes or no) Specific to each Title I student Why or why not? (explain briefly)</p> <p>The activity did work to meet the Title I goal. There has been an increase in the trend of Title I students moving toward proficiency in mathematics.</p>		
<p>What changes will you make to your Title I plan as a result of this review? In 2018-2019, there will be an increase in student specific Title I scientific research based intervention data collected and used to address closing the learning gap with:</p> <ul style="list-style-type: none"> • Intervention – pretest data, • Intervention – posttest data, • Days of Attendance for student, • Frequency and duration of intervention provided to each Title I student. 		
4. Goal	Data Points:	Anecdotal Data:
To improve each Title I School Day student receiving a mathematics intervention to 85% attendance for all scheduled Title I mathematics intervention sessions.	Student school day daily attendance Student Title I Intervention attendance	School daily attendance including definitions of absent, tardy and/or dismissed.

Activities that support the goal (Activity name or description, not the activity number)	Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.)	
Collection of school day attendance for Title I student Collection of school day Title I intervention session attendance	Promising practice	
Did this activity work to meet your Title I goal? (yes or no) Specific to each Title I student Why or why not? (explain briefly)		
The activity did work to meet the Title I goal. There has been an increase in the trend of Title I students attending all scheduled Title I mathematics intervention sessions..		
What changes will you make to your Title I program as a result of this review?		
In 2018-2019, there will be the high level of maintaining student attendance data for school day and Title I scientific research based interventions sessions.		
5. Goal	Data Points:	Anecdotal Data:
To improve a Title I student deemed homeless to 98% attendance rate.	PowerSchool Attendance Data Transportation billing data	School daily attendance including definitions of absent, tardy and/or dismissed.
Activities that support the goal (Activity name or description, not the activity number)	Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.)	
Collection of PowerSchool Attendance Data Collection of Transportation Billing Data	Promising practice	
Did this activity work to meet your Title I goal? (yes or no) Specific to each Title I student Why or why not? (explain briefly)		
The activity did work to meet the goal of a 98% attendance rate for students deemed homeless. The Rundlett Middle School Homeless Liaisons worked in close contact with the Concord School District Transportation Department and Office of the Supt. District Homeless Liaison to facilitate transportation to and from Rundlett Middle School for each student deemed homeless.		
What changes will you make to your Title I plan as a result of this review?		

In 2018-2019, there will be the high level of maintaining student attendance data for school day and Title I scientific research based interventions sessions.		
6. Goal	Data Points:	Anecdotal Data:
Activities that support the goal (Activity name or description, not the activity number)	Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.)	
Did this activity work to meet your Title I goal? (yes or no) Why or why not? (explain briefly)		
What changes will you make to your Title I program as a result of this review?		
5. Goal	Data Points:	Anecdotal Data:
Activities that support the goal (Activity name or description, not the activity number)	Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.)	

Did this activity work to meet your Title I goal? (yes or no) Why or why not? (explain briefly)		
What changes will you make to your Title I plan as a result of this review?		
6. Goal	Data Points:	Anecdotal Data:
Activities that support the goal (Activity name or description, not the activity number)	Level of Evidence-based practice (Please see the Evidence-Based Practices definitions on the last page of this document.)	
Did this activity work to meet your Title I goal? (yes or no) Why or why not? (explain briefly)		
What changes will you make to your Title I program as a result of this review?		

Levels of Evidence

Please note: For schools identified for Comprehensive or Targeted Support and Improvement (formerly Focus or Priority Schools), all practices being incorporated must fall within the Strong, Moderate, or Promising levels.

Strong Evidence. To be supported by *strong evidence*, there must be at least one well-designed and well-implemented experimental study (e.g., a *randomized control trial*) *WWC Evidence Standards without reservations*) on the intervention. The Department considers an experimental study to be “well-designed and well-implemented” if it meets *WWC Evidence Standards with reservations* or is of the equivalent quality for making *causal inferences*. Additionally, to provide *strong evidence*, the study should:

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other *relevant outcome*;
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same intervention in other studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*;

- 3) Have a *large sample* and a *multi-site sample*; and
- 4) Have a sample that overlaps with the populations (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the intervention.

Moderate Evidence. To be supported by *moderate evidence*, there must be at least one well-designed and well-implemented *quasi-experimental study* on the intervention. The Department considers a quasi-experimental study to be “well-designed and well-implemented” if it meets *WWC Evidence Standards with reservations* or is of the equivalent quality for making *causal inferences*. Additionally, to provide *moderate evidence*, the study should:

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from other findings in studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*;
- 3) Have a *large sample* and a *multi-site sample*; and
- 4) Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention.

Promising Evidence. To be supported by *promising evidence*, there must be at least one well-designed and well-implemented correlational study with statistical controls for selection bias on the intervention. The Department considers a correlational study to be “well-designed and well-implemented” if it uses sampling and/or analytic methods to reduce or account for differences between the intervention group and a comparison group. Additionally, to provide *promising evidence*, the study should:

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other *relevant outcome*; and
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*.

Demonstrates a Rationale. To demonstrate a rationale, the intervention should include:

- 1) A well-specified *logic model* that is informed by research or an evaluation that suggests how the intervention is likely to improve *relevant outcomes*; and
- 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention.

(USDE, 2017)

If you have any questions or comments about this Program Evaluation Template, please contact your NHDOE Title I Consultant or the Director of Integrated programs.

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