

Title I Annual Schoolwide and 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 interventions used in the Title IA Program 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
Stephanie Syre-Hager	Principal	AES	Facilitator/participant
Emily Hartshorne	Teacher	AES	participant
Katie Page	Special Educator	AES	participant
Chris Stultz	Teacher	AES	participant

Carole Storro	Teacher	AES	participant
Ashley Naglie	Parent	community	participant
Laurie Cass-Griggs	Librarian	Community	participant
Kathie Morrocco	Title 1	AES	participant
Tom Morris	Teacher	AES	participant

- a. **2) Briefly describe the following:**
 - b. **a. Is there representation from all stakeholder groups? (Administrators, classroom and Title I teachers, parents, family members, community members, etc.) Yes**
 - c. **b. Describe the process for the evaluation. The team gathered for an end-of-year review of the plan looking at qualitative and quantitative data. The team will meet multiple times a year moving forward to monitor progress.**

- d. c. **Describe the process for making changes to the schoolwide program.** The team discussed each section and agreed upon what should happen next year to move the work forward.

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
NWEA (district Assessment)		Title 1 surveys WestEd questionnaires and surveys	Fidelity Integrity Assessment (FIA)	
NH SAS (state assessment)				
SWIS records				
Aimsweb Plus (District Reading Data)	Student Enrollment Free and Reduced Lunch data			

2) Briefly describe the following:

a. Describe the process for the analysis of the data.

The Comprehensive Needs Assessment is completed annually by a schoolwide team which includes school professionals and stakeholders such as teachers, parents, community members, Title I teachers, interventionists, school counselors, specialists and administrators. The schoolwide team looked at our school's academic performance data for the district and the state in addition to our behavior records. For NWEA, we compared achievement results from fall to spring. For NHSAS data, we reviewed current results and identified areas where we should focus. The behavior data analyzed was compiled from our Schoolwide Information System (SWIS) and the End-of-Year Title 1 Schoolwide Survey responses. Our annual Fidelity Integrity Assessment (FIA) was completed by the leadership team. Demographics and academic data were reviewed from the NH Department of Education data with district enrollment and Free and Reduced Lunch percentages being added to the data review.

b. Summarize the results of the data analysis in terms of strengths, weaknesses, and areas of critical need.

The summary of our review revealed we need to continue our plans to increase our family and community engagement, provide high quality professional development through Universal Design for Learning (UDL) and grow our inclusionary efforts in non-categorical service delivery in order to meet the needs of our students.

Data Observations, Gaps and Impact on Student Achievement

At the beginning of the year, the school set three goals – math, reading, and SEL. The SEL goal was met in March 2022 by having 100% of teachers implement at least 80% of the components identified in the SEL implementation plan. For reading, the goal was to increase the number of students in grades 1-4 who score above the 50th percentile on NWEA

from fall to spring by 5%. We met our goal because the increase was 5.91% in reading. The same goal was set for math, and we surpassed that goal with an increase of 10.2%.

On the NHSAS test given to 3rd and 4th-grade students, 39% of students scored proficient in math in grade 4. This is an increase from our results in 2021 where only 11% scored proficient. In grade 3, 38% of students scored proficient which is a decrease from the previous year when 44% scored proficient. For reading, 27% of 4th graders scored proficient in reading which is a decrease from the previous year by 5%. 33% of 3rd graders scored proficient, increasing from 28% in 2021. In depth analysis of the test results identified strands that were considered areas of weakness that we need to address in the future.

Math clusters to address: Geometric measurement, solving problems involving multiplication, decimal notation and comparing fractions, and place value.

Reading clusters to address: Integration of knowledge and ideas, key ideas and details

Our SWIS data showed that there was an increase in behaviors when distance mitigation strategies were relaxed. The most common referrals were for defiance, physical aggression and disruption in classes. Due to our strong Tier 1 PBIS behavior system, our common areas had few behavior referrals. Less than 10% of our students accounted for the majority of our referrals indicated that we have a strong tier 1 structure.

The end of year Title 1 survey was filled out by 16 parents, and the responses were overwhelmingly positive. The parents feel that we are providing a safe environment for the children and we are communicating well. It was noted that the pandemic influenced how families were welcome to participate, but they are encouraged as we return to a new normal.

The FIA results indicated areas of strength and growth in our school. We have a strong leadership team and we provide targeted professional development in alignment with our school goals and improvement plan. We have a strong plan for multi-tiered systems of support for academics and behavior and a commitment to UDL. Areas to focus on include embracing non-categorical delivery of services, co-teaching and inclusion, and building positive partnerships with parents and families. Again, we concluded much of this was impacted by the pandemic, so we are optimistic that it will improve as we are able to open our doors again.

c. Identify the programs that are successful.

Our social-emotional implementation plan in alignment with Responsive Classroom, Second Step, and The Zones of Regulation have helped our students learn to manage emotions so that they are more “ready to learn” and can access the curriculum. This continues to play an increasing role in students’ ability to regulate emotions.

d. Identify the programs that are not successful.

Although we were not able to relax our safety measures fully due to restrictions from Covid, we were able to invite our families in for a few opportunities to participate in activities to grow our student achievement partnership. Our plan this year will be to intensify this plan and allow for more participation.

e. To what degree do you believe your strategies and interventions were implemented with fidelity and how do you know?

The Action Team met monthly to ensure that we were monitoring the fidelity of our school goals and improvement plans.

Our AES Instructional Support Team (IST) met weekly to review student data and interventions, review progress/success and evaluate next steps for students both individually and as Tier II groups.

Our data collected supports our assumptions with regard to our school’s strengths and weaknesses and how we are continuing to meet our students’ needs in academics and social-emotional learning and behaviors.

Section C: Review of the Current Title IA Plan

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

The Antrim Elementary School’s Action Team reviewed the Title I Schoolwide Plan and it was presented to the attendees at the Family Title I Annual meeting for review and feedback. Additionally, at the AES Open House, the plan is available to review and there is an opportunity to have families ask questions to our Title I team and principal at this time. Our plan is posted annually on the school webpage to assure that our families and stakeholders have access and ability to provide input at any time.

Since the comprehensive review and update to our plan is a *process*, we complete each annual review using the sequentially listed sections of this template and make decisions from the data along with the annual administration of the Fidelity Integrity Assessment (FIA) to provide a full picture of necessary focus areas for our plan.

Section D: Changes to the Schoolwide Plan

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

The Action Team and stakeholders reviewed data and identified areas of focus for the upcoming year which are in alignment with strengths, challenges, the school's goals for the district and the School Improvement Plan.

- a. Continue our work with the UDL Network which provides excellent teacher training to best meet the evolving needs of students. As a UDL Learning Hub, we can now intensify our work to provide greater opportunities for professional learning for high quality professional development on-site that meets our students' needs.
- b. Increasing our students' reading and math proficiencies as measured by NWEA. To accomplish this, we will focus greater efforts on the work in our Intentional Learning Communities (ILCs) to provide professional development that encourages collaboration, reflection and promotes best instructional practices. PD days are planned throughout the year to provide time for staff to accomplish this work together.
- c. Focus on supporting identified areas of the FIA such as in non-categorical service delivery and inclusion services.
- d. Increase opportunities for family engagement by holding a literacy night in the fall and a math curriculum night in the winter.

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.

We plan to review the updated plan at the school's annual meeting. It will be communicated to all our stakeholders by posting it on the webpage and shared in the principal's or school's newsletter. The school's Action Team will meet three times a year to monitor the fidelity to the plan.

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:
The number of AES students in grades 1-4 who score above the 50th percentile in reading will increase by 5% from fall 2021 to spring 2022 as measured by NWEA.	NWEA	
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.)	
Our work with the NH UDL Innovation Network has supported our teachers to increase knowledge about UDL and increase implementation.		
Did this activity work to meet your Title I goal? (yes or no) We met our goal because the actual increase was 5.91% from fall to spring.		
What changes will you make to your Title I plan as a result of this review? The new school goal is: The number of CVES (ConVal Elementary School) students in grades k-4 who score at or above the 50th percentile in reading will increase by 6.36% from Spring 2022 to the spring of 2025 as measured by NWEA. We plan to continue our work with the NH UDL Innovation Network by participating as a Learning Hub school. We also will focus on improving areas of growth identified in the FIA - non-categorical delivery of services and inclusion as well as increased opportunities for family engagement. We will hold a family literacy night in the fall.		
2. Goal	Data Points:	Anecdotal Data:

The number of AES students in grades 1-4 who score above the 50th percentile in math will increase by 5% from fall 2021 to spring 2022 as measured by NWEA.	NWEA	
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.)	
Our work with the NH UDL Innovation Network has supported our teachers to increase knowledge about UDL and increase implementation.		
Did this activity work to meet your Title I goal? (yes or no) Yes - We surpassed our goal with an increase of 10.2%. Why or why not? (explain briefly)		
What changes will you make to your Title I program as a result of this review?The number of CVES (ConVal Elementary School) students in grades k-4 who score at or above the 50th percentile in math will increase by 10% from Spring 2022 to the spring of 2025 as measure by NWEA. We plan to continue our work with the NH UDL Innovation Network by participating as a Learning Hub school. We also will focus on improving areas of growth identified in the FIA - non-categorical delivery of services and inclusion as well as increased opportunities for family engagement. We will host a family math night in the winter.		
3. Goal	Data Points:	Anecdotal Data:
By March 2022, CVES k-4 classroom teachers will implement 80% of the components of the Social Emotional Learning implementation plan documented through mini-observations and	SEL Implementation fidelity checklist	classroom observations

checklists of observable items from the SEL implementation plan.		
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.)	
In addition to the professional development and guidance offered by consultant Howard Muscott, teachers learned how self-regulation is embedded in the UDL guidelines.		
Did this activity work to meet your Title I goal? (yes or no) Yes - 100% of AES teachers used at least 80% of the SEL components to support students' abilities to identify emotions and self-regulate. Why or why not? (explain briefly)		
What changes will you make to your Title I plan as a result of this review? We will continue with this goal to support student regulation. All Conval elementary schools have this goal to ensure that students have the tools they need to be well-regulated in order to engage in learning. By March 2023, CVES K-4 classrooms will be implementing with fidelity the structures, routines, and strategies introduced and practiced during the implementation of the First Eight Weeks of School curriculum as measured by the Fidelity of Assessment tool.		
4. Goal	Data Points:	Anecdotal Data:
Family/Community Engagement	attendance newsletter views	
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.)	
Due to the pandemic, we were limited in the types of events we could have at school. In the spring as mitigation strategies were relaxed, we were able to move toward more in-person events at school. Every class took a walking field trip to the town library.		
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?

In the spirit of UDL, we plan to find different and unique ways to communicate school information such as through podcasts in addition to webpage postings, emails, and school newsletters. We will expand our interactions with the town library through field trips and other activities. We will have a committee to plan and host a family literacy night in the fall and a family math night in the spring.

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.

TITLE PROGRAM	CONSULTANT	TELEPHONE	EMAIL
Title I – Lakes Region	Deborah Fleurant	271-3838	Deborah.Fleurant@doe.nh.gov
Title I – Seacoast Region	Deborah Fleurant	271-3838	Deborah.Fleurant@doe.nh.gov
Title I – North Country	Kathryn “Joey” Nichol	271-6087	Kathryn.Nichol@doe.nh.gov
Title I – South Central	Mary Bubnis	271-3889	Mary.Bubnis@doe.nh.gov
Title I – South West Region	Jane Waterhouse	271-7382	Jane.Waterhouse@doe.nh.gov

If you need technical assistance with the Template itself, please contact Jane Waterhouse.