



No Child Left Behind Program Series



NCLB
Program Evaluation

No Child Left Behind Program Evaluation

Well-conceived, well-designed and thoughtfully analyzed evaluations can provide valuable insights into how programs are operating, the extent to which they are serving their intended beneficiaries, their strengths and weaknesses, their cost-effectiveness, and potentially productive directions for the future. Joan Herman

The purpose of this tool is to provide LEAs and campuses with a systematic process to evaluate the impact of federal program funding. The CD-ROM included contains templates to document the evaluation of each NCLB program, State Compensatory Education, and a designated worksheet for local option program evaluations.

Objectives

- To evaluate the effectiveness and impact of federal programs on student achievement outcomes.
- To assess the impact of federally funded strategies on campus performance objectives (CPOs).
- To determine the degree to which program funds met the intended purposes.
- To guide future program decisions.

Program Templates

- Title I, Part A- Improving Basic Programs
- Parent Involvement Policy and Programs
- Title I, Part C- Migrant Education Program
- Title I, Part D2- Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
- Title II, Part A- Teacher and Principal Training and Recruiting
- Title II, Part D- Enhancing Education Through Technology
- Title III, Part A- English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A- Safe and Drug Free Schools
- Title V, Part A- Innovative Programs
- State Compensatory Education
- Local Option

Statutory Requirements

In an era where resources for educational programs are limited, those programs that can document their success in having an impact on their participants and in using resources efficiently will be at an advantage.

NCLB Funding Application Provision and Assurances

The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

Title I, Part A

The LEA will conduct an annual evaluation of programs assisted with Title I, Part A, funds and will use the findings of this and other evaluations in modifying and improving the program. Evaluation results are to be disaggregated within each LEA and campus by the following:

- gender
- major racial and ethnic group
- English proficiency status
- migrant status
- students with disabilities as compared to nondisabled students
- economically disadvantaged students as compared to students who are not economically disadvantaged. [P.L. 107-110, Section 1111(b)(3)(C)]



Title I, Part C

The LEA will conduct an annual evaluation of programs assisted with Title I, Part C, funds and will use the findings of this and other evaluations in modifying and improving the program. Data for this evaluation is collected through and available from NGS, the Public Education Information Management System (PEIMS), state assessment answer sheets, regional migrant databases, evaluation reports submitted annually by the district to TEA and other sources.

The LEA or Shared Service Agreement (SSA) fiscal agent will have appropriate consultation with the migrant PAC in planning, reviewing, and improving the local migrant education program. “Appropriate consultation” includes, but is not limited to both of the following:

1. providing copies of pertinent district and campus improvement plans, state plans, state and federal laws, regulations, and rules; copies of reports resulting from audits, TEA monitoring visits, and complaint investigations; and copies of LEA needs assessments, evaluations, NGS reports, and Standard Application System (SAS) funding applications that describe the academic performance and service needs of migrant students in comparison to other student populations.
2. empowerment training for PAC members at no cost to parents.

The LEA assures that in planning, implementation, and evaluation of the Migrant Education Program, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children, as well as, the identification and recruitment of such children.

Title I, Part D, Subpart 2

The LEA will submit TEA evaluation results based on multiple and appropriate measures of student progress to determine the program’s impact on the ability of participants to do the following:

- maintain and improve educational achievement
- accrue school credits that meet State requirements for grade promotion and secondary school graduation
- make the transition to a regular program or other education program operated by an LEA
- complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth
- as appropriate, participate in postsecondary education and job training programs. [P.L. 107–110, Section 1431]

The LEA will use the results of evaluations to plan and improve subsequent programs for participating children and youth. [P.L. 107–110, Section 1431(d)(2)]

Title II, Part A

Title II, Part A program activities will have a substantial, measurable, and positive impact on student academic achievement and will be part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. [P.L. 107–110, Section 2122(b)(2)]

Title II, Part D

The LEA will implement a process and accountability measures to evaluate the extent to which the activities funded under Title II, Part D, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

Title III, Part A

The LEA will annually assess the English proficiency of all LEP children participating in programs funded with these federal funds.

Title IV, Part A

Title IV, Part A programs and activities will comply with the following principles of effectiveness:

- ...be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems among students who attend such schools (including private school students who participate in drug and violence prevention program) that is based on ongoing local assessment or evaluation activities.

The Title IV, Part A program or activity will undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in section 4114(d)(2)(B). The results will be used to refine, improve, and strengthen the Title IV, Part A program and to refine the performance measures, and will also be made available to the public upon request, with public notice of such availability provided. [P.L. 107–110, Section 4115(a)]

Parent Involvement Policy

Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in Section 1118.

State Compensatory Education

LEAs are required to evaluate the effectiveness of their designated state compensatory education program and include the results of this evaluation in the district improvement plan or the charter school instructional plan. The analysis allows the LEA to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The state compensatory education program must be evaluated and documented by showing the effectiveness in reducing any disparity in:

1. Performance on assessment instruments between “students at risk of dropping out of school” and all other district students; and
2. Rates of high school completion between “students at risk of dropping out of school” and all other district students.

The improvement of education depends on valid and meaningful evidence. Competent, objective, and honest evaluation are essential to guide the improvement of schools. Ralph Tyler



Program Evaluation Process

The first step in evaluation is to have a clear understanding of why the evaluation is being conducted in the first place. Seth Aldrich

- Step 1:** List the needs identified within the comprehensive needs assessment.
- Step 2:** Using the district and/or campus improvement plan, identify strategies or initiatives that address these program needs and were connected to this federal program.
- Step 3:** Identify the amount of funds expended to implement the strategy or initiative, if applicable.
- Step 4:** Review data identified to measure fidelity of implementation and impact of the strategy or initiative on student outcomes.
- Step 5:** Evaluate the impact and make recommendations for continuation or modification of the strategy or initiative.



Tool Definitions and Guiding Questions

Building the evaluation capacity of an organization to support staff in thinking evaluatively means integrating evaluation into the organization's culture. Michael Patton

Review Committee: List the committee members involved in the evaluation of this program. Include both names and positions.

Identified Needs: What were the identified needs of the organization from the comprehensive needs assessment as they correlate to this program? The district level evaluation should include a review of the reserved funds when evaluating the Title I, Part A programs.

Strategies to Address Needs: What strategies or initiatives were implemented to address the identified need(s) as noted in the district and/or campus improvement plan(s)?

Expenditure: What were the total funds from this program used to implement the strategy or initiative? (If funds were coordinated with other federal ESEA funds, include only the amount of funds from this source on this worksheet and document the other program on the respective worksheet.)

Data: What data was used to measure the impact?

Impact: As you compare the identified needs to the established performance objectives in the district and/or campus improvement plans, what change occurred? Did the activity accomplish what was expected? If yes, why? If no, why not?

Recommendations: What are the committee's recommendations to continue, alter, or discontinue the initiative?

Required Data to Complete Program Evaluation: Comprehensive needs assessment, district or campus improvement plan, student achievement data, and budget report are the minimum data sources.

Possible Additional Data: Implementation data would be data collected to measure the fidelity of action or strategy accomplishment such as sign-in sheets, meeting minutes, completed documents, or results from perceptual surveys or focus groups. Impact data measures the change over time for the implementation of the action or strategy.

Copyright © Notice

The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas **MUST** obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact:

Office of Intellectual Property, Texas Education Agency, 1701 N. Congress Ave.,
Austin, TX 78701-1494, (512) 463-9270 or (512) 463-9713;
email: copyrights@tea.state.tx.us



