Evaluation Brief of the Title I Program: 2019-2020
Hamilton County Schools

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This document presents the findings of the Title I Evaluation for the 2019-2020 school year. The evaluation uses an objectives-based approach referencing the objectives listed in the Title I, Part A, grant for 2019-2020 and two additional questions related to the implementation of activities that support each focus area.

The original evaluation plan has been modified because of COVID-19 concerns, which required that schools close in March 2020. For instance, substitute achievement measures were utilized to measure some of the objectives because the administration of the Florida Standards Assessment (FSA) was cancelled by the state. The revised objectives are listed in Table 1 and any other changes are detailed in the *Methods* and *Findings* sections. For reference, the original objectives are presented in Appendix A.

EVALUATION QUESTIONS

Table 1. Revised Evaluation Questions

#	OBJECTIVES
1A	Grades KG – 6: Did the percent of students scoring on or above grade level increase by at least 5% from the fall 2019 to the winter 2019 diagnostic testing in ELA and math on *i-Ready?*
1B	Grades 7-12: Did the percent of students showing growth increase by at least 50% from the fall 2019 to the winter 2019 in ELA and math on *Performance Matters?*
1C	Grades 7-12: Did the percent of students achieving proficiency on the winter 2019 *Performance Matters* exceed the 2019 FSA results in ELA and math?
2	Did the district maintain high levels (70%) of positive ratings related to parent involvement activities on the Hamilton County *Title I Parent Involvement Survey*? Did the percent of parents who indicated that they attended meetings/trainings at their child's school or other location increase by 2 percentage points from 2018-2019, as measured by the same survey?
3	Were 100% of the students eligible for homeless services identified and served as their needs dictated?
4	By the end of the 2019-2020 school year, were all identified neglected or delinquent children assessed and provided the necessary services to assist them to stay in school and have academic success?

5	Same as #1A-C.
6	Did the district provide timely, meaningful and equitable services to private school(s) according to the *Implementation Activities Survey*?
7	Was transportation provided to maintain children in foster care on the school of origin unless there is a determination that it is not in his or her best interest? Were there successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation? Were the development and implementation of clear written procedures for hoe transportation provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare agency?
8	Same as #1A-C
9	Did 100% of teachers and students have access to technology to enable them to effectively integrate technology into the classroom curriculum? Was there a one-to-one match with digital devices and students?
10	Did the majority of activities implemented in the grant support student achievement?
11	Were the activities for each Focus area implemented as planned?

METHODS - DATA COLLECTION

A combination of test data, survey data, district records, and survey/interview information from the Title I Director were used as measures in the evaluation. Since the school year was cut short because of COVID-19 issues, some of the data collection methods were modified from the original evaluation specifications. The data sources included the following:

- Three achievement sources were reviewed: *i-Ready* fall 2019 and winter 2019 results, *Performance Matters* (fall and winter 2019) and first and third quarter grades. Data from these sources were provided by Hamilton County Schools.

- Parent survey data were collected in spring 2020 using the *Hamilton County Parent Survey*.

- Data from *Test of Silent Word Reading Fluency* were not collected because of COVID-19 restrictions; therefore, the objective was revised.

- Document reviews and interviews with the Director were initiated in summer 2020.

FINDINGS

EVALUATION QUESTION 1A: Grades KG – 6: Did the percent of students scoring on or above grade level increase by at least 5% from the fall 2019 to the winter 2019 diagnostic testing in ELA and math on *i-Ready?*

ELA Grades KG - 6: Overall (ALL), there was a 12% increase in the percent of student in the mid-grade level or above (7% to 19%) as shown in Figure 1. Increases of at least 5% were noted at all grade levels.

Figure 1. Diagnostic Results, Fall and Winter Comparison: ELA

Percent of Students on or Above Grade Level: ELA (783)
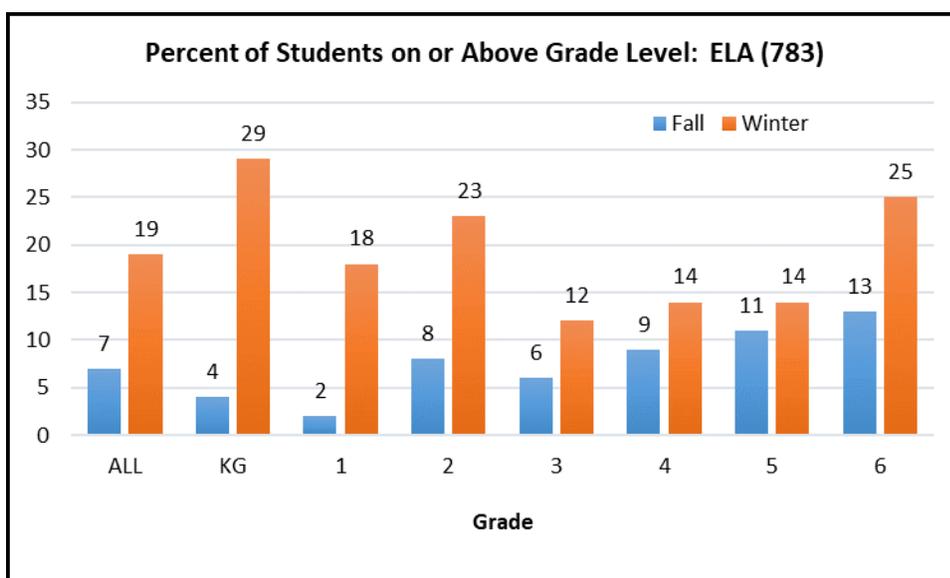
MATH Grades KG - 6: Overall (ALL), there was a 10% increase in the percent of students in the mid-grade level or above (5% to 15%) as shown in Figure 2. Increases of at least 5% were noted at all grade levels, except at grade 3.

Figure 2. Diagnostic Results, Fall and Winter Comparison: Math

Percent of Students on or Above Grade Level: Math (784)
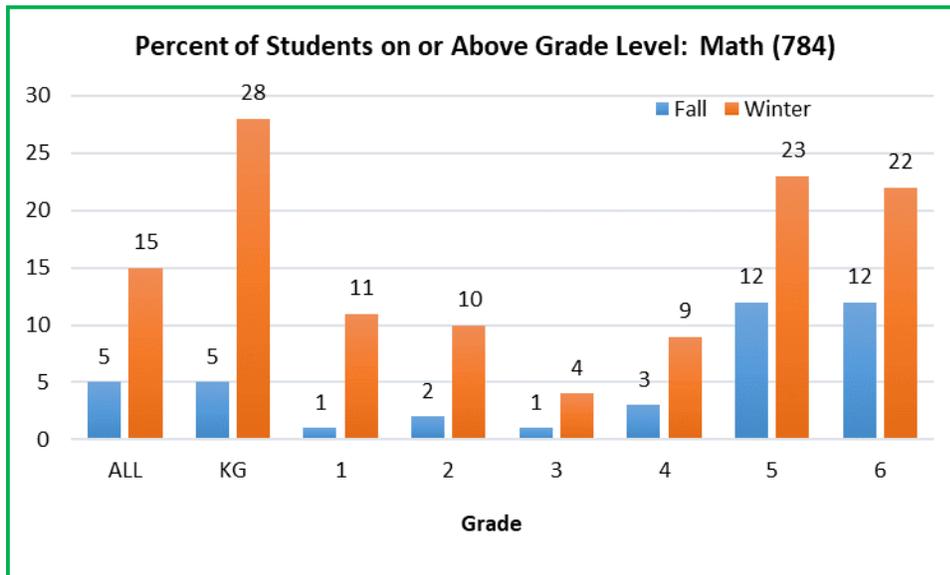
EVALUATION QUESTION 1B: Grades 7-12: Did the percent of students showing growth increase by at least 50% from the 2019 fall to winter 2019 in ELA and math in *Performance Matters*?

ELA Growth Grades 7-12: All grades showed that at least 50% of the students made growth from fall to winter 2019 as shown in Table 2.

MATH Growth Grades 7-12: None of the grade levels showed that at least 50% of the students made growth from fall to winter 2019 as shown in Table 2A.

Table 2. ELA Growth

Grade	Matched Cases	Growth	% Growth
7	96	52	54%
8	85	67	79%
9	70	55	79%
10	68	42	62%

Table 2A. Math Growth

Grade	Subject	Matched Cases	Growth	% Growth
7	Math	76	24	32%
8	Pre-Algebra	114	55	48%
8	Algebra	26	12	46%
9-12	Algebra	63	20	32%
9-12	Geometry	100	21	20%

EVALUATION QUESTION 1C: Did the percent of students achieving proficiency on the winter 2019 *Performance Matters* exceed the 2019 FSA results in ELA and math?

ELA Proficiency Grades 7-10: All grades, except grade 7, exceeded the 2019 FSA value as shown in Table 3.

Math Proficiency Grades 7-12: The 8th grade level exceeded the 2019 FSA value; whereas, none of the other grade levels exceeded the 2019 value as shown in Table 3A.

Table 3. ELA Proficiency

Grade	Total	Proficient	% Proficient	2019 FSA
7	116	20	17%	28%
8	95	55	58%	33%
9	73	36	49%	38%
10	71	32	45%	37%

Table 3A. Math Proficiency

Grade	Subject	Total	Proficient	% Proficient	2019 FSA
7	Math	83	1	1%	14%
8	Pre-Algebra	128	17	13%	33
8	Algebra	27	17	63%	33
9-12	Algebra	66	11	17%	33
9-12	Geometry	107	7	7%	57

EVALUATION QUESTION 2: Did the district maintain high levels (70%) of positive ratings related to parent involvement activities on the Hamilton County *Title I Parent Involvement Survey*?

Did the percent of parents who indicated that they attended meetings/trainings at their child's school or other location increase by 2 percentage points from 2018-2019 as measured by the same survey?

29 of 31 (94%) components received positive ratings. Both components related to meetings or trainings (items 11 and 25) increased by 2% points from 2019 to 2020. Table 4 details the results of the survey.

Table 4. Parent Involvement Components

Awareness of Standards and Testing	2018-2019	2019-2020	Met 70% Standard?
Attend open house about goals	62	82	+
Information about promo/retention	90	86	+
What scores mean	87	91	+
How child scored on state tests	90	91	+
Information on working with teachers	78	92	+
State tests (FCAT, FAIR, other)	86	92	+
Information on monitoring progress	84	95	+
How to work with teachers to help child succeed	89	95	+
What school teaches child	87	98	+
Helping your Child with School			
Shown how to use materials	51	68	-
Attended meetings/training	42	72	+
Received materials to work with child	64	95	+
Helped with homework at least 1/week	88	96	+
Parents as Partners			
Asks your advice how to best teach child	62	71	+
Review policies	79	74	+
Staff willing to communicate with you	88	93	+
School values your suggestions	87	96	+
Communication			
Info from school easy to understand	93	88	+
Info from school in understandable language	96	90	+
If needed, translators available at meetings.	94	97	+
Know how to contact child's teacher	95	99	+

Additional Parent Involvement Indicators	2018-2019	2019-2020	Met 70% Standard?
Asked for specific activities, materials, or meetings	75	77	+
If yes, got quick response	65	92	+
Satisfied with response	82	98	+
Attended meeting	40	58	-
School had meeting to explain policy	75	80	+
Meetings offered at different times of day	75	82	+
Received a written parent involvement policy	83	92	+
Policy in understandable language	93	92	+
Feel welcome at child's school	92	95	+
Policy easy to understand	93	94	+

EVALUATION QUESTION 3: Were 100% of the students eligible for homeless services identified and served as their needs dictated?

According to section 3 (Homeless Education) of the *Implementation of Activities* survey and district records, 100% identified homeless students were provided services according to their needs. For example, school supplies, resources and guidance services were made available to all homeless students.

EVALUATION QUESTION 4: Were all neglected or delinquent students assessed and provided the necessary services to be successful in school?

According to section 4 (Neglected and Delinquent Education) of the *Implementation of Activities* and district records, all neglected and delinquent students were assessed and provided with resources so they could be successful in school.

EVALUATION QUESTION 6: Did 100% of the items show positive ratings on the *Implementation of Activities Survey?*

100% of the items received positive ratings on the *Implementation of Activities Survey*.

EVALUATION QUESTION 7: Will a partnership between the District Foster Care Liaison and a community-based welfare agency (Partnership for Strong Families) ensure the following:
1. Transportation will be provided to maintain children in foster care on the school of origin unless there is a determination that it is not in his or her best interest.
2. Successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation.
3. Development and implementation of clear written procedures for transportation will be provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency.

According to the Title I Director and district records, (1) transportation was provided to maintain children in foster care in the school of origin, (2) even if students did not have the required documentation, they were successfully enrolled and their records were transferred in a new school, and (3) clear written procedures for transportation were available for a child's duration in foster care.

EVALUATION QUESTION 9: Did 100% of the teachers have access to technology to enable them to effectively integrate technology into the classroom curriculum?

Was there a one-to-one match with digital devices and students?

According to the Title I Director and district records, all teachers had access to technology so that they could integrate technology into the curriculum and there was a one-to-one match with digital devices and students.

ADDITIONAL EVALUATION QUESTIONS

EVALUATION QUESTION 10: Did the majority of activities implemented in the grant support student achievement? Table 5 lists the activities measured.

The majority of activities supported student achievement (9 of 13 for 69%).

Table 5. Activities that Support Student Achievement

MATERIAL	SUPPORTS STUDENT ACHIEVEMENT?		
	A Lot	**Some**	**A little**
Renaissance Learning	X		
Reading A-Z		X	
USA Test Preparation			X
iReady	X		
Performance Matters	X		
Educational Learning Systems (200 Reading Plus)		X	
Destination Knowledge (200 Mindplay Virtual Reading)		X	
Challenger Learning Center of Tallahassee	X		
STEM/STEAM	X		
Eureka Math			X
Language for Learning			X
Leveled Literacy Intervention	X		
Top Score Writing			X

EVALUATION QUESTION 11: Were the activities for each Focus area implemented as planned?

Note that because schools were closed in March 2020, in most cases "full implementation" refers to the status of each activity up to March; in some cases the responses refer to an overall rating rather than to specific time periods. The majority of

activities were implemented as outlined in the grant (36 of 35 of 29 for 74%) as shown

in Table 7.

Table 7. Implementation of Activities

IMPLEMENTATION OF ACTIVITIES: 2019-2010				
FOCUS	ACTIVITY	FULL	PARTIAL	NO
1 Strengthening Academic Achievement	*Literacy Teams within each school, meet on a weekly basis for the school year 2019-2020.*	X		
	Professional development for differentiated (including acceleration) instruction on an ongoing basis through staff development in reading, writing, model lessons and embedded staff development and data analysis that will assist teachers to increase reading and writing achievement	X		
	Tutoring to students who are level 1 or level 2 or struggling with academic achievement in the classroom beginning in the Fall of 2018 and extending throughout the school year 2019-2020 as needed.	X		
	Title 1 support for each Title 1 school with supplemental materials and supplies, web-based programs, teachers and paras, instructional programs	X		
2 Parent Involvement	*BUILDING CAPACITY*			
	1. Content and Type of Activity- Parent University- college and career (100) Timeline: Fall 2019 – Spring 2020		X	
	2.Content and Type of Activity - Anticipated Impact on Student Achievement- Workshops would be constructed to assist parents with developing skills to assist students at home and learn about information sent to parents concerning student achievement. (100) Timeline: March – May 2020		X	
	3.Content and Type of Activity - Anticipated Impact on Student Achievement- Workshops would be constructed to assist parents with developing skills to assist students at home and learn about information sent to parents concerning student achievement. (100) Timeline: March – May 2020		X	
	4.Content and Type of Activity- Math Made Easy (75) Timeline: October 2019 – May 2020	X		
	STAFF TRAINING			
	Book Study- Powerful Partnerships by Karen Mapp Timeline: Monthly during the 2019-2020 school year(1-5 hour long sessions)		X	
	Volunteers in the school and classroom: training including orientation Timeline: Fall and ongoing during the school year	X		
	PRIVATE SCHOOL			
	Activity 1. Literacy: Home School Connection Reading (8) Timeline: 2019-2020 school year		X	

3 Homeless Education	*Identification* *1. Professional development and other activities for educators and pupil services personnel designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths. The Hamilton County Homeless Education Program will provide training to school staff at 2 district schools, Transportation, Food Services and District Staff on homelessness.*	X		
	2. Referrals for identified *Homeless youth and children to mental health, medical, and dental and community services will be made by Homeless Education program.*	X		
	3. Student Residency forms will be given to all district students. Forms are used to assist in the identification process.	X		
	4. Homeless Education Program staff will provide outreach awareness presentation to civic organizations, churches, and schools to bring awareness and possible identification of homeless youth and children. Brochures, posters, and resource materials about the Hamilton County Homeless Education program will be provided during awareness presentation in both English and Spanish.	X		
	Attendance- *1. Training on enrollment procedure for homeless children and youth will be provided to front line staff with the duties of enrollment for (2) district school and one private school.*	X		
	2. The Homeless Education program will assist with the cost and fees for school physical, dental services and birth certificate records necessary for enrollment in schools.	X		
	Promotion- *1. Tutoring services will be provided to homeless students identified of needing supplemental academic services at school and in the community.*	X		
	2. The provision of needed school supplies to homeless students for home and school to increase academic success.	X		
	3. The provision of Educational Support Services to homeless students to ensure full participation in all aspects of academic curriculum and learning. Collaboration- collaborative contact forms will be collected including transportation, food distribution, home visits and referrals, services to medical, dental, and family counseling. Records will be kept in office of Homeless Liaison.	X		
4 Neglected and Delinquent Education	*Additional counseling*	X		
	Materials and supplies on as need basis	X		
	Tutoring before, after and during school on as need basis	X		
	Transportation before and after school on scheduled basis	X		
	Staff member to check on students to ensure the students are in school and on track for graduation.	X		

#	Description			
6 Discretionary Educational Services Funded at the School-Level	*Activity 1* *Small group intervention will be provided during the school day by highly qualified and effective intervention teachers. LLI material s and supplies and Guided Reading materials will be purchased to provide intervention in reading for students who struggle and need additional assistance.* *Activity 2* *Professional Development for teachers and paras providing intervention with struggling students will be ongoing during the 2019-2020 school year from Title II and other grant funding, beginning in August of 2019 and ending in May 2020. During the 2019-2020 school year professional development will include monthly meetings, embedded PD and technical assistance for administrators, teachers and paraprofessionals working with this intervention. Parents will be given information on the LLI intervention program, Guided Reading by Fountas & Pinnell.*		X X	

8
PRIVATE SCHOOLS
	District will provide timely and meaningful consultation and equitable services to eligible children, teachers, and parents in private schools.
	   1. *Contact all private schools in the district by certified mail in late November or early December to invite private school principals/directors to an informational meeting with the District.*
	   2. *Follow up calls will be made and emails sent to schools to ensure letters are received and to answer any questions specific to federal program participation.*
	   3. *A meeting will be held in December or January between the principals/directors of the private schools, the Title I Coordinator, and other Title grant coordinators and district staff to determine methods for funding, student identification, equitable services to students and parents, and how services will be delivered.*
	   4. *Consultation will be ongoing and meetings held at least quarterly throughout the school year. An Affirmation of Consultation will be available at the end of the year (May) to signify by both District and Private Schools that effective consultation took place.*
		X
		X
		
		X
		
		X		

10
College and Career Readiness
	Activity 1.
	
	   1. *Tutoring - Monthly during the school year, after school and during the month of June.*
	   2. *Summer Enrichment -Scheduled activities during the month of June 2019 to include: Credit retrieval, transition programs, early reading intervention, algebra boot camp, math, science/STEM, field trips and writing. Programs will be during the day for four days per week for four weeks. (NOT OFFERED BECAUSE OF COVID-19)*
			X	

	Activity 2. *Professional Development in reading and writing process for teachers and administrators in both elementary and secondary levels. The District will work with NEFEC, PAEC and with private consultants to provide PD throughout the 2019-2020 school year.*	X		
	Activity 3. *Family literacy and involvement activities are scheduled monthly at flexible times throughout the school year. to encourage all parents to participate. Activities are advertised via flyers in backpacks, Facebook, school marquee, newspaper, and posters. Activities include books and take home materials for parents to assist their children to succeed in school.*		X	

| 12 Technology | *Technology hardware upgrades purchased according to the District Technology Plan will assist Title 1 schools/classrooms/teachers to integrate technology into the curriculum and implement technology SMART classrooms. Upgrades and purchases may include interactive white boards, large screen TV for high school (school, parent and community digital communication) audio enhancement, LCD projectors, scanners, document cameras, digital cameras, computer laptops,iPads, Desktops and printer upgrades.* | X | | |

SUMMARY

Objectives 1A-C, 2A-B, 5 and 8 are identical; therefore, # 5 and 8 are deleted from the summary. Nine objectives will be counted in the summary. Table 8 summarizes the results.

- Fourteen (14) of the 15 objectives were met for 92.86%.

- Overall, the objectives for academic performance at the elementary level were met.

- The objectives for academic gain/growth at grades 7-12 were met for ELA but not for math.

- Overall, the objectives for academic proficiency in ELA and math compared to previous FSA data were not met.

- Parent involvement activities continue to receive overall positive ratings from parents. Attendance at training/meeting events showed an increase from the previous year.

- Services to homeless and neglected/delinquent students continue to receive services to support their success in school.

- Private school students continue to receive timely, meaningful and equitable services.

- A partnership between the District Foster Care Liaison and Partnership for Strong Families ensures that proper services are provided to foster care children (e.g., transportation, successful enrollment and transfer of records, and written procedures).

- Teachers continue to have access to technology so they can integrate technology into the classroom and a one-to-one match with digital devices and students continue.

- Programs and activities that support student achievement continue to be offered in the Title I program.

Table 8 summarizes the status of each objective.

Table 8. Results of Objectives

#	OBJECTIVES	Met Objective?	
		YES	**NO**
1A	Grades KG – 6: Did the percent of students scoring on or above grade level increase by at least 5% from the fall 2019 to the winter 2019 diagnostic testing in ELA and math on *i-Ready?*	✔	
1B	Grades 7-12: Did the percent of students showing growth increase by at least 10% from the fall 2019 to the winter 2019 in ELA and math on *Performance Matters?*	✔	
1C	Grades 7-12: Did the percent of students achieving proficiency on the winter 2019 *Performance Matters* exceed the 2019 FSA results in ELA and math?		✔
2A	Did the district maintain high levels (70%) of positive ratings related to parent involvement activities on the Hamilton County *Title I Parent Involvement Survey*?	✔	
2B	Did the percent of parents who indicated that they attended meetings/trainings at their child's school or other location increase by 2 percentage points from 2018-2019, as measured by the same survey?	✔	
3	Were 100% of the students eligible for homeless services identified and served as their needs dictated?	✔	
4	By the end of the 2019-2020 school year, were all identified neglected or delinquent children assessed and provided the necessary services to assist them to stay in school and have academic success?	✔	
6	Did 75% of the items receive positive ratings on the *Private School Effectiveness Survey*?	✔	
7	Was transportation provided to maintain children in foster care on the school of origin unless there is a determination that it is not in his or her best interest? Were there successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation? Were the development and implementation of clear written procedures for hoe transportation provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency?	✔	
9	Did 100% of teachers and students have access to technology to enable them to effectively integrate technology into the classroom curriculum? Was there a one-to-one match with digital devices and students?	✔	
10	Did the majority of activities implemented in the grant support student achievement?	✔	
11	Were the activities for each Focus area implemented as planned?	✔	

RECOMMENDATIONS

FINDINGS	RECOMMENDATIONS

STUDENT PERFORMANCE
 	
Elementary KG-6
• In reading, all grade levels increased the percentage of students being at grade level and above.
 	
• In math, all grade levels, except for grade 3, increased the percentage of students being at grade level and above. percent scoring 3 and above.
 	
High School 7-12
• Gain/Growth
  ✓ Reading: All grades levels reached the 50% gain/growth criterion.
  ✓ Math: None of the grades levels reached the 50% gain/growth criterion.
• Proficiency
  ✓ Reading: All grade levels exceeded the 2019 FSA values.
  ✓ Math: Only the 8th grade level exceeded the 2019 FSA values.
	• Continue to monitor the progress of students not making adequate academic progress.
	• Make instructional adjustments as needed to meet students' needs.
	• Provide training in data analysis so staff can identify weaknesses and strengths of individual students.

PARENT INVOLVEMENT • 29 of 31 (75%) of the activities met the 70% standard of success. • Attend open house about goals: 42% (2019) and 72% (2020) • Attend meetings/training: 40% (2019) and 58% (2020)	• Continue to offer parents training on how they can help their child with school-related activities. • Survey/interview parents about their preferred topics for training events. • Seek solutions for meeting schedules that conflict with parents' work schedules.
TITLE I ACTIVITIES • 69% of the activities were implemented and judged to support student achievement. • 74% of Title I supported materials and programs were fully implemented.	• Continue to monitor the implementation and impact of Title I programs and activities. • Adjust or eliminate and programs or activities that have minimal effect of student achievement.

For more information, contact Phyllis Porter, Director of Federal Programs, at 792-1228.

APPENDIX A

Table 1. Grant Objectives

#	Focus	Objectives
1	Strengthening Academic Achievement	By the end of the 2019-2020 academic year, all students at each grade level will increase proficiency by at least 5% on the 2020 Florida Standards Assessment (FSA).
2	Parent and Family Engagement	At the end of the 2019-2020 school year, (1) the district will maintain high levels (70%) of positive ratings related to parent involvement activities on the Hamilton County Title I Parent Involvement Survey. (2) The percent of parents who indicate that they attended meetings/training (e.g. SAC, Family Literacy Workshops, Parent Involvement to learn about State Standards, other activities) at their child's school or other location will increase by 2 percentage points as measured by the same survey.
3	Homeless Education	By the end of 2019-2020 school year, 100% of the students eligible for homeless services in Hamilton County will be identified and served as their needs dictate. By the end of 2017-2018 school year, 100% of the students eligible for homeless services in Hamilton County will be identified and served as their needs dictate.
4	Neglected and Delinquent Education	By the end of the 2019-2020 school year, all identified neglected or delinquent children will be assessed and provided the necessary services to assist them to stay in school and have academic success
5	LEA-Wide and District Initiatives	By the end of 2019-2020 school year, the district will improve ELA scores for students in grades 3-6 by 5%.
6	Private Schools	By the end of the 2019-2020 school year, (1) students will improve (2 percentage/percentile points) in academic achievement as measured by Accelerated Reader Reports or be on grade level on TOSWRF scores. (2) Parents and staff will give positive ratings to 70% of the items on the Private School Survey.
7	Foster Care	A partnership between the District Foster Care Liaison and a community-based welfare agency (Partnership for Strong Families) will ensure the following: 1. Transportation will be provided to maintain children in foster care on the school of origin unless there is a determination that it is not in his or her best interest. 2. Successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation. 3. Development and implementation of clear written procedures for hoe transportation will be provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency.
8	College/Career Readiness	By the end of the 2019-2020 school year, all students at each grade level will increase proficiency by at least 5% on the 2019 Florida Standards Assessment.
9	Technology	By the end of the 2019-2020 school year, 100% of K-2 teachers and students and 100% of 3-12 teachers in Title 1 schools will have access to technology at the level that will enable them to effectively integrate technology into the classroom curriculum. There will also be a one to one match will digital device and student.