### Evaluation Begins With Identifying Needs

* At the beginning of the year, initial data will be collected to establish a needs assessment so equitable service programs can be designed to meet the academic needs of private school students.
* During program implementation, it is recommended that informal evaluation occurs in order to determine any program modifications.
* At program completion, evaluation must be performed to discern if the program met the identified needs. This means evaluation should focus on comparing the initial data, as was identified in the needs assessment, to data collected after the implementation of the equitable service program.

### Evaluation Requirements

* Districts must, at the very least, annually evaluate the progress of the Title program toward enabling private school participants in meeting the needs identified during consultation (ESEA section 1117(a)(1)(A), (b)(1)(D)).
* The goal of evaluating equitable services is to determine whether or not the Title program has met or exceeded the needs identified in consultation (ESEA section 1117(b)(1)(D)).
* In the event the Title program fails to meet the identified needs, consultation will occur to determine whether program modifications are required, the program should be discontinued, or the program should be continued with future evaluations scheduled (ESEA section 1117(b)(1)(D)).
* When evaluating data, take special care that the data analyzed is effectively measuring the change that is sought. Consider this example: a private school identified bullying as a need they wanted to meet through a professional development (PD) program. The data supporting this need consisted of the amount of detentions due to bullying during the previous school year. After participating in anti-bullying PD, the private school then changed their discipline policy from giving students detentions to referring them to a counselor. When evaluating the PD, the district compared the number of detentions due to bullying during the current school year to the previous school year. However, this is not an effective evaluation because the number of detentions would show a steep decline due solely to the discipline policy change, even though the number of bullying incidences could have remained unchanged. In this case, a better measure of the change in bullying may be to compare the number of detentions from the previous school year to the number of counselor referrals in the current school year.

### Sample Evaluation Forms

The Oregon Department of Education (ODE) is providing districts the following sample evaluation forms. There is not an expectation that a district and private school complete all of the following sample forms. Rather, they are samples where districts and private schools can decide during consultation which form might best fit their particular equitable service programs. Districts and private schools may also choose to adapt these forms or use other forms.

**Evaluation Plan**: this is a basic form that can be used by the private school and district to identify and assess the data that will be evaluated before, during and after the equitable service program. It is best practices for the data used in the needs assessment to correspond with the data used in evaluation.

**Professional Development (PD) Evaluation Form**: this form can be used by private school educators to evaluate the quality of PD they attended.

**Program Evaluation Form**: this form can be used to easily score the progress of a program, and guide consultation on next steps for the program. This form can be used periodically throughout the school year and at the completion of the program.

**Equitable Services Evaluation Plan**

**District: Private School:**

**Title Program**: **School Year: Service Provided:**

| **Need** | **Data** | **Initial Performance Data** | **Intermediate Performance Data** | **Final Performance Data** |
| --- | --- | --- | --- | --- |
| Specify the need as identified in the Needs Assessment | •Specify what data will be collected or utilized •Set performance goal (such as a target number or percent change) | •Specify the data that will be collected and the time period the data will cover •Data should be collected before the Title program begins | •Specify the data that will be collected and the time period the data will cover•Data should be collected after the Title program begins•More than one data collection can occur | • Specify the data that will be collected and the time period the data will cover•Compare to target number or percent change identified in the “Data” column |
| *Increased bullying incidents over the last 5 years* | *•Data: The number of detentions due to bullying in a School Year (SY)**•Goal: 50% decline in detentions* | *•53 detentions due to bullying in the 22-23 (previous) SY* | *•15 detentions due to bullying at the end of the 1st semester of the 23-24 (current) SY* | *•21 detentions due to bullying at the end of the 23-24 SY**•Goal of 50% decline was exceeded* |
|  |  |  |  |  |
|  |  |  |  |  |

**Program Determination**: [ ]  Continue as is [ ]  Continue with adjustments [ ]  Discontinue/Program Complete [ ]  Reevaluate at later date

**Equitable Services Professional Development (PD) Evaluation Form**

Private School: Attendee:

PD Attended: Date of PD:

**Part 1: Rating the Professional Development Experience**

For each item, provide a 1-5 rating by checking the correct box. Scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

 **1 2 3 4 5**

[ ]  [ ]  [ ]  [ ]  [ ]  The PD was of high quality.

[ ]  [ ]  [ ]  [ ]  [ ]  The PD met needs identified on the needs assessment.

[ ]  [ ]  [ ]  [ ]  [ ]  I can use knowledge and skills gained during this PD to impact student learning.

[ ]  [ ]  [ ]  [ ]  [ ]  Opportunities to network and learn from colleagues were supported.

[ ]  [ ]  [ ]  [ ]  [ ]  An appropriate balance between presentation and interaction was achieved.

[ ]  [ ]  [ ]  [ ]  [ ]  The presenter was knowledgeable in subject presented.

[ ]  [ ]  [ ]  [ ]  [ ]  The presenter used high-quality materials.

[ ]  [ ]  [ ]  [ ]  [ ]  I would recommend this PD to a colleague.

[ ]  [ ]  [ ]  [ ]  [ ]  I feel prepared to implement the strategies learned in this PD in my classroom immediately.

[ ]  [ ]  [ ]  [ ]  [ ]  There will need to be a purchase of materials or equipment to implement the strategies learned in this PD in my classroom.

**Part 2: Answer the questions below with as many details as possible.**

What did you value most from this professional development event?

How will you specifically use this PD to meet the needs of students?

**Part 3: Attach any required evidence of attendance in secular, neutral and nonideological sessions, if necessary.**

**Equitable Services Program Evaluation Form**

**District: Private School:**

**Title Program**: **School Year: Service Provided:**

**Evaluation occurred:** [ ]  During implementation [ ]  End of implementation **Date:**

1. **What is the impact of the program on the data identified for evaluation?**

[ ]  1: All data shows failure to meet identified target(s).

[ ]  2: Some data is positive but most is predominantly disappointing.

[ ]  3: Most data is satisfactory, but some remains below expected levels.

[ ]  4: All data met the identified target(s).

1. **Is the program being implemented as planned?**

[ ]  1: Parts of the program are working, but most has yet to be implemented.

[ ]  2: The overall design is in place but variations in practice remain and may adversely affect results.

[ ]  3: Critical elements have been implemented, but work on consistency and depth remains.

[ ]  4: All elements have been implemented with fidelity.

1. **Is there an opportunity for program implementation to continue?**

[ ]  1: Opportunity and resources are just beginning to align in support of the program.

[ ]  2: Basic resources and opportunities are available but significant gaps need to be filled.

[ ]  3: Many necessary resources are aligned with program goals but more are needed.

[ ]  4: Necessary support and resources (time, training and/or attention) are solidly in place.

1. **Do educators have the knowledge/skill to implement the program?**

[ ]  1: Educators are only beginning to acquire the necessary knowledge and skills.

[ ]  2: A solid start is documented but many skill levels and knowledge need to be acquired.

[ ]  3: Knowledge and skills are evident with only a few skills and knowledge needing work.

[ ]  4: Educators have the knowledge and skills to succeed.

1. **Are educators ready to implement the program?**

[ ]  1: Overall interest and/or commitment to program is low.

[ ]  2: Some promising elements exist, but interest is mixed for overall implementation.

[ ]  3: Support and commitment are generally high but some concern or work remains.

[ ]  4: Educators are fully prepared to implement or have been implementing.

**Overall Implementation**: [ ]  5-8: Minimal [ ]  9-14: Some [ ]  15-18: Meaningful [ ]  19-20: Exemplary

**Achievements/Accomplishments**:

**Barriers/Challenges**:

**Program Adjustments**:

**Additional Resources/Supports Needed**:

**Program determination** (check all that apply):

[ ]  Continue as is [ ]  Continue with adjustments [ ]  Discontinue/Program Complete [ ]  Reevaluate