

# Rural and Low-Income Schools (RLIS) FY26 January Cadre

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Division of School and Program Improvement  
Office of Continuous Improvement and Support  
Kentucky Department of Education (KDE)





***Welcome!  
Thanks for your participation!***

***\*Please mute your microphones and turn your cameras off\****



*Questions during the presentation?*

*Please feel free to use the chat feature on Teams.*

# Introduction/Overview of Today

- Evaluating the effectiveness of your district's Title V program
- Coordinator share out
- Final questions answered from the Teams Chat
- Helpful resources

Each webinar will be posted on the Kentucky Department of Education's Kentucky Department of Education (KDE) [Title V, Part B - Rural Education Achievement Program \(REAP\) webpage](#) shortly after its conclusion.



# Evaluating the Effectiveness of your District's Title V Program

- What is program evaluation?
- Why should evaluation be done?
- What method should be used to evaluate?
- How frequently should evaluation take place?



# What Is Program Evaluation?

- Program evaluation is an assessment to determine a program's effectiveness.
  - Scrutinizes activities and outcomes in a systematic way.
- Program evaluation is a requirement with federal programs.
  - [2 CFR 200.329\(a\)](#)

# Why Evaluate your Title V Program?

- Improving design and implementation
  - Helps to clarify why the program matters.
  - Ensures accountability.
  - Helps to guide planning for the future of the program and any needed changes.
- Demonstrating impact
  - Assesses whether the goals were met by showing gains made due to the program's implementation.
  - Empowers by showing accomplishments/improvements.
  - Allows us to communicate our program's effectiveness to others.

# What Method Should Be Used for Evaluation?

- Many methods could be used.
  - Use what works for your district.
- Important components to include:
  - Intent
  - Programming
  - Expected Outcomes
  - Program Evaluation
  - Next Steps



# Forming an Action Plan

- SWOT (strengths, weaknesses, opportunities, threats)
- 30-60-90-Day Plan
- PDSA (plan, do, study, act)

More in-depth information and helpful templates for each of these plans can be found on the KDE [Continuous Improvement for GAP Closure](#) and KDE [Professional Learning Communities \(PLCs\)](#) pages.



# SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats



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# 30-60-90 Day Plan: First 30 Days

Plan Title Goes Here

**Horizon Goal:**

**180 Day Goal:**

**In the first 30 days, we will know we are successful when:**

**The measures/evidence we will use are:**

**First 30 days action strategies:**

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**Who is on point?**

**By When?**

**How Communicated?**

**If we are not successful, we will:**



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# 30-60-90 Day Plan: Days 31 through 150

**In the first 60 days, we will know we are successful when:**

### **The measures/evidence we will use are:**

If we are not successful, we will:

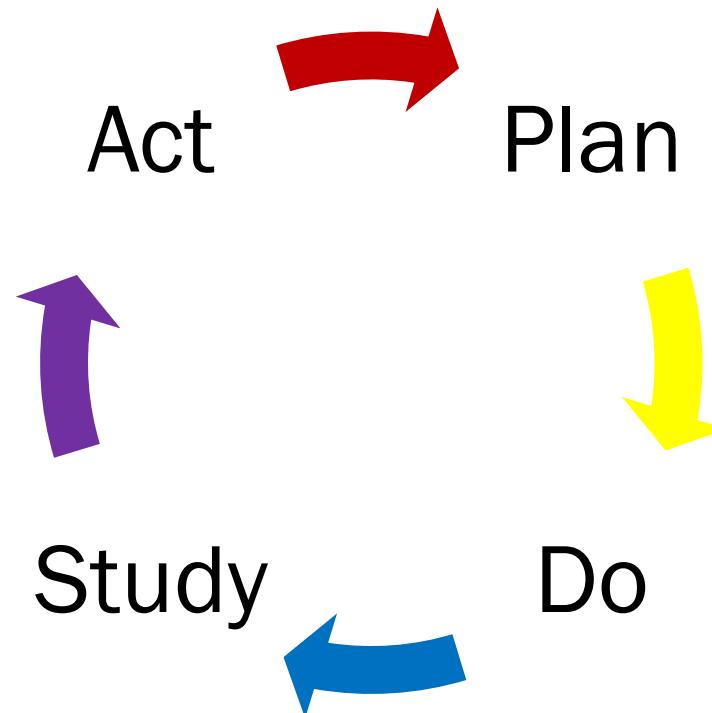


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# 30-60-90 Day Plan: Day 180 and Next Steps

<b>In the first 180 days, we will know we are successful when:</b>				
<b>The measures/evidence we will use are:</b>				
<b>First 180 days action strategies:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<b>Who is on point?</b>	<b>By When?</b>	<b>How Communicated?</b>	
<b>If we are not successful, we will:</b>				
<b>Projected Next Steps:</b>				
<ul style="list-style-type: none"><li>•</li></ul>				

# PDSA Overview



# PDSA Example

**Change Being Tested/Overall Goal:** Improve reading scores for 3<sup>rd</sup> grade students.

**Plan:** If students participate in reading intervention, then their reading level will increase.

Purchase the intervention software and train teachers to administer it and interpret the results.

Use previously collected data to determine each student's current reading level.

**Do:** Assign all 3<sup>rd</sup> grade students to 15 minutes a day on the software tailored to their reading level.

MAP scores will be used to check for overall increases in reading level.

**Study:** MAP scores increased for 60% of all 3<sup>rd</sup> grade students.

The prediction was correct for the majority of 3<sup>rd</sup> grade students.

**Act:** Abandon/Adapt/Expand/Adopt

Continue using the intervention software for the 60% of students that showed improvement. Investigate why the remaining 40% did not show improvement. Consider adding additional interventions or a different form of intervention for the students that did not show improvement.

# Evaluating your Data

The data questions (adapted from Edie Holcomb) are an evaluation tool that can be used to determine the effectiveness of how your district uses its Title V funds.

- Analyzes data collected
- Seeks to interpret the results
- Provides conclusions based upon the data



# Data Questions

1. What question/s are we trying to answer with the data?
2. What does the data/information tell us?
3. What does the data/information *NOT* tell us?
4. What are the causes to celebrate?
5. What is the need for improvement?
6. What are our next steps?

## Quality Tools to use When Working with Data and Information Analysis



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# How Frequently Should You Evaluate?

- Depending on the initiative, some may require several times a year.
  - Quarterly
  - 30-60-90 day plan
- Evaluate your Title V program at least once a year.

# Coordinator's Corner

- Goal: Let you hear from other coordinators across the state about how they are using Title V funds in their district effectively.
- Today's guests: Josh Mabry from Carter County and Kim Hawkins from Allen County
- Please reach out to let us know the great things your district is doing in a future webinar.
  - [shashawna.dotson@education.ky.gov](mailto:shashawna.dotson@education.ky.gov)

# Q&A Time

Teams chat questions...

# Helpful Resource Spotlight

- ESEANow
  - Subscription provided to all districts by KDE again for FY26.
  - Emails twice a week with helpful information about all title programs.
  - Contact your district's Title I coordinator to begin receiving these emails.
- Helpful information on title programs supported with Title V funds
  - [ESEA Now's Top 10 sample forms and tools of 2025](#)
    - Includes articles on supplement not supplant across all ESEA programs, LEA requirements for family engagement, allowable costs, and inventory control.
  - [ESEA Now's Top 10 stories of 2025](#)
    - Includes articles on how new legislation affects school-meal programs, guidance for working with contractors when federal funding is disrupted, using AI to help English Learners, and time and effort documentation tips.



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