Committee of Practitioners

Thursday, October 20, 2022

9:00 am-12:00 pm

Richard Woods, Georgia's School Superintendent | **Georgia Department of Education** | *Educating Georgia's Future*

Welcome

- Dr. Ken Banter - Senior Program Manager, Title I, Part A
- Shaun Owen – Deputy Superintendent, Federal Programs
- John Wight – Associate Superintendent, Federal Programs

Committee of Practitioner

- Approval of March 11, 2022, Meeting Minutes

Federal Programs

John Wight

Federal Programs (ESSA/IDEA)

Associate Superintendent

jwight@doe.k12.ga.us

Cross-Functional Monitoring Updates

- Pre-recorded webinar training and Q&A sessions provided. Access information is on the [GaDOE PL Catalog](#).

- New step in the process – LEAs will receive a draft summary report before the final report is completed. Purpose: to provide an opportunity for the LEA to provide missing documentation, if needed.

- Common release of reports to LEA at one time.

- Streamlining shared indicators so the LEA will only see the report one time (instead of by grant). Report will be applicable to all grants.

FY23 Progress Monitoring: CLIP and SIP

- Progress monitoring application is being added to the SIP.
  - Optional use
  - LEA must use the SIP in order to use the progress monitoring feature.

- Both CLIP and SIP: Progress monitoring application will now include an effectiveness measure along with the implementation measure. LEAs will be able to report on the effectiveness of action steps.
  - 2x per year
  - December training

Effectiveness Status

Select... ▼

Select...
Not Implemented/No Data Available Yet
Not Effective
Somewhat Effective
Effective
Highly Effective - Continuing to Implement
Highly Effective - Fully Implemented

Save

FY22 Completion Report – Extension Request

- FY22 Completion Reports are due on October 30.

- FY22 carryover is calculated after the completion report deadline. The goal is to have carryover calculated as quickly as possible.

- LEAs needing extra time to submit the FY22 completion report for any grant may request an extension. The request for an extension must be submitted by October 30. To request an extension, please click here.

- Carryover calculations may be delayed for any grant that the LEA received an extension to the October 30 completion report deadline. Carryover will be calculated monthly for each grant, and not on an individual basis by LEA. Completion reports submitted beyond the approved extension timeline may not be accepted and expenditures will need to be moved to current year funds. Carryover will then be calculated and available to the LEA.

Consolidation of Funds

**Carly Ambler
Consolidation of Funds and
Equitable Services
Senior Program Manager**
cambler@doe.k12.ga.us

Consolidation of Funds Updates

- 46 LEAs in 7 Cohorts
- Training & Support
  - Fall & Spring Cohort Webinars
  - Fall & Spring Interest Workshops
    - Fall – Six LEAs Registered
    - Spring – Host in south GA
  - Cohort 7 Support
  - Monthly Drop-in Session
  - Annual Financial/Program Implementation Analysis

- 22-23 Goals
  - Rural Initiative
  - Georgia Learns Module
  - CoF Report
  - Manual Updates
- Celebrations
  - Consolidation Showcase
  - NAESPA 2023 Presentation
  - Planning Pilot - Perkins

Consolidation of Funds Showcase

- October 18, 2022
- Registration/Attendees (68)
  - 5 Non-CoF LEAs
  - 27 CoF LEAs
- Heavily supported by GaDOE staff who are former cohort members & Financial Review
- Shared Innovative Practices & Customized Processes
- Previewed Georgia Learns Modules & CoF Program Health Checklist
- Session Feedback – 4/4 Stars

ESEA
Equitable Services

Carly Ambler
Consolidation of Funds and
Equitable Services
Senior Program Manager
cambler@doe.k12.ga.us

ES4PS Enhancements

User Feedback

- Spring & Summer 2022: Technical Assistance Emails/Phone Calls
- Spring & Summer 2022: Monthly EQSVS Drop-In Sessions
- May – June 2022: Microsoft Forms Survey
  - 2 responses
- July User Focus Groups
  - LEA Federal Programs Directors
  - GaDOE Program Staff

ES4PS Communications

- Federal Programs Weekly Email
- ES4PS Announcements
- ESEA EQSVS Email List
- Communication with GaDOE Program Offices
- EQSVS Monthly Drop-In Sessions
- Technical Assistance Emails/Phone Calls
- Title I COP
- Mid-Year Webinar (February)

ES4PS Enhancements

2023-2024 Invitations

- Status: Open
- Enhancements:
  - Added IA Only Template
  - Added IVB Only Template
  - Added Logic to Response Q's
  - Rephrased 2nd Q on follow-up

2021-2022 Form B

- Status: In Development
- Anticipated Opening: December 2022
- Impact: 46 LEAs/Subgrantees
- Enhancements:
  - Adding Logic
  - Combining Tabs into Single Page
  - Combining questions
  - Inserting sections to allow LEAs to save and come back.

ES4PS Enhancements

2022-2023 Form A Amendment

- Status: In Development

- Anticipated Opening: Oct. 2022

- Impact:
  - Delay impacts 2 LEAs
  - Enhancement impacts all LEAs

- Enhancement:
  - When LEAs select IIIA Immigrant in Form A, only those LEAs will complete Form A Amendment

2023-2024 Form A

- Status: Enhancements not Started

- Anticipated Opening: Spring 2023

- Impact: All LEAs

- Update:
  - Removes IDEA from Form A – changes current workflow

Monitoring Results

- 91 LEAs/Subgrantees Monitored for EQSVS (ESEA & CARES)
  - ESEA
    - Title I, Part A
    - Title I, Part C
    - Title II, Part A
    - Title III, Part A
    - Title IV, Part A
    - Title IV, Part B
  - CARES
    - ESSER I Formula
    - ESSER I State Activities EQSVS
    - ESSER I State Activities School Nurse
    - ESSER I State Activities Special Education

FY22 EQSVS Monitoring

Legend: DNM, M/R, M

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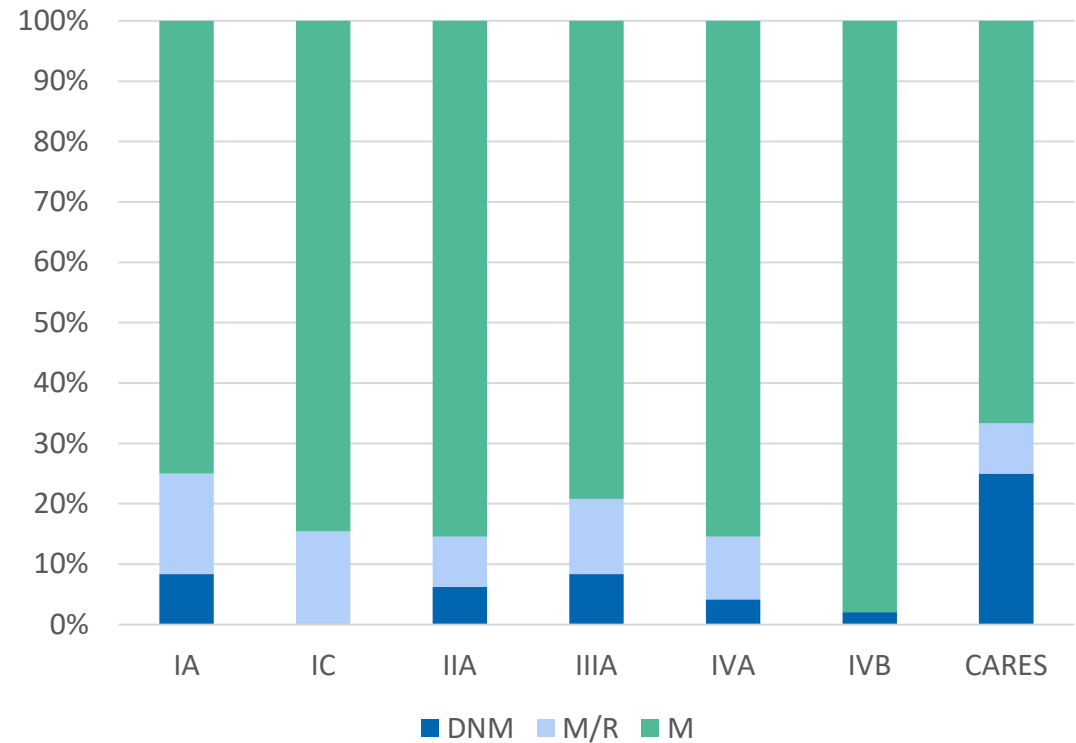
ESEA Monitoring Results

- Recommendations
  - Invitation information incomplete
  - Incomplete documentation of good faith effort

- Findings
  - Missing invitations
  - No documentation of good faith effort
  - No consultation meeting
  - Lack of documentation from consultation meeting (Attendance, Agenda/Minutes with topics)
  - Missing or incorrect non-profit status documentation
  - Count documentation incorrect or missing
  - No documentation of effectiveness
  - Missing or incorrect inventory records
  - Expenditures not in compliance with federal regulations or local policies
  - Large carryover balances and no documentation to demonstrate mitigation efforts.
  - Amounts expended exceed available equitable services proportionate share

CARES Monitoring Results

- Findings & Recommendations
  - Mislabeling grants
  - Missing/incorrect invitations
  - Missing/ incomplete documentation of good faith effort
  - No consultation meeting or missing/incomplete documentation of consultation meeting (attendance, agenda, etc)
  - Missing/incorrect non-profit status documentation
  - Incorrect/Unsupported/Missing count documentation
  - Missing/incorrect inventory records
  - Missing/incomplete documentation of needs assessment & planning
  - Missing documentation of oversight of implementation
  - Expenditures not in compliance with federal regulations or local policies
  - Large carryover balances; no documentation to demonstrate mitigation efforts
  - Amounts expended exceed available equitable services proportionate share

Family-School Partnership Program

Susan Holcombe
Family and School Partnership
Program Manager
sholcomb@doe.k12.ga.us

Susan Holcomb, Program Manager, Family-School Partnership Program

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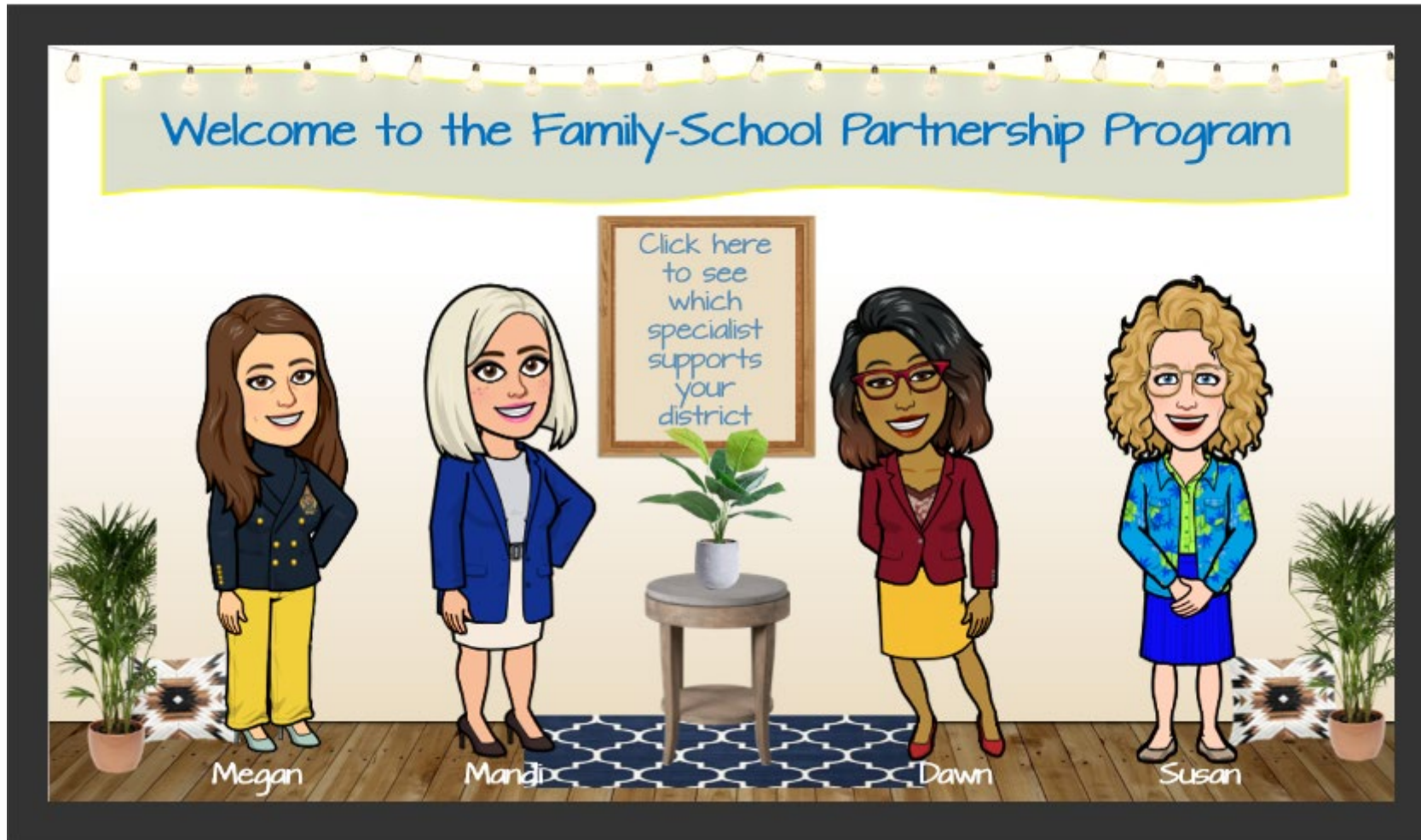
Family Engagement – Section 1116

The Georgia Department of Education's Family-School Partnership Program ensures that Title I, Part A parent and family engagement regulations are met with meaningful and strategic actions to build parent and school staff capacity as mandated by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

2022-2023 State School Superintendent's Parent Advisory Committee Members

PAC Member	Represented District	PAC Member	Represented District
Sharon Viktora*	Bartow County Schools	Sonya McCoy-Wilson*	Fulton County Schools
Crista Gibson	Brantley County Schools	Markisha Butler	Glynn County Schools
Melissa Stalvey*	Brooks County Schools	Ebony Kompelien	Griffin-Spalding County Schools
Jaymie Miettunen	Burke County Schools	Pamela Bloch	Gwinnett County Schools
Kathleen Reihing*	Camden County Schools	Jessica VanValkenburgh	Harris County Schools
Laurie Anne Luckie	Carrollton City Schools	Amy Spinks	McIntosh County Schools
Gabriela Vazquez	Cherokee County Schools	Alyssa Peters*	Monroe County Schools
Tony McCrear	Clayton County Schools	Jennifer Stewart	Morgan County Schools
Julie Savina*	Columbia County Schools	Rebekah Tucker	Muscogee County Schools
Carly Force*	Coweta County Schools	Franchesca Ornelas	Pelham City Schools
Shweta Patel	Decatur County Schools	Marquita Brown*	Richmond County Schools
Janelle Brown	Douglas County Schools	Maribeth Futral*	Rome City Schools
Jawanda Brown*	Dublin City Schools	Mary Eubanks*	Taliaferro County Schools
Heather Fish*	Effingham County Schools	Danniell Slocumb*	Thomas County Schools
Rose Schueneman*	Fannin County Schools	LaTonya Ross*	Webster County Schools
Rebekah Miller*	Foothills Charter High Schools		

First-year PAC members are represented with an asterisk (*).

FY23 Cross-Functional Monitoring On-the-Road, Technical Assistance

Region / Area	Location
NW2	**Carrollton City Schools**: Hall of Fame Room
M1	**Douglas County Schools**: District Office multi-purpose room
M2	**Cobb County Schools**: Hawthorne Educational Center, Room 138 1595 Hawthorne Ave SE, Smyrna 30080
NE2	**Hall County Board of Education** – Teaching and Learning Conference Room on 2nd floor. 711 Green St.; Gainesville, GA 30501
NW1	**Bartow County** Bartow College and Career Academy (Media Center) 738 Grassdale Rd NW, Cartersville, GA 30121
NE3	**Walton County** 200 Double Springs Church Rd, Monroe, GA 30656 Board Office Conf. Room
SE2, 3	**Long County** Board of Ed. 468 S McDonald Street Ludowici, Ga 31316
SW2	**Thomasville City Schools** PL Classroom on 2nd Floor of Federal Post Office Building 404 N Broad St, Thomasville, GA 31792.

Thank you letter to families from
State School Superintendent, Richard Woods

Contact Information

Family-School Partnership Program
Family Engagement Specialists
FY22 Service Area Map

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Dawn Scott
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Megan Roedl
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Harriett Neal
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Administrative Assistant
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Fax: 678-717-5829
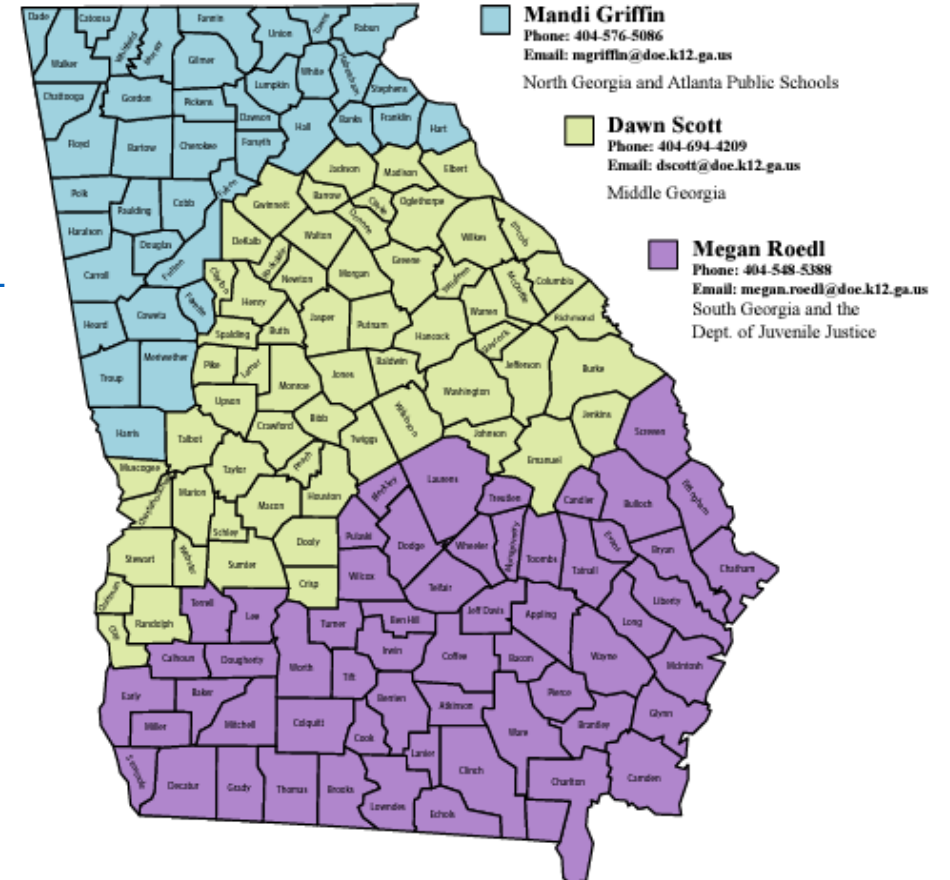
English Learners

Kelly Herman-Roberts
Title I, Part A
Education Program Specialist
Kelly.Herman-Roberts@doe.k12.ga.us

English Language Proficiency (ELP) Assessment Participation Rates for FY22

Access MyGaDOE Portal

MyGaDOE

Please Log In

Username: ███████

Password: ███████

I forgot my passphrase!   Login

Or sign up for an account

Helpful links
- MyGaDOE Online Guide
- GaDOE Public Website
- Information Systems
- AYP & NCLB
- Georgia Standards
- Data Collections
- Financial Reports
- Report Card

Georgia Department of Education

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In menu on left side ➡ **ELP Assessment Participation**

Navigating the Report

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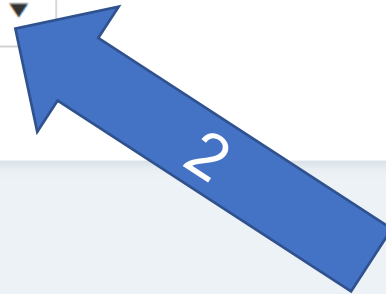
Click on your rate!

Home >> Reports >> ELP Assessment Participation Rate

ELP Assessment Participation Rate

Export To Excel

System ID	System Name	Participation Rate
ALL	State of Georgia	97.25

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If it's 95% or higher…

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If it's 94% or lower…

Completion of the *Corrective Action Plan* is required. The LEA must keep the document on file.

If it's 94% or lower, and you're on the CFM Cycle this year…

Completion of the *Corrective Action Plan* is required. The LEA must provide the document for monitors during Cross-Functional Monitoring.

English Language Proficiency (ELP) Growth Model

New Tech Data Tool in SLDS

2022 *ACCESS for ELLs'*

Student Growth Percentiles

ELP Growth Model – Data Visualization

SLDS Historical	SLDS Operational	ELP Growth Model	CLIP/SIP	Counselor Companion	ELP Screener
Georgia Learns - PD Hub	Gifted Eligibility	Growth Model	GUIDE	High School Feedback	Hub
IEP	IIS Dashboard	Keenville ⓘ	MTSS/SST	School Improvement	SIDashboard ⓘ
TestPad	TKES/LKES	TRL	Usage Reports	Logout	

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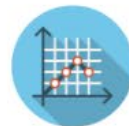
Navigation – Selection Choice Boxes

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Resulting Grid: Classroom at-a-Glance

Y Axis = Overall Composite Proficiency Level

X Axis = Student Growth Percentile

Legend:
- Clear EL Exit Criterion (Level 5.0)
- Minimum EL Exit Criterion (Level 4.3)
- Typical Growth Range (35th - 65th Percentile)

Low Growth = 23 students

Typical Growth = 17 students

High Growth = 16 students
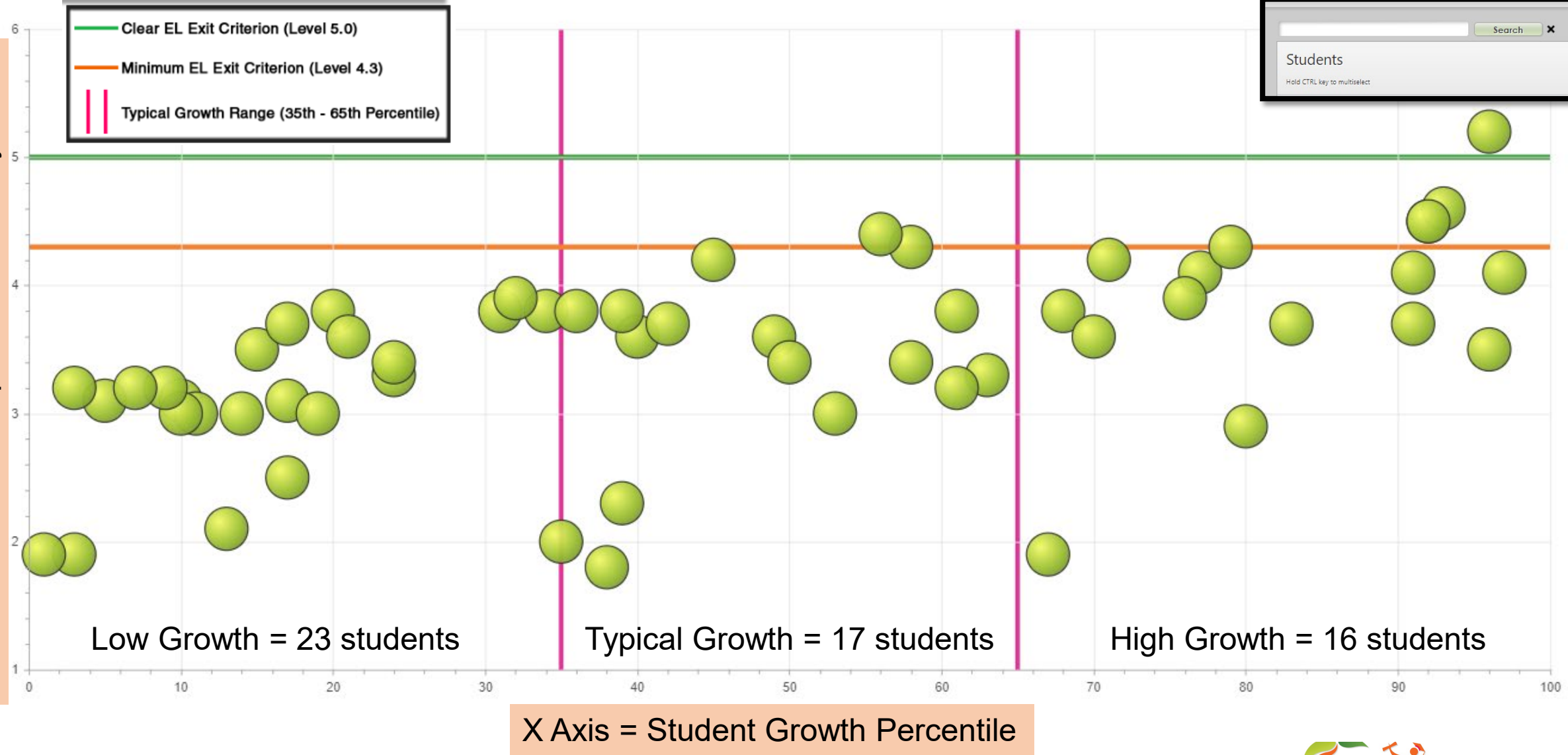
Click on Bubble to View Student Information in Pop-out Box

Low Growth

ENGLISH LANGUAGE PROFICIENCY
Overall Composite Scale Score: 285
Overall Composite Proficiency Level: 1.9

Prior Assessment: ACCESS for ELLs
Prior Grade: 5
Prior Overall Composite Scale Score: 315
Prior Assessment Year: 2021

GROWTH
Growth Percentile: 1.0
SGP Level: Low

For more information on Growth in ELP click here ?

Typical Growth

ENGLISH LANGUAGE PROFICIENCY
Overall Composite Scale Score: 328
Overall Composite Proficiency Level: 3.0

Prior Assessment: ACCESS for ELLs
Prior Grade: 5
Prior Overall Composite Scale Score: 320
Prior Assessment Year: 2021

GROWTH
Growth Percentile: 53.0
SGP Level: Typical

For more information on Growth in ELP click here ?

High Growth

ENGLISH LANGUAGE PROFICIENCY
Overall Composite Scale Score: 355
Overall Composite Proficiency Level: 3.7

Prior Assessment: ACCESS for ELLs
Prior Grade: 5
Prior Overall Composite Scale Score: 344
Prior Assessment Year: 2021

GROWTH
Growth Percentile: 83.0
SGP Level: High

For more information on Growth in ELP click here ?

Where do I find Individual Student Growth Reports (ACCESS)?

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Where do I find Individual Student Growth Reports (ACCESS)? (Cont.)

English Copy

Student English Language Proficiency Growth Report 2022

First Name: ▮
Last Name: ▮
GTID: ▮

Birth Date: 3/▮
System Name: ▮
School Name: Southern Hill Elementary School

The purpose of the annual WIDA ACCESS for ELLs assessment is to measure an English learner's (EL) academic English language proficiency (ELP) as required in Federal statute and the State ESSA Plan. When a student's ELP reaches the level the state and/or the local school system have established as fully English proficient, parents and educators can be confident the student can participate in school instruction and assessment in English without language support. This level of ELP is the minimum EL exit criterion to consider an EL for reclassification. Educators and parents can monitor students' growth in developing academic English by comparing current ACCESS for ELLs score results with previous scores. This report provides two consecutive years of proficiency levels and additional growth information based on score results.

Proficiency: The WIDA ACCESS for ELLs Individual Student Report (ISR) provides information on students' test results, both scale scores and proficiency levels, for each language domain and four composites: Oral language, Comprehension, Literacy, and Overall. The Overall Composite scale score results from a combination of the Listening, Speaking, Reading, and Writing language domain scale scores. Scale scores are reported as one of six proficiency levels. From lowest to highest, these are: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching.

Growth: Georgia's Student Growth Model for English Language Proficiency (GSGM for ELP) compares the ELP growth each EL student makes in one year relative to EL students in the same grade across the state with similar prior year level of ELP. The model tells us how an English learner's growth in English proficiency compares to other same–grade students with similar pr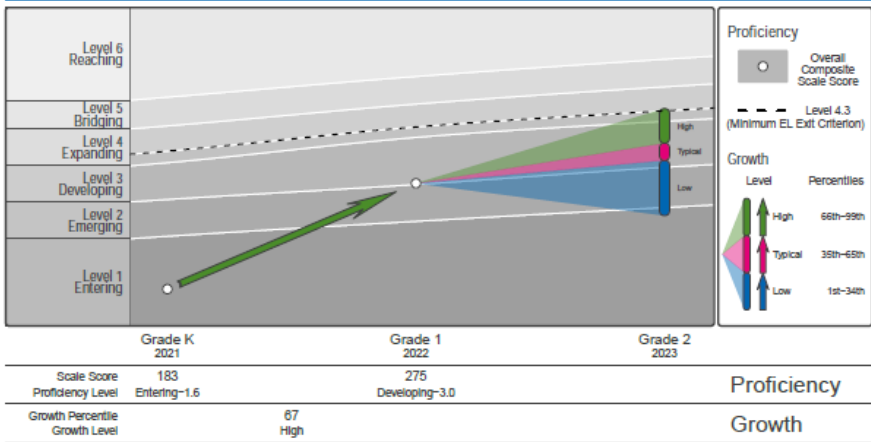oficiency in the prior year. The term student growth percentile (SGP) describes this comparison. Student growth percentiles range from 1 (lowest growth) to 99 (highest growth). Percentiles are not percent correct scores, and do not reflect students' levels of ELP. Students with low levels of ELP can have high student growth percentiles if their English proficiency has increased significantly from the previous year's assessment as compared to their like peers.

This growth report will help you understand your child's English language development and discuss questions like these with your child's teachers:
* What is a reasonable timeline for my child to become proficient in English?
* What level of growth is needed for my child to reach the EL exit criterion to be considered for reclassification?
* What could I do at home to help my child learn more English?

For more information about student ELP growth in Georgia, please visit https://bit.ly/GSGM4ELP

	Proficiency
Overall Composite Scale Score	Level 4.3 (Minimum EL Exit Criterion)

Growth

Level	Percentiles
High	66th–99th
Typical	35th–65th
Low	1st–34th

	Grade K 2021	Grade 1 2022	Grade 2 2023	
Scale Score	183	275		Proficiency
Proficiency Level	Entering–1.6	Developing–3.0		
Growth Percentile		67		Growth
Growth Level		High		

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Parent Copy in Spanish

Reporte estudiantil sobre el desarrollo lingüístico en inglés, 2022

First Name: ▮
Last Name: ▮
GTID: 462▮

Birth Date: ▮
System Name: ▮
School Name: Nahunta Elementary School

El propósito de la evaluación anual WIDA ACCESS for ELLs es medir las habilidades lingüísticas que tiene un estudiante en el inglés académico, según lo exige la ley federal y el plan estatal ESSA (por sus siglas en inglés). Cuando el nivel de inglés académico del estudiante llega al nivel de suficiencia establecido por el Estado y/o el sistema escolar local, entonces padres y educadores pueden confiar que el/ella ya no necesita ayuda para entender las clases escolares en inglés. Este nivel de suficiencia en inglés es el criterio mínimo para reclasificar al estudiante. Educadores y padres pueden evidenciar el desarrollo del inglés académico al comparar los puntajes resultados de esta evaluación con puntuaciones anteriores. Este informe les proporciona dos años consecutivos de niveles de competencia lingüística en inglés con información adicional sobre el desarrollo de ésta basado en las puntuaciones.
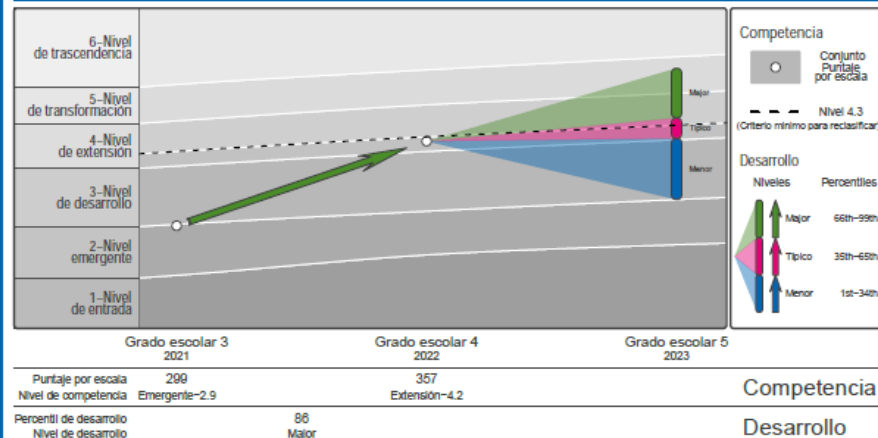
Nivel de competencia lingüística: El informe estudiantil individual de la WIDA ACCESS for ELLs les proporciona información sobre los resultados de la evaluación, tanto en puntajes por escala como en niveles de competencia, para cada forma de lenguaje y los cuatro puntajes compuestos: Lenguaje oral, Literacidad, Comprensión y Conjunto. El Conjunto por escala resulta de una combinación de los puntajes por escala en las formas del lenguaje: Escuchar, Hablar, Leer, y Escribir. Los puntajes por escala se interpretan en términos de seis niveles de competencia. De menor a mayor, estos niveles son: 1–Nivel de entrada, 2–Nivel emergente, 3–Nivel de desarrollo, 4–Nivel de extensión, 5–Nivel de transformación y 6–Nivel de trascendencia.

Desarrollo: El modelo en Georgia de desarrollo estudiantil hacia la suficiencia en inglés (GSGM for ELP, por sus siglas en inglés) compara el desarrollo anual en inglés de cada estudiante (clasificado como aprendiz de inglés) en relación con el desarrollo en inglés de estudiantes en su mismo grado escolar en todo el estado que comenzaron al mismo nivel de competencia lingüística y que también son aprendices de inglés. El modelo nos informa cómo el desarrollo en inglés de un estudiante compara con otros en situación similar. Esta comparación se llama percentiles de desarrollo estudiantil (SGP, por sus siglas en inglés). Los percentiles varían desde SGP 1 (desarrollo menor) hasta SGP 99 (desarrollo mayor). Un percentil de desarrollo no es un porcentaje y no refleja el nivel de competencia lingüística de su hijo/a. Estudiantes en los primeros niveles de competencia en inglés pueden desarrollar muchas habilidades lingüísticas en un año escolar en comparación con sus compañeros en situación similar.

Este informe le puede ayudar a entender el desarrollo de habilidades lingüísticas de su hijo/a y a conversar con sus maestros sobre las siguientes preguntas:
* ¿Cuál es un periodo razonable para mi hijo/a llegar a dominar el inglés?
* ¿Qué nivel de desarrollo necesita mi hijo/a para llegar al nivel de suficiencia para la reclasificación?
* ¿Qué puedo hacer en casa para ayudar a mi hijo/a aprender más inglés?
Para más información, favor de entrar a la página web: https://bit.ly/GSGM4ELP

	Competencia
Conjunto Puntaje por escala	Nivel 4.3 (Criterio mínimo para reclasificar)

Desarrollo

Niveles	Percentiles
Mayor	66th–99th
Típico	35th–65th
Menor	1st–34th

	Grado escolar 3 2021	Grado escolar 4 2022	Grado escolar 5 2023	
Puntaje por escala	299	357		Competencia
Nivel de competencia	Emergente–2.9	Extensión–4.2		
Percentil de desarrollo		86		Desarrollo
Nivel de desarrollo		Mayor		

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ACCESS 2022 Student Growth Percentile Reports –

Low Growth Sample
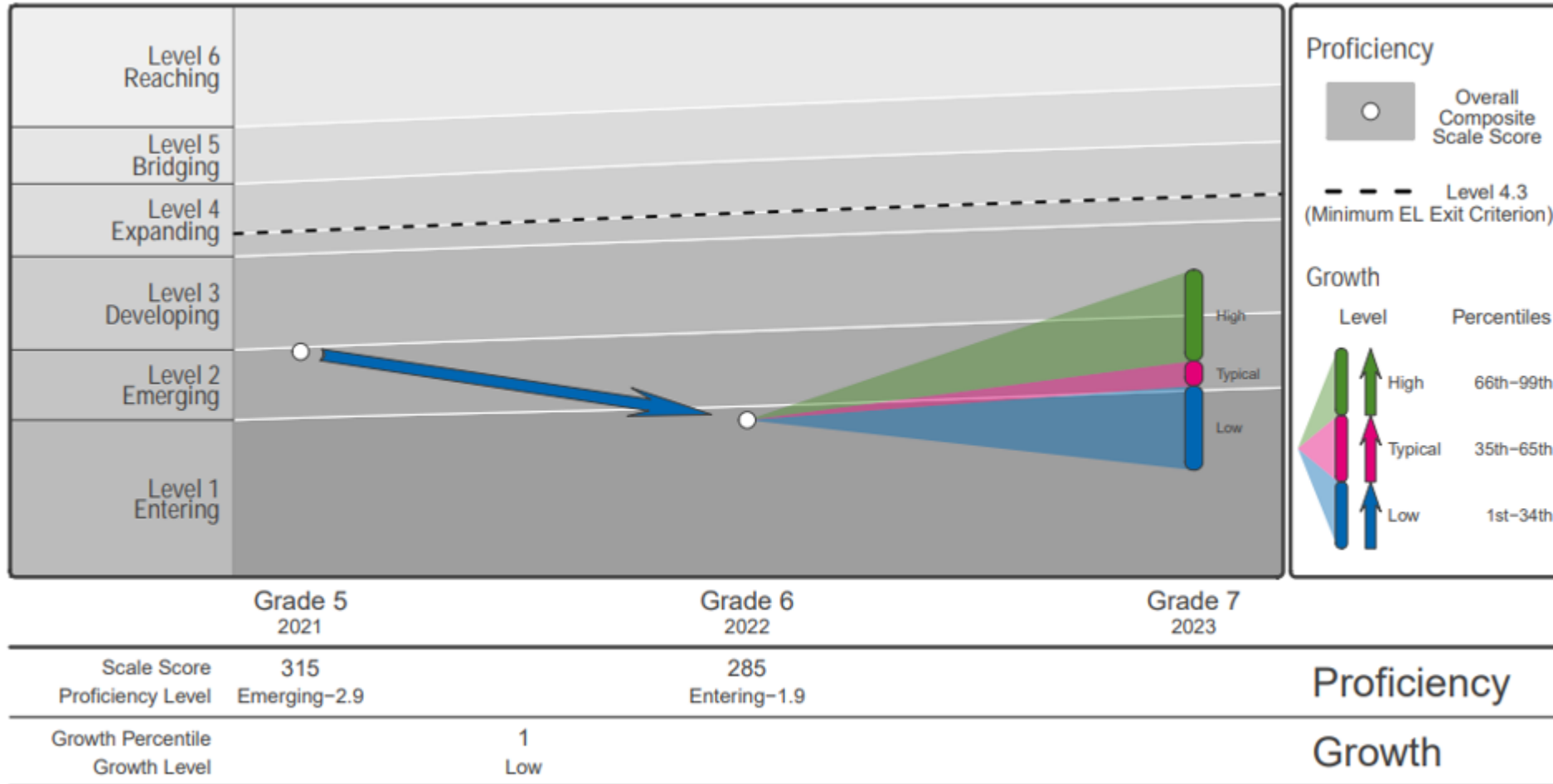
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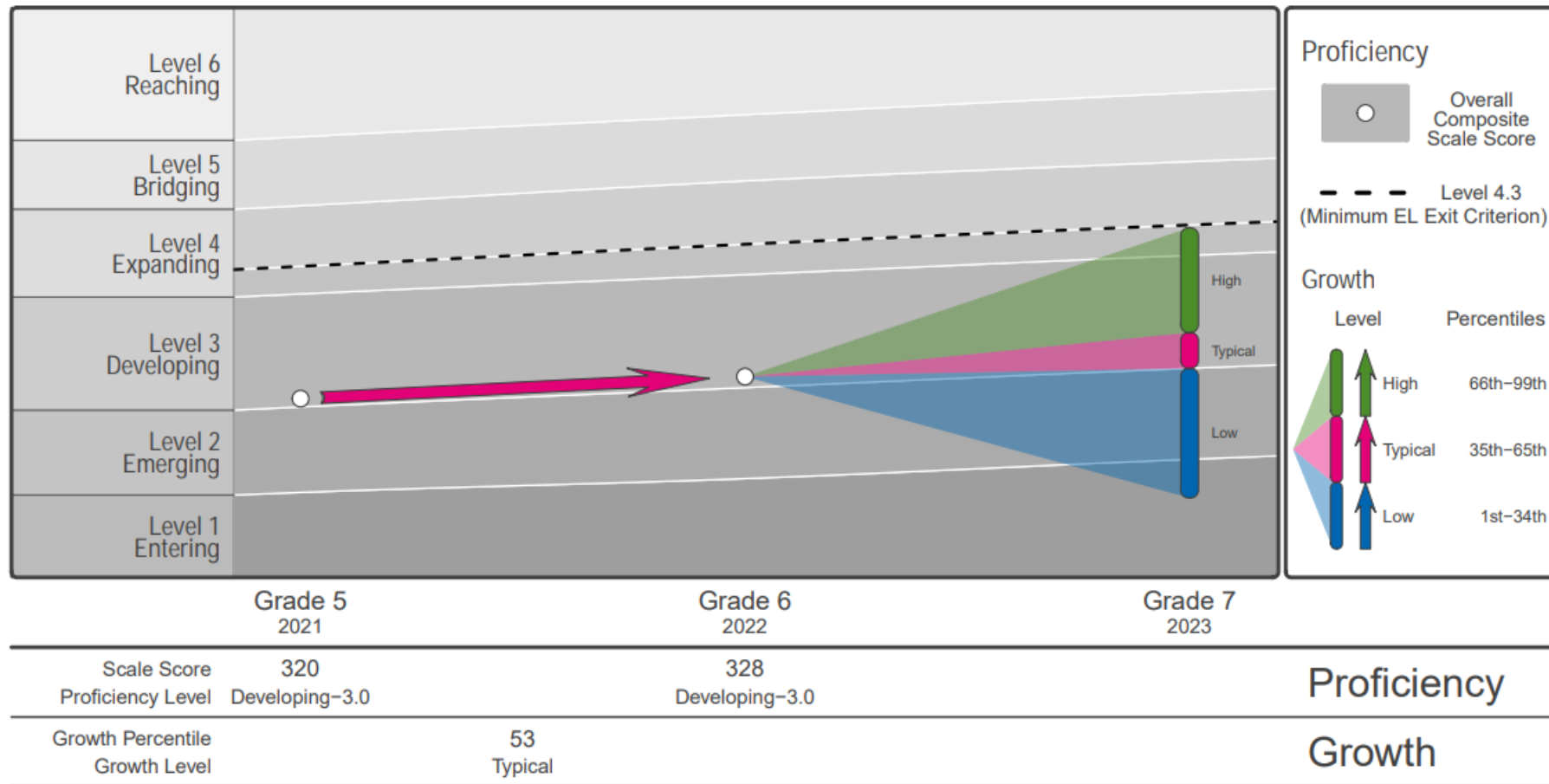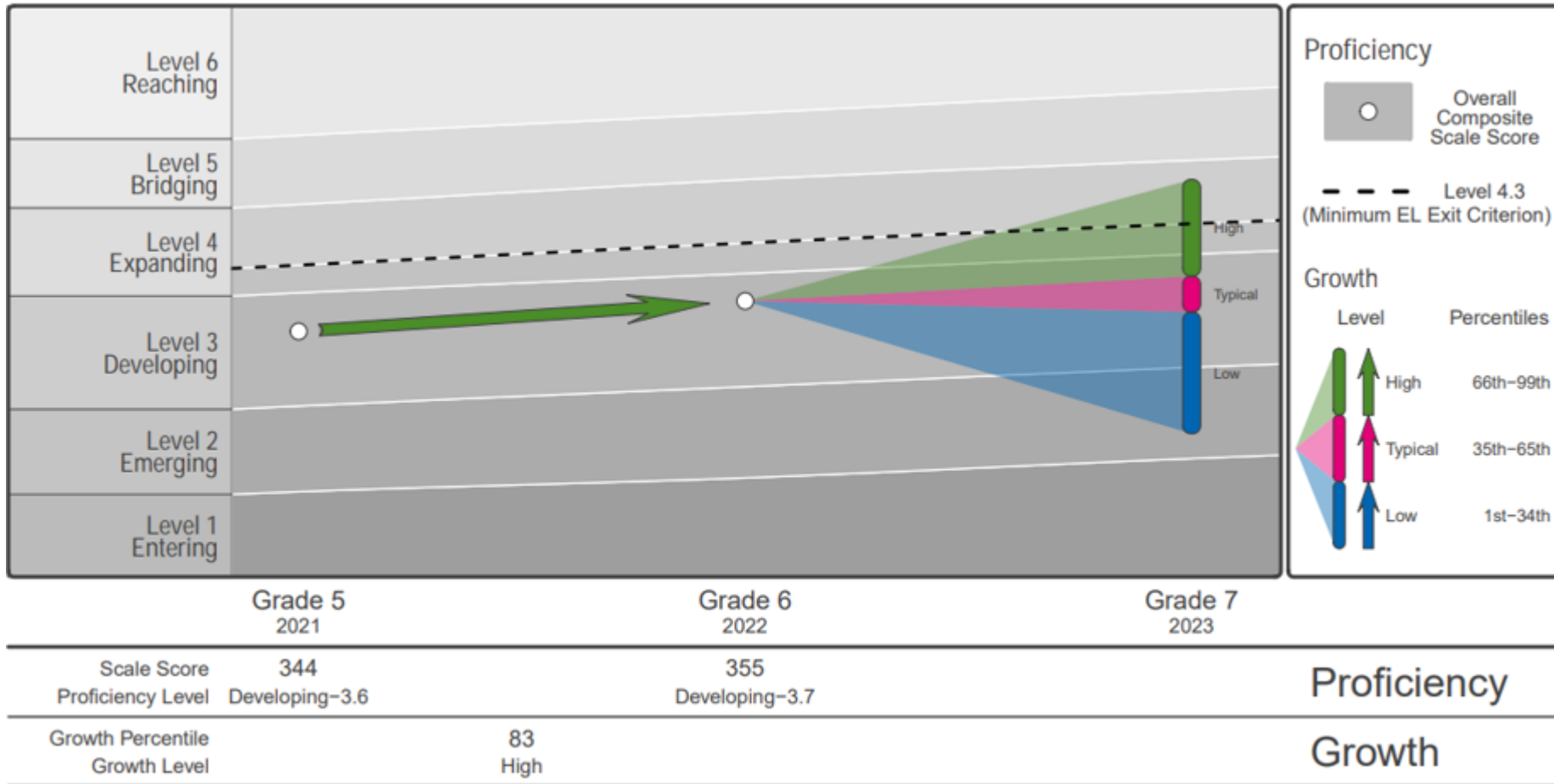
ACCESS 2022 Student Growth Percentile Reports –

Typical Growth Sample

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ACCESS 2022 Student Growth Percentile Reports –

High Growth Sample

Cooperatively developed by the Georgia Department of Education (GaDOE) & the Center for Assessment, Inc. Distributed by GaDOE.
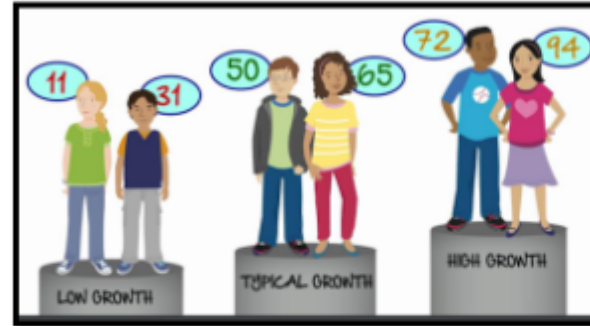
Georgia Student Growth Model for English Language Proficiency

Training and Informational Resources

[GSGM for ELP](#) webpage

Contact Information

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Title I, Part A

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Title I, Part A**

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**JaBra Harden Fuller
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Title I, Part A**

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*Offering a holistic education to **each and every child** in our state.*

Cross Functional Monitoring

- Technical Assistance
  - Pre-recorded webinars
  - Regional Meetings and One-on-One
    - Face-to-face
    - Virtual
  - Review and provide feedback of LEAs Federal Programs Handbook

- Resources
  - GaDOE Cross-Functional Monitoring Indicators Document
  - Title, Part A Companion Guide
  - Professional Qualifications Information
  - PowerPoints/Recordings
    - Developing a Federal Programs Handbook
    - Effective Implementation of Procedures for all Federal Programs
    - Procurement Planning, Please

USED Waivers – Title I Carryover

Georgia is requesting a waiver of ESEA Section 1127 for all Georgia LEAs receiving Title I, Part A funds for SY2021-2022: Limitation of Title I, Part A Carryover percentage in ESEA section 1127, that limits not more than 15 percent of the Title I, Part A funds allocated to a local educational agency for any fiscal year may remain available for obligation by such agency for one additional fiscal year.

USED Waivers - GEPA

Georgia is requesting a waiver for the period of availability of funds in section 421(b) of the General Education Provisions Act (GEPA) to extend the period of availability of FY 2020 funds for programs in which the SEA participates under its approved consolidated State plan until September 30, 2023.

USED Waivers – Title I MOE

Georgia is requesting a waiver of ESEA Section 8521 Maintenance of Effort (MOE) for twenty-three (23) Georgia LEAs that failed to meet both ESEA MOE requirements of the combined fiscal effort per student and aggregate expenditures when comparing 90% of their FY20 per student and aggregate expenditures to FY21 per student and aggregate expenditures.

Poll-March 23 Meeting

How do you plan to attend the March 23, 2023 meeting?

○ Face-to-Face

○ Virtual

○ I have a conflict and can not attend.

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Questions

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