GaDOE
Georgia Department of Education

Georgia's Systems of Continuous Improvement

The Friday Webinar Series

Conducting a Single Comprehensive Needs Assessment—Family & Community Engagement

Office of School Improvement

Office of Federal Programs

Georgia Family Connection Partnership

March 17, 2017

Presenters

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School and District Effectiveness

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Georgia Family Connection Partnership

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Director
Federal Programs

Agenda

- Georgia's Systems of Continuous Improvement

- Family & Community Engagement (FCE) System

- FCE Structures and Processes

- FCE and the CNA Tool

- Resources

Georgia's Systems of Continuous Improvement

Comprehensive Needs Assessment (CNA) Tool

Georgia Department of Education
Comprehensive Needs Assessment

	Page	Status
1. Planning and Preparation	**7**	
1.1 Identification of Team	7	Not completed
1.2 Identification of Stakeholders	8	Not completed
1.3 Project Management	11	Not completed
2. Data Collection and Analysis	**13**	
2.1 Coherent Instructional System	13	Not completed
2.2 Effective Leadership	19	Not completed
2.3 Professional Capacity	27	Not completed
2.4 Family and Community Engagement	33	Not completed
2.5 Supportive Learning Environment	39	Not completed
2.6 Demographic and Financial	48	Not completed
2.7 Student Achievement	52	Not completed
3. Needs Identification and Root Cause Analysis	**73**	
3.1 Trends and Patterns	73	Not completed
3.2 Program Strengths and Challenges	76	Not completed
3.3 Identification and Prioritization of Overarching Needs	81	Not completed
3.4 Root Cause Analysis	82	Not completed

CNA Tool

Georgia Department of Education
Comprehensive Needs Assessment

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Georgia's Systems of Continuous Improvement

Essential Systems for School Improvement

Family and Community Engagement

The major system of the complex school organization that develops quality links between school professionals and the parents and community that school is intended to serve

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Family and Community Engagement Structures

- Welcoming All Families/Community
- Communicating Effectively with Families and the Community
- Supporting Student Success
- Empowering Families
- Sharing Leadership with Families and the Community
- Collaborating with the Community

Six Structures of the Family and Community Engagement System

- Welcoming All Families/Community

- Communicating Effectively with Families and the Community

- Supporting Student Success

- Empowering Families

- Sharing Leadership with Families and the Community

- Collaborating with the Community

Six Structures of a Family and Community Engagement System

#1

Welcoming All Families/Community

The element of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in school

Welcoming All Families/Community

Sample District Processes:

- ➢ Use the GaDOE walk-through exercise to reflect on your school's environment
- ➢ Discuss scenarios for an elementary or middle-high school as a school team
- ➢ Visit a Family-Friendly Partnership School Award winner near you

GA Family-Friendly Partnership Schools Initiative at
http://partnerships.gadoe.org

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Georgia's Family-Friendly Partnership Schools Virtual Tours

Georgia's Virtual Family-Friendly Partnership School: Achieve Elementary School

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Georgia-Family-Friendly.aspx

Six Structures of a Family and Community Engagement System

#2

Communicating Effectively with Families and the Community

The element of family and community engagement system that ensures families, the community, and school staff engage in regular, two-way, meaningful communication about student learning

Six Structures of a Family and Community Engagement System

#3

Supporting Student Success

The element of the family and community engagement system that ensures families, the community, and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively

Six Structures of a Family and Community Engagement System

#4

Empowering Families

The element of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success

Six Structures of a Family and Community Engagement System

#5

Sharing Leadership with Families and the Community

The element of the family and community engagement system that ensures families, the community, and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

Sharing Leadership with Families and the Community

Sample District Processes:

➢ Jointly develop the Parent and Family Engagement Policy/Plan by coordinating meaningful consultation with

- Students, Parents, and Family Members
- Community-based Organizations
- Community Leaders
- Employers and Business Leaders

Parent Involvement Coordinator (PIC) Spotlight at http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/PIC-Spotlight.aspx

Six Structures of a Family and Community Engagement System

#6

Collaborating with the Community

The element of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expand learning opportunities, community services, and civic participation

2.4 FAMILY and COMMUNITY ENGAGEMENT

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

2.4.1 FAMILY AND COMMUNITY ENGAGEMENT DATA

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	○
Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	○
Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	○
Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	○
Data Sources		
Comments (optional)		

Data Sources

2.4.1 FAMILY AND COMMUNITY ENGAGEMENT DATA

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	○
Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	○
Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	○
Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	○
Data Sources		
Comments (optional)		

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	○
Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	○
Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	○
Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	○
Data Sources		
Comments (optional)		

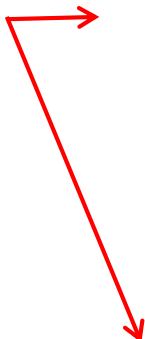| GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	○
Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	○
Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	○
Not Evident	Expectations for family and community engagement have not been established across the district.	○
Data Sources		
Comments (optional)		

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	○
Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	○
Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	○
Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	○
Data Sources		
Comments (optional)		

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	○
Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	○
Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	○
Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	○
Data Sources		
Comments (optional)		

Leader Keys Effectiveness System	
Standard	**Score**
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.	
Source: TLE Electronic Platform (FY16)	

Teacher Keys Effectiveness System	
Standard	**Score**
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.	
Source: TLE Electronic Platform (FY16).	

Academic Parent-Teacher Teams (APTT) Percentage of Parents Participating in APTT Meetings		
	2015-16	**2016-17**
Meeting 1		
Meeting 2		
Meeting 3		
Source: Local APTT program data (to be completed by participating LEAs).		

2.4 Family and Community Engagement   *35*

Other Data Sources

COMPREHENSIVE NEEDS ASSESSMENT DISTRICT REPORT

SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to family and community engagement.	
Additional data: What additional facts did the team identify that relate to family and community engagement? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

Guiding Questions

2.4.2 FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS

Welcoming all families and the community: What processes are in place to ensure that schools in your district are supported in making families and communities feel welcomed at the schools? Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

Communicating effectively with all families and the communities: What are the processes for ensuring effective communication with families and communities across the district and in schools? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Guiding Questions, cont.

Supporting student success: What processes are in place at the district level to ensure that schools are supporting student learning and healthy development both at home and at school? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Empowering families: What processes are in place at the district level to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Guiding Questions, cont.

Sharing leadership with families and the community: What processes are in place to ensure that family and communities are equal partners in the decisions that affect children in their schools? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Collaborating with the community: What district processes are in place to ensure that district/schools effectively collaborate with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Trends and Patterns

2.4.3 FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS

Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

Resources

- GaDOE School & District Effectiveness Division

- GaDOE Federal Programs Division

- GaDOE State Migrant Parent Advisory Council (PAC)

- GaDOE Family-School Partnership Program

- PTA National Standards for Family-School Partnerships

- Georgia Family Connection Partnership

Guest Presenter

Rebecca Rice
Georgia KIDS COUNT Manager
Georgia Family Connection
Partnership
Rebecca@gafcp.org

Professional Development:
Georgia's Systems of Continuous Improvement

Friday Webinar Series	Date
Georgia's Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview	February 10
Planning and Preparation	February 17
Coherent Instructional System	February 24
Effective Leadership	March 3
Professional Capacity	March 10
Family & Community Engagement	March 17
Supportive Learning Environment	March 24
Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing	March 31
Problem Solving Process; Selecting Interventions	April 7
Improvement Planning – Systems and Processes	April 21
Planning – Budgeting	April 28
Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5

www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx

Georgia's Systems of Continuous Improvement

Updates

- Prepopulated CNA Documents for Priority and Focus schools will be delivered by the end of March

- Prepopulated CNA Documents for the targeted schools selected by the 50 intensive SSIP districts will be delivered by the end of March

- Prepopulated CNA Documents for Title I schools is still in development with no set delivery date yet. More details next week.

Updates

- Federal Programs Website

  http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx

- Frequently Asked Questions (FAQ) available

- Additional webinar scheduled for March 31 at 11:00 showcasing the alignment between SSIP and the GA Systems of Continuous Improvement
  - Register here: https://attendee.gotowebinar.com/register/4842424412436534785

- May 10 Regional Workshops
  - 3 staff per district; 6 statewide locations
  - Registration information available next week

Questions?

- Phillip Luck (pluck@doe.k12.ga.us)
- Amy Song (asong@doe.k12.ga.us)
- Israel Cortez (jcortez@doe.k12.ga.us)
- Rebecca Rice (Rebecca@gafcp.org)
- John Wight (jwight@doe.k12.ga.us)

- General Questions: federalprograms@doe.k12.ga.us