


Georgia Department of Education

Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://gaDOE.org)

Richard Woods,  
 Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://gaDOE.org)


# 21<sup>st</sup> Century Community Learning Centers Program

## FY19 Annual Subgrantee Training



Macon Marriott  
 Convention Center


July 24, 2018




1

# Purpose of this Training

- Overview of program requirements
- Grass roots approach to getting back to the basics
- Review timelines
- Understand expectations



Richard Woods,  
 Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://gaDOE.org)



2

B

# Georgia's Systems of Continuous Improvement



Common language for communication between program sites, schools, and districts.



21<sup>st</sup> CCLC, along with all other federal programs, is embedded in this framework!

## Introductions/Roles



Program Manager



Education Research and Evaluation Specialists (ERES)



Fiscal Analysts (FA)



Program Secretary

## Education Research and Evaluation Specialists (ERES)



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

**Region 1: Jeff  
Barnett**

**Region 2:  
Simone  
Danielson**

**Region 3:  
Lakeysa  
Hallmon**

**Region 4:  
Ritchie Ray**

**Region 5:  
Mike Hatfill**

**Region 6:  
Cindy Turner**

Georgia Department of Education

5

## Fiscal Analysts



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)



**Tehsin  
Akram**



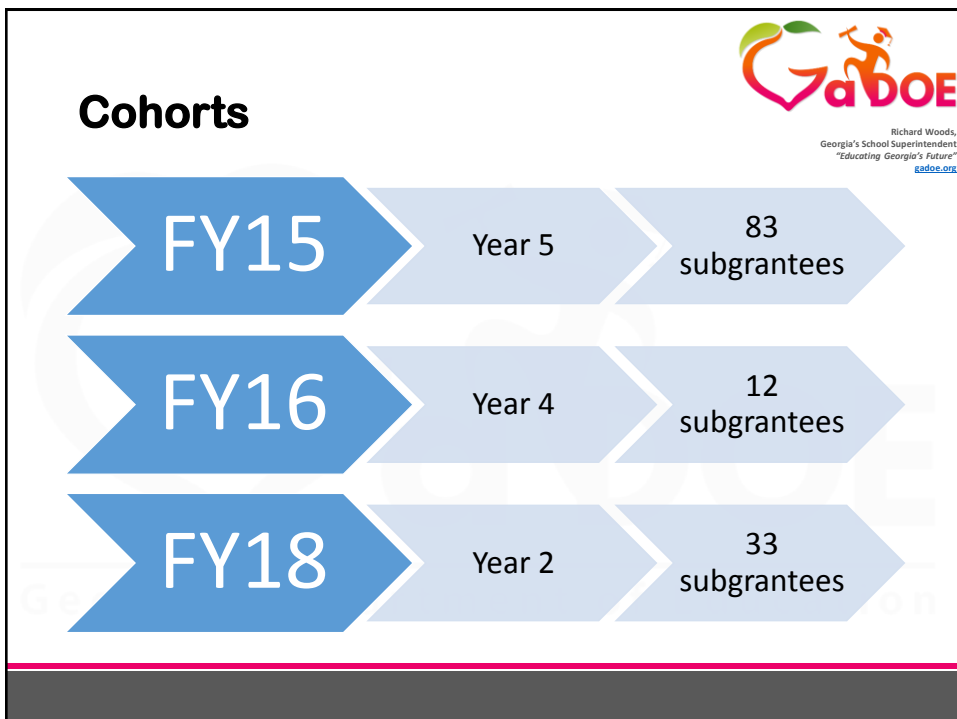
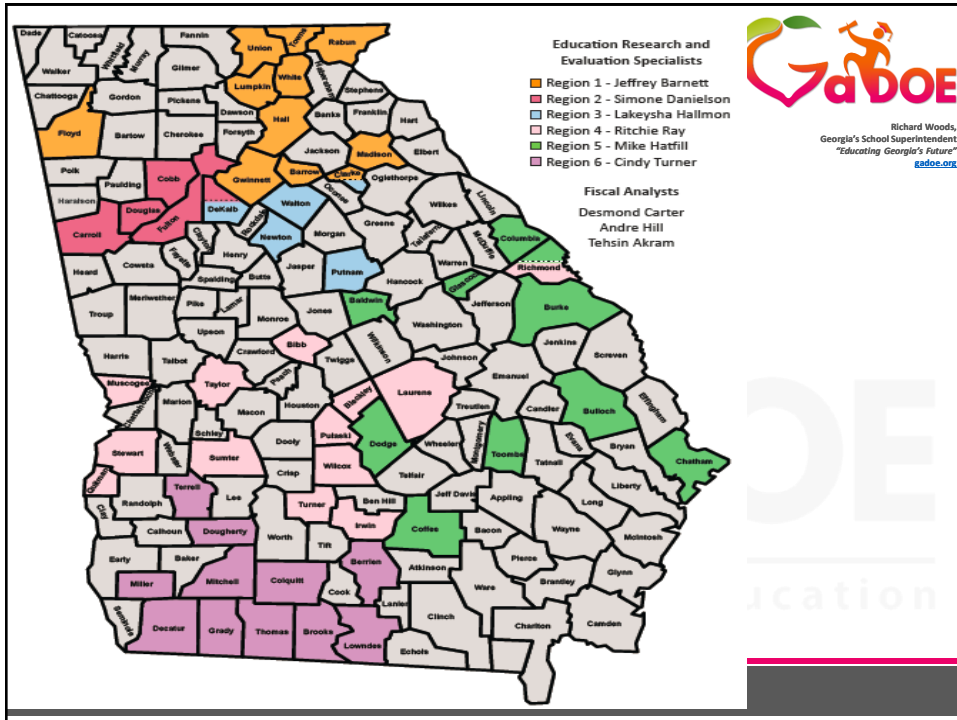
**Desmond  
Carter**



**Andre Hill**



6



## How do we support you?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

- Regular communication via emails and phone calls
- Site visits/meetings
- Webinars
- Regional Meetings
- Professional Development opportunities
- Mentoring/Networking opportunities



Georgia Department of Education

9

## Education Research and Evaluation Specialists (ERES)



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

Each region of the state has an ERES who serves as the programmatic contact for the grant.

### Your ERES will:

- Provide information
- Provide guidance
- Provide support
- Be the liaison

### Inform you about:

- Dates and deadlines
- Professional development opportunities
- Updates from the US ED and GaDOE
- Monitoring details
- Upcoming events

10

## Education Research and Evaluation Specialists Continued



Your ERES will support you by:

- Providing technical assistance
- Arranging pertinent professional development sessions (Brown Bags, clinics, one-day trainings)
- Visiting each site and offering advice (technical assistance)
- Participating in special events

11

## No Flash Drive



- All forms are now online on the GADOE 21<sup>st</sup> CCLC website:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-CCLC-Forms.aspx>



12

## Major Resources



- Your Approved Grant Application
- GaDOE 21<sup>st</sup> CCLC Webpage
- FY19 Subgrantees Operations Manual
- 21<sup>st</sup> CCLC Colleagues
- Regional Cayen Contractors



13

## Helpful Reminders




---

Read and re-read your application

---

Share the goals and objectives with your staff

---

Utilize GaDOE staff

---

Document, document, document (monitoring)

---

Value the importance of data

---

Stay within the budget and purchase early

14

## Program Assurances and Conflict of Interest



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

- FY19 Program Assurances Signed in Consolidated Application
  - During Budget Submission Process
- Attach signed Conflict of Interest Policy

*Contact your FA regarding Con App & Invoice App portal access (change in authorized personnel, new grantees)*

- DO NOT EMAIL TO ERES, FA or GaDOE

The screenshot shows the 'Consolidated Application' page. The 'Assurances' tab is highlighted with a red circle. Below the tab, it displays 'District Name' (redacted), 'Fiscal Year: 2017', and 'Status: Approved (Date: 10/06/2016 09:34:15)'. There are links for 'Program Information', 'Budget', 'Audit Trail', 'Assurances', and 'Programs'. An 'Accept' button is visible. At the bottom, it says 'Assurances' and 'Superintendent signed off Assurances on September 30, 2016.'

The screenshot shows the 'Consolidated Application' page. The 'Attachments' tab is highlighted with a red circle. Below the tab, it displays 'District Name' (redacted), 'Fiscal Year: 2017', and links for 'Programs', 'Planning', 'Prayer Certification', and 'Attachments'. A 'Print' button is also visible.

## Handbooks



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

- Parent/Student Handbook
- Staff – Need one Staff Handbook
- 21<sup>st</sup> CCLC Operations Manual - List of written policies/procedures (fiscal and programmatic)
- Need more information in program handbooks than policies/procedures in monitoring document
- Include cover page with name of program and year
- Document, document, document



# Monitoring



## Purpose of Monitoring:

- To ensure programs are in compliance with Federal and State requirements
- To ensure programs are conducting programming as described in the approved grant application
- To continuously strengthen and improve 21<sup>st</sup> CCLC programs

17

# Monitoring



## Process for monitoring:

- Start preparing the first day of FY19 programming
- Pre-Monitoring Activities (PMA) - All subgrantees must submit PMA documentation to Home ERES (by October 1, 2018)
- Onsite and Desktop Monitoring - Conducted annually beginning in January
- Conducted by non-home ERES and FA
- Notification of monitoring dates by monitoring ERES in October/November (email/phone call followed by letter)

18

# Key Monitoring Updates



## Specific Indicators -

- **P1** – Policies and procedures must be disseminated within 1<sup>st</sup> 30 days of program
- **P9** – Background checks – ensure HR letter verifies clearance for all staff
- **P10** – Professional Learning Plan – at least one opportunity per semester. One opportunity focused on promoting supportive student climate (positive relationships, youth development). Review evidence

19

# Key Monitoring Updates

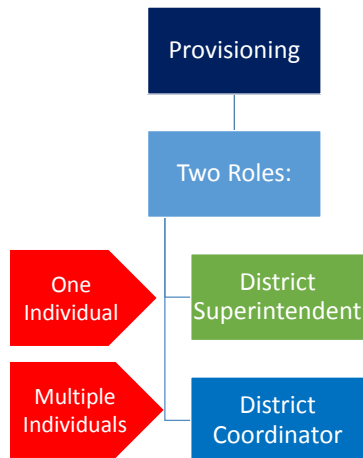


## Specific Indicators -

- **P12** – Communication – increased number of required samples (3-5)
- **P14** – Sustainability Plan (PMA Only - Removed)
- **P18** (PMA Only and merged with P10)

20

# Monitoring Process – GaDOE Monitoring Portal



## LEAs – School Districts

- Request access through Security Officer.
- LEA can have multiple staff as the District Coordinator

## Non-LEAs (including Colleges and Universities)

- Complete access request form

21

# Monitoring continued



Home ERESs and FAs will conduct more specific and detailed regional trainings on the monitoring process and the 2018-2019 Compliance and Performance Assessment Monitoring Form during one of the regional Brown Bags before monitoring begins.

22

# ADA Monitoring



ADA is not a specific indicator on the monitoring document, but the GaDOE will closely monitor student attendance at all sites throughout the year.

Early October – 1<sup>st</sup> ADA report

Early December – 2<sup>nd</sup> ADA report (CAP required)

Early April – 3<sup>rd</sup> ADA report (funding reduction)

Regular site visits for entire year

23

# Evaluations



- **Formative Assessment**

- A tool used to measure student progress towards goals and objectives.

- Due February 1, 2019

- **Summative Evaluation and Common Data Elements**

- Summary of program and status of objectives. Provides overall assessment of program year.

- Due June 21, 2019\* (pending SBOE meeting)

- **Summer Evaluation**

- Due August 31, 2018 (2018 Summer)

- Due August 31, 2019 (2019 Summer)

GaDOE will conduct an Evaluation Training for Program Directors and Evaluators – early November

24

# Choosing an External Evaluator



- Must not have a vested interest in program
- Must follow procurement policy
- Must have a contract (as opposed to a MOU)
- Meet with potential evaluators. Have them provide sample reports. Outline detailed expectations in initial meeting and make sure all is covered in the contract.
- Network with other programs over the next couple of days to find quality evaluators.
- Payment AFTER you are satisfied with final results!

25

# Cayen/AfterSchool 21



## Online Program Management System

- Decide person AND process for entering program data.
- May have one person designated (i.e. Data Specialist)
  - Cross train multiple individuals
- May use site coordinators to input data
- External Evaluators will need access to Cayen to prepare formative, summative, and summer evaluations.

26

# Cayen/AfterSchool 21



## Data Collection

- Maintain student registration and attendance for each academic or enrichment activity/session.
- Student report card grades and test scores are entered to generate reports used for evaluations.
- Input program information such as grant information, site information, and goals and objectives from grant application.

27

# Cayen/AfterSchool 21

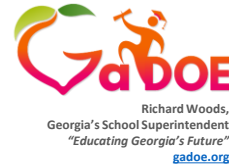


## Generate Reports

- Used to generate monthly reports for state and federal agencies
- APR (Annual Performance Reports) used for Summative evaluation - Three deadlines to certify data (Summer, Fall, and Spring)
- The US Department of Education uses data in Cayen to collect and track 21<sup>st</sup> CCLC programming information.

28

# Cayen/AfterSchool 21



## Regional Cayen Contractors/Representatives

- Regional Cayen Contractors to provide assistance and training:

*Katrina Smith-Garvin*

*Region 4, 5 and 6*

*ksgvin@gmail.com*

*912-844-4096 cell*

*912-656-8299*

*Jenny Stowers*

*Region 1, 2 and 3*

*jnstowers@townscountyschools.org*

*828-506-3515 cell*

*706-896-4131 x1110*

29

# Forms, Forms and More Forms



Amendment Form

Field Trip Proposal Form

Professional Learning Proposal Form

Technology Proposal Form

Program Income Form

Site Update Form

30

# Forms continued

## Program Amendment



- Discuss reason for possible amendment with ERES
- Complete amendment form and email to ERES
- Obtain approval of amendment from GaDOE prior to implementation of change(s)
- Possible program amendment:
  - Change in program/site operations: Location, operational hours or days*
  - Change in key personnel (fiscal agent, superintendent/CEO/Executive Director, or program director)*
  - Change in goals or objectives (Limited to continuation subgrantees)*
  - Change based on external evaluator recommendations (Limited to continuation subgrantees)*
- See the 21stCCLC website

31

# ...More Forms...

## Field Trip Proposal



- Must support the academic session or activity
- Submit proposal if reimbursement is needed from 21<sup>st</sup> CCLC funds
- No submission if other funds used for field trip
- Must link to the approved application goals and objectives
- Provide lesson plans/pre or post activities
- Email to ERES at least two weeks prior to event
- No overnight field trips; including lock-ins and retreats
- Must occur outside regular school day hours (i.e. After School, Weekends, Holidays, Intersessions, Summer)
- May purchase safety T-shirts for field trips. T-shirts must have 21<sup>st</sup> CCLC name or logo.
- Appendix Q of 21<sup>st</sup> CCLC Operations Manual

32



## ...And More Forms...

### Field Trip Proposal Cont.



- Field trips are encouraged. Some things to remember when planning a field trip:
- Field trips may be listed in your approved budget. That simply means that there is money for field trips. Before you plan a field trip, check with your ERES/FA to see if it is allowable.
  - Educational trips are usually allowable if they are aligned with your goals and objectives.
    - Zoo, museum, college tours, wildlife centers, historic areas
    - Entertainment field trips are not allowable.
    - Movies, restaurants, theme parks, sporting events, bowling are not allowable.
    - You can use charter buses for your field trips.
- **FIELD TRIPS BEING PAID FOR BY 21<sup>ST</sup> CCLC FUNDS MUST BE APPROVED BY YOUR ERES TWO WEEKS BEFORE THE TRIP IS SCHEDULED.**
- **Field trips not approved may not be reimbursed by 21<sup>st</sup> CCLC funds.**

33

## ...Still More Forms...

### Professional Learning Proposal



- Must support the approved application goals and objectives
- Submit proposal if reimbursement is needed from 21<sup>st</sup> CCLC funds.
- Do not submit proposal for: Brown Bags, 21<sup>st</sup> CCLC Annual Training or other trainings/clinics sponsored by Georgia 21<sup>st</sup> CCLC (ASYD Conference)
- Submit PL forms for: Beyond School Hours Conference, National Youth At Risk Conference, 21<sup>st</sup> CCLC Summer Institute
- No submission if other funds used for trainings/conferences
- Email to ERES at least two weeks prior to event
- See 21<sup>st</sup> CCLC Subgrantees Operations Manual

34

## ...Yet More Forms...

### Professional Learning Proposal Cont.



- Professional Development is a very important requirement for keeping your programs current and effective.
- Professional learning may be listed in your approved budget. That simply means that there is money for professional learning. Before you plan professional learning, check with your ERES/FA to see if it is allowable.
- It is possible that you could buy a curriculum that offers training. You are encouraged to use the training, but you must submit the Professional Learning Proposal form before the training takes place.
- All Professional Learning Proposal forms must be emailed to ERES at least two weeks prior to event.
- Unapproved Professional Learning may not be reimbursed by 21<sup>st</sup> CCLC funds.

35

## Yes, More Forms...

### Technology Proposal



- Must support the approved application goals and objectives
- Submit proposal if reimbursement is needed from 21<sup>st</sup> CCLC funds
- No submission if other funds used for purchases
- Need to submit and purchase during first years of grant
- Email to ERES at least two weeks prior to purchase
- Plan purchase early in school year to maximize impact and use
- See 21<sup>st</sup> CCLC Subgrantee Operations Manual

36

## ...Last of the Forms...

### Technology Proposal Cont.



- Technology purchases may be listed in your approved budget. That simply means that there is money for technology purchases. Before you purchase technology, check with your ERES/FA to see if it is allowable.
- If you are making any technology purchases using 21<sup>st</sup> CCLC funds, YOU MUST SUBMIT A TECHNOLOGY PROPOSAL FORM!
- Plan ahead, if you are looking for something in particular, do not wait until you see it on sale and buy it without approval.
- Unapproved purchases may not be reimbursed.

37


## Program Staff Planning/Meetings



- Regular staff planning/meeting times are very important to the success of any program
  - Effective communication to all staff
  - Allows staff to share concerns
  - Planning of meaningful and engaging activities for students
- Meetings do not need to be lengthy.

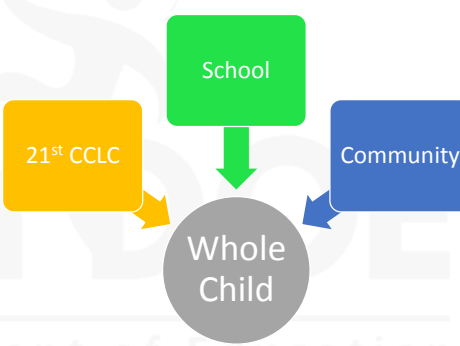
38

# Collaboration and Communication with School Day



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

- Meaningful Relationship Building
- Shared Vision
- Effective Planning
- Leverage Resources
- Greater Impact



```

graph TD
    School[School] --> WC((Whole Child))
    CCLC[21st CCLC] --> WC
    Community[Community] --> WC
  
```

Georgia Department of Education

39

# Collaboration and Communication with School Day



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

## Aligning With the School Day

### Trainings To Go →

 Trainings to Go are hour-long training plans that include a PowerPoint, handouts, and training guides. Click the trainings to get tips on how to customize professional development plans to fit different staff needs, training time frames, and training goals.

### Training Starters →

 Training Starters help you plan trainings on key topics related to the subject matter. Click the different training starters for tips on creating trainings that address your program needs and next steps.

### Tools →

 Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.



[Y4y.ed.gov](http://Y4y.ed.gov)

40

# Family Engagement



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

- Provide adequate and welcoming space to engage families
- Establish a bridge between parents and schools
- Communicate and build trusting relationships
- Be intentional about staff hiring and training
- Connect families to each other, staff, schools, and communities



Little, P. *Evidence-Based Strategies for Supporting and Enhancing Family Engagement*

41

# Family Engagement



## Family Engagement



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

### Introduction to Family Engagement →



Understand how to support families from diverse backgrounds and create a program that supports family needs.

### Implementation Strategies →



Find strategies to get to know your families and engage them in the program in creative ways. Gain examples and tips on supporting families through your program.

### Coaching My Staff →



Create a program culture that enables you to get to know the families of the students you serve.

### Tools →



Find ready-to-use, customizable tools that can help you in your efforts to engage families.



[Y4y.ed.gov](http://Y4y.ed.gov)

42

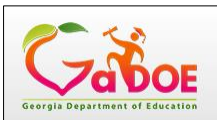
# Advisory Council



- **Choose wisely !!!**
- The council is meant to be a source of support and guidance for the 21<sup>st</sup> CCLC programs
- The council is required to meet a minimum of twice a year with the first one occurring by December 2018
- One “trusted” teacher– how can this person connect you to other teachers/ coaches?
- Community leader– how is this person connected to the community? How can he or she connect 21<sup>st</sup> CCLC to the community?
- One strong student-- student advocate--positive and well-rounded
- One strong parent – trusted parent who is connected, trusted and valued by other parents
- One administrator - 21<sup>st</sup> CCLC operates more effectively with the support of administrators

43

# Resources



Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & P

Home → School Improvement → Federal Programs → 21st Century Community Learning Centers

Title I, Part A

## 21st Century Community Learning Centers

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx>

### Program Resources

- Staff Contact List
- 21st CCLC Information
- Forms
- Evaluation Resources
- Monitoring and Compliance
- 2015-2016 Executive Summary
- Resources
- Webinars
- FY17 21st CCLC Subgrantees
- FY18 Request For Proposals (RFP)
- Complaint/Comment

# Resources

## Networking & Mentoring Opportunities

- Brown Bag Meetings
- Tri-Regional Meetings
- Clinics
- One-Day Trainings
- After School Conferences



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)



45

## IMPORTANT DATES



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

**August 20, 2018**

Private School Consultation Form  
Conflict of Interest Form  
Assurances (Signed In Portal)

**August 31, 2018**

FY18 Summer Evaluation

**September 26-28**

ASD Conference- Columbus, GA



8/1/2018

46

# IMPORTANT DATES





Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

**October 1, 2018**  
PMA Due Date

**October 12, 2018**  
Certify spring 2018 Data

**October 25, 2018**  
Lights on Afterschool



8/1/2018
47

# IMPORTANT DATES





Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

**November 30, 2018**  
Certify Summer 2018 Data

**February 1, 2019**  
Formative Assessment

**February 28, 2019**  
Certify Fall 2018 Data

**June 21, 2019**  
Summative Evaluation



8/1/2018
48





Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)




## *Estimated RFP Timeline*

- ☐ **Release-** August 2018/September 2018
- ☐ **Deadline-** January 2019/February 2019

Georgia Department of Education

---


8/1/2018 49



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

## Final Thoughts...

- Think outside the box
- Develop relationships
- Be critical of your program
- Be honest about your program
- Listen to your stakeholders
- Don't forget why you are here




---

50



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# HOW TO DEVELOP AN EFFECTIVE & CONTINUOUS EVALUATION & IMPROVEMENT PROCESS

Georgia Department of Education

8/1/2018

51

## Georgia's Systems of Continuous Improvement



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)



- GaDOE Unified approach to improvement
  - Framework
  - Problem solving model
- Provides a structure to align GaDOE tools and resources
  - Creating aligned "Toolbox"
- Provides framework to support flexibility of funding streams
  - Structure to match district "Needs" to improvement actions

Georgia Department of Education

## What Types of Data Should Programs Utilize?



Richard Woods,  
Georgia's School Superintendent  
"Taking Georgia's Future"  
[ga.gov/2018](http://ga.gov/2018)



8/1/2018

53

## What Makes Data a Four Letter Word at In Your Program?



Richard Woods,  
Georgia's School Superintendent  
"Taking Georgia's Future"  
[ga.gov/2018](http://ga.gov/2018)

- Not my job
- I don't know what it means
- It's a waste of time
- I don't know where to find it
- I haven't been trained
- I have too much going on
- I know my students, I don't need to look at the data
- I tried it and it doesn't work



Georgia Department of Education

## What type of data should programs utilize?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

- Data can include everything from survey feedback to attendance records to scores on tests.
- Our focus- Monitoring indicator P20 - The subgrantee utilizes data and results to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. **Evidence of continuous academic revisions based upon results of report cards, test scores, student progress reports, and periodic assessment results of student performance.**

Georgia Department of Education

8/1/2018

55

## What type of data should programs utilize?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

- As a support to the schools, the data you utilize should be driven by the needs of the school (RFP needs assessment and the schools CCRPI Score) and the goals and objectives of the grant.
- If these two areas are not aligned, then you may need to have some conversations or revisions of goals and objectives to ensure you are collecting and evaluating the most appropriate data.



Georgia Department of Education

8/1/2018

56

## Sample types of data from around the State of Georgia



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

- GA Milestones (End of Grade 3 – 8 and End of Course 9 – 12)
- Read 180
- Dibels – K – 3
- Star 360 – K – 12
- Progress Assessments (local) – 3 – 8
- ACCESS for ELLs – K – 12
- GKIDS – K
- ITBS – Usually 3 – 8
- NAEP – usually 3 - 9
- AIMSweb – ES/MS
- CogAT – usually 3 - 8
- Grades

[GA CCRPI SCORES 2017](#)

8/1/2018

57





Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Grade level representative	Grade level representative	Grade level representative
Counselor	Team Leader	Team Leader
Social Worker	Graduation Coach	Graduation Coach
Academic Coach	Academic Coach	Academic Coach
Assistant Principal	Counselor	Counselor
After-school Site Coordinator	Social Worker	Social Worker
Lead After-school Teacher	Assistant Principal	Assistant Principal
	After-school Site Coordinator	After-school Site Coordinator
	Lead After-school Teacher	Lead After-school Teacher

**Who should be involved in the data evaluation process?**

8/1/2018

58


Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

***The individuals you choose to be a part of your team should be the best representatives for obtaining data in a timely manner and a part of the process for addressing needs in the after-school program.***

**Who should be involved in the data evaluation process?**

8/1/2018

59



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

**What is a good timeline??**

The filter	January 15, 2016													January 16, 2016														
	16	17	18	19	20	21	22	23	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15				
Green																												
Coleman																												
Alysson																												
Camron																												
Robbie																												
Helena																												
Isabelle																												
Leanne																												
Linnea																												
Woodrow																												
Ciottide																												
Eveline																												
Joyce																												
Rebeka																												
Cesar																												

Georgia Department of Education

8/1/2018

60



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

## What is a good timeline??

- The timeline you chose will be centered around the data sources chosen
- If grades, benchmark scores, or other local assessment scores are utilized, then the data should be collected at multiple points throughout the school year
- If you use state or national level assessment scores then you will need to do a comparison for data from one year to the next.

[SAMPLE TIMELINE](#)

8/1/2018

61



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

## So, What Does An Effective & Continuous Evaluation/Improvement Process Look Like?



8/1/2018

62

## So, What Does An Effective & Continuous Evaluation/Improvement Process Look Like?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

The steps include links to additional resources provide by GaDOE.

- Step 1—Collect and chart data (Identify Needs)

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Identify-Needs.aspx>

- Step 2—Analyze strengths and obstacles (Select Interventions)

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Select-Interventions.aspx>

- Step 3—Establish goals: set, review, revise (Plan Implementation)

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Plan-Implementation.aspx>

8/1/2018

63

## So, What Does An Effective & Continuous Evaluation/Improvement Process Look Like?



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

- Step 4— Apply instructional strategies (Implement Plan)

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Implement-Plan.aspx>

- Step 5—Determine results indicators (Examine Progress)

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Examine-Progress.aspx>

8/1/2018

64



WHAT DATA TO COLLECT	ANALYSIS OF THE DATA	GOAL/BENCHMARK	STRATEGIES	RESULTS INDICATORS



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov/DOE](http://ga.gov/DOE)

Questions to Keep in Mind during Data discussions:

- What does student achievement look like (in ELA/Reading, Math, Science, Writing, etc.)?
- What variables that affect student achievement are within your control?
- What variables that affect student achievement are outside your control?
- How do you currently explain your results in student achievement?
- In the absence of data, what is used as a basis for instructional decisions?

8/1/2018
65

### Data Analysis Logic Model



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov/DOE](http://ga.gov/DOE)

District Goal: \_\_\_\_\_

Subgrantee Name: \_\_\_\_\_

Resources What resources are or could reasonably be available to implement each strategy/activity?	Strategies/Activities What activities and/or strategies will the team use to accomplish the objective(s)?	Research Research Rationale that demonstrates a rationale that the strategy or activity might work	Metrics What metric will be used to evaluate progress?	Impacts/Outcomes What changes are hoped for over the long term?	Person(s) Responsible Who will be responsible for monitoring the success of the goal?

Questions to Keep in Mind during Data discussions:

- What does student achievement look like (in ELA/Reading, Math, Science, Writing, etc.)?
- What variables that affect student achievement are within your control?
- What variables that affect student achievement are outside your control?
- How do you currently explain your results in student achievement?
- In the absence of data, what is used as a basis for instructional decisions?

<http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/handbook/samplelogicmodel4.docx>

8/1/2018
66

## THOUGHTS ON THE PROCESS??



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)



Georgia Department of Education

8/1/2018

67

## Time to Put the Pieces Together...



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)



Georgia

ion

8/1/2018

68



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# PUTTING ALL THE PIECES TOGETHER



8/1/2018

69



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

## Earlier, we have learned about...

- Sharing the goals and objectives with your staff
- Documentation, documentation, documentation (monitoring)
- Valuing the importance of data
- Collaborating and communicating with school day staff

8/1/2018

70


  
Richard Woods,  
 Georgia's School Superintendent  
 "Educating Georgia's Future"  
[ga.gov/2018](http://ga.gov/2018)

## How do all of the pieces fit together?




Georgia Department of Education

8/1/2018 71


  
Richard Woods,  
 Georgia's School Superintendent  
 "Educating Georgia's Future"  
[ga.gov/2018](http://ga.gov/2018)

## REVIEWING DATA



Georgia Department of Education

8/1/2018 72




Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](#)

**Last year, Indicator P22  
received the highest number  
of findings.**

Georgia Department of Education

8/1/2018 73



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](#)

**This year, Indicator P22 is now  
Indicator P20.**

Georgia Department of Education

8/1/2018 74



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

**After reviewing the survey responses from the annual training last year, there were requests for more networking opportunities and group activities.**

Georgia Department of Education

8/1/2018

75



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

**We used the data to develop the activities for this year's training.**

Georgia Department of Education

8/1/2018

76



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)



8/1/2018

77



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

## Directions

- Identify a **table leader/facilitator** – Your job is to keep the conversation going and all parties at the table actively engaged and involved in the conversation.
- Identify a **note taker/writer**
- Identify a **speaker** – this person will share out to the group
- The table leader is responsible for reading the scenario.

8/1/2018

78

# Within your group

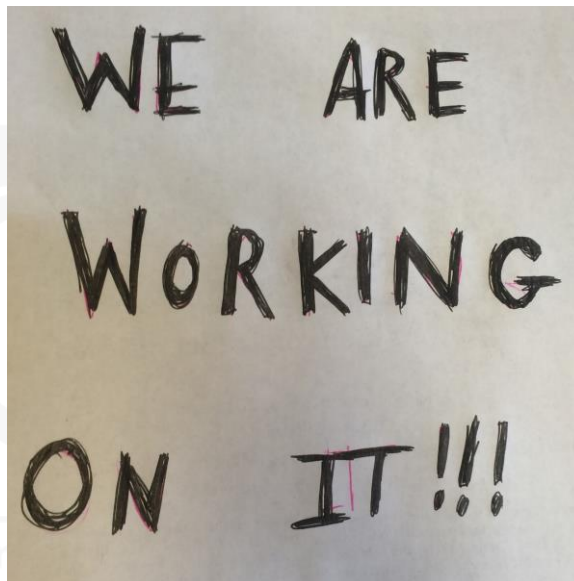


Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov/2018](http://ga.gov/2018)

- Discuss who should attend the meeting
- Discuss your plan-of-action to make program revisions
  - Consider parents
  - Consider students
  - Consider teachers
- Discuss how the program revisions will be shared to the faculty and staff
  - Who will be responsible for this?
- Discuss how the program changes will be documented within your monitoring folder
  - Who is responsible for the documentation?
  - What will be added to the monitoring folder?

8/1/2018

79




Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov/2018](http://ga.gov/2018)

8/1/2018

80






Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

Indicator #	Compliance Area	Evidence	Compliance Status
P20	The subgrantee uses data and results to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.	a. Evidence of continuous academic revisions based upon results of report cards, test scores, student progress reports, and periodic assessment results of student performance. Documentation must include one or more of the following: <ul style="list-style-type: none"> <li>• Dated meeting agenda detailing revisions on academic results and corresponding sign-in sheets.</li> <li>• Dated meeting notes detailing recommendations and/or revisions based on academic results.</li> <li>• Dated written correspondence/notes regarding academic revisions</li> </ul>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet

Georgia Department of Education

8/1/2018
81




Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

a. Evidence of continuous academic revisions based upon the results of report cards, test scores, student progress reports, and periodic assessment results of student performance. Documentation must include one or more of the following: <ul style="list-style-type: none"> <li>• Dated meeting agenda detailing revisions based on academic results and corresponding sign-in sheets.</li> <li>• Dated meeting notes detailing recommendations and/or revisions based on academic results.</li> <li>• Dated written correspondence/notes regarding academic revisions.</li> </ul>
--

Georgia Department of Education

8/1/2018
82




Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](#)

# Let's compare notes....

Georgia Department of Education

8/1/2018 83



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](#)

# How well did your team document the detailed revisions?

Georgia Department of Education

8/1/2018 84



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

Would your team “meet” the  
requirements during  
monitoring?

Georgia Department of Education

8/1/2018

85



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)

*Thank  
you*



Georgia Department of Education

8/1/2018

86