

FY18 GCEL Conference

Title II, Part A Budgeting and Effectiveness

Title II, Part A Specialists

February 25-28, 2018

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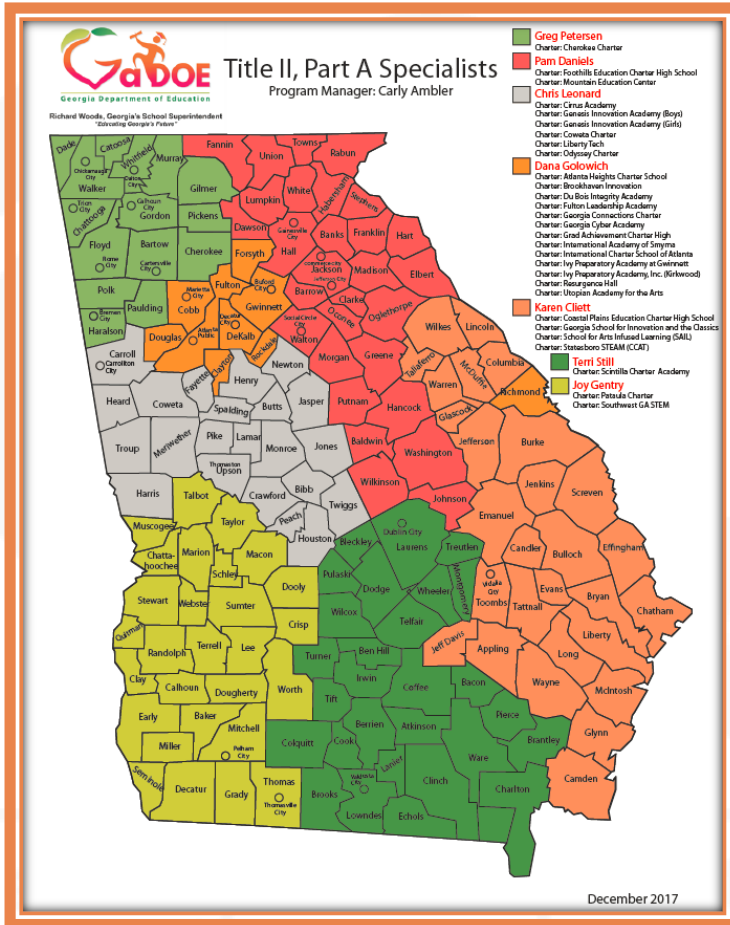
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Title II, Part A Budgeting and Effectiveness

Title II, Part A Map and Specialists



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“Supporting Effective Instruction”



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Technology Services Data Collections Georgia's Statewide Longitudinal Data System Infrastructure Instructional Technology PCGenesis	School Improvement Federal Programs School and District Effectiveness	Assessment & Accountability Accountability Assessment College and Career Ready Performance Index (CCRPI)

Title II, Part A
 Teacher & Leader Support & Development
 Office of Teaching and Learning
 Georgia Department of Education
 1770 Twin Towers East

Title II, Part A Resources

The following resources are available to assist Georgia LEAs with the successful implementation of Title II, Part A. These resources come from Georgia districts, Title II, Part A program staff, the Department and the United States Department of Education.

General Resources

- FY18 Title II, Part A Budget Allocations (10.16.2017)
- GaDOE Portal Login (Login/ Password Required)
- Federal Programs Webpage
- USDE What Works Clearinghouse Webpage
- Evidence for ESSA Webpage
- National Clearinghouse for Educational Facilities
- Educational Resources Information Center (ERIC)

Needs Assessment & Equity

GaDOE has streamlined the ESSA application process. The District CNA Report, District Improvement Plan Template and other ancillary resources are available on the Federal Programs Webpage.

- FY18 GaDOE Comprehensive Needs Assessment Documents
- FY18 Title II, Part A OPTIONAL CNA Guiding Questions (PDF)
- FY18 Stakeholder Engagement Quick Guide (PDF)

For Charter LEAs Waiving FY18 CLIP

FY18 Required CLIP Attachment - LEA Equity Action Plan (07.2017)

Sample Needs Assessment Surveys

(Samples provided are specific to Title II, Part A)

- SAMPLE Parent Survey (01.2016)
- SAMPLE LEA Personnel Survey (01.2016)
- SAMPLE Community/ Business Survey (01.2016)

Title II, Part A Contacts

- Title II, Part A Staff & Map (12.2017)

Title II, Part A Web Pages

- Title II, Part A Main Page
- Title II, Part A Guidance
- Title II, Part A Resources
- Title II, Part A Presentation Materials
- Title II, Part A Plans/Reports

Related Pages

- Federal Programs
- School and District Effectiveness (SDE)
- LEA Equity Plans
- Professional Qualifications
- Complaint/Comment

Newsletters

- August 2016
- September 2016

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Getting to Know the Guidance



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Essential Questions for Identifying and Planning for Title II, Part A Funded Activities/ Strategies

Does the activity/ strategy meet the purpose of Title II?

How is the activity/ strategy aligned to the District Comprehensive Needs Assessment and District Improvement Plan?

Is the activity/ strategy one of the *ESSA Title II, Part A Local Use of Funds Types of Activities*? Is it a strategy recommended in the non-regulatory guidance *Building Systems of Support for Excellent Teaching and Leading (2016)*?

Is the activity/ strategy evidence-based using the Title VIII definition?

If professional development, does the PD align with the Title VIII definition?

Will the LEA be able to determine and report how the chosen activity/ strategy improved teacher, principal or other school leader effectiveness? How will the activity/ strategy be documented?

Is the activity/ strategy supplementing (not supplanting) non-federal funds that would otherwise be used for activities authorized under Title II?

Does the activity/ strategy comply with the Code of Federal Regulations (2 CFR Part 200, 34 CFR Part 76, 34 CFR Part 81)?

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Budget Updates



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Budget Updates

- Budget Status (FY18 & FY19)
 - FY18 Drawdowns
 - FY18 Amendments
 - FY18 Private Schools
 - FY19 Funding Levels
- Budget Codes (Definitions & Resources)
- Funding Flexibility
- Time and Effort
- Procurement
- GaTAPP & GACE Allowability

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FY18 Drawdowns



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Financial Records of Transfer From Title II, Part A to Other Federal Programs

- Drawdown Requests
 - Drawdowns must be tracked and documented at the LEA level
 - Drawdown of funds transferred will have to be made from the Title II, Part A program as the transferred amount is not brought into the Grants Accounting Online Report Systems (GAORS)
 - If transferred out of Title II, Part A, LEAs should drawdown transferred funds from Title II, Part A before drawing down from the primary program. If transferred from Title IV, Part A, drawdown from Title IV, Part A first
- Completion Report
 - Transferred funds will be reported on the Title II, Part A completion report

FY18 GCEL Conference Title II, Part A Budgeting and Effectiveness FY18 Budget Amendments



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FY18 Budget Amendments

- Reduction in FY18 allocation
- FY17 Carryover

Private School Carryover

- FY18 – private schools will receive FY17 carryover (NCLB)
- FY19 – private schools will not receive FY18 carryover (ESSA)
(consider funding during July, August, September)

FY18 Title II, Part A Equitable Services Worksheet										
<small>Worksheet to be uploaded as an attachment to the MyGaDOE consolidated application with the original budget submission only if the LEA takes less than 10% in administrative costs for administering LEA grant and private school equitable services. Upload with budget amendments if administrative costs change or private schools have carryover. Form must be uploaded as an excel document. LEAs may enter information into white cells only. Light green cells contain formulas and should not be edited. Contact Title II, Part A Specialists with questions.</small>										
LEA Name	LEA Enrollment	Private School Enrollment	LEA and Private School Enrollment	¹ Original Allocation	Admin Reservation	% of Allocation Reserved	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
		0	0			0	\$0	0	\$0	\$0
				² Reduction to Allocation	Admin Reservation	0 or Allocation	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
				³ Addition to Allocation	Admin Reservation	0 or Allocation	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
						0	\$0	0	\$0	\$0
Private School Name	Enrollment	Original Allocation	Reduced Allocation	Increased Allocation	Carryover	<small>NCLB: Carryover allowed. ESSA: Explanation must be attached if LEA makes carryover available to private schools. ¹ Original allocation is the initial grant award from the SEA. ² Reduction to allocation is a decrease in the grant award from the SEA. ³ Addition to allocation is an increase in the grant award from the SEA.</small>				
		\$0	\$0	\$0		<small>Justification if Administrative Costs Exceed 10%. How is the reasonable and necessary?</small>				
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						

FY18 GCEL Conference Title II, Part A Budgeting and Effectiveness FY18 Private School Updates



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State Ombudsman

Common Equitable Services Requirements Under Titles I and VIII

New Requirement: Ombudsman To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements under both Title I and Title VIII. (ESEA sections 1117 (a)(3)(B) and 8501(a)(3)(B).)

What are the roles and responsibilities of an ombudsman?

An ombudsman should serve as an SEA's primary point of contact for addressing questions and concerns from private school officials and LEAs regarding the provision of equitable services under Titles I and VIII. In addition, the ombudsman is required to monitor and enforce the equitable services requirements under Titles I and VIII and, thus, should have a significant role in the State's monitoring process. Furthermore, the ombudsman should ensure that private school officials know how to contact the ombudsman. The following are examples of activities the ombudsman could undertake in fulfilling the roles and responsibilities of the position:

- Serve as a general resource regarding equitable services requirements for both LEAs and private school officials, which may include conducting initial outreach to

Contact Information

Shaun Owen

Director of Consolidated Federal Initiatives
State Ombudsman
404-971-0096
sowen@doe.k12.ga.us

Updates

[The Use of the W9 and 1099](#)

Forms

[FY18 Private School Data Collection Form](#)

[Private Schools-Equitable Services Forms to Submit to GaDOE](#)

[Complaint Form](#)



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- Mid-Late Fall 2017 – The District contacts all private schools eligible for equitable services
- Late Fall-Winter 2017 – The District hosts an information session about equitable services and begins consultation process
- Late Spring-Summer 2018– The District and Participating Private School engage in ongoing consultation to determine needs and develop a program for the provision of equitable services in 2018-2019
- The following school year 2018-2019 – The District and participating Private School engage in ongoing consultation to monitor program implementation and effectiveness (adjusting as needed). The Private School program should start at the same time as the public school
- The end of the grant period October 2018 – The Private School confirms receipts of equitable services

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FY18 Private School Updates - Timeline



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- **12/15/17 – Form A**

Private School Initial Consultation and Notification of Intent for 2018-2019 Provision of Services (Affirmation of Initial Consultation and Intent Notification)

- **6/30/18 Form B- Part 1**

FY18 Private School Consultation for FY18 Provision of Services (Timely and Meaningful Consultation Affirmation - Ongoing Consultation)

- **10/1/18 Form B- Part 2**

FY18 Private School Consultation for FY18 Provision of Services (Timely and Meaningful Consultation Affirmation - Equitable Provision of Services)

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FY18 Private School Updates - Consultation



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- **Phase 1 (Fall):** Initial Consultation & Notification of Intent
- **Phase 2 (Spring):** Planning & Program Development
ongoing consultation sessions
- **Phase 3 (School Year):** Implementation and evaluation
ongoing consultation sessions
- **Phase 4 (End of Grant):** Final feedback – Confirmation of receipt of satisfactory equitable services that began at the time requested and which were agreed upon by both parties

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FY19 Title II, Part A Funding



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Update on FY19 Federal Allocations – 2/8/18

As you may have heard, Congress passed a budget bill which governs overall spending limits for the next two years. The President signed the bill this morning. That legislation supersedes the sequester spending caps which had been set in place some years ago and allows for increases in both domestic and military spending. The budget bill sets overall spending limits for general functions, but not for specific programs. Please note: This is NOT the FY 2018 (FY19) federal appropriations bill. In fact, the newly signed budget legislation includes another Continuing Resolution for federal program funding through March 23. It is anticipated that by that date Congress will pass an Omnibus appropriations or funding bill for federal government funding (including all programs) through the end of the fiscal year (September 30, 2018).

So we will not have an idea at what level the federal programs will be funded officially for the coming year until that Omnibus bill is signed. It is perhaps likely to be at the FY 2017 (FY18) level with the chance that there might be some small across-the-board cuts for education programs.

We are cautiously hopeful that we will be able to provide meaningful preliminary FY19 federal program award estimates no later than early May 2018. We will share more as things progress over the next few weeks.

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Professional Learning Budget Codes



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2210 vs. 2213 Clarification from Financial Review (12/22/17)

- *"Function 2213 was created as a pull out from 2210 in order to report professional development costs separately. The general test is that if you previously used 2210 for professional development costs, those costs are now coded in 2213. 2210 should not, in general, have any professional development costs.*
- *That being said, this change in the chart of accounts has brought to light that in some cases, ALL professional development costs have been coded in 2210, even if not for instructional services staff. 2210 was always only supposed to be for improvement of instructional services. Any professional development costs for other personnel, such as business administration, should be coded in the functional categories that their salaries are coded."*

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What does this mean for Title II, Part A Budgets?

- Title II, Part A Budget Function and Object Code Quick Guide is now updated
- LEAs may update codes in future amendments, but will not be required by Title II, Part A program staff to update. Coordinate with LEA Finance Director to determine best course of action.
- *Reminder: The creation of 2213 was a result of GA HB 139, with the intent to provide transparency of financial information of local school systems and schools to the greatest extent practicable, 20-14-46: (a) The Department of Education shall make available on its website the following school site budget and expenditure information for each school unless specifically made confidential by law: (1) The cost of all materials, equipment, and other nonstaff support; (2) Salary and benefit expenditures for all staff; (3) The cost of all professional development, including training, materials, and tuition provided for instructional staff on an annual basis;...*

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Funding Flexibility



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It is the goal of the GaDOE to ensure LEAs have the ability to maximize the use their funds to meet the needs of the students being served.

- **Blending/Consolidation of Funds - GaDOE Pilot – Fund 150**
“Financial assistance is **combined** under a single set of reporting and other requirements, and resources contributed from each individual funding stream lose their original award-specific identity.” – *Brustein & Manasevit, Fall 2017*
- **Braiding/ Coordination of Funds**
“Financial assistance from several sources is **coordinated**...to support a single initiative or strategy, while each individual award maintains its award specific identity.” – *Brustein & Manasevit, Fall 2017*
- **Transfer/ Coordination of Funds (ESSA Section 5103)**
Not too late to transfer in FY18. Transfer all or part of Title II, Part A to Title I, Part A or Title IV, Part A

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Time and Effort Reminders



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- If using new flexibility, ensure internal controls are updated
- Periodic Certification
 - Single Cost Objective
 - LEA staff/ supervisors may complete annually
- Personnel Activity Report (PAR)
 - Multiple Cost Objectives
 - LEA staff/ supervisors may complete quarterly

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Procurement



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Methods of Procurement	Thresholds	Requirements
Micro-purchase* (2 CFR §200.67, 48 CFR Subpart 2.1)	Up to \$3,500	
Small Purchase (2 CFR §200.320)	\$3,501 to \$150,000	2 price or rate quotations
Simplified Acquisition Threshold* (2 CFR §200.88, 48 CFR Subpart 2.1)	\$150,000+	RFP – sealed bids

***48 CFR, Volume 1, Chapter 1, Subpart 2.1 (Definitions) – Updated periodically for inflation**

- If a micro-purchase is questioned, a review of websites would be sufficient to establish the cost as reasonable. (USDE FAQs on 2 CFR Part 200, Subpart D Question 19, March 17, 2016)
- USDE FAQs on 2 CFR Part 200, Subpart D Question 10, March 17, 2016 states that including vendors who are contractors in writing RFPs limits competition.
- Aggregate Purchases

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Frequently Asked Questions



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Can the LEA use Title II, Part A Funds to Support Professional Qualifications?

IT DEPENDS – USDE Updates

On Federal and State Requirements

On LEA PQ Defined in DIP

On Needs Identified in DIP

On Allowable Use of Funds

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Frequently Asked Questions



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Can the LEA use Title II, Part A Funds for GACE or GaTAPP?

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ESSA Section 2001 - Purpose



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The purpose of this title is to provide grants to State educational agencies and sub-grants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

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ESSA and Grant Guidance



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Stakeholder Consultation

- ESSA Section 2103(b)(3)(B) - Seek advice from the Title II, Part A required stakeholders regarding **how best to improve the LEA's activities** to meet the purpose of the grant

Reporting Requirements

- §76.132(a)(5) Submit an annual report containing information covering the program for which the grant is used and administered, including the financial and **program performance information** required under §200.327 and §200.328
- §200.328(a) The non-Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements **and performance expectations are achieved.**

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Uniform Grant Guidance



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§200.301 Performance Measurement

- The Federal awarding agency must require the recipient to **relate financial data to performance accomplishments** of the Federal award.
- Recipients must also provide cost information to demonstrate cost effective practices.
- The recipients performance should be measured in a way that will help the Federal awarding agency and other non-Federal entities **to improve program outcomes, share lessons learned, and spread the adoption of promising practices.**

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Internal Controls



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- §200.61-62 Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award.
 - Internal control is “a process, effected by a LEA’s management personnel, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:
 - Effectiveness and efficiency of operations
 - Reliability of financial reporting
 - Compliance with applicable laws and regulations”
- Standards for Internal Control in the Federal Government, GAO-14-794G - 09.10.2014*
- It is a best practice, to have internal controls to monitor for and measure effectiveness of funded activities/ interventions. The Title II, Part A Budget Attachment - Effectiveness may serve as these annual procedures



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Title II, Part A Budgeting and Effectiveness

Selecting Effective Strategies: Evidence-based



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- Once LEAs have identified needs, along with stakeholders through consultation, they should determine approaches most likely to be effective.
- An “Evidence-based” intervention is one that demonstrates a statistically significant effect on improving student outcomes based on strong evidence, moderate evidence, promising evidence or evidence that demonstrates a rationale.
- By using rigorous and relevant evidence to identify appropriate evidence-based strategies and assessing the local context to identify capacity (e.g., funding, staff, staff skills, and stakeholder support), LEAS are more likely to implement evidence-based approaches successfully.

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Selecting Effective Strategies: Evidence-based



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- Reducing class size to a level that is **evidence-based** to improve student achievement through the recruiting and hiring of additional effective teachers
- Providing high-quality, personalized professional development that is **evidence-based**

Sec 2103(b)(3)(D&E)

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Selecting Evidence-Based Strategies: Understanding Local Capacity



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Questions to Consider:

- What resources are required to implement this intervention? Will the potential impact of this intervention justify the costs, or are there more cost-effective strategies that will accomplish the same outcomes?
- What is the local capacity to implement this intervention?
 - Are there available funds? Could resources be reallocated to support the intervention?
 - Does staff have the skills necessary to implement this intervention? If not what is the plan to help them develop such skills?
 - Does the intervention require hiring additional staff with other expertise?
 - Do the individual who will implement the intervention believe it is something they can and should do?
 - Will stakeholders support the intervention?
 - Is external support necessary to help ensure this intervention is successful?
- Are there reasons to believe this intervention will not work in the local setting, and if so, how can those issues be mitigated?
- How will this intervention be sustained over time?

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Selecting Effective Strategies



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- Effective teaching is the most influential factor in improving student achievement. One of the best ways to ensure students are taught by effective educators is by providing high-quality professional learning that helps teachers continuously improve and perfect their craft to meet the needs of their students.
- The Every Student Succeeds Act (ESSA) presents a unique opportunity for districts to ensure every teacher has access to high quality, effective professional learning that impacts instruction and student learning. The law created a new definition of professional learning, identifying it as “activities that are sustained, intensive, job-embedded, data-driven, and classroom focused.”

Lifelong Learners: How Redefining Professional Learning Leads to Stronger Teachers and Improved Student Outcome by Educators for High Standards 2016

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Selecting Effective Strategies



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School and district leaders should seek out and explore innovative professional learning practices, to observe and understand how they can implement aligned professional learning effectively to impact teacher growth and increase student achievement.

- Encourage and listen to the voices of educators in advocating at the district and state-level for the learning experiences they want and need.
- Leverage the opportunities and pathways for educators to lead high-quality aligned professional learning.
- Equip teachers to collect the type of data that directly demonstrates the impact of specific professional learning on both their instruction and student learning so they can create powerful narratives.

Lifelong Learners: How Redefining Professional Learning Leads to Stronger Teachers and Improved Student Outcome by Educators for High Standards 2016

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Implementation of Effective Strategies



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- A plan for implementation, developed with input from stakeholders, sets up LEAs for successful implementation of effective strategies. A plan may include:
 - A logic model – a framework (visual representation) for charting the links between your strategy and its expected outcomes (well-defined, measurable goals)
 - Clearly outlined roles and responsibilities for people involved
 - Implementation timelines for successful execution
 - Identified resources to support the strategy/intervention
 - Strategies to monitor performance and ensure continuous improvement, including plans for data collection, and analysis

USDE Non-Regulatory Guidance (2016) Implementation of Effective Strategies

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Monitoring Implementation vs Monitoring Effectiveness



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- In general, performance monitoring involves regularly collecting and analyzing data in order to track progress against targets and goals. Performance monitoring can help identify whether key elements of a logic model are being implemented as planned and whether the intervention is meeting interim goals and milestones.
 - Monitoring implementation – Are activities/interventions being implemented?
 - Monitoring effectiveness - Are activities/interventions having the intended impact on student or educator outcomes?

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Measuring of Effective Strategies



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Questions to Consider:

- What are reasonable expectations of success and how can success be measured?
- What are interim progress and performance milestones that can be tracked?
- Is there the need and/or the capacity to examine the effectiveness of an intervention or would the use of performance data suffice?
- Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Are the data high quality?
- Do the data or evaluation results suggest that the intervention should continue being implemented as is, that the intervention should be modified, or that another approach should be identified?

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FY17 Effectiveness Plan – Budget Attachment



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Fiscal Year		FY17		LEA Name	ABC County		LEA Coordinator	Dr. J
Title II, Part A Prioritized Funded Component(s) & Selected Equity Interventions	Title II, Part A Needs Being Addressed	Title II, Part A Funded Strategies Selected to Address Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Effectiveness and Next Steps		
Personnel: Identification & Recruitment	Recruit HS math teachers and K-12 special education teachers	Recruitment Fair Registration	<ul style="list-style-type: none"> Number of Applications Received as a Result of Fairs Number of Vacancies Filled Administrator Feedback 	<ul style="list-style-type: none"> HR Director Title II Coordinator 	<ul style="list-style-type: none"> After vacancies are reported and filled in May 	<ul style="list-style-type: none"> From the four recruitment fairs funded with Title IIA, received four HS Math applications and six K-12 special education applications Number of vacancies filled were 1 out of 2 math positions and 2 out of 3 K-12 special education positions Of the four recruitment fairs attended, administrators reported no applicants and little interest expressed from XYZ fair. The decision has been made to eliminate this fair from future recruitment The overall recruitment fair strategy was effective in that 3 out of 5 vacancies were filled. 		

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Example of Determining Effectiveness



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Marietta City Schools

2016-2017 Title IIA Effectiveness Plan

Title II, Part A Funded Component(s)	Title II, Part A Funded Need Being Addressed	Title II, Part A Funded Addressed Prioritized Needs	Data to be Collected to Measure Effectiveness of Funded Strategies	Person(s) Coordinating and Analyzing Data	When Coordinating and Analyzing Data	Explicitly state whether or not the funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step? If adjust, please explain
Professional Learning: Student Supports and Interventions	Improve elementary math	Two elementary math instructional coaches	Math scores (GMAS, MAP)	Principals, Elementary Curriculum Director	December, May, June	<p>Some growth but LEA not ready to declare strategy is effective.</p> <p>We believe this strategy will contribute to improvement. As it was one piece of an overall strategy and we only have two semesters of data (one of which is baseline data), we are not yet at a place to declare strategy effectiveness. We experienced stagnation in elementary math on the GMAS. We will adjust this strategy by consolidating funds, distributing funds to schools, and allowing schools to determine their literacy professional development needs. We will adjust this strategy by also providing additional math tools and resources to elementary teachers and ensuring supports and professional development for the instructional coaches.</p>

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness



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Title II, Part A Priority Funded Component(s)	Atlanta Public Schools	Title II, Part A Funded Strategies Selected to Address Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Is it Effective?
Professional Learning Teacher	Core Academic Content Growth in the areas of: Math, Literacy, Writing, Social Studies, Science, World Languages, College and Career Readiness, STEM	<ul style="list-style-type: none"> • PL Days <ul style="list-style-type: none"> • Substitutes in support of content specific PL for teachers • Stipends for core content teachers PL in content specific areas • Books and materials in support of district trainings • External Contractors • Consultant for Literacy Learning at target schools • External Conferences <ul style="list-style-type: none"> • Travel/ Registration for Teachers attending conferences and trainings, • Salary and mileage for 20 Core Content Instructional Specialist assigned to high needs schools, • Stipends for Summer Academy PL 	<ul style="list-style-type: none"> • Classroom Observations • STAAR Results • Teacher Evaluations 	<ul style="list-style-type: none"> • Assistant • Core Content Coordinators • Director of Summer School Support • Associate Superintendents 	Ongoing	<p><u>Professional Learning Days/External Conferences</u> Yes/The data indicated that the professional learning not only increased teacher effectiveness, but student learning as well. The FY17 results denoted growth in K-8 math and social studies, as well as high school ELA and science. Additionally, 57 schools achieved gains in Milestones scores compared to 2016, when averaged across subjects and grades</p> <p><u>Core Content Instructional Support Specialists</u> Yes/ Content Specialists were effective in providing professional learning to principals on the newly adopted district-wide instructional practices. Monthly surveys provided after each Principals' Meeting showed that, on average, their professional learning sessions were rated "Very Effective" or "Effective" by 89% of participants. Content Specialists provided this same professional learning to teachers at the request of the principal.</p> <p><u>Summer Academies</u> Yes/ The average growth for all students with pre- and post-assessment data was 24% with 68% of classrooms meeting their growth goals. Average growth outpaced national Teach for America Summer Institute averages. The end of summer academy survey indicated that 85% of summer academy teachers felt their time spent during the academy was beneficial to their development as an educator; 91% of teachers believed they were properly trained on the curriculum and had the necessary access to curricular information and resources/materials; and 96% believed their students learned and grew academically from their summer experience.</p>

Use of data to determine effectiveness

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness



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Title II, Part A Prioritized Funding Component (Include Selected Equity Action Plan Interventions if Funded by IIA)	Title II, Part A Needs Being Addressed	Title II, Part A Funded Strategies Selected to Address Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Explicitly state whether funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step? If adjusting, please explain.
Title II, Part A Administration of Funds	Transfer of funds to support Title I Instructional Coaches	Transfer of funds to Title I	Title I Effectiveness Plan Instructional Coaches Teacher Feedback TKES Reports CCRPI Data	Title I Coordinator Title IIA Coordinator Head of School School Directors	Ongoing for FY17 fiscal year	Teacher instruction in the online classroom was an effective strategy according to noted performance increase in data reports. While effective, continued support is needed virtual instructional development. Instructional coaching will continue as a next step in FY18.

Georgia Cyber Academy

Effectiveness of transfer of funds

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness



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Title II, Part A Prioritized Funded Component	Title II, Part A Needs Being	Title II, Part A Funded Strategies Selected to	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Summary of Data	Next Steps
		Griffin-Spalding Schools					
Professional Learning	Induction Program	Mentor and Mentee Training (Substitutes, stipends)	Survey	Mack Bullard	June 2017	<p>When describing feelings of teacher preparedness, 77.5% of mentees indicated that they felt very or somewhat prepared.</p> <p>Mentees felt the following supports were the most useful to them during the 2016-2017 school year:</p> <ul style="list-style-type: none"> - New Teacher Orientation—90.1% - Feedback on instructional practices—74.3% - Support from their mentor—65.35% 	NA
		Mentoring of Mentees (Stipend)	New Teacher Retention Rate	Mack Bullard	June 2017	<p>The new teacher retention rate is 87.4% (FY16 73.5%) overall for the 2016-2017 school year.</p> <ul style="list-style-type: none"> - 1st year new teachers—92.16% (FY16 73.21%) - 2nd year new teachers—76.92% (FY16 70.27%) - 3rd year new teachers—100% (FY16 88.89%) 	Continue the mentor program for 1 st and 2 nd year teachers.
Professional Learning	Induction Program	Teacher Development Specialist	Walk-through Data New Teacher Retention Rate	Sara Jones Mack Bullard	June 2017 June 2017	<p>Unable to recruit person for position; position not filled.</p> <p>NA</p>	NA

Consolidating Funds - Fund 400

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness



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Title II, Part A Prioritized Funded Component(s)	Title II, Part A Needs	Title II, Part A Funded Strategies	Data to be Collected to Measure and Monitor Effectiveness	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Effectiveness and Next Steps
	Madison County - Consolidated Funding LEA					
Professional Learning	2. Need To provide targeted teacher development on content and pedagogy	System-Wide Literacy Plan – <u>Lissa Pijanowski</u> – Educate to Innovate; Kevin <u>Racynski</u> - GCA	Sign-in sheets; teacher perception surveys of training; achievement data on EOGs for 2016/2017 will be increased	Curriculum Team – Ayers, <u>Gruetter</u> , Principals	16/17 school year	Moderately effective. EOGs showed small improvements. Will consider in-house Literacy Specialist for FY18.
Professional Learning	2. Need To provide targeted teacher development on content and pedagogy	Instructional Coach at the High School	Achievement Scores Teacher Feedback TKES Data and	Curriculum Team – Ayers, Bullock	16/17 school year	Achievement scores, especially on ELA EOC (a focus area) went up by over 10%. Effective. Continue but tap into alternative funding sources.
	Moderate Effectiveness - adjustments made for FY18					
Professional Learning	3. Need To offer professional growth opportunities designed to produce teachers and/ or school leaders prepared to promote the success of all students	New teacher training on WIDA standards and Best Practices for differentiating for ELs – Dianne Donnelly	Teacher Feedback EL Subgroup Data TKES <u>Walkthrus</u>	Curriculum Team – Ayers, Principals	Fall of 16/17 school year	38 new teachers were trained. EL subgroup data is still problematic. Continue new teacher training but consider adding more training for veteran teachers.

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness



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Title II, Part A Prioritized Funded Component(s) & Selected Equity Interventions	Title II, Part A	Title II, Part A Funded Strategies Related to Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Effectiveness and Next Steps
Professional Learning: Content & Pedagogy	Fulton County Schools	Professional Learning/Teacher Development in Personalized Learning	Personalized Learning Pathway	Adusting strategies to improve effectiveness	February	55% completed *make pathway requirements official *add principal signature to acceptance and withdraw form *add more face to face meetings *focus on Inquiry as learning *Add behavioral outcomes

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness



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Title II, Part A Funded Component(s) & Equity Interventions	Title II, Part A Prioritized Needs Being Addressed	Title II, Part A Funded Strategies Selected to Address Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person to collect, review & analyze data	Timeline for collecting, reviewing, & analyzing data
Professional Learning School Personnel Training on Student Supports and Interventions	Increase Personalized Learning across the content areas to increase student achievement	Liberty County Schools <ul style="list-style-type: none"> Personalized Learning PD Edivate PD360 FLASH Courses Content Specific PD Content Specific PLCs Regional Workshops Math Instructional Specialist 	<ul style="list-style-type: none"> Teacher observations EOC assessments GMAS Formative Assessments Agendas Sign in Sheets Lesson Plans Evaluations on PD provided 	Principals; Coordinator of Evaluation, Assessment, & Accountability; Director of Professional Learning	All Middle Schools & Horizons: August 2016 – November 2016 Elementary & High Schools: January 2017 – April 2017 (specific dates: TBA)
			Effectiveness of Professional Learning		Effectiveness & Next Steps Weighted % of students scoring at Developing Learner or above on the GMAS EOG or EOC increased in all areas with the exception of Biology and Economics. LCSS will continue internal PLC content training days and use of Edivate PD360 to continue personalization of training.

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Example of Determining Effectiveness



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Title IIA Funded Component	Needs Being Addressed	Title IIA Funded Activity	Data to be Collected	Person Responsible for Collecting and Analyzing Data	Timeline for Collecting and Analyzing Data	Effectiveness and next steps. Explicitly state whether or not the funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step? If adjust, please explain
		Pataula Charter Academy				
Professional Learning	Improve instructional strategies in Writing instruction	Lucy Calkins Units of Study/Writing Workshop PD	<ul style="list-style-type: none"> • ELA Milestones scores • TKES Professional Growth Ratings 	Kylie Holley	April/May 2017	Effective: ELA Milestone scores indicated higher % of students scoring in Proficient/Distinguished levels LEA will maintain Workshop Model and related PD
Professional Learning	Increase use of differentiation strategies	Gifted classes	<ul style="list-style-type: none"> • Milestones scores • TKES Professional Growth Ratings 	Kylie Holley	April/May 2017	Effective: Less students scoring in Beginning Level and higher % scoring in <u>Developing/Proficient</u> Levels on Milestones ELA and Math . Will adjust—large % of teachers are gifted endorsed-will focus instead on differentiation strategies PD.
Professional Learning	Improve instruction based on individual teachers' professional growth plans/goals	Academic Coaching class through Metro RESA for academic coach	<ul style="list-style-type: none"> • Milestones scores • TKES Professional Growth Ratings 	Kylie Honey	April/May 2017	Effective: Instruction improved based on Milestone scores-Less% of students scoring in Beginning Learner Level, higher% in Developing/Proficient/Distinguished All Teachers met professional growth/goals. Will adjust action as needed. Academic coach has completed training course.

Effective but making adjustments

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness



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Title II, Part A Prioritized Funded Component(s)	Title II, Part A Needs F Address	Title II, Part A Funded Strategies	Data to be Collected to Measure and Monitor	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Explicitly state whether or not the funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step? If adjust, please explain
		Newton County Schools				
<p>Personnel: P-2. Support the Retention of Effective Teachers</p> <p>Professional Learning: PL-4. Offer Professional Growth Opportunities Designed to Produce Teachers Prepared to Promote the Success of All Students</p> <p>Equity Indicator: Retention of Teachers</p>	<p>Retain New Teachers</p> <p>Increase Teacher Effectiveness through the use of Research Based Instructional Strategies/Differentiation/and Technology Integration</p>	<p>Stipends for teachers to attend Induction PL</p>	<p>Attrition Rate of New Teachers</p> <p>Survey of BEST Teacher Induction Program</p>	<p>Human Resources Director</p> <p>Professional Learning Coordinators</p>	<p>End of the School Year</p>	<p>The LEA retention rate was 79.7 during the 2014-2015 school year, while the state's retention rate was 78.4. During this year there was no equity gap between the LEA and state. However, during the 2015-2016 school year, the districts rate was 81.3, while the state's was 83.3. This reflects a 2% equity gap between the state and LEA.</p> <p>Teacher retention continues to be a major focus for NCCS. Especially in high needs areas (Math, Science, and Foreign Language). Exit data reveals that teachers wish to have additional opportunities for growth outside of the classroom. In efforts to address the exit data, the LEA will continue to maintain the teacher induction program. The past two years, there has been an increase in the retention rate.</p>
			Retention of Effective Teachers			

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Title II, Part A Prioritized Funded Component(s)	A Needs Being Addressed	Strategies Selected to Address Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	End of Year Summary, Analysis, and Next Steps
<p><i>Personnel: Identify and Recruit Effective Teachers and School Leaders</i></p>	<p><i>Increase the Number of Minority Teachers and Leaders</i></p>	<p><i>Development of a more comprehensive Recruitment and Retention Plan which will target minority teachers and leaders</i></p>	<p><i>*Exit Surveys 2016-17 and 2017-18 *Number of Minority Teachers and Leaders hired during the 2016- 17 school year and for the 2017-18 school year</i></p>	<p><i>*Human Resources *School Administrators</i></p>	<p><i>August 2016- June 2017 Recruitment data is maintained on an ongoing basis</i></p>	<p>Forsyth County hired over 400 new teachers for the 2017-2018 school year and three assistant principals were promoted to principals. Twelve new assistant principals were hired from our teacher pool and only three were hired from outside our system. Data gathered on the experience of our teachers show that we have been consistently hiring teachers with experience in greater numbers than novice teachers. Work still needs to be done on the recruitment of minorities in both our teacher and leader areas. We made minimal progress in this area during the 2016-2017 school year.</p>

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Title II, Part A Budgeting and Effectiveness

Example of Determining Effectiveness

Title II, Part A Prioritized Funded Component(s) (Include Selected Equity Action Plan Interventions if Funded by IIA)	Title II Needs Being Addressed	Selected to Address Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Analysis of Effectiveness For FY 17
Factors that Impact the Learning & Working Environments.: Support Programs and Interventions	Improve Kindergarten Scores	Grade K Class Size Reduction	Kindergarten Student Achievement Data (I-Read Data / STEEP)	Testing Director / Title IIA Director	June	ISTEEP Data was reviewed during the June ASPIRE meeting, ISTEEP Each school where CSR was implemented increased by an average of 36%. This was above the national average on ISTEEP. We feel CSR is effective and will continue to fund with Title IIA

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Example of Determining Effectiveness



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Title II, Part A Prioritized Funded Component(s) & Selected Equity Interventions	McDuffie County Schools	Title II, Part A Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Effectiveness & Next Steps
Factors that Impact the Learning and Working Environment: Support Programs and Interventions	Improve student achievement in grades 3, 6, 7, and 8	Class Size Reduction Teachers <ul style="list-style-type: none"> Grade 3 (all subjects) Grade 6: 2 segments Math Grade 7: 1 segment Math Grade 7: 1 segment Social Studies Grade 8: 2 segments Math 	<ul style="list-style-type: none"> Georgia Milestones EOG Data Local Student Achievement Data Local Equity Spreadsheets 	<ul style="list-style-type: none"> Title II Coordinator Principals Superintendent 	<ul style="list-style-type: none"> Following release of system test results in October 2016 and June 2017 	<ul style="list-style-type: none"> Grade 3 ELA and Math: % of students scoring at "grade level or above" on GMAS ELA increased from 68% to 73% in 2017; 86% scored at Developing Learner level or above on GMAS Math in 2017, exceeding both the RESA and state rates. Grade 6 Math: 67% scored at the Developing Learner or above on GMAS in 2017. A more experienced CSR teacher with additional training has been identified for FY18. Grade 7 Math: 70% scored at the Developing Learner or above on GMAS in 2017. Black (62%) and ED subgroups (67%) showed improvements in the system's aggregate math scores for grades 6-8. Grade 8 Social Studies: 60% scored at the Developing Learner or above on GMAS in 2017. Grade 8 Math: 81% scored at the Developing Learner level or above on GMAS in 2017, exceeding both the RESA and state rates and an increase of 15 percentage points for the cohort.

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Example of Determining Effectiveness



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Need/ Funded Strategy	Data Collected	Summary	Analysis	Next Steps
<p>Improve CCRPI and Local Assessment Scores/ Class Size Reduction in Grades K-8</p> <p>Effectiveness of Class Size Reduction</p>	<p>Cook County Schools</p> <p>Achievement Data</p>	<p>3rd grade GA Milestones scores improved in Reading (6%) and Math (5%).</p> <p>5th grade scores declined in Reading (9%), Math (9%), Science (20%), and Social Studies (11%).</p> <p>8th grade Social Studies scores remained unchanged while scores declined in Reading (3%), Math (2%), and Science (11%).</p> <p>CCRPI scores not yet available</p>	<p>While 3rd grade scores improved, 5th grade fell significantly, and 8th grade remained the same or declined.</p> <p>Similarly, Lexile levels continue to be low across all grade levels when measured by local assessments or GA Milestones. This is a major area of concern because reading and literacy affect growth and achievement in all subject areas.</p>	<p>Discontinue CSR as a strategy in Title II-A next year.</p> <p>Focus on increasing literacy and Lexile levels for learners in all grades and subject areas by providing training for all teachers and leaders through Professional Learning Communities (PLCs), RESA workshops, and off-site conferences as appropriate.</p>
<p>Improve Students with Disabilities Out-of-School Suspension/Registration, travel, subs for core academic teachers and leaders to attend RTI training and classroom management training</p> <p>Effectiveness of Training for RTI and Classroom Management</p>	<p>TKES Reports; Discipline Reports</p>	<p>TKES Standard 4, Differentiated Instruction: District Average Rating = 2.0 (Proficient)</p> <p>TKES Standard 7, Positive Learning Environment: District Average Rating = 2.1 (Proficient)</p> <p>Discipline Data: In most subgroups, we have lower percentages of students who are assigned to In-School or Out-of-School suspension when compared to the state.</p>	<p>While our TKES data and discipline data are acceptable when compared to the state, we have identified issues with some students and/or subgroups of students within our schools.</p>	<p>Allocate funds for teachers to attend Amie Dean Classroom Management workshops at CP RESA; purchase her DVD and resource kit to utilize for follow-up training in PLCs as teachers implement strategies in their classrooms.</p> <p>Continue to streamline RTI process and work to increase level of consistency across classrooms, grade levels, and schools.</p>

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Title II, Part A Budgeting and Effectiveness

FY19 Budget Attachment - Effectiveness



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Directions:

The Georgia Department of Education requires local education agencies (LEA) to determine the following:

- The FY18 Title II, Part A Budget Attachment: Effectiveness below must be completed and uploaded to the Consolidated Application with the FY19 Title II, Part A Budget.
- Column 8, Effectiveness & Next Steps, is to be completed at the end of FY18. The Consolidated Application with the FY19 Title II, Part A Budget. The data and analysis

LEAs must complete column 8 in the FY18 Budget Attachment: Effectiveness for the FY18 Title II, Part A funded strategies and submit as an attachment with the FY19 Title II, Part A original budget.

on 2104(a)(1) and 2 CFR §200.301).
The FY18 Title II, Part A Budget Attachment: Effectiveness (columns 1-8) must be uploaded to the Consolidated Application. The data and analysis must be maintained in the LEA files.

Fiscal Year	2018	LEA Name		LEA Coordinator	
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Goal/Need	Strategy/Action Step	Allowability	Evidence Based	Effectiveness Data	Administration	Timeline	Effectiveness & Next Steps
<ul style="list-style-type: none"> • Goal(s)-DIP • Equity Need(s) • Program Strength/Challenge-CNA 3.2.7 Being Addressed 	Title II, Part A Funded Strategies/Action Steps Selected to Achieve Goal <i>[PL activities must align to ESSA Definition Sec. 8101(42) & SBOE Rule160-3-3-.04]</i>	Under which local use of funds is the strategy/action step authorized? <i>[Sec. 2103]</i>	<ul style="list-style-type: none"> • Strong • Moderate • Promising <i>[Sec. 8101(21)]</i>	Data to be Collected to Monitor and Measure Effectiveness of Funded Strategies/Action Steps	Person(s) Responsible for Collecting, Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Explicitly state whether or not the funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step? If adjust, please explain

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Title II, Part A Budgeting and Effectiveness

References



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- Brustein and Manasevit – Fall Forum PPTs (2017)
- The Every Student Succeeds Act of 2015
- Institute of Education Sciences – U.S. Department of Education and REL Pacific – Logic models: A tool for effective program planning, collaboration, and monitoring (2014)
- Lifelong Learners: How Redefining Professional Learning Leads to Stronger Teachers and Improved Student Outcome by Educators for High Standards (2016)
- USDE Non-Regulatory Guidance: Building Systems of Support for Excellent Teaching and Learning (2016)
- USDE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (2016)
- OMB: The Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards

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Title II, Part A Budgeting and Effectiveness

Title II, Part A Specialists

February 25-28, 2018

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