ACIP End-of-Year Guidance
PowerSchool Registration Information

For 1 PLU Credit:
PLUACLD857

For 20 CEU Credits:
CEUFP857
Fed Chats: Professional Learning for Federal Programs Coordinators

Session 7
Using Available Data to Complete the End-of-Year Evaluation Section of the ACIP
Our Discussion Agenda

● Reflecting on Themes and Critical Initiatives
● Looking at Data
● Navigating the Cognia EOY tools
● Learning from Others
◉ What gets cleaned up?
◉ What gets thrown out?
◉ What’s new?
Conduct an Educational Garage Sale

- List the practices, ceremonies, and policies in your school.
- Reflect and discuss: What should be archived, kept, repaired, or discarded?
- Follow through (archive, keep, repair, or discard)!
Museum

Place items here if they have served the school well but need to be “retired” to a place of honor.
Not-For-Sale
These features of the school are some of the best things going on - they are important to keep and celebrate.
Repair Shop

These are aspects of the school that need some repair, fine-tuning, or improvement.
Garbage Can

These are practices or programs that need to be thrown out. They no longer serve their purpose.
**Toxic Waste Can**

These are negative, hostile, or toxic aspects of the school. Discard carefully!
Garage Sale Stations

- Museum
- Not-For-Sale
- Repair Shop
- Garbage Can
- Toxic Waste Can

https://padlet.com/melissashields/htv64r6filv39ce
What data does the public see?

What data do we see?
What multiple sources of data do we have right now to make informed decisions?
Data Sources

**Student Learning**
- Interim Assessments
- Student Work Samples
- Classroom Assessments (Type and Frequency)

**Perception Data**
- Teaching and Learning Surveys
- Perception Survey Data (e.g., parents, students, teachers, community, school leaders)
- Self-Assessment Tools

**Local Demographics**
- School Location and Size
- Student Characteristics
  - Poverty, IEPs, migrant, race, ethnicity, mobility
- Staff Characteristics (Experience, Attendance, Turnover)
- Feeder pattern

**School Processes**
- Instruction
- Curriculum and Instructional Materials
- Services and/or Programs (Title, Special Ed)
- Interventions
- Family/Community Involvement
- Evaluations of School
- Discipline Referrals and Suspension Rates
The goal is to turn data into information and information into insight. - Carly Fiorina
Identifying Key Data Measures

◉ Schools must determine which **data measures are most important** to guide their continuous improvement efforts.
◉ Data is more than a test score.
◉ Student achievement is the result of multiple factors – **focus on growth**!
◉ When used collectively, **multiple measures of data** provide a holistic view of student and school performance.

**Different types of data should be collected to inform the improvement process.**
Examine Effect Data AND Cause Data

Effect Data
Outcomes or results
• Scantron, ACT, College Remediation, etc.

Cause Data
Professional practices that create specific effects or results
• Instructional rounds, strategic teaching, vertical teaming, lesson plans, etc.
Teams will most often collect **EFFECT** data (data about student performance/achievement).

However... It’s also necessary to collect **CAUSE** data (data about adult actions).

**EFFECT DATA**
- 36% difference between typically performing students and students with disabilities on state test

**CAUSE DATA**
- Core curriculum not accessible to all student subgroups
- No collaborative planning time for teachers
- Inconsistent monitoring of effective instructional practices
Navigating the Cognia Platform’s EOY Tools
eProve Four Phases

1. ENVISIONING
   Expands an institution’s view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

2. PLANNING
   Work toward the development of your institution’s long- and short-term continuous improvement plan.

3. IMPLEMENTING
   Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

4. EVALUATING
   Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.
Cognia
ACIP End-of-Year/Evaluation Training
May 14 - TBA AM
Using Cognia Tools - EOY Steps

1. Enact and Monitor Progress
2. Determine Impact of Critical Initiatives
3. Judge Success of Annual Plan

*CSI Schools are Required to Complete.*
1. **ENACT AND MONITOR PROGRESS**

**CSI Schools** - Complete with OSI Team Member (and District Lead)

**Non-CSI Schools** - Complete with District Lead

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**Critical Initiative**

Plan, provide, and monitor instruction to ensure success

**Start Date:** 08/27/2019  **End Date:** 05/29/2020

**Objective:** Students will be proficient on grade-level standards

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**Activity**

Use of lesson plan template

**Person Responsible:** All teachers, Instructional Coach, C&I

Launch Date: 08/27/2019

**Resource(s)**

**Financial Resources:** Source of Funding:
2. DETERMINE IMPACT OF CRITICAL INITIATIVES

CSI Schools - Complete with OSI Team Member (and District Lead)
Non-CSI Schools - Complete with District Lead
3. JUDGE SUCCESS OF ANNUAL PLAN

Judge Success of Annual Plan

In the Determine Impacts of Critical Initiatives subphase, you identified the findings from the evaluation of individual critical initiatives in relation to one another.

Based on a thorough exploration of outcomes, write a summary of the findings regarding the effectiveness of the Annual Improvement Plan. How did the work related to the critical initiatives connect to any progress toward achieving long-term objectives?

Download the guide to learn more about Judging Success of Annual Plan.

Overall Findings

Enter findings here

Attachments
Cognia EOY Demo

Asbury High School / Marshall County
Principal: Clay Weber
District Leads:
Dr. Stephanie Wisener and Mr. Ken Kirby
What high-yield EOY protocols or strategies do you use?
### Sample Goals (Strategic Themes)

<table>
<thead>
<tr>
<th>1. Learning Supports</th>
<th>1. Student Achievement</th>
<th>1. Turnaround Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Safety, Attendance, Discipline, FAFSA, FACE, ?</td>
<td>• Math, Literacy, CTE, ?</td>
<td>*From <em>Four Domains for Rapid School Improvement</em></td>
</tr>
<tr>
<td>2. Literacy (All Content Areas)</td>
<td>2. Learning Supports</td>
<td>2. Culture Shift</td>
</tr>
<tr>
<td>• Strategies, PL, Technology, Subgroups, ?</td>
<td>• Safety, Attendance, Discipline, SEL / Mental Health, Standards-Based Grading</td>
<td>3. Instructional Transformation</td>
</tr>
<tr>
<td>• Strategies, PL, Technology, Subgroups, ?</td>
<td>• Remote Instruction, PLCs, Instructional Rounds, Pineapple Charts, ?</td>
<td>*Address subgroups and technology</td>
</tr>
</tbody>
</table>

| 1. Academic Growth and Achievement |
| 2. College, Career, and Workforce Ready |
| 3. Safe and Supportive Learning Environment |
| 4. Highly Effective Educators |

*From *Alabama Achieves* Strategic Plan

*Address subgroups and technology*
“Moving” CIP to Next Year
Homework Assignments
Session 7
PLU Homework Assignment
Due April 09, 2021

PLU Participants:

Use Schoology to submit your assignment. Log in information can be found on the LAST slide.

1. What EOY ACIP Protocols/Tools (Cignia and/or internal) will work best for our schools?
2. How can I use EOY reviews to inform our strategic planning for next year? What do you see as the “big buckets”?
3. Do the schools’ critical initiatives align to our district’s overall plan for improvement? If so, how?
4. Looking ahead (all things considered with Pandemic response), what changes or areas of focus should I recommend to schools as they revise/develop their ACIPs?
Homework Assignments

Session 7
PLU Homework Assignment
Due April 09, 2021

If you have questions regarding any of the homework assignments, please do not hesitate to contact Calandra Hawkins.

Calandra Hawkins - ALSDE Federal Programs
Calandra.hawkins@alsde.edu
334-694-4520
Upcoming Information

Session 7 Fed Chats: Consolidated State Performance Report (CSPR)
Thursday, May 06, 2021
1:00 p.m. to 2:30 p.m. CST

July 12-16, 2021
TransACT

**Updates**
- New interface with new look
- User-friendly
- Allows you to send forms electronically
- Advanced search functions
- Compatible with multiple electronic devices (i.e. cell phones, iPads, etc.)

ALL accounts should be upgraded to the new interface as TransACT will no longer be supporting the current interface.

User trainings for new interface:
- Staff Webinar Sign Up: [https://register.gotowebinar.com/rt/74242727757864460](https://register.gotowebinar.com/rt/74242727757864460)
- District Administrator Webinar Sign Up: [https://attendee.gotowebinar.com/rt/1102167352472536588](https://attendee.gotowebinar.com/rt/1102167352472536588)

If you don't have a TransACT account, or have any questions about the new interface, please email Sherlisa Barnes at sbarnes@alsde.edu.
Beginning with Session 2, we will start using Schoology to submit PLU homework assignments. Disregard if you are receiving CEU credits. You do not have to submit PLU assignments. Use the information on the previous slide to submit Session 1 homework.

- Log in to Schoology (schoology.com)
- Your username is the email address you used to register for this course. The password is Schoology2020. Feel free to change your password after logging in.
- Select Courses in the top menu.
- Click My Courses.
- From the My Courses page, click Join Course on the right side of the page.
- Enter the course access code Q3FV-TKSZ-GGN9P
- Click Join.
- If you are having issues accessing Schoology, please email Dr. Milanda Dean at mdean@alsde.edu.
Thanks for all you do!

mshields@alsde.edu

kanderson1@alsde.edu

marcy.burroughs@alsde.edu

wendy.arnold@alsde.edu

knight@alsde.edu

anthony.buckner@alsde.edu

william.jones@alsde.edu

mlowry@alsde.edu

taurus.smith@alsde.edu

joe.garner@alsde.edu

mlowry@alsde.edu
Special thanks to all the people who made and released these awesome resources for free:

◉ Presentation template by SlidesCarnival
◉ Photographs by Unsplash

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Blow your audience away with attractive visuals