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Alabama State Department of Education and Cognia Partnership

ALABAMA STATE BOARD OF EDUCATION


SEPTEMBER 12, 2019



ALSDE & Cognia Partnership

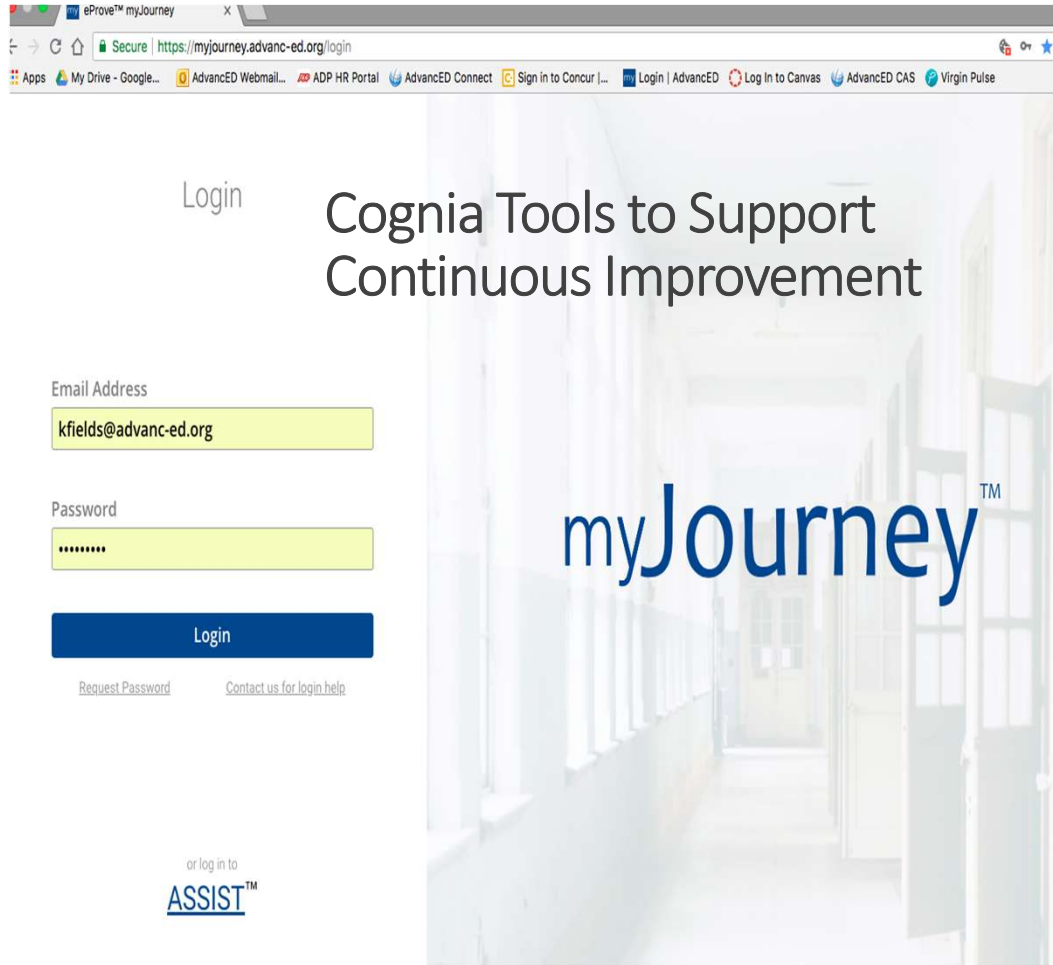
- Creates a single continuous improvement process for Alabama schools/systems that meets State, Federal, and accreditation requirements
 - Promotes a process that supports every school has components to improve, no matter how high their current achievement, through futuristic thinking, communicating with stakeholders, plotting a journey, initiating the journey, building momentum & capacity and reflecting to evaluate and adjust
 - Provides a unified approach to support and enable school improvement, including accreditation, activities
 - Eliminates duplication of effort at all levels
 - Provides all Alabama schools/systems access to research-based products, services, professional learning and educational technology platforms
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ALSDE & Cognia Partnership (cont.)

- Creates a sense of renewed energy about school/system improvement planning
 - Provides a single repository for accreditation, school improvement, and compliance data and information
 - Enhances the world's largest education community
 - Provides an opportunity for statewide analysis and data-driven planning
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Why was the partnership needed?

- Duplication of Effort
 - All of the plans could be seen in one place. LEAs would only have to use one platform for continuous improvement instead of logging the same information multiple times in multiple places.
- Continuous Improvement Across Multiple Plans and Sections
 - All ALSDE sections can see continuous improvement goals as they related to their subject or division. (Alabama Reading Initiative, Alabama Math, Science and Technology Initiative, School Improvement, Federal Programs, SIG)
- One School Improvement Goal May be Used by Several Sections
 - A goal for improving reading instruction may meet the requirements of multiple sections focused on school improvement. Each section has the ability to check progress on the goal and add progress notes as needed.

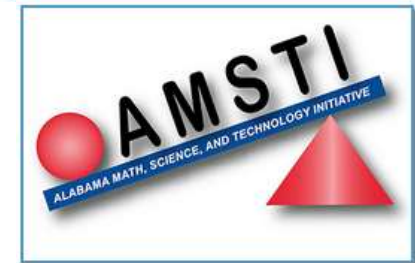


-  **eleot®**
 -  **surveys**
 -  **diagnostics**
 -  **workspace**
 -  **strategies**
- Coming soon:
analytics
assessments

How does ALSDE support School Improvement?

- Alabama Reading Initiative
- Alabama Math, Science and Technology Initiatives
- Alabama Teacher Mentoring Program
- Office of School Improvement – School Improvement Specialists
- EL Coaches, Special Education Specialists and other ALSDE staff
- Federal Programs

Depending on the schools' identified deficiencies, ALSDE staff will reach out to schools and districts to offer technical assistance and support.



ALSDE Plans, Surveys, and Diagnostics in the Cognia eProve Platform


Plans – Every School, Title I and Non-Title I

- Alabama Continuous Improvement Plan (ACIP) uses the Strategies (school improvement planning), Surveys and Diagnostics modules within Cognia platform.
- Technology Plan uses the Diagnostics platform

Diagnostics & Assurances – As Applicable

- Virtual Schools Assurance
- Charter Authorizer Assurance
- LEA Self Assessment

Goals – Districts and Schools

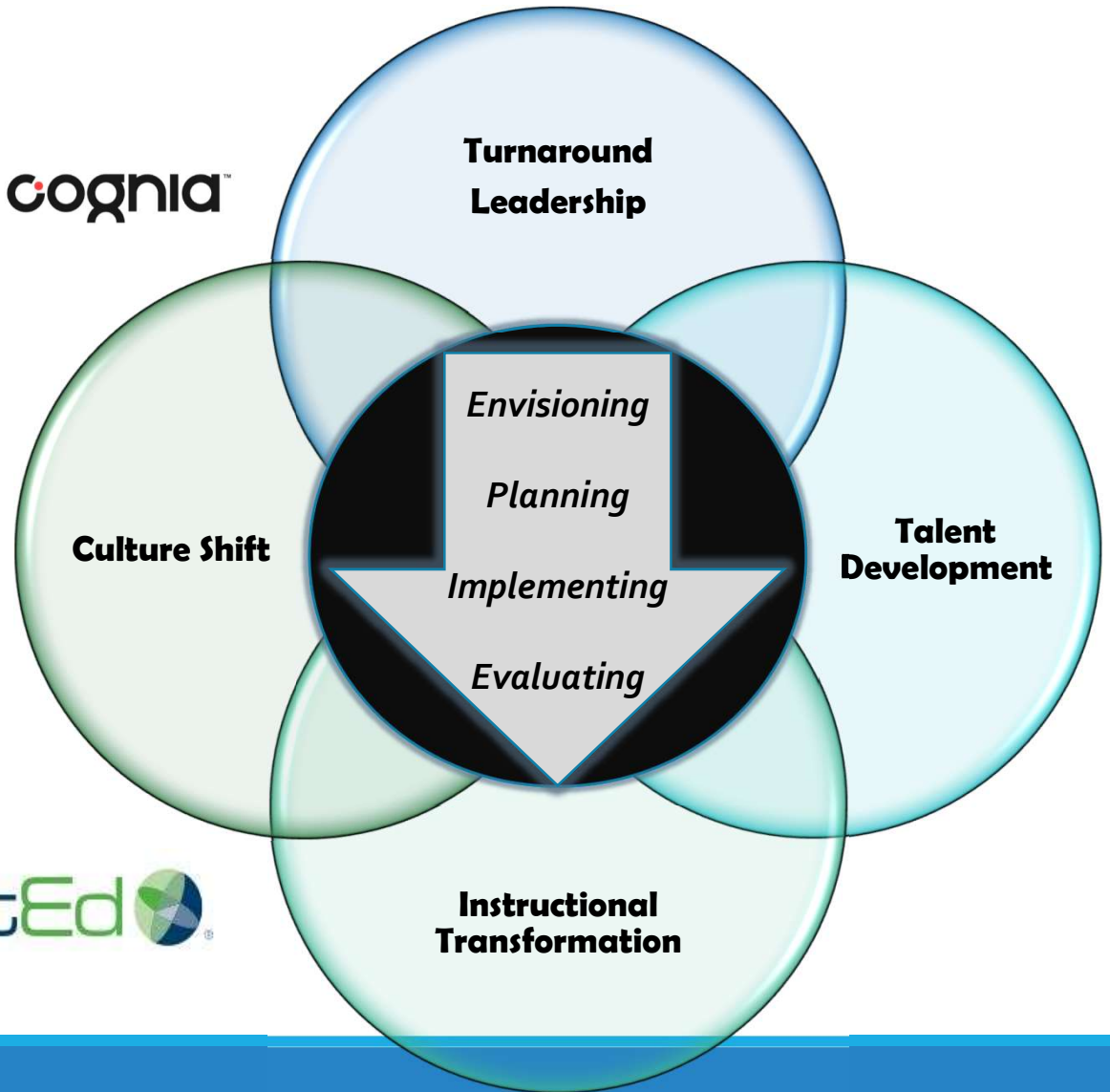
- Both stand-alone goals and goals associated with plans; districts have access to monitor/review school plans.
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WestEd
Four Domains
of Rapid
School
Improvement
and
Cognia
Continuous
Processes

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Support to schools on writing goals

School Improvement Specialists work with schools that need the highest level of support to ensure that the ACIP goals match the schools' needs assessments and their academic and climate and culture data. Specialists work directly with schools to create SMART goals that match their needs. Every LEA and school has access to ACIP support and training at MEGA conference.

Because the ACIP is online, any section at the ALSDE can access school improvement goals and offer focused support as needed.

Example: Prevention and Support can assess whether or not the school is addressing chronic absenteeism. If their data shows they have that as an issue but they're not addressing it in their goals, they can reach out to the school.

ALSDE and Compliance Monitoring



The ALSDE has implemented an electronic format for Compliance Monitoring, housed within the Cognia eProve platform.

ALSDE is on a five year cycle for Compliance Monitoring, though some LEAs may be monitored more frequently, as needed.

What is monitored?

- Sections in the Compliance Monitoring document include Federal Programs, Special Education, Technology Initiatives, Transportation, Student Transcripts and Counseling.

How is the monitoring conducted?

- ALSDE staff conduct both on-site and remote reviews, using the electronic Diagnostics module of the Cognia platform.

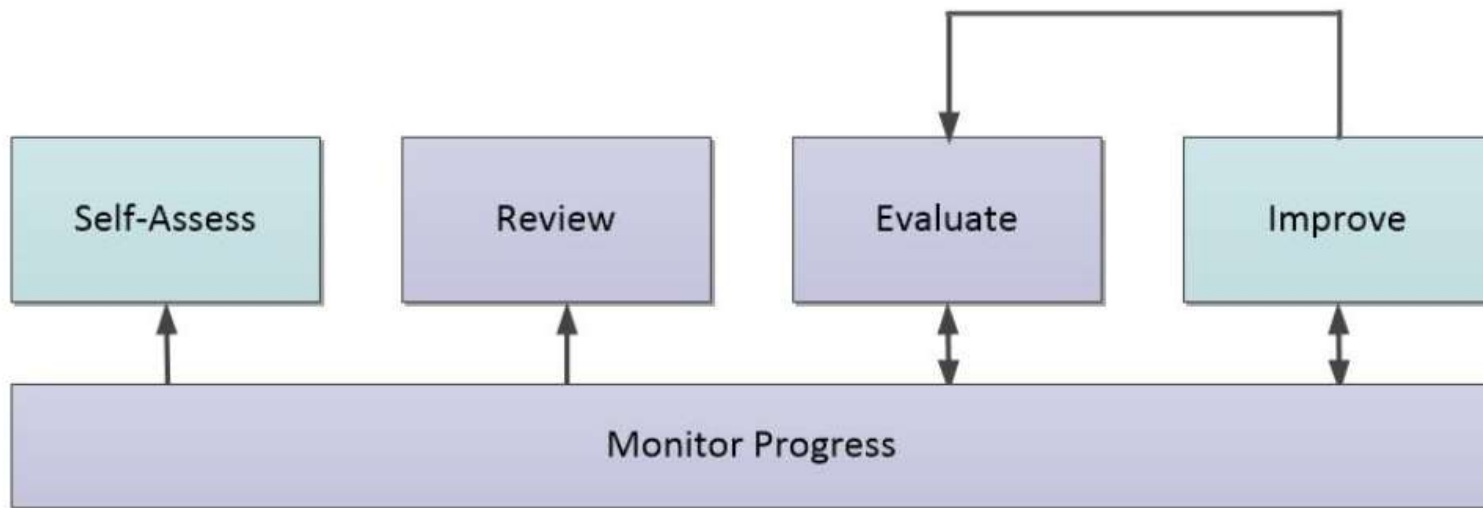
Why do we need an online platform?

- The Office of the Inspector General (OIG) regularly monitors ALSDE and must have access to all LEA and school information.

Importance for Compliance Monitoring to be in the same platform as other continuous improvement initiatives.

- Compliance components can be considered, embedded, and implemented as part of an overall continuous improvement process.

COMPLIANCE MONITORING PROCESS



Self-Assessment Assurance in eProve

	Districts Being Monitored	Districts Not on Monitoring Schedule
Complete Self-Assessment in Cognia eProve Platform.	Yes	Yes
Upload Signed Assurances.	Yes	Yes
Add supporting evidence as attachments in the self-assessment.	Yes	No
Send Self-Assessment to Cognia eProve Workspace.	Yes	No

RESPONDING TO ASSURANCES

← diagnostics

ALSDE Compliance Monitoring 2019-2020_06202019_06:49

Settings

ALSDE Compliance Monitor ...

LEA Accounting and Reporti ...

A. Basic Accounting Proce ...

1. Is magnetic media, reporting...

2. Are monthly financial report...

3. Is the Request for Federal Fu...

4. Is fund source accounting be...

5. Did the local schools and Loc...

6. Does the board have a polic...

7. Is the policy for all budget in...

8. Are each of the bank statem...

9. If any adjustments are need...

10. Are all bank reconciliations ...

11. Are monthly financial state...

Send to Workspace

Download Report

this work.

A. Basic Accounting Procedures - Financial Management

1. Is magnetic media, reporting financial information from each school, being received from each of the schools monthly and being incorporated into the system's books on a monthly basis? N N/A

Nextgen software users should have a report that indicates whether magnetic files from the local schools are being loaded.

> Comments

> Attachments

2. Are monthly financial reports being sent to or made available to each of the program coordinators for review and program corrections, if any? Y N/A

Check with program directors. They should have files of the budget variance report. Directors should sign verification that they have received/are receiving monthly reports. In some cases, administrators may have access to run their own reports.

> Comments

> Attachments

3. Is the Request for Federal Funds (ES-2) being prepared and submitted monthly to the State Department of Education only if expenditures are incurred and application is approved? N N/A

Review ES-2 file at the SDE and in e-Gap. Compare application approval date to ES-2 request for timeliness.

> Comments

> Attachments




5 YEAR ON-SITE SCHEDULE

FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024
Anniston City	Alabaster City	Attalla City	Arab City	Barbour County
Dallas County	Albertville City	Blount County	Auburn City	Bullock County
Enterprise City	Alexander City	Coffee County	Autauga County	Calhoun County
Fairfield City	Andalusia City	Colbert County	Bibb County	Chambers County
Geneva City	Athens City	Covington County	Boaz City	Chickasaw City
Geneva County	Baldwin County	Elba City	Butler County	Choctaw County
Haleyville City	Brewton City	Franklin County	Birmingham City	Clay County
Hoover City	Clarke County	Hale County	Daleville City	Conecuh County
Houston County	Cleburne County	Jefferson County	Decatur City	Coosa County
Jackson County	Cherokee County	Lauderdale County	Elmore County	Dale County
Jasper City	Crenshaw County	Madison County	Escambia County	Demopolis City
Lanett City	Cullman City	Oxford City	Ft. Payne City	Eufaula City
Lawrence County	DeKalb County	Oneonta City	Gadsden City	Fayette County
Marshall County	Etowah County	Opp City	Huntsville City	Florence City
Pell City	Hartselle City	Peiham City	Jacksonville City	Greene County
Perry County	Henry County	Pike Road City	Lee County	Guntersville City
Phenix City	Lamar County	Russell County	Limestone County	Homewood City
Piedmont City	Lowndes County	Selma City	Marion County	Leeds City
Roanoke City	Marengo County	Sumter County	Monroe County	Macon County
Scottsboro City	Mt. Brook City	Talladega City	Ozark City	Madison City
Sheffield City	Opelika City	Cullman County	Saraland City	Midfield City
Shelby County	Russellville City	Chilton County	Talladega County	Morgan County
Satsuma City	St. Clair County	Linden City	Tallapoosa County	Muscle Shoals City
Tarrant City	Sylacauga City	Montgomery Co	Thomasville City	Pickens County
Tuscaloosa Co	Tallassee City	Mobile County	Pike County	Randolph County
Tuscumbia City	Troy City	Dothan City	Washington County	Walker County
Wilcox City	Trussville City	Bessemer City	Winfield City	
University Charter	Tuscaloosa City		Winston County	
ACCEL Academy	Vestavia Hills City			
Lead Academy	Gulf Shores City			
Legacy Prep				

Compliance Monitoring Moving Forward

Changes to Compliance Monitoring for this year include:

- Digital version of the Self-Assessment, housed in Cognia Platform Diagnostics module, replaces the SharePoint form
 - Most parts of the Compliance Monitoring process can be done via desk audit
 - Fewer ALSDE sections included in Compliance Monitoring
 - A shift away from reporting solely on findings toward providing differentiated technical assistance
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Special Education Services (SES) and Compliance Monitoring

Special Education Services (SES) is aligning the monitoring process with the continuous improvement journey.

Pre-monitoring begins 10 weeks before the scheduled monitoring visit and includes a comprehensive desk audit, teacher and parent surveys and a teacher certification review. The comprehensive monitoring team finalizes any findings of non-compliance a week prior to the scheduled on-site monitoring visit.

During the on-site visit, two members of the Technical Assistance Team (TAT) will work with the LEA Special Education Coordinator/Director to develop a corrective action plan for improvement efforts. TAT representatives will develop the draft Improvement Plan, determine levels of Technical Assistance needed and determine who will provide the support.

After the on-site monitoring, the compliance monitoring team will request any additional information, if needed. The LEA will make any required corrections to the Improvement Plan using the improvement strategies provided by the compliance monitoring team. Then, the LEA will document the required corrections to the Corrective Action Plan (CAP) in the eProve platform.

Questions & Answers



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