Collecting Data for PPICS

APR 2010-2011
Agenda

• System functionality overview
• Required data elements
• Tools for data collection
• Data collection timeline
• Milestone due dates for 2011 APR
What is PPICS and how does it work?

ppics.learningpt.org/ppics
The APR is a responsibility of each grantee

• Ensure you can log in
• Become familiar with the system now
• Use sample data collection pages, user guides and tutorials
• Tip sheets posted to: portal.learningpt.org/isbe21cclc/public
• Ask for assistance
• Plan now to make sure you enter the APR when due
• Funding can be frozen if APR is not completed
• Don’t forget summer 2010
Remember...

- A big part of program effectiveness is the ability to continually improve—it *doesn’t* mean absolute, complete, total, immediate success.
- We’re not looking for data that show a startingly rosy picture—that’s unrealistic.
- We need *accurate* data.
- Accurate data enable quality critical analysis—analysis that highlights program strengths and reveals areas where the program can be improved.
- With accurate, complete data, ED can make a strong case for the continuation of the program, and provide *you* with the tools you need to succeed.
What data is collected in the APR

- Operations
- Staffing
- Attendance
- Feeder Schools
- Activities
- State Assessment Current Year
- Objectives
- Partners

- Grades
  - 30-59 days
  - 60-89 days
  - 90+ days

- Teacher Survey
  - 30-59 days
  - 60-89 days
  - 90+ days

- Grantee Profile (current overview)
Have a plan

- PPICS is separate from your local evaluation
- Have a plan for each and every data element
- Know the requirements for all data elements
- Make data collection a continuous process
- Create systems that ensure 100% completion and 100% accuracy
- IIR/Penny Billman assistance with impact data
**June – August 2010**

**Before beginning the 2010-2011 School year**

**PPICS Data Collection Planning**

- Create a team to work on PPICS completion that includes administrative and program staff
- Define roles for each team member
- Ensure that staff understand PPICS requirements and functionality
- Create data collection systems that will collect information in the manner required for PPICS. Examples include:
  - Attendance system for daily program attendance and activity attendance
  - Spreadsheets to compile demographics, grades, state assessments, etc.
  - Hard copy record keeping system for activity descriptions, staff timesheets, etc.
  - Enrollment forms that collect necessary demographic data and parent sign off for to record student information
- Plan timelines and procedures for completing data collection throughout the year
  - Make sure that these meet the milestone completion dates listed below
- Establish a leadership role to oversee that all data collection is taking place on time and is complete
### August - September 2010

At the start of the 2010-2011 School year

Establish Relationships with the school building

- Meet with school administrators to explain what data is needed from the school building and how this data will be used to benefit program participants
- Work with administrators to create a plan for collecting this information including
  - A data contact person at the school
  - Timelines for collecting data
  - Best methods for administering teacher surveys
  - What support administration can provide for the data collection
- Document what agreements are reached and provide the school a copy for their records which includes a timeline
- Program staff should introduce themselves to the school data collection contact and maintain regular communication with the school building throughout the year
September 2010-October 2011

At the start of the 2010-2011 School year

Enrollment
Teacher Survey Notification

• Collect necessary demographic data from enrollment forms and confirm parent sign offs
• Provide the school a copy of the enrollment list
• Enter demographic information into your central data collection system (spreadsheets, database, program files)
• Populate attendance system with students names
• File activity plans for the year
• Provide program staff with system for recording attendance, activities, and other program information and create deadlines for when this information should be provided to program management (on a weekly or monthly basis)
• Make sure that the staff member in charge of teacher survey collection understands the correct method of administering these surveys
• Record the homeroom teacher (or math/LA teacher for High School) for each student
• Provide a copy of the teacher survey to each of these teachers and explain the importance of this tool (only one teacher survey for reach regular attendee is necessary for PPICS)
• Ask teachers to think about student behavior throughout the year and indicate when you will be administering the final teacher survey (sometime in the spring of 2011)
| End of First Quarter | • Ensure that data collection systems are working for staff and make any necessary changes  
• Ensure that all first quarter program data on operations, staffing, feeder schools, activity, attendance, and all other PPICS sections is compiled and documented in the program’s main office  
• Connect with school data contact to collect first quarter student grades in Language Arts and Math |
| --- | --- |
| Review all first quarter data collection  
Collect Grades Data | |
| End of Second Quarter | • Ensure that data collection systems are still working and make any necessary changes  
• Ensure that all first semester information about program operations, staffing, feeder schools, activity, attendance, and all other PPICS sections is compiled and documented in the program’s main office  
• Update the school throughout the first semester with any new students that join the program |
| Review all first semester data collection  
Attendance Updates | |
| End of Third Quarter | • Ensure that data collection systems are still working and make any necessary changes  
• Ensure that all third quarter information about program operations, staffing, feeder schools, activity, attendance, and all other PPICS sections is compiled and documented in the program’s main office  
• Make sure that all program activity, attendance, staffing, or operations changes are recorded throughout the year |
| Review all third quarter data collection | |
### Fourth Quarter

- **Review all data for missing elements**
- **Collect remaining components**
- **Collect final students grades**
- **Administer the teacher survey**

- Review all data collection for the year at this time. Make plans to fill in any missing data before the school year ends and staff leave for the summer.
- Check in with your school building data contact to review your method for collecting final student grades and state assessments when they become available.
- Sometime in April administer the teacher survey
- Ensure that 100% of teacher surveys are returned
- Meet with any teachers who have missing surveys
- End of fourth quarter collect final grades data for math and language arts

### End of School Year 2011

- **Review all data for missing elements**

- Meet with data collection team
- Have team members review collected data for accuracy and completion
- Compile attendance for the year and identify regular attendees
- Compile grades, teacher surveys, and state assessments for all regular attendees
<table>
<thead>
<tr>
<th>Milestone Date</th>
<th>Milestone Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday June 30, 2011</td>
<td>Update Grantee Profile</td>
</tr>
<tr>
<td>Friday July 29, 2011</td>
<td>Teacher Surveys</td>
</tr>
<tr>
<td>Wednesday August 31, 2011</td>
<td>Operations, Staffing, Activities, Feeder Schools, Attendance, Grades</td>
</tr>
<tr>
<td>Friday October 28, 2011</td>
<td>Objectives, Partners, State Assessment, Final APR Certification</td>
</tr>
</tbody>
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Follow the tip sheets!
Here’s an Example

Section 1: Basic Info
_____ Are my Year Award Amounts up-to-date?
_____ Is the contact person correct
_____ Have I checked all the current funding sources

Section 3: Partners
_____ Have I added my new partners?
_____ Did I inactivate partners who used to be part of the
_____ Have I updated how each partner
_____ Have I checked off each partner

Section 4: Centers
_____ Have I added any new centers?
_____ Have I closed any centers?
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