

# The 2017-2018 LEA ESSA Consolidated Application for Funding

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Texas Education Agency

ESC Training for LEA Technical Assistance  
Day One: February 16, 2017 AM

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Grants Compliance and Oversight Division



# Agenda: February 16, 2017

- ▶ Introduction
- ▶ ESSA State Consolidated Plan updates
- ▶ ESSA State and local agency responsibilities
- ▶ Required Local Education Agency Plans: The 2017-2018 LEA ESSA Consolidated Application for Funding



# Agenda: February 16, 2017 (continued)

- ▶ Data-Driven Comprehensive Needs Assessments (models)
  - Schedule PS3001—Needs Assessment, Priorities, and Program Outcomes
  
- ▶ Continuous Improvement Planning, Part I: Best Practices and Recommended Uses of Funds



# Introduction

Grants and Federal Fiscal Compliance Department  
Grants Compliance and Oversight Division

Cory Green, Chief Grants Administrator

ESSA Special Projects Team:

Anita Villarreal

Susan Patterson

TEA Updates



# Introduction

## Purpose

Provide ESCs updated information on the ESSA State Consolidated Plan, the 2017-2018 LEA Consolidated Application for Funding, and available ESSA guidance for organizations applying for funds.



# ESSA State Consolidated Plan Updates



# ESSA State Consolidated Plan Updates

## Draft Development Schedule

- ▶ April 2016: 2017-2018 LEA ESSA funding application development.
- ▶ December 2016: TEA releases public input survey responses on state plan.
- ▶ August 2017: Anticipated public comment period on ESSA State Consolidated Plan draft.
- ▶ September 2017: ESSA State Consolidated Plan submitted to U.S. Department of Education.



# ESSA State Consolidated Plan Updates

## TEA's Strategic Priorities

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support, retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)





# ESSA State Consolidated Plan Updates

## Priority 1: Recruit, Support & Retain Teachers and Principals



**Recruit, support,  
and retain teachers  
and principals**

*Teachers are the most important in-school factor affecting student outcomes.*

*High priority initiatives include:*

### **Redevelop Certification Framework:**

Ensure that available certifications are aligned to strategic priorities

### **Instructional Leadership Initiative:**

Prepare school leaders and their managers to lead for student success, focusing on low-performing schools

### **Reading Excellence Teams Pilot:**

Improve teacher practice in teaching reading by providing teams of teachers coaches around the state

### **Lesson Study Pilot:**

Improve teacher support using research-based teacher development practice focused on co-developing and refining lessons that raise student outcomes



# ESSA State Consolidated Plan Updates

## Priority 2: Build A Foundation in Reading and Math



**Build a foundation  
of reading and  
math**

*It's much easier to  
address the  
achievement gap if we  
never let it start.*

### **Reading and Math Academies:**

Offer over 60,000 spaces for high-quality reading and math academies aligned to research and best practice to elementary teachers each summer

### **Kindergarten Readiness:**

Provide grants and resources to school districts seeking to expand or enhance their high-quality pre-kindergarten programs

### **Math Innovation Zones:**

Provide support for blended learning transformations using math curricula with track record of improving student performance

### **Special Populations:**

Developing a comprehensive, student-centered approach to improving the quality and impact of state services and monitoring



# ESSA State Consolidated Plan Updates

## Priority 3: Connect High School to College and Career



### Connect High School to **career** and **college**

*Relevancy matters.  
Teaching kids how to weld  
can make them better in  
math.*

*High priority initiatives include:*

#### **Work-based Learning:**

Develop a statewide work-based learning framework for students and create grant opportunities for teacher externships with business and industry partners

#### **College and Career Counseling:**

Micro-credential and increase the numbers of college and career advisors providing support to high school students

#### **Career Readiness and Accountability:**

Develop a list of certifications and programs of study that reward and promote alignment of CTE program outcomes with industry needs

#### **High School Programs (Innovative Academies, ECHS, T-STEM, P-TECH)**

Accredit high school programs that deliver on the promise of rigorous college and career opportunities and training



# ESSA State Consolidated Plan Updates

## Priority 4: Improve Low-Performing Schools



**Improve  
low-performing  
schools**

*Every child.  
Every classroom.  
Every day.*

*High priority initiatives include:*

### **Rural Schools Taskforce:**

With the support of rural school leaders across the state, build systems to improve opportunities for rural students

### **System of Great Schools**

Provide technical support and incentives to increase the replication of high-performing, innovative district campuses

### **Streamline School Improvement Processes**

Ensure that the activities required to support schools are tightly focused on improving student outcomes, and reduce useless compliance activities

### **Lone Star Governance**

Support interested school boards on how to use student outcomes goals to guide their governance






# ESSA State Consolidated Plan Updates

## Enablers (1-3)

Increase transparency, ensure compliance, and strengthen organizational foundations

*High priority initiatives include:*

-  Increase **transparency, fairness** and **rigor** in district and campus **academic** and **financial** performance
-  Ensure **compliance**, effectively **implement legislation** and **inform** policymakers
-  Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)



### A-F Rollout

Develop, implement, and effectively communicate about the state's A-F accountability system



### Expand Broadband Access

Support the expansion of broadband access state-wide



# ESSA State and Local Agency Requirements



# ESSA State and Local Agency Requirements

## New Roles for State and Local Agencies

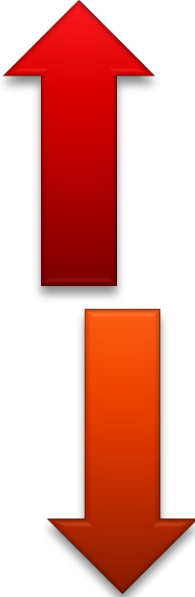
- ▶ NCLB: Top-down, one-size-fits-all with strong federal controls:
  - ED academic achievement goals;
  - Annual Yearly Progress (AYP); and
  - Mandated, 5-stage school improvement interventions.
- ▶ ESSA: Increased flexibility, authority, and **responsibility** for State and local agencies.



# ESSA State and Local Agency Requirements

## New Roles for State and Local Agencies

*EDGAR and ESSA =  
codifying best practices*



EDGAR	
States	Local Agencies
Flexibility	Flexibility
Monitoring	Financial management systems
Oversight	Internal controls

*2 CFR 200.302-303*

ESSA	
States	Local Agencies
Flexibility	Flexibility
Performance management	Guidance, technical assistance
Oversight	Performance monitoring

*2 CFR 200.327-328*





# ESSA State and Local Agency Requirements

## New Roles for State and Local Agencies

### TEA

- Performance management;
- Guidance (accelerate student outcomes); and
- Oversight.

### Local Education Agencies

- School performance management;
- Guidance and technical assistance for improvement planning; and
- Coordinated use of funds.

*How will we increase local agencies' capacity to offer guidance and tech—support to schools?*



# ESSA State and Local Agency Requirements

## TEA: Performance Management and Oversight

- ▶ Adopt challenging academic standards, assessments, and accountability measures:
  - No AMAOs, AYP, or mandated five-stage school improvement.
- ▶ Develop an ESSA State Consolidated Plan:
  - With meaningful stakeholder input; effective strategies; coordinated spending; and meeting all requirements.



# ESSA State and Local Agency Requirements

## TEA: Performance Management and Oversight

- ▶ Collect and use data to monitor LEA continuous improvement
- ▶ State-determined Title I, Part A highly-qualified teacher\*\* criteria; emphasis on equitable distribution of excellent educators.

\*\*NCLB paraprofessional highly-qualified criteria still in effect.



# ESSA State and Local Agency Requirements

## LEAs: Comprehensive Planning and Coordinated Spending

### ESSA Changes Supporting Coordinated Use of Funds:

- ▶ Well-rounded educational opportunities, not limited to core academic content. Title IV, Part A—Student Support and Academic Enrichment Grants.\*
- ▶ Methodology: Title I, Part A Supplement, Not Supplant compliance.\*\*

\*Based on comprehensive needs assessment; \*\*Title I-C, I-D, II, III, and IV SNS requirements did not change.



# ESSA State and Local Agency Requirements

## LEAs: Comprehensive Planning and Coordinated Spending

ESSA Changes Supporting Coordinated Use of Funds:

- ▶ Ranking and Serving: LEA may prioritize high schools in which 50% or more of students are low-income.

School	% Poverty	# Students
St. Martin ES	92%	82
Grand Turk MS	87%	90
San Andres ES	79%	40
Utila ES	74%	56
Basse-Terre HS	70%	160
Union Island ES	59%	119
Long Cay MS	58%	47
Ambergris HS	52%	92
San Andres HS	49%	15

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# Questions



# Required Local Education Agency (LEA) Plans



# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

A local education agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the state educational agency a plan, approved by the State educational agency.





# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

Timely and meaningful consultation: Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders. . . administrators, other appropriate school personnel, and parents of children served.



# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

### Integrative Approach to Federally-Funded Programs:

- ▶ ESSA programs
- ▶ Rehabilitation Act of 1973
- ▶ Workforce Investment Opportunity Act (WIOA)
- ▶ McKinney-Vento Homeless Assistance
- ▶ IDEA
- ▶ Head Start
- ▶ Carl D. Perkins Career & Technology
- ▶ Adult Ed & Family Literacy



# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

- ▶ Monitor student progress in meeting challenging state academic standards—
  - Develop and implement well-rounded program of instruction meeting the needs of all students.
  - Identify students at-risk of academic failure; and



# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

- Provide additional educational assistance to individual students the LEA or school identifies as at-risk.
- Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.



# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

Identify and address disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.



# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

- ▶ Define poverty criteria used to select school attendance areas.
  
- ▶ Describe programs for:
  - Children in local neglected and delinquent facilities and/or community day school programs.
  - Homeless youth and children.
  - Parent and family engagement.
  - Middle to high school and high school to college transition strategies



# Required Local Education Agency Plans

## ESSA Statutory Requirements, Title I—Part A

How teachers and school leaders, with parents, administrators, paraprofessionals, and specialized instructional support staff, will develop criteria for serving students in targeted assistance programs?

Use . . . [targeted assistance fund] only for . . . programs that provide services to eligible children . . . identified as having the greatest need. . . .



# Required Local Education Agency Plans

## Title I—Part A Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of [ESSA]).





# Required Local Education Agency Plans

## Statutory Requirements: Title I, II, III, and IV Plans

- ▶ Develop plans with meaningful stakeholder consultation.
- ▶ Coordinate and integrate federally-funded programs.
- ▶ Update plans based on performance monitoring.

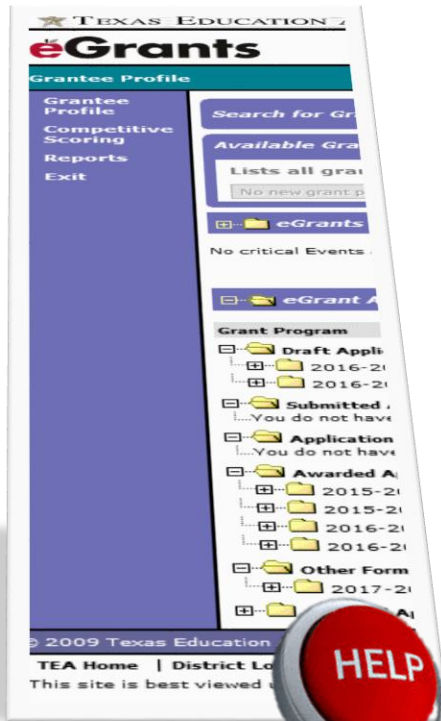
Title I—A	Title I—C	Title II—A	Title III—A	Title IV—A
<ul style="list-style-type: none"> <li>• Schoolwide: complete a needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• With expert advice</li> <li>• Improve teacher and principal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Describe effective programs and activities for EL students</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a needs assessment</li> </ul>
Sec. 1114(b)	Sec. 1306(a)	Sec. 2101(d)(J)(K) and 2102(b)	Sec. 3115	Sec. 4601



# Required Local Education Agency Plans

## 2017-2018 LEA ESSA Consolidated Applications for Funding

- ▶ = Required Local Agency Plan
- ▶ Embedded guidance:
  - Improvement planning process (best practices)
  - Aligned State and local plan
  - Coordinated use of funds
  - Student outcome-focused
  - Performance monitoring



*Significant guidance is embedded in the LEA application design!!!*



# Required Local Education Agency Plans

## 2017-2018 LEA ESSA Consolidated Applications for Funding

New Schedules for ESSA Requirements:

- ▶ PS3001—Needs Assessment, Priorities, and Program Outcomes
- ▶ PS3099—Private School Services

Table of Contents	Program Description	Instructions
<b>Part 1: Private Schools Consultation</b>		
Are any private nonprofit schools located within the LEA's boundaries?		<input type="radio"/> Yes <input type="radio"/> No
Does the LEA have any Title I, Part A eligible students attending private nonprofit schools outside the boundaries?		<input type="radio"/> Yes <input type="radio"/> No

Table of Contents	PS3001 – Needs Assessment, Priorities, and Program Outcomes	Instruction
<b>LEA Strategic Priorities (Parts 1-4)</b>		
<b>Purpose</b>		
After reviewing the relevant statewide data, meeting with the state's 20 regional Education Service Centers (ESCs), educators, parents, school board members, and employers, TEA has identified four Strategic Priorities, which will benefit student outcomes:		
<ol style="list-style-type: none"><li>1. Recruiting, supporting, and retaining teachers and principals;</li><li>2. Building a foundation of math and reading;</li><li>3. Connecting high school to career and college; and</li><li>4. Improving low-performing schools.</li></ol>		
Please see <a href="#">TEA's Agency Strategic Plan for 2017-2021</a> and ESSA Recommended Uses of Funds Guidance documents available online.		
If your LEA has an "improvement required" (IR) accountability rating, please consult your Improvement Required campus improvement plans approved by TEA. In addition, if your LEA has participated in the Continuous Improvement for Governing Teams: Lone Star Governance training, view your Lone Star Governance continuous improvement model plan. Describe below how the LEA has aligned the use of its federal ESSA funds with TEA's Strategic Priorities and your local improvement plans.		



# Questions

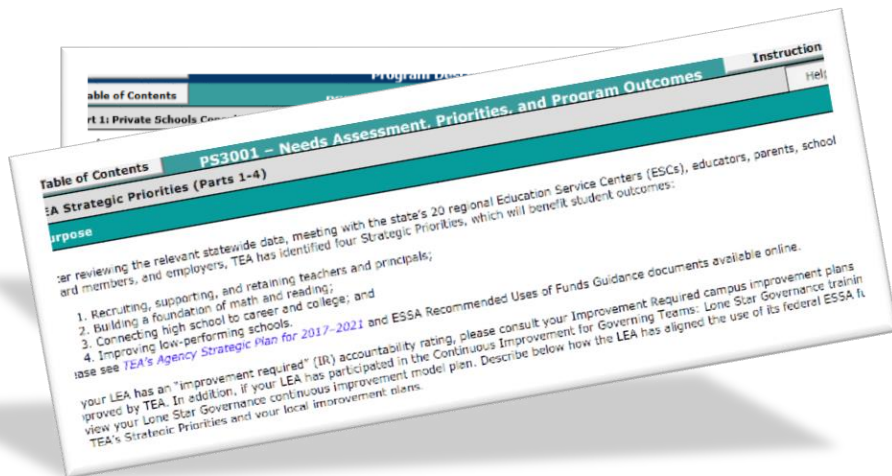




**Break**



# Data-Driven Comprehensive Needs Assessments: Schedule PS3001—Needs Assessment, Priorities, and Program Outcomes



# Data-Driven Comprehensive Needs Assessments

## ESSA Statutory Requirements, Title I—Part A

- ▶ Schoolwide: developed annually with meaningful stakeholder input, integrative approach to federally-funded programs, and based on school's comprehensive needs assessment. [Sec.1114\(b\)](#)
- ▶ Targeted assistance: provide services to eligible children identified as having the greatest need. . . Each targeted assistance program shall—(1) determine which students will be served. [Sec. 1115\(a\)](#)



# Data-Driven Comprehensive Needs Assessments

## ESSA Statutory Requirements

### Compiling Student Data, Assessing Need, Monitoring Performance

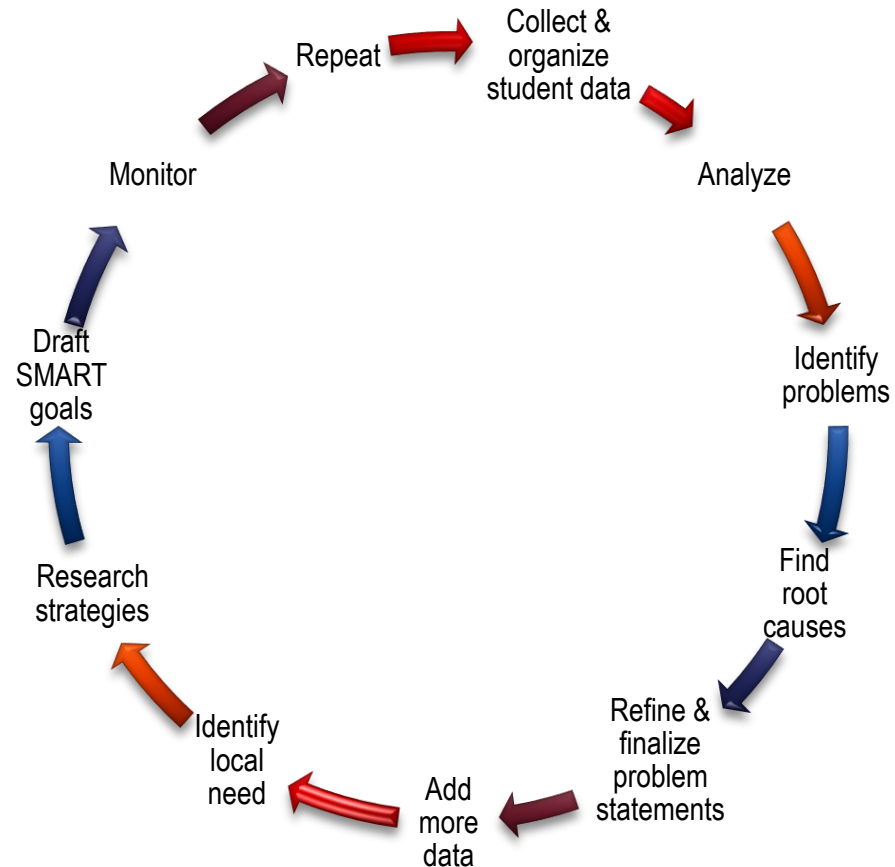
- ▶ Title I—Part C:
  - Complete a needs assessment. [Sec. 1306\(a\)](#)
- ▶ Title II—Part A:
  - Use data for ongoing continuous improvement
  - Update plan based on performance monitoring. [Sec.2101\(d\)\(J\)\(K\) and 2102\(b\)](#)
- ▶ Title III—Part A:
  - Identify EL students and provide effective programs
  - Update plan based on performance monitoring. [Sec.3115](#)
- ▶ Title IV—Part A:
  - Complete a needs assessment. [Sec. 4061](#)





# Data-Driven Comprehensive Needs Assessments

## PS3001—Needs Assessment, Priorities, and Program Outcomes

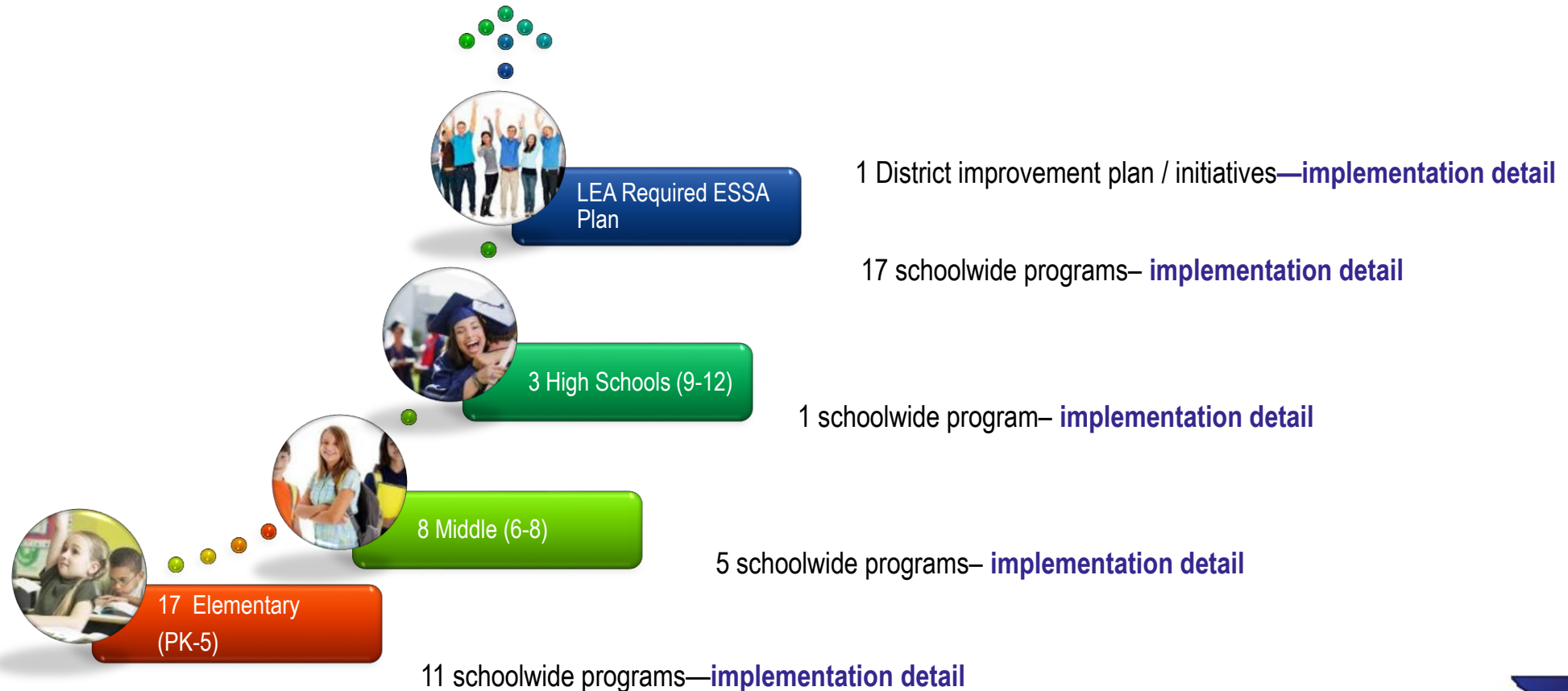


Unpacking “Data-driven Comprehensive Needs Assessments”



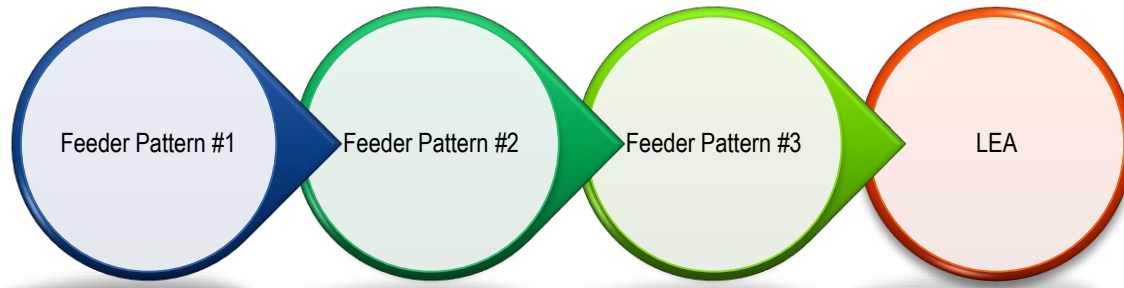
# Data-Driven Comprehensive Needs Assessments

## PS3001—Needs Assessment, Priorities, and Program Outcomes



# Data-Driven Comprehensive Needs Assessments

## PS3001—Needs Assessment, Priorities, and Program Outcomes



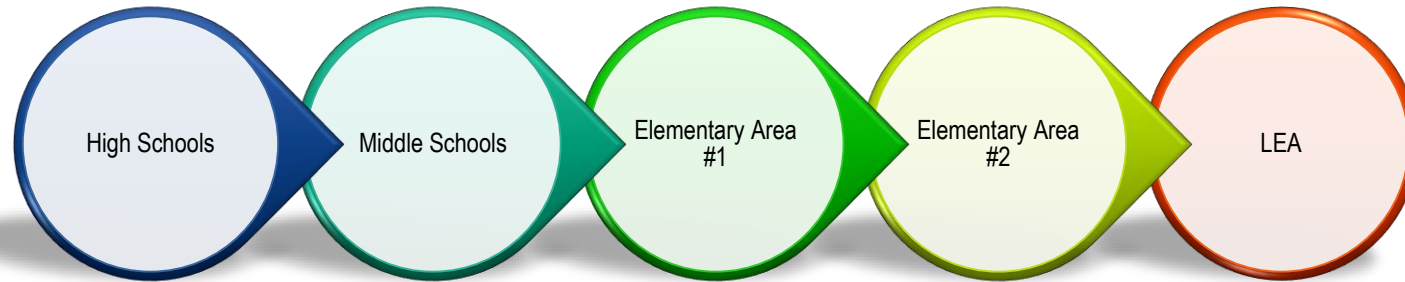
Feeder Pattern #1	Feeder Pattern #2	Feeder Pattern #3	LEA
St. Thomas HS ✓ Grand Bahama MS (CIP) Margarita Island MS Grande-Terre MS ✓ St. Martin ES (CIP) ✓ Antigua ES (CIP) St. John ES St. Kitts ES	Trinidad HS ✓ St. Croix MS (CIP) Tobago MS ✓ Grand Cayman MS (CIP) ✓ St. Vincent ES (CIP) ✓ Grand Turk ES (CIP) ✓ San Andres ES (CIP) Nevis ES Little Inagua ES Cayo Sabinal ES	✓ Cayo Largo HS (CIP) ✓ Catalina Island MS (CIP) ✓ Ambergris MS (CIP) ✓ Long Cay ES (CIP) ✓ Isla de Mona ES (CIP) ✓ Union Island ES (CIP) Cayo Guajaba ES Ile-a-Vache ES ✓ Utila ES (CIP) ✓ Basse-Terre Island ES (CIP)	Caribbean ISD (DIP)

*Example—  
schoolwide programs  
with Title I CIPs in  
feeder patterns (vertical  
teams)*



# Data-Driven Comprehensive Needs Assessments

## PS3001—Needs Assessment, Priorities, and Program Outcomes



High School Team	Middle School Team	Elementary Team #1	Elementary Team #2
St. Thomas Trinidad ✓ Cayo Largo (CIP)	✓ Grand Bahama (CIP) Margarita Island Grande-Terre ✓ St. Croix (CIP) Tobago ✓ Grand Cayman (CIP) ✓ Catalina Island (CIP) ✓ Ambergris (CIP)	✓ Long Cay (CIP) ✓ Isla de Mona (CIP) ✓ Union Island (CIP) Cayo Guajaba Ile-a-Vache ✓ Utila (CIP) ✓ Basse-Terre Island (CIP) Nevis Cayo Sabinal	✓ St. Martin (CIP) ✓ Antigua (CIP) St. Johns St. Kitts ✓ St. Vincent (CIP) ✓ Grand Turk (CIP) ✓ San Andres (CIP) Little Inagua

*Example—  
schoolwide programs  
with Title I CIPs in  
grade-level planning  
teams.*



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Embedded Guidance: Improvement Planning Process Best Practices

- #1 Inventory LEA and school resources for planning.
- #2 Convene planning teams adequately representing all stakeholders.
  - Federal programs, compliance, budget, and finance departments
- #3 Provide training, materials, and time for team preparation:
  - Well-defined terms, concepts, process
  - Clear mission, vision, purpose
  - Accessible data, tools, resources
  - Guidance documents



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Embedded Guidance: Improvement Planning Process Best Practices

- #4 Collect and analyze student outcome data.
- #5 Draft problem statements and identify root causes.
- #6 Complete a comprehensive needs assessment.
- #7 Research effective strategies with greatest potential to improve student outcomes.



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Embedded Guidance: Improvement Planning Process Best Practices

- #8 List all activities required to implement each strategy.
- #9 Identify a specific person who will ensure each activity is completed.
- #10 Estimate when each activity will be completed.
- #11 Draft SMART performance measures and goals.



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Embedded Guidance: Improvement Planning Process Best Practices

- #12 Identify all available—State, local, and federal— funding sources for each strategy.
- #13 School improvement planning teams document work in a Continuous Improvement Plans (CIP).





# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Embedded Guidance: Improvement Planning Process Best Practices

- #14 LEAs compile the work of **all** planning teams. Insert this information into Schedule PS3001 of the Consolidated Application.
- #15 Establish a process for regularly monitoring progress throughout the year.
- #16 Annually evaluate how effective the implemented strategies were for improving your student outcomes.



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory LEA and School Plans, Teams, and Resources

What are the LEA's Characteristics?

- ▶ Small, medium, or large?
- ▶ Rural or urban?
- ▶ High, medium, low-risk level assigned?
- ▶ Student demographics?
- ▶ How many schools? How are they organized?
- ▶ Strategic plan and/or annual Board priorities available online?



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory Improvement Planning Teams

### District-level Inventory

- ▶ How many planning teams?
- ▶ Who are team members?
- ▶ What planning process do they use?
- ▶ Centrally coordinated?
- ▶ Who tracks deadlines?

Planning Team Name:		School Board	Intergovernmental Work Group	LEA Improvement Planning	LEA Program	Grade-level	Feeder Pattern	Targeted Intervention	Turnaround	School Leadership	School Improvement	School Instructional Leader	PLCs	Afterschool Advisory
<b>Members</b>														
Board Member	X	X	X	X				X			X			X
Superintendent		X	X					X						
Senior Cabinet	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEA Administrators	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Community members	X	X	X	X				X	X		X			X
Business Representative	X	X	X					X	X		X			X
Parents	X	X	X					X	X		X			X
Nonprofit Service Provider	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Principal(s)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
School Leaders	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Teachers	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other school staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Planning Document	Team Name:	School Board	LEA	School(s)
	Strategic Plan	X		
	Strategic Priorities	X		
	Lone Star Governance	X		
	District Improvement	X	X	
	Turnaround Plans	X	X	X
	Targeted Improvement Plans		X	X
	Federal Programs		X	
	District Initiative		X	
	Campus Leadership		X	X
Grant-funded		X	X	

## Inventory District Improvement Plans

- ▶ How accessible is student data?
- ▶ What data reports, tools, resources do we have?
- ▶ What plans we have?
- ▶ Available online? How do we get copies?
- ▶ Who monitors and updates plans?



# PS3001—Needs Assessment, Priorities, and Program Outcomes



*IR campus, soon to be schools with D's & F's on report cards = barometer of climate change districtwide.*

*What are we doing for low-performing schools?*

## Inventory District Improvement Plans

- ▶ How many Improvement Required (IR) schools do we have with IR Plans?
- ▶ Who determines what strategies are implemented at IR schools?
- ▶ Who makes decisions about how we pay for IR Plans?
- ▶ Who can provide budget information about the programs and activities in IR Plans?



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory District Improvement Planning Resources

- ▶ How do we help schools develop annual operating budgets?
- ▶ Who maintains a “master schedule”?
  - Start of school, breaks, end of school
  - Finance trainings
  - Districtwide annual budgeting process
  - Workshops to develop annual campus budgets
  - Preliminary allocation information to schools
  - CIP drafting schedule and deadlines
  - STAAR testing, retesting and summer camps
  - Exams, EOCs



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory District Improvement Planning Resources

Budget Authority:		Name:	Jackson	Bluestone	Feather	Jacobs	Evans	Smith	Kraven
Fund #		Program Name:							
211	Title I, Part A	X				X			
212	Title I, Part C	X			X	X			
215	Title I, Part D	X				X			
255	Title II, Part A	X	X			X			
263	Title III, Part A	X				X			
265	Title IV, Part A	X		X		X	X	X	
1003(a)	Focus & Priority	X				X	X	X	

- ▶ How many federally-funded districtwide initiatives do we have?
- ▶ Who makes decisions about how to use federal funds?



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory District Improvement Planning Resources

- ▶ How can we help all teams talk to each other about improvement planning effectively?
- ▶ Do we routinely schedule planning time for our teams?
- ▶ Do we have a training plan for team members?
  - Student outcomes
  - Available and allowable funding sources





# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory District Improvement Planning Resources

- ▶ How do we help planning teams be student outcome-focused?
  - Standardized list of student outcome terminology for all teams?

*Example—  
School-based  
planning  
team  
word  
list!*

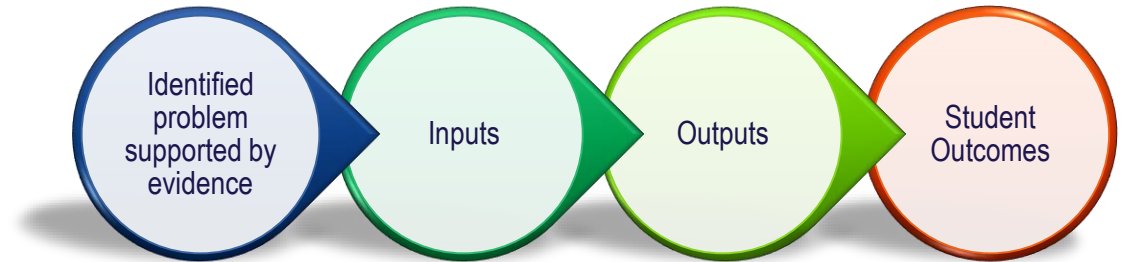
Baseline	Outcome	SMART goals	Fund
Milestone	Performance measure	Tiered Interventions	Supplemental funds
Input	Goal	Strategy	Target
Output	Data source	Action steps	Local
Rank and serve	Economically disadvantaged	Achievement gap	Donation
Behavior Intervention	Attendance areas	Allowability	Allocation
Tutoring	Poverty Criteria	Summer Bridge	Blended learning
Summer School	Allocability	Small-group instruction	CBT
STAAR Camps			



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory District Improvement Planning Resources

- ▶ How do we help teams be student outcome-focused?



### Inputs

Resources invested in programs, activities, strategies identified during the planning process.

*Add ESSA\$ to inputs!*

### Outputs

What you do with the resources that you have invested (**activities**). Direct, measurable, work products of activities.

### Student Outcomes

What students know or can do.

**SMART short-term quarterly and annual** progress measures or milestones.

**Long-term, 3-5 year goals** for how far you want your students to grow (student achievement).



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory School Plans, Teams, and Planning Resources

- ▶ How will we resolve issues that arise during our work?
  
- ▶ Do we have a team member job description with essential functions?
  - Distinguish between inputs, outputs, and outcomes;
  - Understand improvement planning and student outcome concepts;
  - Distinguish between formative and summative assessments;



# PS3001—Needs Assessment, Priorities, and Program Outcomes

## Inventory School Plans, Teams, and Planning Resources

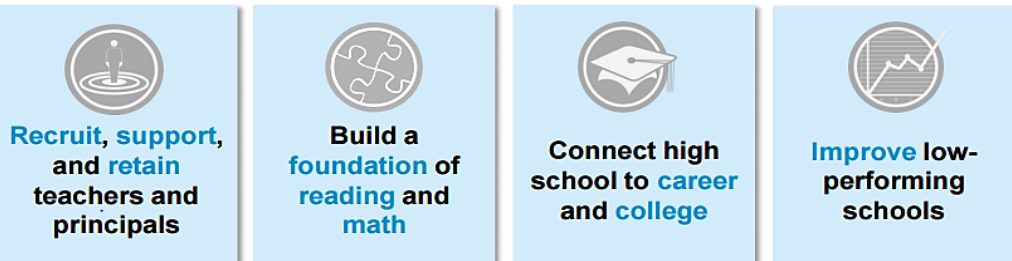
- ▶ Job description with essential functions (continued)
  - Routinely and effectively monitor student outcomes;
  - Distinguish between program and performance evaluation; and
  - Hold the principal accountable for student outcomes.



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Every child, prepared for success in college, a career, or the military



**Recruit, support, and retain teachers and principals**

**Build a foundation of reading and math**

**Connect high school to career and college**

**Improve low-performing schools**

Increase transparency, fairness and rigor in district and

Table of Contents	PS3001 – Needs Assessment, Priorities, and Program Outcomes	Instructions
TEA Strategic Priorities (Parts 1-4)		Help
<b>Purpose</b>		
After reviewing the relevant statewide data, meeting with the state's 20 regional Education Service Centers (ESCs), educators, parents, school board members, and employers, TEA has identified four Strategic Priorities, which will benefit student outcomes:		
<ol style="list-style-type: none"><li>1. Recruiting, supporting, and retaining teachers and principals;</li><li>2. Building a foundation of math and reading;</li><li>3. Connecting high school to career and college; and</li><li>4. Improving low-performing schools.</li></ol>		
Please see <i>TEA's Agency Strategic Plan for 2017–2021</i> and ESSA Recommended Uses of Funds Guidance documents available online.		
If your LEA has an "improvement required" (IR) accountability rating, please consult your Improvement Required campus improvement plans approved by TEA. In addition, if your LEA has participated in the Continuous Improvement for Governing Teams: Lone Star Governance training, review your Lone Star Governance continuous improvement model plan. Describe below how the LEA has aligned the use of its federal ESSA funds to TEA's Strategic Priorities and your local improvement plans.		

- ▶ How can we help campus teams align with LEA and TEA priorities?
  - Foundation Materials:
    - TEA strategic priorities and strategic plan
    - LEA strategic plan
    - Board strategic priorities
    - Theory of Action



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Foundation Materials: Vision and Mission Statements

- ▶ Do they reflect our shared goals and values?
- ▶ If not, can we update them to match our goals?
- ▶ Do other teams use these mission and vision statements?



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Clarify Planning Team's Purpose

- ▶ Direct programs, projects, and activities;
- ▶ Prioritize use of funds on effective strategies with greatest affect on student outcomes;
- ▶ Promote parent and community involvement;



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Clarify Planning Team's Purpose

- ▶ Align goals, strategies, training to desired outcomes;
- ▶ Monitor effectiveness of strategies;
- ▶ Focus on student outcomes;
- ▶ See patterns and trends in student outcomes; and
- ▶ Conduct continuous improvement planning.





# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Develop A Framework for Planning Teams

- ▶ Topics or Focus Areas?
- ▶ What is meeting schedule?
- ▶ Who should be invited?
- ▶ What process will we use?
- ▶ How will we document our work?



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Develop A Framework for Planning Teams

- ▶ Who will collect what data? How will we organize the analysis?
  
- ▶ What data sets and tools are available?
  - TSDS Dashboard (#2)
  - TAPR reports, school report cards (State accountability) (#1)

*—2 examples for today. . .*



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Review Characteristics of Data Analysis Activities

- ▶ Ongoing and informative
- ▶ Snapshot of the LEA or school
- ▶ Required for decision making
- ▶ Process-driven



# PS3001—Needs Assessment, Priorities, and Program Outcomes

Provide Training, Materials, and Team Preparation Time

Review Data Analysis Guiding Questions

- ▶ What does the data reveal about trends and patterns over time?
- ▶ What is the impact of these trends?
- ▶ What other insights does the data reveal?
- ▶ What problem statements have been identified?



# Lunch

