The 2017-2018 LEA ESSA Consolidated Application for Funding

Cory Green, Chief Grants Administrator
Texas Education Agency

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

© 2017 by Texas Education Agency
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
Introduction

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.

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

ESSA State Consolidated Plan Updates

Priority 1: Recruit, Support & Retain Teachers and Principals

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**

- **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.

*Build a foundation of reading and math*

*It’s much easier to address the achievement gap if we never let it start.*
Priority 3: Connect High School to College and Career

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.

Relevancy matters. Teaching kids how to weld can make them better in math.
ESSA State Consolidated Plan Updates

Priority 4: Improve Low-Performing Schools

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

*Improving low-performing schools*

*Every child. Every classroom. Every day.*
ESSA State Consolidated Plan Updates

Increase transparency, ensure compliance, and strengthen organizational foundations

High priority initiatives include:

- **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

*Enablers (1-3)*

- 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 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

<table>
<thead>
<tr>
<th>EDGAR</th>
<th>ESSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>States</strong></td>
<td><strong>Local Agencies</strong></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Financial management systems</td>
</tr>
<tr>
<td>Oversight</td>
<td>Internal controls</td>
</tr>
</tbody>
</table>

- **ESSA**
  - States
  - Flexibility
  - Performance management
  - Oversight
  - Performance monitoring

---

2 CFR 200.302-303

**EDGAR and ESSA = codifying best practices**

2 CFR 200.327-328

Grants Compliance and Oversight Division
### ESSA State and Local Agency Requirements

#### New Roles for State and Local Agencies

<table>
<thead>
<tr>
<th>TEA</th>
<th>Local Education Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performance management;</td>
<td></td>
</tr>
<tr>
<td>• Guidance (accelerate student outcomes); and</td>
<td></td>
</tr>
<tr>
<td>• Oversight.</td>
<td>• School performance management;</td>
</tr>
<tr>
<td></td>
<td>• Guidance and technical assistance for improvement planning; and</td>
</tr>
<tr>
<td></td>
<td>• Coordinated use of funds.</td>
</tr>
</tbody>
</table>

**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.

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

<table>
<thead>
<tr>
<th>School</th>
<th>% Poverty</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Martin ES</td>
<td>92%</td>
<td>82</td>
</tr>
<tr>
<td>Grand Turk MS</td>
<td>87%</td>
<td>90</td>
</tr>
<tr>
<td>San Andres ES</td>
<td>79%</td>
<td>40</td>
</tr>
<tr>
<td>Utila ES</td>
<td>74%</td>
<td>56</td>
</tr>
<tr>
<td>Basse-Terre HS</td>
<td>70%</td>
<td>160</td>
</tr>
<tr>
<td>Ambergris HS</td>
<td>52%</td>
<td>92</td>
</tr>
<tr>
<td>Union Island ES</td>
<td>59%</td>
<td>119</td>
</tr>
<tr>
<td>Long Cay HS</td>
<td>58%</td>
<td>47</td>
</tr>
<tr>
<td>San Andres HS</td>
<td>49%</td>
<td>15</td>
</tr>
</tbody>
</table>
Required Local Education Agency (LEA) Plans
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.
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

Sec.1112(a)(1)(B)
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

Sec.1112(a)(1)(A)(B)
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.

Sec. 1112(b)(1)(C)(D)
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

Sec 1112(b)(4-6)(10)
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. . . .
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]).

Sec.1114(b)
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.

<table>
<thead>
<tr>
<th>Title I—A</th>
<th>Title I—C</th>
<th>Title II—A</th>
<th>Title III—A</th>
<th>Title IV—A</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schoolwide: complete a needs assessment</td>
<td>• Complete a needs assessment</td>
<td>• With expert advice</td>
<td>• Describe effective programs and activities for EL students</td>
<td>• Complete a needs assessment</td>
</tr>
<tr>
<td>Sec. 1114(b)</td>
<td>Sec. 1306(a)</td>
<td>Sec. 2101(d)(J)(K) and 2102(b)</td>
<td>Sec. 3115</td>
<td>Sec. 4601</td>
</tr>
</tbody>
</table>
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
Questions
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

17 Elementary (PK-5)

17 schoolwide programs—implementation detail

8 Middle (6-8)

5 schoolwide programs—implementation detail

3 High Schools (9-12)

1 schoolwide program—implementation detail

LEA Required ESSA Plan

1 District improvement plan / initiatives—implementation detail

11 schoolwide programs—implementation detail
Data-Driven Comprehensive Needs Assessments

PS3001—Needs Assessment, Priorities, and Program Outcomes

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

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
- St. Thomas Trinidad
- Cayo Largo (CIP)

Middle School Team
- Grand Bahama (CIP)
- Margarita Island Grande-Terre
- St. Croix (CIP)
- Tobago
- Grand Cayman (CIP)
- Catalina Island (CIP)
- Ambergris (CIP)

Elementary Team #1
- Long Cay (CIP)
- Isla de Mona (CIP)
- Union Island (CIP)
- Cayo Guajaba Ile-a-Vache
- Utila (CIP)
- Basse-Terre Island (CIP)
- Nevis Cayo Sabinal

Elementary Team #2
- 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
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).
LEAs compile the work of all planning teams. Insert this information into Schedule PS3001 of the Consolidated Application.

Establish a process for regularly monitoring progress throughout the year.

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 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?
PS3001—Needs Assessment, Priorities, and Program Outcomes

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

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?

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?
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**

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

<table>
<thead>
<tr>
<th>Fund #</th>
<th>Program Name</th>
<th>Name: Jackson</th>
<th>Bluestone</th>
<th>Feather</th>
<th>Jacobs</th>
<th>Evans</th>
<th>Smith</th>
<th>Kraven</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>Title I, Part A</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>212</td>
<td>Title I, Part C</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>215</td>
<td>Title I, Part D</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>255</td>
<td>Title II, Part A</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>263</td>
<td>Title III, Part A</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>265</td>
<td>Title IV, Part A</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1003(a)</td>
<td>Focus &amp; Priority</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Outcome</th>
<th>SMART goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestone</td>
<td>Performance measure</td>
<td>Tiered Interventions</td>
</tr>
<tr>
<td>Input</td>
<td>Goal</td>
<td>Strategy</td>
</tr>
<tr>
<td>Output</td>
<td>Data source</td>
<td>Action steps</td>
</tr>
<tr>
<td>Rank and serve</td>
<td>Economically disadvantaged</td>
<td>Achievement gap</td>
</tr>
<tr>
<td>Behavior Intervention</td>
<td>Attendance areas</td>
<td>Allowability</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Poverty Criteria</td>
<td>Summer Bridge</td>
</tr>
<tr>
<td>Summer School</td>
<td>Allocability</td>
<td>Small-group instruction</td>
</tr>
<tr>
<td>STAAR Camps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Fund**
  - Supplemental funds
  - Target
  - Local
  - Donation
  - Allocation
  - Blended learning
  - CBT
How do we help teams be student outcome-focused?

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

**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).

Add ESSA to inputs!
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;
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

- 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
  - TAPR reports, school report cards (State accountability)
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