Looking toward 2018 - 2019

New eGrants Schedule for Needs Assessment, Priorities, Program Outcomes

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Education Service Center, Region 20
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PS300x Schedule
Needs Assessment, Priorities, and Program Outcomes

• New schedule for certain grants in 2017-2018:
  • ESSA Consolidated Federal Grant (PS3001)
  • Title V, Part B Rural and Low-Income School Program (PS3002)
  • Title I, 1003 School Improvement Priority/Focus Grant (PS3002)

• 2017-2018 schedules being reformatted for 2018-2019

• New schedule will be added to the following grants in 2018-2019:
  • Special Education Consolidated Grant (PS3003?)
  • Title I, Part C Carl D Perkins Career and Technical Education Act Grant (PS3004?)
PS300x Schedule

Needs Assessment, Priorities, and Program Outcomes

**Purpose:** Alignment of grant funds to TEA’s Strategic Priorities

- Describe Needs, Priorities, and Program Outcomes for the grant:
  - Identified Needs
  - Program Outcomes
    - One-Year Performance Measure (**SMART Goal**)
    - 3-5 Year Goal
  - Program or Activity to address identified need(s)
    - Includes amount of grant funds budgeted to address the need(s)/performance measure(s)
Program Description

PS3001 – Needs Assessment, Priorities, and Program Outcomes

Purpose

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:

- Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals
- Strategic Priority #2: Build a Foundation in Reading and Math
- Strategic Priority #3: Connect High School to Career and College
- Strategic Priority #4: Improve Low-Performing Schools

See also TEA’s Strategic Plan for 2017-2021 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 materials. Describe below how the LEA has aligned the use of its federal ESSA funding to TEA’s Strategic Priorities and its local improvement plans. List locally-identified needs for ESSA funding not aligned to TEA Strategic Priorities in the “Not Aligned” fields, if you will use ESSA funds for these needs.

Prototype for Reformatted 2018-2019 PS3001 (Draft) for ESSA (IDEA-B will be similar)

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>Not Aligned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Add Line

Remove Line

Recommendation: Limit to one need
**Prototype for Reformatted 2018-2019 PS3001 (Draft) for ESSA (IDEA-B will be similar)**

### Program Outcomes

<table>
<thead>
<tr>
<th>ESSA Program</th>
<th>One-Year Performance Measure (SMART goal)</th>
<th>Baseline Data</th>
<th>3-5 year Goal</th>
<th>Data Sources(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The percentage of 3(^{rd}) grade students who meet or master grade level in reading and math will increase from 17% to 22% by May 2018.</td>
<td>17%</td>
<td>37%</td>
<td>STAAR data</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Recommendation:**

Limit to one performance measure

Notice: Your performance measure is a one-year SMART goal, but you also identify a 3-5 year goal

*If the performance measure is not written as a SMART goal, the TEA reviewers will send it back in negotiation*

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### List program or activity for ESSA funding that addresses the needs above.

<table>
<thead>
<tr>
<th>#</th>
<th>Title I, Part A: $0.00</th>
<th>Title I, Part C: $0.00</th>
<th>Title I, Part D: $0.00</th>
<th>Title II, Part A: $0.00</th>
<th>Title III, Part A: $0.00</th>
<th>Title IV, Part A: $0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ESSA Example**

There is no required percentage or required amount for the budgeted amount. The budgeted amounts should be a true representation of amounts to be spent toward these activities, goals, needs.
Continuous Improvement Process

Best Practices: Improvement Planning Process

- Collect and analyze student data
- Draft problem statements and identify root causes
- Complete a comprehensive needs assessment (CNA)
- Research effective strategies with greatest potential to improve student outcomes
- Draft SMART performance measures and goals
- Identify all available funding for each strategy (state/local/federal)
- Insert information into the PS300x Schedule
- Regularly monitor progress throughout the year
- Annually evaluate the implemented strategies

SOURCE: TEA

ESC-20 (Federal Programs) will hold 3 CNA workshops this spring:
Contact Alex Dominguez
(210) 370-5410
alex.Dominguez@esc20.net

Consult with your Title I staff regarding their CNA process
Identify Needs

Identify needs through a Needs Assessment process

Prioritize Needs

Prioritize the needs
Align Prioritized Needs with Strategic Priorities

TEA STRATEGIC PRIORITIES

Organize prioritized needs according to TEA Strategic Priorities (or Local Priority)

PS3001—Needs Assessment, Priorities, and Program Outcomes

Organize Local Needs According to TEA Strategic Priorities

ESSA Example

SOURCE: TEA
Refine Prioritized Needs to One Major Goal

Refine the prioritized needs to one major goal/performance measure to be achieved with the grant funds

Too many goals/performance measures will fragment the focus on improving student achievement and lessen the effectiveness of the funding

Define the Program Outcome

- Determine a 3-5 year goal
- Include baseline data and data source(s)
- Determine a one-year performance measure (SMART goal)

NOTE: Your LEA will be monitored on the performance measure identified on the PS300x

PS3001—Needs Assessment, Priorities, and Program Outcomes

ESSA Example

Student outcomes focused on what students know or can do

Performance Measure = one-year SMART goal

Goal = 3-5 year goal

<table>
<thead>
<tr>
<th>TEA Program</th>
<th>Performance Measure</th>
<th>Baseline Goal</th>
<th>Goal</th>
<th>Data Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student will increase from 17% to 20% by May 2018

The % of what students know or can do will increase from 17% to 20% by Z. (3-5 years)

Identify the ESSA program. Add programs, as needed.

The percentage of what students know or can do will increase from X% to Y% by Z (one year).

Outcome control group.

Use a state-reliable data source

SOURCE: TEA

Department of Grants Compliance and Oversight
Identify Programs/Activities that Address the Need/Performance Measure

- **GOAL (Performance Measure)**
- **LEA Need**
- **LEA Need**
- **Program/Activity**

Identify the program or activities to be conducted with the grant funds for the performance measure being addressed.

Since grant funds will be used, “fund source specific” programs or activities to be conducted must be listed on the PS300.

Budget Grant Funds to Support the Need/Performance Measure

- **GOAL (Performance Measure)**
- **LEA Need**
- **LEA Need**
- **Program/Activity**

Identify the dollar amount of grant funds needed to support the performance measure being addressed.
TEA Guidance and Technical Assistance

- TEA developed **Strategic Priority Guides for ESSA**
  - Organized by the TEA Strategic Priorities
  - Summarized allowable activities by program
  - Recommended use of funds
    - Supported by current research
    - Significant student outcome increases for resources invested (inputs)
  - Best practices

http://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Transition_to_ESSA/

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**ESSA Example**

<table>
<thead>
<tr>
<th>Recommended Initiatives and Best Practices</th>
<th>Title 1</th>
<th>Title 2</th>
<th>Title 3</th>
<th>Title 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Areas of Funds</strong></td>
<td>Grade &amp;</td>
<td>Grade &amp;</td>
<td>Grade &amp;</td>
<td>Grade &amp;</td>
</tr>
<tr>
<td>Instructional Leadership Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Leadership Development (ESO)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional Development (ESO)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teacher Leader / Master Teacher Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Other Best Practices**

- Teacher mentoring and coaching
- Induction programs for new teachers
- Induction programs for new principals
- Systematic Human Resources Office improvements including targeted recruiting and effective screening of teacher and principal applicants
- Instructional coaching for teachers and principals, to include teacher mentoring, for serving students with disabilities
- Instructional coaching for implementing tiered behavior intervention models
- Teacher monitoring and coaching
- Induction programs for new teachers

*Specific program requirements must be met for eligible teacher, student and/or parent participation, the instructional focus of funded activities, and supplemental uses of funds. LEAs and school-level activities must be aligned and should be appropriately scaled to meet LEA or campus needs.

**AL**: All-staff certified teachers, tutors during school day, fellows and after school, evenings, and weekends; specialized instructional support staff, principals, other school leaders.

**Not included in 2017-2018 ESSA Federal Consolidated Application**

**Title I, Part A** refers to schoolwide programs

SOURCE: TEA
Each link opens to a resource document that includes:
- Project Description,
- Goals and Student Achievement Objectives
- Expected Outcomes,
- Etc.

Excerpt from TEA's Recommended Use of Funds Document for Strategic Priority #1,
"Instructional Leadership Development Focused on the Observation-Feedback Cycle"

Expected Outcomes
A program designed to develop campus leaders as instructional leaders, with a focus on the observation/feedback cycle, would lead to increased student academic achievement. A study conducted by The New Teacher Project proved that the top 20% of teachers generate 5-6 more months of student growth in comparison to their peers. Developing instructional leaders with a focus on the observation/feedback cycle will generate more of these top leaders, who will in turn generate stronger results.

Additional example outcomes formatted as SMART goals (the percentage of _______ will increase from X% to Y% by Z):
- Increased % of effective teachers retained by fostering a strong instructional climate from X% to Y% by Z.
- Increased % of teachers expressing satisfaction on campus climate survey from X% to Y% by Z.
- Increased % of teachers growing in end-of-year evaluation metrics from X% to Y% by Z.

How Will Success Be Measured and Data Sources Available
Examples of performance measures for the instructional leadership development program focusing on teacher achievement:
- Increased % of teachers growing in their instructional evaluation, T-TESS or local equivalent from X% to Y% by Z.
- Increased teacher satisfaction, as shown by campus or LEA climate surveys, from X% to Y% by Z.
- Increased retention of effective teachers from X% to Y% by Z.
Performance Measure Evaluation

LEAs will be required to report progress on their performance measure

• **PS300x**
  
  • Schedule completed at the **beginning** of the year to identify needs, priorities, and program outcomes

• **PR300x**
  
  • Schedule completed at the **end** of the year to report whether the goals were met (Compliance Report)

Performance Measure Evaluation:
**Draft PR3001 Schedule for 2017-2018 ESSA Goals**

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<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the LEA insert SMART goal(s) aligned to Priority #1?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

1. Did the LEA meet the identified one year performance measure(s) (SMART Goals) listed in Part 1 of PS3001? | YES | NO |

If the LEA did not meet the one year performance measure(s) (SMART Goals), insert one or more related, other indicators of progress toward meeting each SMART goal that was not met.

1. Did the LEA continue the performance measure(s) (SMART goal) in the 2018-2019 ESSA Consolidated Application? | YES | NO |

Did the LEA change ESSA-funded programs or activities in the 2018-2019 ESSA Consolidated Application based on progress toward meeting SMART goal(s)? | YES | NO |

Describe how the LEA reviewed and/or modified programs and activities to ensure the LEA will meet or make progress toward SMART goal(s) in 2018-2019 below.
Prepare for 2018-2019: Be Proactive

• Consider beginning this process now

  ✓ Learn how to draft problem statements and identify root causes

  ✓ Think strategically on how to tie needs and goals to TEA’s Strategic Priorities

    ➢ Review your LEA’s Campus Improvement Plan (CIP) and District Improvement Plan (DIP)

    ➢ If your LEA has an accountability rating of “Improvement Required” (IR), consult your Improvement Required Campus Improvement Plans approved by TEA

    ➢ If your LEA has participated in the Continuous Improvement for Governing Teams: Lone Star Governance training, review your Lone Star Governance continuous improvement materials
Prepare for 2018-2019: Be Proactive

• Consider beginning this process now, *continued*
  ✓ Review PBMAS results
  ✓ Use data resources:
  - Eduphoria
  - DMAC (requires paid subscription)
  - Texas Assessment (http://texasassessment.com/administrators/) (free resource) – see Danny Ditto’s presentation
  - Campus Contribution Tool – See Kelly Joseph’s presentation

Prepare for 2018-2019: Be Proactive

• Consider beginning the process now, *continued*
  ✓ Consider how you can focus your grant funds on the Strategic Priorities
  ✓ Contemplate performance measures for student outcomes
    - Learn how to write SMART goals
    - Hopefully, TEA will develop Strategic Priority Guides for IDEA
  ✓ Attend trainings related to Comprehensive Needs Assessment and Continuous Improvement Models
  ✓ Consult with your Title I staff who have experience with the new schedule and the CNA process
TEA Resources

• ESSA Tools for Strategic Priorities, Comprehensive Needs Assessment, Continuous Improvement Models:
  https://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Transition_to_ESSA/

• TEA Strategic Priorities:
  https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

ESC-20 Contacts

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