Federal Program Director’s
2017-2018 Consolidated Application, New Form Training
5-15-2017
Welcome

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Making Connections
• Updates
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• District Desk Audits/Reviews (Discussion)
• CLARITY review
• 2017-2018 ESSA Consolidated Application
• Director’s Choice
  • Title III PNP
  • Title ID, subpart 2
Materials

http://www.esc20.net/default.aspx?name=ais_sup.nclb.FPDMeetings
Focus and Priority Schools
T-TESS

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210-370-5475
2016-17 Title I, 1003(a) Priority and Focus School Grant

- The grant end date for the 2016-2017 is **September 30, 2017**.
- Last day to submit an amendment is **July 17, 2017**.
- Revised Final Expenditure Report, Final Evaluation Report, and Final Expenditure Report are all due **October 31, 2017**.

LEAs are encouraged to spend all funds on or before September 30, 2017 as carryover is not guaranteed for SY 2017-18. Please check with ESC representatives for TEA’s most recent district balance.
2017-2018, 1003 (a) Grant

• TEA current discussions only include priority schools as part of the 1003 PFS LEA grant application calculation for SY 17-18.

• Because focus funds may not be part of the calculation to LEAs, ESC focus grants to support focus schools may see an increase.
TEA Press Release – May 3, 2017

• All major components of the Texas Teacher Evaluation and Support System (T-TESS) remain in place following an agreed legal agreement with various teacher organizations in the State.

• Student growth will remain part of statutorily-required teacher appraisal systems in either the State-recommended system or a locally-developed system a school district may wish to adopt.
What is T-TESS?

• Commissioner-recommended teacher evaluation system for the State
• A system designed by educators to support teachers in their professional growth
• Includes 3 components:
  – A goal-setting and professional development plan for the teacher
  – A specific evaluation cycle (including: pre-conference, observation, post-conference)
  – Information on how well a teacher’s students grow in knowledge and skills throughout the year
What does the agreement mean?

- **Student growth measure remains part of teacher appraisals**
- Commissioner Morath will remove the reference to the 4 ways to measure student growth to ensure that districts are clear about the flexibility they have in choosing how student growth is measured.
- As a result, the 4 options of:
  - Student Learning Objectives (SLOs)
  - Pre- and Post- Benchmark Assessments
  - Student Portfolios
  - Value Added Measures have been removed from formal TEA Guidance
What does the agreement mean?

• Confirms the requirement that every Texas school district appraise each teacher based on how that specific individual teacher’s students progress academically, as opposed to solely giving feedback to an individual teacher based on the growth of all students at a school

• Applies to both the Commissioner’s appraisal system and any local appraisal system a school district may wish to adopt
Moving Forward

- ESC 20 will continue to offer Student Learning Objectives (SLO) training this summer as an option/method should districts be interested
- Training Dates for Spring/Summer 2017

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Upcoming Deadlines

**WARNING**

**Due dates are closer than they appear**
FIFTH DOMAIN
Community and Student Engagement Indicators

- Per HB 2804 TEA must collect from all schools their choice of 3 out of the 8 CaSE Indicators and ratings criteria that the schools will rate themselves on for accountability. The categories are:
  - Fine Arts
  - Wellness and Physical Education
  - Community and Parental Involvement
  - 21st Century Workforce Development Program
  - Second Language Acquisition Program
  - Digital Learning Environment
  - Dropout Prevention Strategies
  - Education Programs for Gifted and Talented
Community and Student Engagement Indicators

• First, Second, Third CaSE choices will be collected in PEIMS Submission 3.
  – JJAEP’s, DAEPS, and Juvenile Detention Center campuses are exempt from this reporting.

• CaSE Ratings Criteria Link
  – Per 39.0545 (a)(1)(B) and 39.0546 (a)(1)(c), criteria must be submitted to TEA indicating how the district will evaluate performance and assign ratings. It also states that the information will be made available on the district/campus internet site.
The Fifth Domain requirement to rate 3 CaSE indicators on an A-F scale does not replace the requirement for districts/campuses to submit ratings for each of the 8 Category Codes currently collected.

Districts will have two submissions each year

- all CaSE indicators as exemplary, recognized, acceptable and unacceptable
- 3 CaSE indicators that they selected and submitted a year in advance, identified as A, B, C, D or F
State Compensatory Education

Applicable to any LEA that received $500,000 in 2015-2016 (LPE column)

District Improvement Plan and two campus improvement plans (at least one campus improvement plan is to be submitted for a non-Title I SW campus, if any, that had the highest percentage of students at risk of dropping out of school) and an evaluation of SCE program.

Upload to Audits by **July 11, 2017**
The 2016-17 Rural and Low Income Schools (RLIS) Compliance Report will open in eGrants on May 12, 2017 and due by August 1, 2017
2016-17 NCLB Consolidated Compliance Reports

The **Guide to Answer Program Implementation Questions** is now available.

The 2016-17 NCLB Consolidated Compliance Reports will open in eGrants on **May 12, 2017** and due by **August 1, 2017**
2016-2017 NCLB Consolidated Compliance Report
2016-17 NCLB Consolidated Application

Final amendments due by June 2, 2017
2016-17 Gun-Free Reports

A district Gun-Free Report is required to be submitted on eGrants to receive a NOGA (Notice of Grant Award) for the 2017-18 ESSA Consolidated Application for Funding.

The 2016-17 Gun-Free Reports is open in eGrants and due by June 27, 2017.
Printable copies of 2016-2017 NCLB Compliance Reports

- NCLB Consolidated Compliance Report (PDF, 1933KB)
  - Title I, Part A - PR1000 (PDF, 99KB)
  - Title I, Part C - PR1200 (PDF, 123KB)
  - Title I, Part D - PR2000 (PDF, 135KB)
  - Title II, Part A - PR3000 (PDF, 100KB)
  - Title III, Part A - PR3002 (PDF, 101KB)
  - Title V, Part A - PR5000 (PDF, 111KB)
  - Homeless Students Enrolled - PR6400 (PDF, 71KB)
  - Unsafe School Choice - PR6200 (PDF, 77KB)

- Gun Free Schools Act - District Report (PDF, 902KB)
  Instructions (PDF, 104KB)

- Gun Free Schools Act - Campus Report (PDF, 534KB)
  Instructions (PDF, 132KB)

- Rural and Low Income Schools (RLIS) Program Compliance Report (PDF, 508KB) Instructions (PDF, 60KB)

2016-2017 Guide to Answering Program Implementation Questions (PDF, 235KB)
Program Updates
Program Updates

• Title IA
Title IA

Funding formula remains the same

- Census poverty
- Neglected care count
- Foster care count
Title IA
Supplement Not Supplant more flexible IF ...

District has a methodology in place of distributing state and local dollars to campuses prior to distributing federal dollars. If NO methodology in place SNS reverts to previous presumptions of supplanting

- if the activity is required by law
- if the activity was provided in prior years with non-Federal funds
- or if the activity is provided to non-Title I students with non-Federal funds

ESC 20
Serving the Educational Community
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)
Continuous Improvement Process
Why do you need a CNA?

- **Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253** related to campus planning state that “the plan must include provisions for a comprehensive needs assessment addressing student performance on the student achievement indicators, and other appropriate measures of performance...Campus-level committees must assess the academic achievement for each student in the school using the student achievement indicator system.”

- **ESSA, SEC. 1114.** (b) SCHOOLWIDE PROGRAM PLAN.—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 the Every Student Succeeds Act) that— (6) is based on a **comprehensive needs assessment of the entire school** that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA ...
State Requirements for a CIP

- Texas Education Code (TEC) 11.252 charges the campus principal and site-based decision making team with an annual improvement planning process including the development, review, and revision of improvement plans focused on increasing student academic achievement.

- TEC Section 11.251(f) requires LEAs to ensure that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

Plans must determine how each student will achieve the objectives, identify resources to carry out the plan, identify responsible staff to ensure the plan is implemented, set timelines to achieve the goal, and include measures to evaluate the plan.
Federal Requirements for a CIP

• **Section 1114 (b)(6) SCHOOLWIDE PROGRAM PLAN.**—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 the Every Student Succeeds Act) that
  
  − Is based on a CNA and includes an evaluation
  − Describe how the school will use Title I, Part A resources to implement strategies
  − List how state and federal funds are consolidated, or coordinated, to implement the program, if applicable
  − Include sufficient activities to address the needs of the intended beneficiaries of the federal program funds
Federal Requirements for a CIP

• **Section 1115 (b)(6) SCHOOLWIDE PROGRAM PLAN.**—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 the Every Student Succeeds Act) that
  
  – Is based on a CNA and includes an evaluation
  – Describe how the school will use Title I, Part A resources to implement strategies
  – List how state and federal funds are consolidated, or coordinated, to implement the program, if applicable
  – Include sufficient activities to address the needs of the intended beneficiaries of the federal program funds
NCLB 10 Components for a SW Program

1. Comprehensive Needs Assessment
2. Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High-Quality Professional Development
5. Strategies to Attract HQ Teachers
6. Strategies to Increase Parental Involvement
7. Plans for Assisting Preschool Children in the Transition to Elementary School
8. Teacher Decision-Making Regarding Assessments
9. Effective and Timely Assistance to Students
10. Coordination and Integration
Schoolwide Program Plan

**ESSA, Sec. 1114(b)**

Requires a needs assessment, improvement plan and evaluation.
Combines components and elements of prior requirements.

1. Developed during 1 year period (LEA can determine less time is needed);
   existing schoolwide may continue but must amend plan;
2. Developed with involvement or parents and other members of the community
   (teachers, principals, school leaders, paraprofessionals, etc.);
3. **Remains in effect but shall be regularly monitored and revised as necessary based on student needs**;
4. Is available to the public in an understandable format and, to the extent practicable, in
   a language parents can understand;
5. Is developed in coordination with other Federal, State and local services, resources and
   programs;
6. Is based on a comprehensive needs assessment; and
7. Includes strategies to address school needs, including:
(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
Targeted Assistance Program Plan
ESSA, Sec. 1115 (b)

To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic each targeted assistance program under this section shall—

• (1) determine which students will be served;
• (2) serve participating students identified as eligible children under subsection (c), including by—
  – (A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
Targeted Assistance Program Plan
ESSA, Sec. 1115 (b)

– (B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
  • (i) expanded learning time, before- and afterschool programs, and summer programs and opportunities; and
  • (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
– (C) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of title II, or State-run preschool programs to elementary school programs;
Targeted Assistance Program Plan
ESSA, Sec. 1115 (b)

– (D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;
– (E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and
– (F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and
Targeted Assistance Program Plan
ESSA, Sec. 1115 (b)

– (G) provide to the local educational agency assurances that the school will—
  • (i) help provide an accelerated, high-quality curriculum;
  • (ii) minimize the removal of children from the regular classroom during
    regular school hours for instruction provided under this part; and
  • (iii) on an ongoing basis, review the progress of eligible children and revise
    the targeted assistance program under this section, if necessary, to provide
    additional assistance to enable such children to meet the challenging State
    academic standards.
Local Education Agency Plan
ESSA: Section 1112(b)

(b) PLAN PROVISIONS.—To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe—

(8) if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;

(10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
# Migrant Program Updates

## Budgeting changes

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Migrant Program Updates

Formula in Brief

Category 1 = all Regular Enrollments
Category 2 = Summer Enrollments

State funds = (3yr. \textit{avg} Cat 1) + (previous yr. Cat 2)

multiplied by the adjusted State PPE
Migrant Program Updates

Additional method of identifying an Eligible Child;

Child is not required to make migratory move in order to qualify for the MEP.

- a “qualifying move” must be made out of economic necessity
- from one residence to another residence
- from one school district to another school district
Migrant Program Updates

Priority for Service (PFS) Changes

• each recipient of migrant funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who-
  (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or
  (2) have dropped out of school
Program Updates

• Title II
• Title IVA
• Homeless
• Foster Care
Title II

Funding formula has changed
• No hold-harmless for Eisenhower or Class-Size Reduction
• Based on poverty counts and population counts
Title II

Preparing, Training, And Recruiting High-quality Teachers, Principals, Or Other School Leaders

(D) reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
PR1500 and Teacher Equity Plan

• Do you include teachers who are self-contained (ex. 3rd grade teacher who teaches all subjects during the day) in this column?
  – In the Generalist row

• Where would you include teachers who teach Journalism – ELAR, Speech - ELAR, Computer Science – Tech Apps, ROTC.
  – We'll have to ask certification on this one, although we think the assignment chart indicates PE.

• Does Generalist mean self-contained?
  – Yes
**PR1500 and Teacher Equity Plan**

- **Teaching experience vs. teaching assignment** – does the experience the district report relate to the teaching assignment or is it years of experience regardless of assignment?
  - Creditable years of experience as a teacher regardless of assignment

- **Where would you list teachers that are teaching in the following assignments: Innovative Courses, STAAR Remediation, Local Credit Course, Computer Based Instruction, etc?**
  - In the subject that most closely corresponds to the curriculum they're teaching

- **Where do you include individuals that are currently employed on an One-Year Certificate based on an out-of-state teaching credential?**
  - That goes under Probationary
PR1500 and Teacher Equity Plan

- Is District Permit? School District Teaching Permit?
  - Yes

- Where do districts list the number of teachers that they have on Temporary Classroom Teaching Permits (TCAP)?
  - That goes under Emergency

Under Part 3: Bilingual & Special Education

- Regarding the Number of Years of Teaching Experience: Do you only put the number of years of experience in Special Education/Bilingual/ESL or total years of teaching experience?
  - Total
PR1500 and Teacher Equity Plan

General Questions:

• Will districts need to amend the report throughout the year?
  – No, but they should be monitoring throughout the year

• Will districts be required to publicly report the district status of their equity survey?
  – (like through a board meeting, online or through the newspaper) TEA is waiting to hear back on this one
Title IVA

Student Support and Academic Enrichment Grant

- Monies fluctuating from week to week
- If there are monies in the schedule when the application opens, keep in mind
  - Transferability
    - Title IV can be used on non-Title I campuses
    - Transferring all monies into Title I will restrict that money to only Title I campuses
Homeless Status Code – Changes for the 2017-2018 School Year

- Updated E1082 Homeless Status Code description
- Updated C189 Homeless Status Code table
  - Deleted code 1 – Student lives in a shelter, transitional housing or is awaiting foster care at any time during the current school year
  - Additional code 5 – Student lives in a shelter or transitional housing at any time during the current school year
Foster Care

- ESC will continue to provide collaborative opportunities with DFPS
- Districts continue to modify procedures related to Foster Care transportation (must have procedures in place)

Set-aside not required, but is allowed out of Title I
District Desk Audit Review Discussions
2017-2018 ESSA Consolidated Application
Resources
• Strategic Priority Guides
• Recommended Uses of ESSA Funds
• Instructions
• Provisions and Assurances
• Needs Assessment/Improvement Plans
• Root Cause Analysis Process
Root Cause Analysis

The potential root causes are identified by the campus/district based upon the information gathered through the data analysis. Areas of need, as they relate to gaps in the data are determined by conducting a root cause analysis of the problem stated in the problem statement. This analysis reveals the hypothesis of WHY the problem is occurring.

Often when a problem is discovered, an action or intervention is applied to resolve it. The jump from WHAT the problem is to HOW it can be fixed overlooks WHY the problem exists.

Root Cause Analysis helps you drill down to the why.
ELLs have a 50% pass rate in reading in the 2014-2015 state accountability
Problem Statement: ELLs have a 50% pass rate in reading

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<td>School is boring</td>
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<td>Students don’t like coming to school</td>
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<td>7</td>
<td>Work late hours</td>
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<td>Have to support families through work</td>
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<td>9</td>
<td>Have children of their own</td>
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<td>10</td>
<td>Class schedule</td>
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<td>Have to wear uniforms</td>
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<td>12</td>
<td>Students don’t see relevance of school</td>
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<td>13</td>
<td>Students think teachers don’t like them</td>
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<td>Students think the rules are stupid</td>
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<td>Students think the subjects are useless</td>
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<td>Control</td>
<td>Influence</td>
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Problem Statement: ELLs have a 50% pass rate in reading in the 2014-2015 state accountability ratings.

Table of Control consensus: School is boring.
1. Why are students bored at school?
   Because classes are boring for the students.
2. Why are students bored with their classes?
   Because students aren’t connecting with the material.
3. Why aren’t the students connecting with the material?
   Because teachers don’t know how to support ELL students.
4. Why don’t teachers know how to support ELL students?
   Because teachers lack an understanding for the instructional strategies needed to meet linguistic needs of ELL students.
5. Why do teachers lack an understanding of instructional strategies needed to meet the linguistic needs of ELL students?
   Because professional development on linguistic accommodations has not been provided in the past two years.

Is your root cause addressed in your existing CIP?
If so, have you evaluated those strategies?
If not currently addressed, do you have the resources toward this need?
PS3001 Worksheet

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<th>Root Cause</th>
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**Priority 1**
- Recruit, support, retain teachers and principals

**Priority 2**
- Build a foundation of reading and math

**Priority 3**
- Connect high school to career and college

**Priority 4**
- Improve low-performing schools

**Priority 5**
- LEA Priorities (Local Needs)
PDF Review of Schedule

<table>
<thead>
<tr>
<th>Form Description</th>
<th>Required</th>
<th>Last Updated</th>
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<tr>
<td><strong>General Information</strong></td>
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<tr>
<td>GS2100 - Applicant Information</td>
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<tr>
<td>GS2300 - Negotiation Comments and Confirmation</td>
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<tr>
<td><strong>Program Description</strong></td>
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<tr>
<td>PS3001 - Needs Assessment, Priorities, and Program</td>
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<td>PS3099 - Private School Services</td>
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<td>PS3101 - Title I, Pt A and Title I, Pt D1</td>
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<td>PS3102 - Title I, Part D Subpart 2</td>
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<td>PS3103 - Title I, Part C Migrant Education</td>
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<td>PS3106 - Title III, Part A ELA</td>
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<td>PS3109 - REAP Funding Transferability</td>
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<td>PS3400 - Equitable Access and Participation</td>
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<td><strong>Waivers</strong></td>
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<td>WV4004 - Ed-Flex Title I, A SW Eligibility</td>
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<td><strong>Campus Selection</strong></td>
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<td>SC5000 - Title I, Part A Campus Selection</td>
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<td><strong>Program Budget</strong></td>
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<td>BS6001 - Program Budget Summary and Support</td>
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<td>BS6101 - Payroll Costs</td>
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<td>BS6601 - Capital Outlay</td>
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<td><strong>Provisions Assurances and Certifications</strong></td>
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<tr>
<td>CS5000 - Provisions, Assurances and Certifications</td>
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For each program area supporting this TEA Strategic Priority, describe the impact on student outcomes you expect to achieve with this federal ESSA funding. Describe the anticipated outcome, including performance measure, baseline data, program goal, and data sources.

<table>
<thead>
<tr>
<th>ESSA Program</th>
<th>Performance Measure</th>
<th>Baseline Data</th>
<th>Goal</th>
<th>Data Source(s)</th>
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<tr>
<td>#</td>
<td>Title II</td>
<td>62%</td>
<td>85%</td>
<td>2017 teacher survey</td>
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<td>1.</td>
<td>All programs</td>
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<td>2018 teacher survey</td>
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Actual data to be collected at end of year to include money spent and student outcomes.
PS3001: Considerations

- Baseline data this first year
- What are districts doing in their initiatives
- Write performance measures using SMART goals for student outcomes
- SMART goal is reasonable and ATTAINABLE
- Summer of 2018, column will be added to identify progress toward SMART goal.
- If district is not making progress they will have an additional schedule toward improvement in the following year
- Two-three years with no progress, district will go into corrective action and have specific conditions place on grant award.
Shared Service Arrangements and ESSA

- ESSA Consolidated Application will still be completed by fiscal agent
- PS3001 not applicable to fiscal agent
- As of this year, goals set by each program per ESC 20 initiative
Training Dates

TEA Application Training Dates/Locations
• May 18 ESC 15 San Angelo
• May 25 ESC 1 Edinburg

ESC 20 Learning to work with the CNA and CIP Toward the Continuous Improvement Process
• Session 45190 June 7, 2017
• Session 45191 June 9, 2017
• Session 45192 May 22, 2017
Director’s Choice

Title III PNP
Title IID
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