

LEA Planning Overview

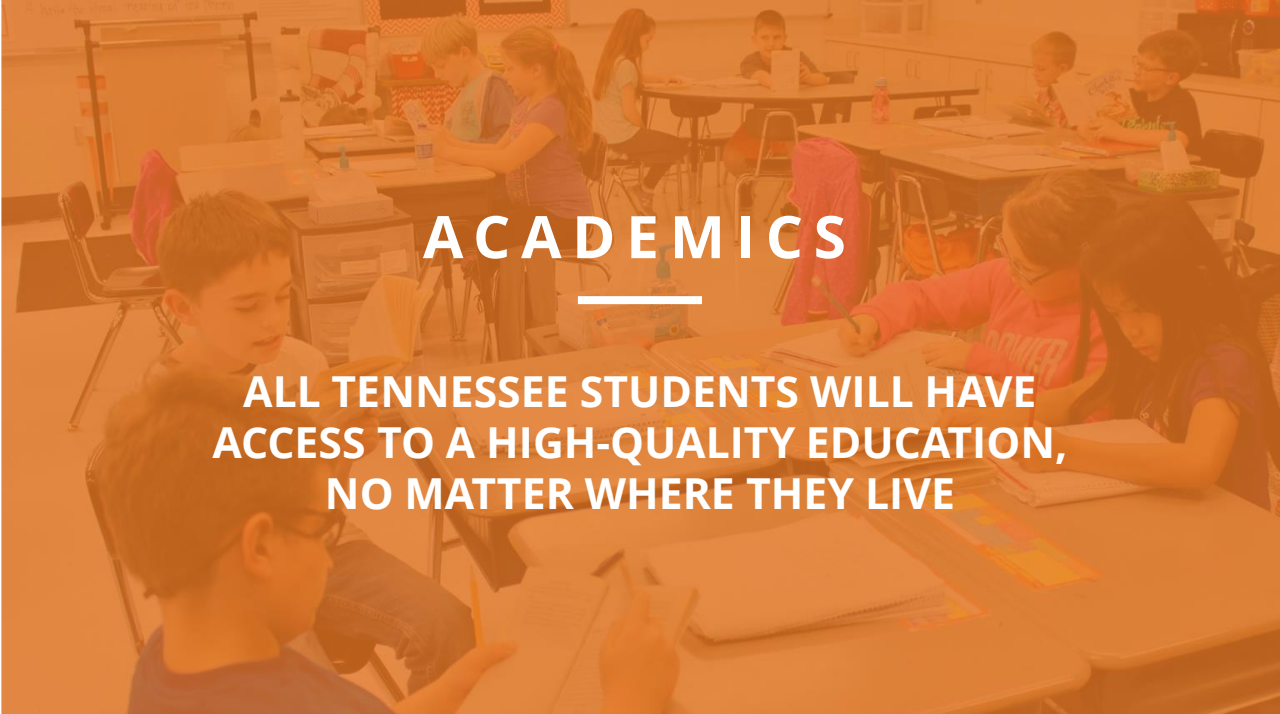
CORE and Federal Programs and Oversight





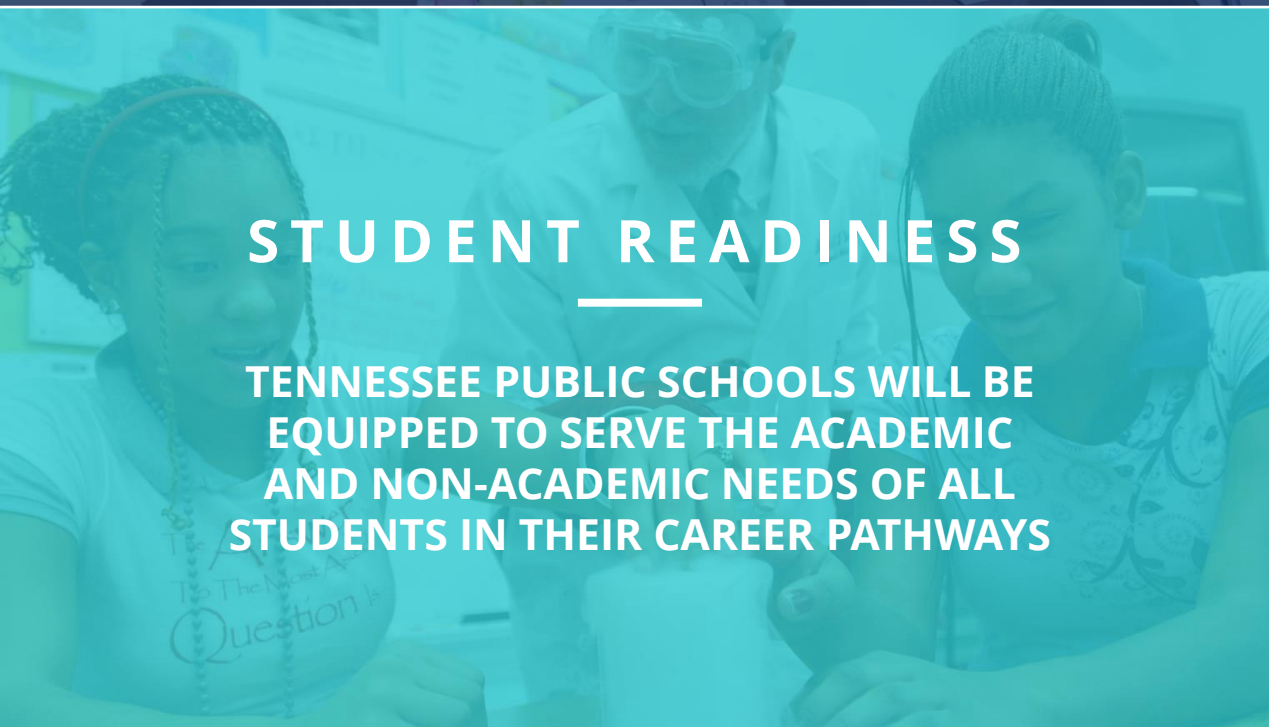
BEST FOR ALL

We will set all students on a path to success.



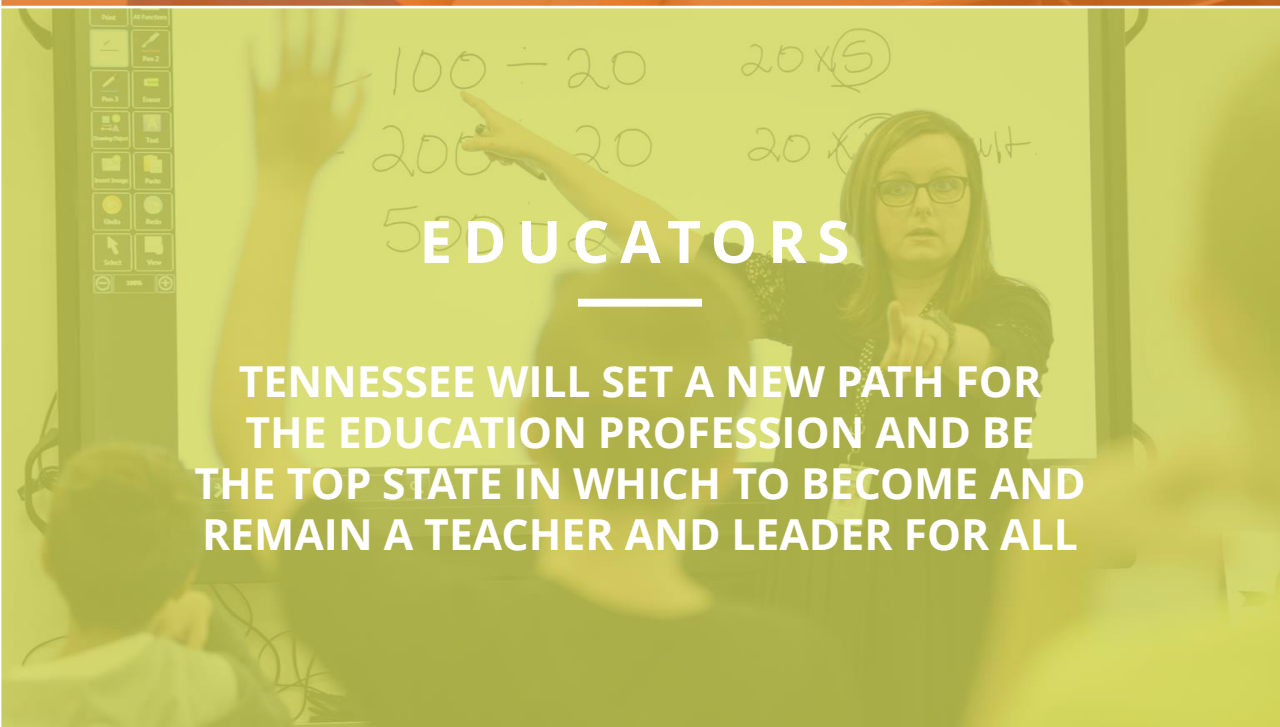
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

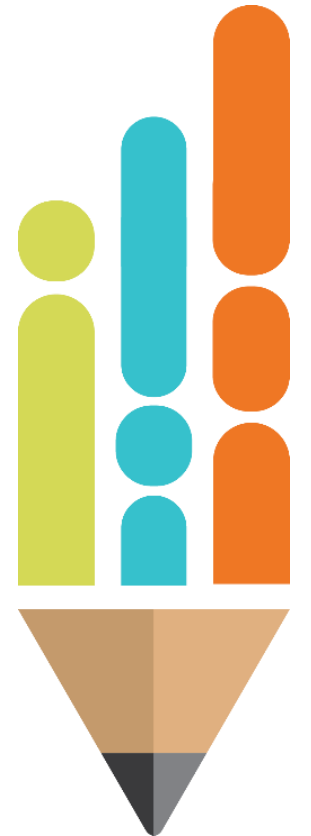


EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Objectives

- Understand district plan's connection to ESSA
- Understand the changes and new components of the LEA planning process this year
- Conduct a new needs assessment based on captured data
- Revise the district plan to meet prioritized needs
 - revise SMART goals aligned to your prioritized needs
 - evaluate progress of strategies
 - connect local and TDOE strategies to your improvement goals
 - prepare for tracking and monitoring progress
 - update action steps needed to implement strategies
- Connect evidence of effectiveness for interventions, programs, and strategies funded by ESSA and/or ESSER



Session Norms

- Monitor technology
- Ask questions
- Put ideas on the table
- Keep students at the center





Agenda

- ESSA and District Planning Overview
- Planning and platform updates for 2023-24
- Prepare to Plan
- Conducting a needs assessment
- Reflect to Plan
- Develop Plan
- Planning and review timelines



ESSA and District Planning Overview



Purpose of the District Plan

Helps districts create and implement a coherent theory of action for improving the performance in all its schools





ESSA in InformTN

- InformTN has been designed to meet the planning needs of LEAs and help them demonstrate compliance with several requirements under ESSA.
- The *Prepare to Plan* and the *Reflect to Plan* sections of InformTN, in particular, were designed to help LEAs show how federal requirements around stakeholder involvement and program-specific needs assessments are met.
- ESSA funding is tied closely to these sections and LEAs are expected to describe the connection between the district plan and funding within the Consolidated Funding Application (CFA).



What is required under ESSA?

- The Every Student Succeeds Act (ESSA) § 1112(a)(1)(A) requires any district who receives Title I, Part A funds to develop a plan that is developed with timely and meaningful consultation with:
 - teachers;
 - principals;
 - other school leaders;
 - paraprofessionals;
 - specialized instructional support personnel;
 - charter school leaders (in a district that has charter schools);
 - administrators (including administrators of other ESSA programs);
 - other appropriate school personnel; and
 - parents of children in schools served Title I.



What is required under ESSA?

- ESSA § 1112(b) outlines **13 topics** that must be addressed in district plans, including how local education agencies (LEAs) will:
 - develop and implement a well-rounded program of instruction to meet the academic needs of all students;
 - identify students who may be at risk for academic failure;
 - identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
 - implement effective parent and family engagement;
 - and more.

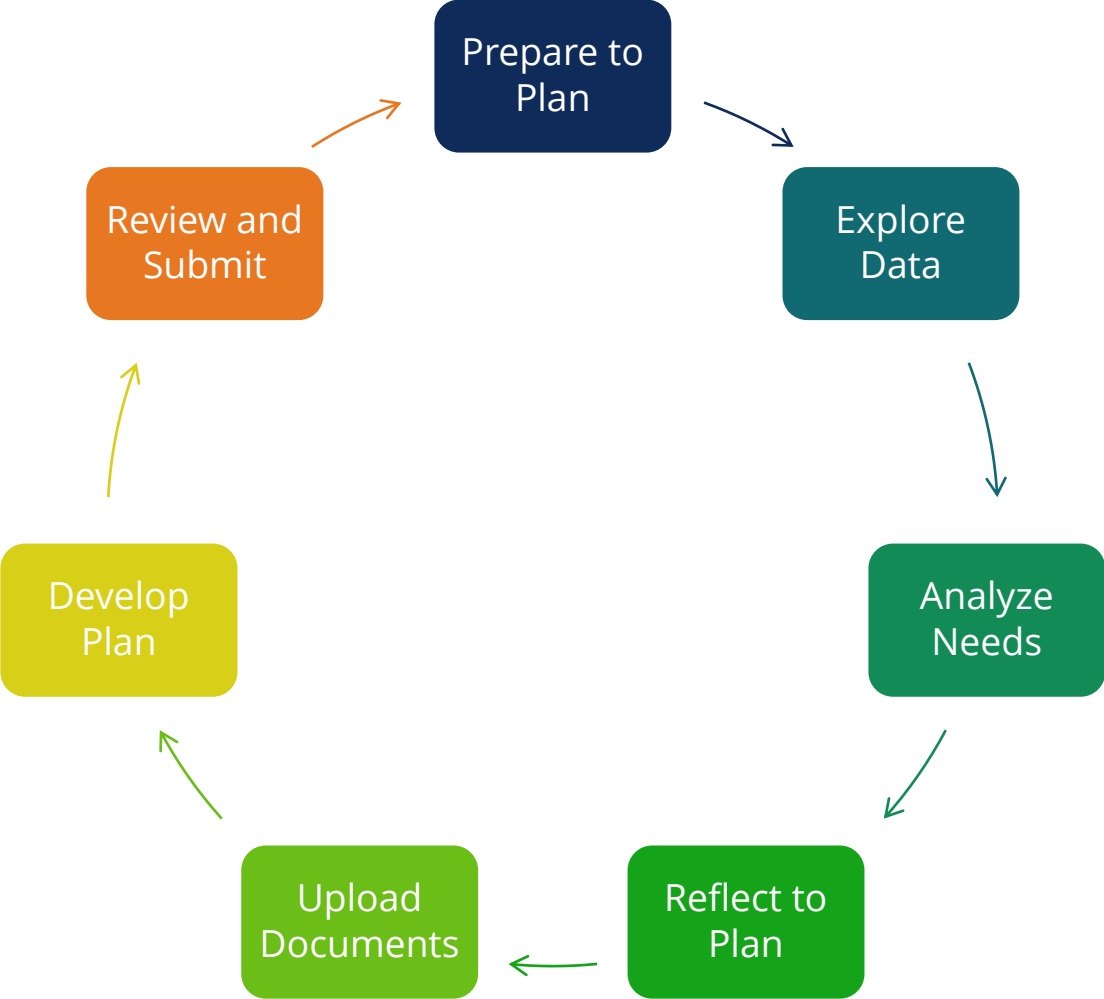


What is required under ESSA?

Title II, Part A and Title IV, Part A also both have needs assessment or planning requirements.

Program	Requirement
Title II, Part A – Supporting Effective Instruction	LEAs must meaningfully consult with stakeholders on how to best improve the Title II program [ESSA Title II, Part A § 2102(b)(3)]
Title IV, Part A – Student Support and Academic Enrichment	LEAs must conduct a needs assessment focused on three areas [ESSA Title IV, Part A § 4106(d)]: <ul style="list-style-type: none">▪ access to, and opportunities for, a well-rounded education for all students;▪ school conditions for student learning in order to create a healthy and safe school environment; and▪ access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

The Cycle of District Planning



What's New This Year



Overview of Planning for 2023-24

- Parts of the plan have been populated from 2022-23 responses
- New needs assessment is still required
- Updated data components
- Diversity goal requirement has been added in Reflect to Plan

Sections to Revise/Update

- Reflect to Plan
 - Federal and state required question responses
 - APR question responses
- Develop Plan
 - Goals (title, description, performance measure)
 - Strategies (title, description, benchmark indicators, ESSA evidence)
 - Action steps (title, description, person responsible, estimated completion, and funding source)
- Uploaded Documents
 - APR, Dyslexia-specific intervention, ESSA evidence, etc.

New Responses Required

- Prepare to Plan
 - Identify Team
 - Stakeholder Involvement
 - Goal reflection for 2021-22
- Explore Data
 - Populated with 2021-22 data
 - Capture insights
- Analyze Needs
 - Identify prioritized needs
 - Reflection of prior strategies
 - Root Cause Analysis
- LEA Assurances

Prepare to Plan



Prepare to Plan Section

- Ensuring the appropriate LEA staff and stakeholders are involved in completing the district plan is imperative.
- In the creation of a robust and compliant plan, districts must ensure all required stakeholders are involved in the planning process.
- The *Prepare to Plan* section allows an LEA to document members of its planning team and provide a description of the planning process.





Prepare to Plan Section Prompts

Identify Team: Identify all planning team members, including team members' titles. Under **ESSA Title I, Part A § 1112(a)(1)(A)**, the district plan must be developed in consultation with the following stakeholders (at a minimum):

- teachers;
- principals;
- other school leaders;
- administrators (including administrators of other ESSA programs and special education programs);
- paraprofessionals;
- other appropriate school personnel;
- charter school leaders (in districts that have charter schools); and
- parents of students.

Stakeholder Involvement: Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the district plan throughout the year in accordance with **ESSA Title I, Part A § 1112(a)(5)**. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process.

Reflection on 2021-22 LEA Plan

Reflection on outcomes of previous plans is a critical element to continuous improvement efforts.

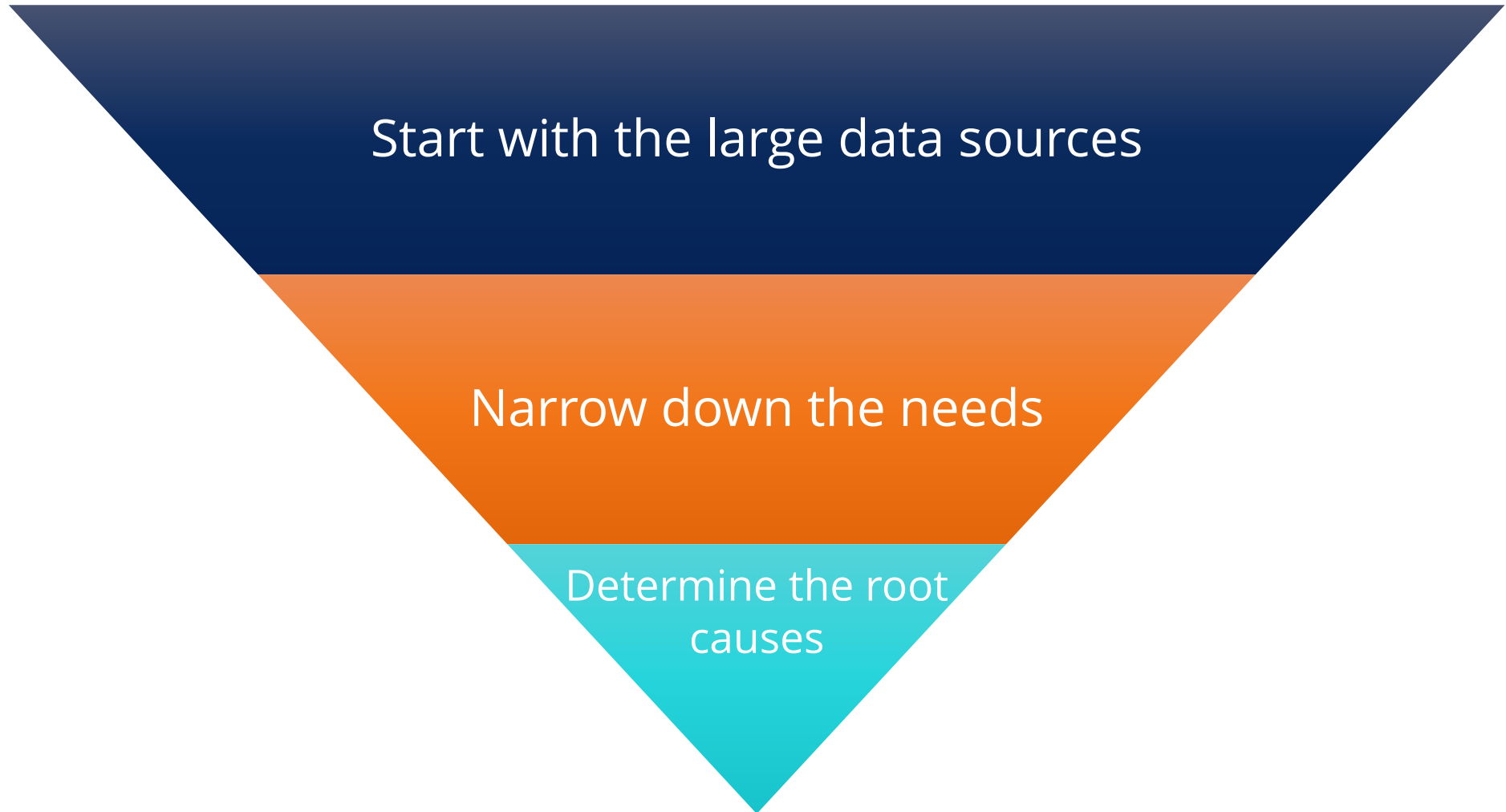
- How many goals were established in the district’s 2021-22 LEA plan?
- How many of the 2021-22 established goals were met?
- As part of your reflection for improvement work moving forward, identify which strategies within your plan contributed to the district accomplishing goals in 2021-22 and which were not as effective in helping the district reach their goals.
- Use this reflection on strategies to support your responses in the needs assessment section of your 2023-24 LEA plan.



Needs Assessment



Conducting a Needs Assessment



Explore Data

Climate and Access

- Chronically Out of School, Discipline, English Learners

Educators

- Staffing Characteristics, Retention and Climate, Evaluation

Academic Achievement and Growth

- Success Rate Grades 3-5, Success Rate Grades 6-8, Success Rate Grades 9-12, Growth

College and Career Readiness

- ACT, CTE, Graduation Rate, Postsecondary Enrollment

Dig into Student Data

Guiding Questions:

- How are our students performing?
 - Compared to previous years?
 - Compared to similar districts?
 - Compared to our goals?

Attend to Variance

- What is the variation in student performance across student groups?
- What is the variation in student performance across schools, grade bands, and/or teachers?
- What is driving the difference(s) in these performance outcomes?
- Are there places where student groups are performing above average? Below average? What are the root causes for those differences?



Dig Deeper into Student Data and Connect Other Data

Guiding Questions:

- What does other data tell me about how different student groups are performing?
- What factors might be contributing to student academic outcomes?
- In what ways is our system supporting students' non-academic needs?
- Where is there variance in how our system is supporting diverse student needs?
- What might be contributing to our student outcomes?
- In what ways is our system set up for success?
- In what ways is our system not set up for success?



Consider System Elements

- LEA policies and supports (e.g., operations, learning infrastructure, support for school improvement)
- Personnel policy and procedures (e.g., recruitment, hiring, placement, development, evaluation, differentiation, advancement, termination)
- Professional practice (e.g., leadership and decision-making; leadership development; planning, curriculum and instruction; family/community engagement; student support services)
- Climate and culture (e.g., student and adult [including parent] perceptions; stakeholder engagement)

Corbett & Redding (2017)



Prioritize Needs

1. Capture a variety of insights from different stakeholders as you reflect on the different data sources within the InformTN platform.
2. Group your insights together in meaningful ways.
3. Title and describe the needs your district has identified through these groupings.
4. Prioritize the needs that will be the foundation of your annual improvement plan.
5. Consider how the prioritized needs align to current goals from 2022-23.



Strategy Strengths and Challenges

For each prioritized need, please provide the following information:

1. Reflect on your **prior strategies in this area from the current year and those strategies identified in the Reflect to Plan section**. Where have you been successful and where have you faced challenges?
2. Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.



Discussion

- How will you think differently about the prioritized needs as you begin revising the district's goals, strategies, and action steps?
- What ideas from the needs assessment portion of this training are resonating with you right now?



Reflect to Plan



Diversity Goal(s)

Research states that teacher diversity benefits all students, regardless of race or ethnicity.

T.C.A. § 49-1-302(g) and SBE policy 5.700 outline the requirements for LEAs to set and annually submit goal(s) related to educator diversity that take into consideration the diversity of students served by the LEA. Educator diversity goal(s) shall include strategies the LEA will use to recruit and retain minority educators.

- Reflect on the educator diversity goal(s) and strategies outlined by your district for 2022-23. What progress has your district made in achieving its goal(s)? In your response, include the strategies that have proven successful.
- For the 2023-24 school year, what is the district's primary educator diversity goal? What strategies will the district implement to meet this goal?
- Please share any additional diversity goals and associated strategies for the 2023-24 school year.

Questions or support: Amelia.Floyd@tn.gov

APR Indicators Reflect to Plan Questions

- The responses you wrote in the previous LEA planning cycle will be populated into the platform for this LEA planning cycle
- You will need to update your responses to included current data
- In reflecting on prior practices that may have contributed to missing the target, you can reflect on your previous year's response
- Please include a plan for how you will *adjust* your practices to meet the target, which could mean a change or improvement to last year's plan or a new plan altogether

APR Indicator Contacts

Indicators 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14	Indicators 6, 7, 12
Katie Ward – Director of Academic Support for Special Education, Katie.Ward@tn.gov	Heather Anderson – Director of IDEA APR Support Program, Heather.Anderson@tn.gov
Northwest - Beth Meeks, Beth.Meeks@tn.gov	West – Sherry Walker, Sherry.Walker@tn.gov
Southwest – Beth Meeks, Beth.Meeks@tn.gov	Middle – Dolly Gerregano, Dolly.Gerregano@tn.gov
South Central – Cindy Ables, Cynthia.Ables@tn.gov	East – Colleen VanDyke, Colleen.VanDyke@tn.gov
Mid-Cumberland – Kim Raybon, Kim.Raybon@tn.gov	
Upper Cumberland – Jennifer Briggs, Jennifer.Briggs@tn.gov	
East – Summer Robertson, Summer.Robertson@tn.gov	
Southeast – Kim Raybon, Kim.Raybon@tn.gov	
First - Summer Robertson, Summer.Robertson@tn.gov	



Federal Reflect to Plan Section

- LEAs can document how planning and/or needs assessment requirements for Title I, Part A; Title II, Part A; and Title IV, Part A are met through the *Reflect to Plan* section.
- Prompts focused on requirements of State Board Rule Chapter 0520-01-19 (ESL Rule) are also included.
- This section allows districts to evaluate practices in these areas and incorporate insights gleaned from this evaluation into the needs, goals, and strategies of the overall plan.



Federal Reflect to Plan Section Prompts

Student Group Improvement and Support (Title I, Part A)

Disciplinary Practices (Title I, Part A)

Well-Rounded Education (Title I, Part A & Title IV, Part A)

Safe, Supportive, & Healthy Environments (Title IV, Part A)

Integration & Effective Use of Technology (Title IV, Part A)

Parent & Family Engagement (Title I, Part A)

Professional Learning for Educators (Title II, Part A)

Effective Transitions Across Grade Bands (Title I, Part A)

Effective Transitions from High School to Postsecondary and Career (Title I, Part A)

Educator Placement (Title I, Part A)

Integration of CTE and WBL (Title I, Part A)

English Learners: WIDA ACCESS Data (SBE Rule 0520-01-19)

English Learners: Data Analysis and Benchmarking (SBE Rule 0520-01-19)

Federal Reflect to Plan Contacts

Prompt Name	Contact(s)
Prepare to Plan Prompts	ESEA Divisional Coordinator
Student Group Improvement and Support	Deborah.Thompson@tn.gov Brinn.Obermiller@tn.gov
Well-Rounded Education	Brinn.Obermiller@tn.gov
Disciplinary Practices	Jackie.Jacobson@tn.gov Erin.Christian@tn.gov
Safe, Supportive, and Healthy Environments	Brinn.Obermiller@tn.gov
Integration and Effective Use of Technology in the Classroom	Brinn.Obermiller@tn.gov
Parent and Family Engagement	Vanessa.Waters@tn.gov
Professional Learning for Educators	Danny.Bounds@tn.gov
Effective Transitions across Grade Bands	Vanessa.Waters@tn.gov
Effective Transitions from High School to Postsecondary and Career	Michael.Gately@tn.gov
Educator Placement	Danny.Bounds@tn.gov
Integration of CTE and WBL	Michael.Gately@tn.gov
English Learners (WIDA ACCESS Data)	Hannah.Gribble@tn.gov
English Learners (Benchmarking and Analysis)	Hannah.Gribble@tn.gov



Section Tips



Section Tips

- To ensure that the *Prepare to Plan* and *Reflect to Plan* sections are approved with minimum revisions, LEAs should be sure to respond to all parts of the prompt and respond to each prompt in full.
- Prompts in both sections are broken down into smaller parts with required information underlined.





Section Tips

For example, the prompt below requires the LEA to provide the following information:

As required under ESSA Title II, Part A § 2102(b)(2), describe how professional development for teachers, principals, and other school leaders will build capacity for high-quality instruction, positively impact student academic achievement, and address the needs of educators in the district to teach all learners. Include in the response:

1. A description of educator and school leader needs regarding professional development and how the district determines those needs.
2. A description of professional development opportunities implemented by the district to meet those needs, including opportunities that address the needs of educators in the district to teach all learners.

All aspects of the prompt must be addressed.

Develop Plan



Parts of the Plan

Goal

Description

Performance Measures

Strategies

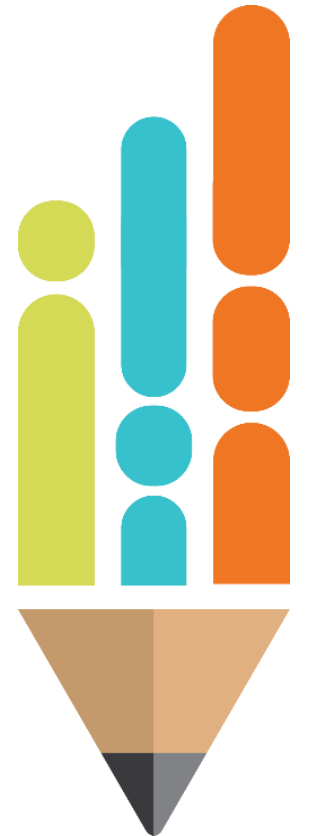
Benchmark Indicators

Action Steps

Estimated
Completion

Person
Responsible

Funding
Source



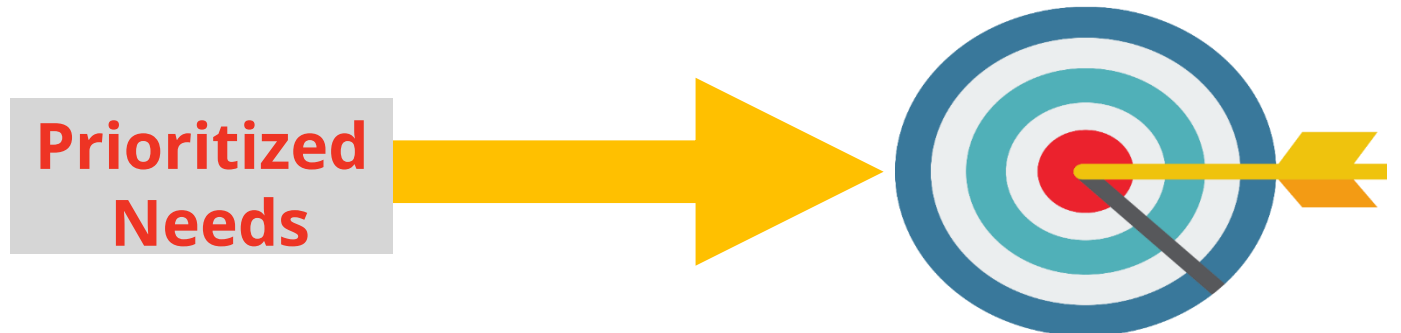
Goals

Goal and Strategy Revision

2022-23 Goal & Associated Performance Measures	Goal Revisions	2022-23 Strategies	Strategy Revisions	List the root causes identified for the prioritized need used to determine this goal.	New/Additional Strategies for 2023-24
				Root cause:	
				Root cause:	
				Other	
				Other	

Revising and Setting Goals

- Does the existing goal align to at least one prioritized need?
- Based on the needs assessment, are there additional or different subgroups that should be identified?
- Are there grade bands or levels that need a specific call out in the performance measures?
- How should the metrics for all students, identified subgroups, and/or specific grade levels be updated for 2023-24?



2022-23 Goal & Associated Performance Measures	Goal Revisions <i>Does the existing goal align to at least one prioritized need?</i> <i>Based on the needs assessment, are there additional or different subgroups that should be identified?</i> <i>Are there grade bands or levels that need a specific call out in the performance measures?</i> <i>How should the metrics for all students, identified subgroups, and/or specific grade levels be updated for 2023-24?</i>

Leading and Lagging Indicators

Leading



Influence future
performance

Lagging



Analyze past
performance

Strategies and Action Steps

Goal and Strategy Revision

2022-23 Goal & Associated Performance Measures	Goal Revisions	2022-23 Strategies	Strategy Revisions	List the root causes identified for the prioritized need used to determine this goal.	New/Additional Strategies for 2023-24
				Root cause:	
				Root cause:	
				Other	
				Other	

Strategy Revision

- What evidence do you have to support progress of strategy implementation?
- Based on current and anticipated progress of this strategy during 2022-23, what stage of implementation will be in place for this strategy in 2023-24?
- What adjustments might you make to benchmark indicators to have a stronger process for monitoring this strategy in the future?
- In what way should action steps be revised to align to this stage of strategy implementation?



<p style="text-align: center;">2022-23 Strategies</p>	<p style="text-align: center;">Strategy Revisions</p> <p style="text-align: center;"><i>What evidence do have to support progress of strategy implementation?</i></p> <p style="text-align: center;"><i>Based on current and anticipated progress of this strategy during 2022-23, what stage of implementation will be in place for this strategy in 2023-24?</i></p> <p style="text-align: center;"><i>What adjustments might you make to benchmark indicators to have a stronger process for monitoring this strategy in the future?</i></p> <p style="text-align: center;"><i>In what way should action steps be revised to align to this stage of strategy implementation?</i></p>

<p style="text-align: center;">Strategy Revisions</p> <p><i>What evidence do you have to support progress of strategy implementation?</i></p> <p><i>Based on current and anticipated progress of this strategy during 2022-23, what stage of implementation will be in place for this strategy in 2023-24?</i></p> <p><i>What adjustments might you make to benchmark indicators to have a stronger process for monitoring this strategy in the future?</i></p> <p><i>In what way should action steps be revised to align to this stage of strategy implementation?</i></p>	<p style="text-align: center;">List the root causes identified for the prioritized need used to determine this goal.</p> <p><i>Have the root causes been addressed in the revised strategies or will a new strategy be needed?</i></p>	<p style="text-align: center;">New/Additional Strategies for 2023-24</p> <p><i>Brainstorm strategies you are planning to implement to support the goal. Include those that address the identified root causes and other strategies developed locally or through TDOE.</i></p>
	Root cause:	
	Root cause:	
	Other	
	Other	

Strategy Selection Tips

- Consider what specific actions you think will reduce or eliminate the effects of one or more of the root causes you identified during your needs analysis.
- Examine the current research base for effective solutions.
- Consider TDOE initiatives your district engages in that align to the prioritized need.
- Challenge assumptions about students, teachers, parents, organizational structures, and environments that might impact your selection.



Example Improvement Strategies

- High Dosage, Low Ratio Tutoring
- Innovative School Models
- ELA high-quality instructional materials implementation through CORE support and/or Literacy Implementation Networks
- Foundational skills implementation through CORE support
- Math high-quality instructional materials implementation



Revising and Writing Strategy Descriptions

The following questions are helpful in crafting strategy descriptions. The responses lend themselves to identifying benchmark indicators and action steps.

- What is the strategy and what is it intended to do, change, or accomplish in service of the goal?
- At a summary level, what does the district intend to set expectation around or define about the implementation of the strategy? In other words, where will you have defined structures, processes, resources, and/or expectations to ensure consistency across the district?



Example Strategy Description - Tutoring

- What is the strategy and what is it intended to do, change, or accomplish in service of the goal?

Implementing high dosage, low ratio tutoring that creates high-impact learning experiences, focuses on reteaching missed or unlearned content, and connects missed learning to grade level content will ensure students receive the continuum of supports needed to support their daily tier 1 instruction.

- At a summary level, what does the district intend to set expectation around or define about the implementation of strategy? In other words, where will the district have defined structures, processes, resources, and/or expectations to ensure consistency across the district?

The district will establish the purpose and intent of our tutoring strategy and set expectations for how students will be prioritized, developing student-focused schedules, the types and use of resources/materials, and frequency of progress monitoring.



Example Strategy Description - Tutoring

Implementing high dosage, low ratio tutoring that creates high-impact learning experiences, focuses on reteaching missed or unlearned content, and connects missed learning to grade level content will ensure students receive the continuum of supports needed to support their daily tier 1 instruction. The district will establish the purpose and intent of our tutoring strategy and set expectations for how students will be prioritized, developing student-focused schedules, the types and use of resources/materials, and frequency of progress monitoring.



Benchmark Indicators

Benchmark indicators are the leading indicators that allow a district to gauge the strength of implementation and the immediate impact on student learning associated with a particular strategy.

Benchmark indicators support decision making during implementation.



Leading and Lagging Indicators

Leading



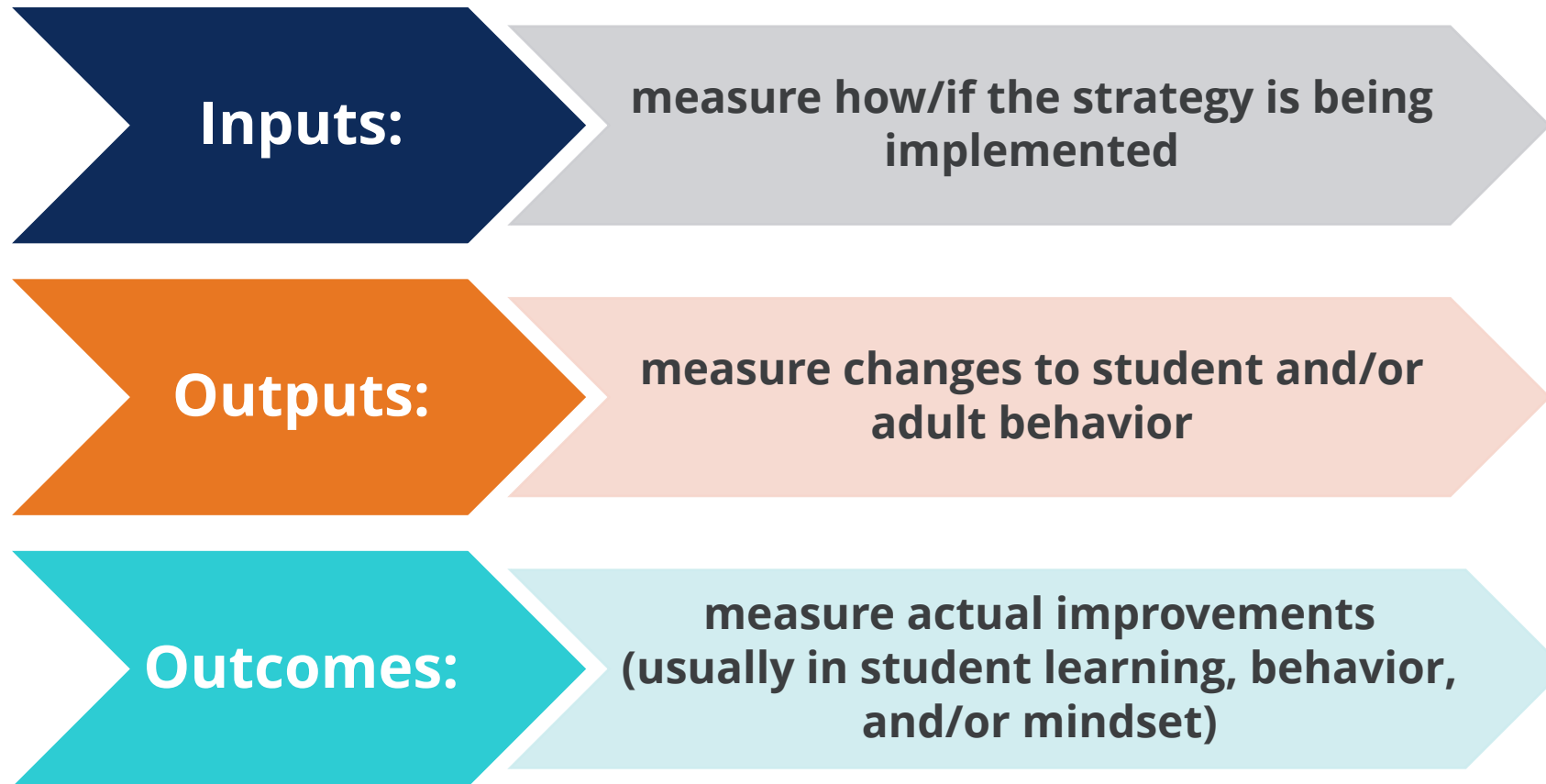
Influence future
performance

Lagging



Analyze past
performance

Three Types of Benchmark Indicators



Benchmark Indicator Considerations

Questions to ask:

- Are we changing/improving?
- What might we need to adapt, modify, or adjust to change/improve?
- Are our changes/improvements having the impact we were hoping for?

Consider:

1. What data will be collected
2. How the data will be collected
3. When the data will be collected
4. Who will collect the data
5. By whom, how, and when the data will be analyzed



Action Steps



- What specific actions will it take to put our strategy into place? How do these connect to our assumptions about cause and effect that we mapped out during our root cause analysis?
- What is a reasonable timeframe over which the action steps need to be consistently implemented in order to achieve the intended results?
- Are the relevant systems, structures, resources, and culture of our organization likely to make it easier or harder to implement our strategy? What might we need to account for in our action steps to ensure successful implementation?
- Who will be responsible for completing each action step? Who will be responsible for tracking progress?

Example Benchmark Indicators and Action Steps

High Dosage, Low Ratio Tutoring

Implementing high dosage, low ratio tutoring that creates high-impact learning experiences, focuses on reteaching missed or unlearned content, and connects missed learning to grade level content will ensure students receive the continuum of supports needed to support their daily tier 1 instruction. The district will establish the purpose and intent of our tutoring strategy and set expectations for how students will be prioritized, developing student-focused schedules, the types and use of resources/materials, and frequency of progress monitoring.

Benchmark Indicators

- *Regular and routine review of progress monitoring data:* The district-level instructional team will conduct at least three after action reviews of progress monitoring data from the district and school-level view.
- *Regular and routine review of progress monitoring data:* The district-level instructional team will lead principals through at least three opportunities to share school specific tutoring structures and processes followed by an after action review of data.
- *School-level tutoring visits:* The district-level instructional team will conduct tutoring visits, using identified look fors, at each school each semester to understand progress of tutoring implementation.
- *Positive perceptions from teacher, administrator, and students:* collected via survey twice during the 2023-24 school year in December and in May. Instructional supervisors will be responsible for administering the survey and reporting on the findings.

Action Steps

- Develop the student prioritization process with input from school and teacher leaders
- Identify resources, materials, and tools to be used for each grade level and provide training for tutors
- Support school-level, student-focused schedule development
- Complete the beginning of semester review of schedules and middle of semester tutoring visits
- Create and administer teacher and administrator perception survey

ESSA Evidence





ESSA: Evidence-Based Interventions

- A key aspect of ESSA is its commitment to the use of evidence to drive better outcomes for students.
- If implemented well, evidence-based interventions can:
 - improve student outcomes and
 - increase the return on education investments.
- In other words, resources are spent on programs and practices that are likely to have a positive impact on student achievement and growth.



InformTN Requirements

- Interventions, programs, and strategies funded by ESSA and/or ESSER are **required** to be evidence-based.
- If ESSA or ESSER grant funds are supporting a particular strategy or action step, the Funding Source and evidence tier must also be identified.
 - This is reviewed by the department to ensure funding budgeted in the CFA aligns with the district plan in InformTN.



ESSA: Evidence of Effectiveness

- **Tier 1 = Strong:**
 - At least one randomized, well-conducted study showing significant positive student outcomes
- **Tier 2 = Moderate:**
 - At least one quasi-experimental (i.e., matched), well-conducted study showing significant positive student outcomes
- **Tier 3 = Promising:**
 - At least one correlational, well-conducted study with controls for inputs showing significant positive student outcomes
- **Tier 4 = Demonstrates a Rationale:**
 - Practices that have a well-defined logic method or theory of action, are supported by research and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness



The Evidence Provisions of ESSA

Federal Program	Required Tier Level of Evidence
Title I, Section 1003: School Improvement	-Minimum of 1 intervention must meet Tiers I, II, or III in CSI, TSI, and ATSI schools.
Title I, Part A: Basic Programs for Schoolwide and Targeted Assistance	- All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available. - External providers must have expertise in using evidence-based practices.
Title II: Preparing, Training, and Recruiting High-quality Teachers, Principals, and Other School Leaders	All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available.
Title III: Instruction For English Learners and Immigrant Students	All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available.
Title IV, Part A: Student Support and Academic Enrichment Grants	All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available.
Title V, Part B: Rural Education Initiative	All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available.

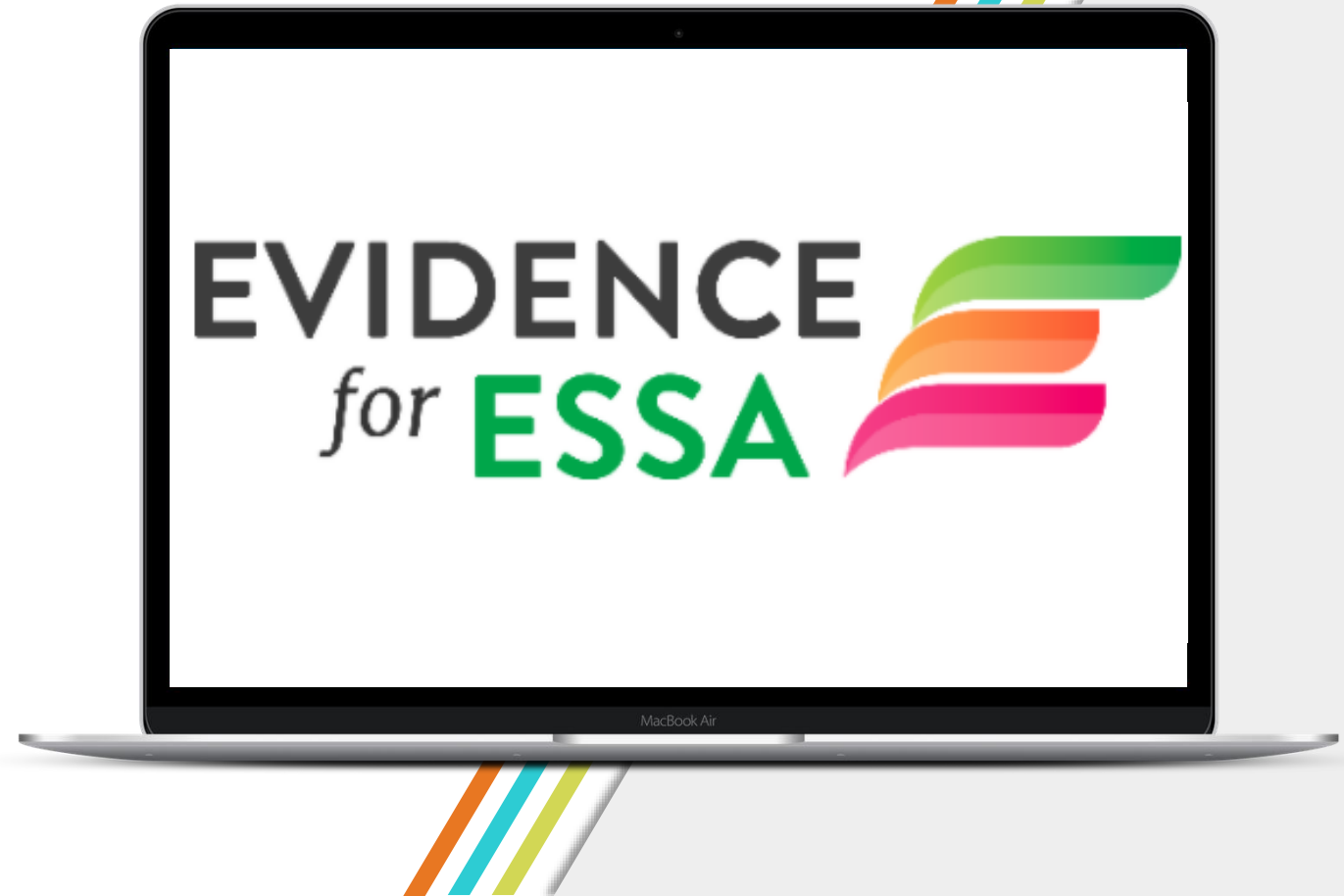
What Works Clearinghouse (WWC)

- The [What Works Clearinghouse \(WWC\)](#) is an Institute of Education Sciences (IES) investment within the U.S. Department of Education that was established in 2002.
 - WWC reviews research, determines which studies meet rigorous standards, and summarizes the findings.
 - WWC focuses on high-quality research to answer the question, “What works in education?”



ESSA for Evidence

- **ESSA for Evidence** identifies the following:
 - the level of evidence under ESSA that is associated with a given program;
 - a snapshot of what the program looks like in terms of cost and implementation; and
 - program categories that include reading, math, social-emotional, attendance, science, and writing.



ERIC (Educational Resources Information Center)

- **ERIC** provides a wide variety of educational research from journals and non-journal sources (i.e., centers, institutes, and foundations).
 - Sponsored by IES of the US Department of Education
 - Individual research oriented



InformTN Requirements

Create Evidence

Describe the evidence that supports the use of the strategy/intervention by providing an narrative in the text box, adding a hyperlink and/or uploading an attachment.

Title

Schoolwide Positive Behavioral Interventions and Support

Description

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline the requirements around evidence-based interventions/programs and what is required when federal funds are utilized. For more information and resources on these requirement and the four tiers of evidence, click here.

Normal **B** **I** **U** **S**

Title IV funds will support this strategy in K-5 schools.

Tier

Need help determining the tier?

Tier 1 - Strong Evidence

Attachments

Type

Hyperlink

Hyperlink

https://ies.ed.gov/ncee/wwc/Study/78551#

Type

Uploaded file

File

Choose File Study_78551.pdf

+ Add attachment

Cancel

Create Evidence

Resources





Resources

- [Prepare to Plan and Reflect to Plan Guidance Document](#)
- [ESSA Guidance: Using Evidence to Strengthen Education Investments](#)
- [ESSA Tiers of Evidence Guidance Document](#)
- [Focus on ESSA Evidence Slides](#)
- [Focus on ESSA Evidence Webinar Recording](#)
- [ERIC - An Online Library of Education Research and Information](#)
- [ESSA Action Guide - Selecting Evidence-Based Practices for Low-Performing Schools](#)
- [ESSA Key Resources - Selecting the Right Evidence-Based Practices](#)
- [Evidence for ESSA](#)
- [Guide to Evidence-Based Clearinghouses](#)
- [REL Midwest Regional Education Laboratory](#)
- [What Works Clearinghouse](#)

Reflection



Closing Reflection



- With the plan opening right after the holiday break, what immediate steps can you take now to be ready to begin planning in early January?
- How will you think about planning differently for 2023-24?

LEA Planning Timeline



Timeline for District Planning

Key Event	Date
District plans open	January 3, 2023
District Turnaround plans open	February 1, 2023
District plans due	March 1, 2023
Feedback and resubmission window *See next slide for specific timeline	March 1 – April 12, 2023
District plans must be approved	April 14, 2023
District Turnaround plans due	May 1, 2023



District Resubmission Timeline

Key Event	Date
Districts who receive feedback by March 10 will resubmit their LEA plan for review by March 21	March 21, 2023
Districts who receive feedback between March 11 and March 22 will resubmit their LEA plan for review by March 31.	March 31, 2023
Districts who receive feedback after March 22 will resubmit their LEA plan for review by April 12.	April 12, 2023



Support Contacts



Planning Support Contacts

	Contact
Prepare to Plan, Explore Data, Analyze Needs, Develop Plan (Goals, Strategies, Action Steps)	Jami.Corwin@tn.gov East
	Janice.Fox@tn.gov Middle
	Pennye.Thurmond@tn.gov West
Educator Diversity	Amelia.Floyd@tn.gov
Dyslexia-Specific Intervention	Jessica.Dainty@tn.gov Melanie.Schultz@tn.gov



Federal Reflect to Plan Contacts

Prompt Name	Contact(s)
Prepare to Plan Prompts	ESEA Divisional Coordinator
Student Group Improvement and Support	Deborah.Thompson@tn.gov Brinn.Obermiller@tn.gov
Well-Rounded Education	Brinn.Obermiller@tn.gov
Disciplinary Practices	Jackie.Jacobson@tn.gov Erin.Christian@tn.gov
Safe, Supportive, and Healthy Environments	Brinn.Obermiller@tn.gov
Integration and Effective Use of Technology in the Classroom	Brinn.Obermiller@tn.gov
Parent and Family Engagement	Vanessa.Waters@tn.gov
Professional Learning for Educators	Danny.Bounds@tn.gov
Effective Transitions across Grade Bands	Vanessa.Waters@tn.gov
Effective Transitions from High School to Postsecondary and Career	Michael.Gately@tn.gov
Educator Placement	Danny.Bounds@tn.gov
Integration of CTE and WBL	Michael.Gately@tn.gov
English Learners (WIDA ACCESS Data)	Hannah.Gribble@tn.gov
English Learners (Benchmarking and Analysis)	Hannah.Gribble@tn.gov



APR Indicator Contacts

Indicators 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14	Indicators 6, 7, 12
Katie Ward – Director of Academic Support for Special Education, Katie.Ward@tn.gov	Heather Anderson – Director of IDEA APR Support Program, Heather.Anderson@tn.gov
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Southwest – Beth Meeks, Beth.Meeks@tn.gov	Middle – Dolly Gerregano, Dolly.Gerregano@tn.gov
South Central – Cindy Ables, Cynthia.Ables@tn.gov	East – Colleen VanDyke, Colleen.VanDyke@tn.gov
Mid-Cumberland – Kim Raybon, Kim.Raybon@tn.gov	
Upper Cumberland – Jennifer Briggs, Jennifer.Briggs@tn.gov	
East – Summer Robertson, Summer.Robertson@tn.gov	
Southeast – Kim Raybon, Kim.Raybon@tn.gov	
First - Summer Robertson, Summer.Robertson@tn.gov	



ePlan and InformTN Users



LEA User Access Update in ePlan

- LEA User Access Administrators can now add and delete all school-level and most LEA-level roles for LEA ePlan users.
- This allows LEAs faster access to roles and will increase efficiency for LEAs for completing steps related to planning.
- More information about this change can be found in the [ePlan LEA User Access Administrator Manual](#) or the InformTN Technical Guide.



Role	What can this role do?	Who usually has this role?	Who can add this role for a user?
LEA Authorized Representative	Submit LEA plan, Funding Applications, Monitoring Instruments	Director of Schools	ePlan help team
LEA Fiscal Representative	Edit LEA plan, Approve Funding Applications	District Financial Officer	ePlan help team
LEA User Access Administrator	Manage the LEA's user access roles-including adding new roles	LEA users assigned the role	ePlan help team
LEA Data View	View any ePlan component or planning tool, Upload to LEA Document Library	District users	LEA User Access Administrator
LEA Plan Data Entry	Edit LEA plan or school plans	District administrator	LEA User Access Administrator
LEA School Plan Reviewer	Edit school or LEA plans, and approve school plans	District administrator	LEA User Access Administrator
LEA Consolidated Director	Edit LEA plan	Federal Director	LEA User Access Administrator
School Plan Data Entry	Edit school plan	Assistant Principal	LEA User Access Administrator
School Plan Reviewer	Edit and approve school plan	Principal	LEA User Access Administrator

Thank you!

