



ESSA State Plan Amendment

Debby A. Thompson | Assistant Commissioner

Federal Programs and Oversight

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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



Agenda

- **ESSA State Plan Overview & Timeline**
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 - Working Group Feedback
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ESSA State Plan Overview & Timeline



What is the ESSA State Plan?

The Every Student Succeeds Act (ESSA) requires the state to develop a comprehensive plan that generates federal education funding for Tennessee, totaling more than \$500 million annually.

- Even though a State Educational Agency (SEA) submits only the required information in its consolidated State plan, an SEA must still meet all ESSA requirements for each included program.





What programs are in the ESSA State Plan?

The following programs are in the consolidated ESSA state plan:

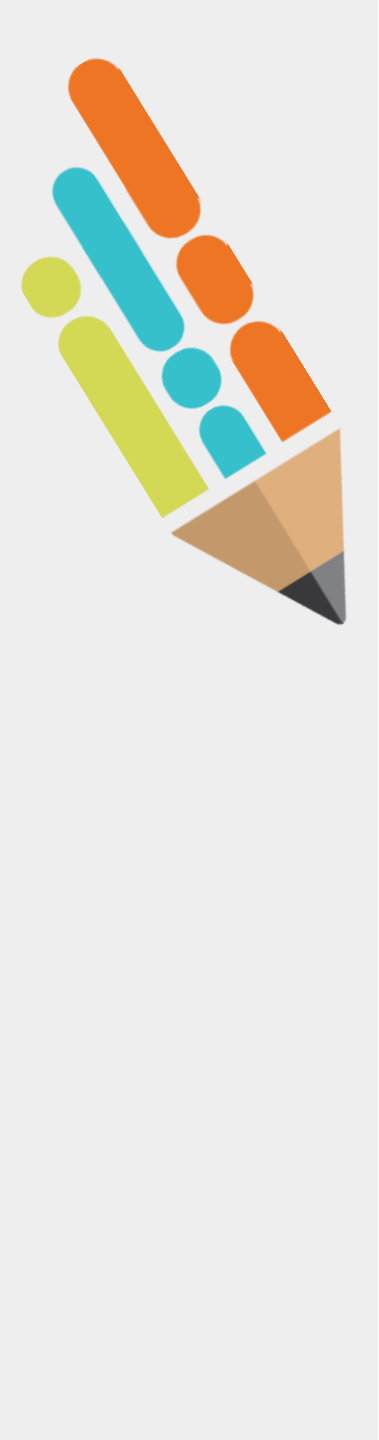
- *Title I, Part A: Improving Basic Programs Operated by Local Education Agencies*
- *Title I, Part C: Education of Migratory Children*
- *Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, and At-Risk*
- *Title II, Part A: Supporting Effective Instructions*
- *Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement*
- *Title IV, Part A: Student Support and Academic Enrichment Grants*
- *Title IV, Part B: 21st Century Community Learning Centers*
- *Title V, Part B, Subgrant 2: Rural and Low-Income School Program*
- *Title VII, Subgrant B of McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)*



Components of the ESSA Plan

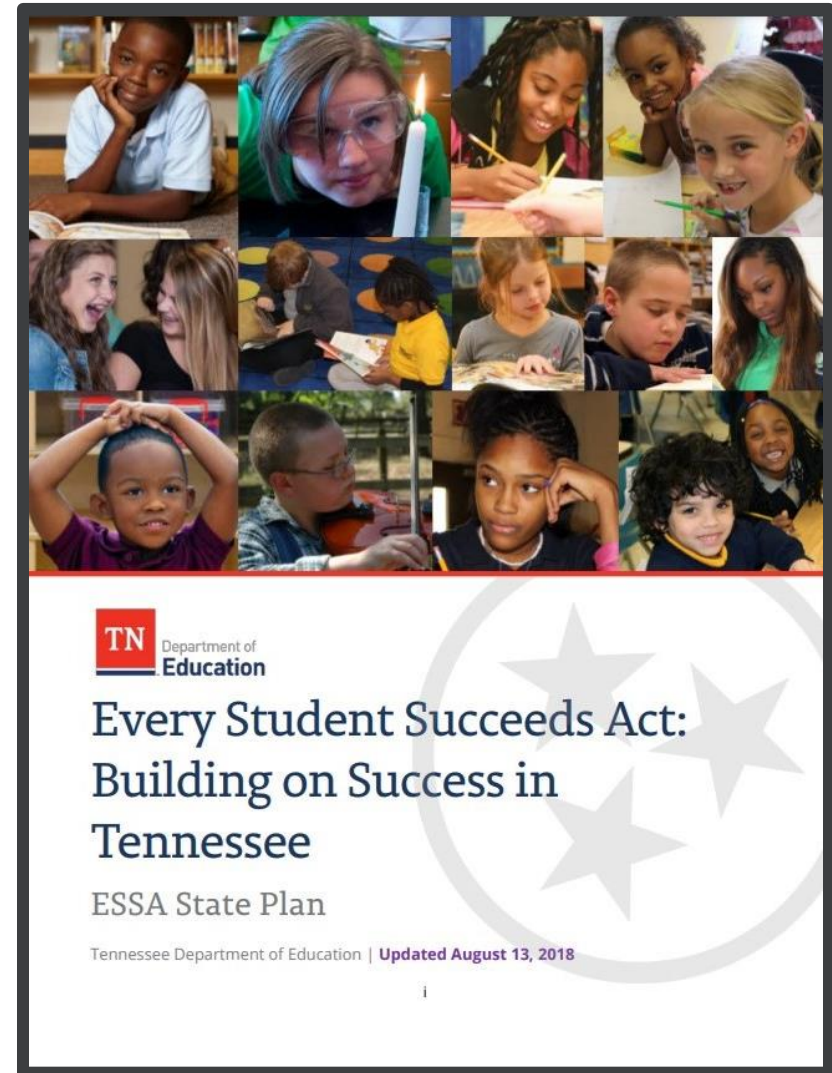
The Consolidated State plan also contains the following sections:

- School accountability
- Assessment
- Long-term goals
- Supports for educators
- Equitable access for all students
- Supports for low-performing schools (identified for improvement)
- Supports for individual student groups



Original ESSA State Plan

- Developed in 2016-17 with multiple stakeholder groups to align with ESSA
- Last revised in 2018 to reflect Accountability changes
- Found here:
https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf



Rationale for ESSA Amendment

- **The ESSA Plan should continue to evolve as our needs across the state evolve.**
 - Tennessee’s ESSA State Plan was written over five years ago, pre-pandemic.
 - Opportunity to align more clearly with our current strategic plan, priorities, and needs.
- **The consolidated monitoring by the U.S. Department of Education (USED) in the spring of 2021 yielded several findings related to our state plan.**
- To meet requirements, part of our mitigation and follow-up to USED is to submit an amendment to our current state plan.
- **To support the timing with other key initiatives and roll-outs.**
 - New funding formula for the first time in three decades.



ESSA Plan Amendment Timeline

**Summer
2023**

The department will begin engagement of stakeholder groups in summer 2023

**June-
July 2023**

Working group and stakeholder engagement

**August
2023**

Initial draft will be shared with stakeholders for feedback

Late Fall

Final draft developed and shared with state leadership

**November
2023**

Submission to the U.S. Department of Education

Department staff will be participating in monthly calls with U.S. Department of Education over the next year to ensure any issues are addressed early to streamline approval process.

Working Group Feedback

By the Numbers...

ESSA State Plan Engagement Meetings



6 Weeks

- June 5 – July 13
- Alignment of agenda & materials



26 Engagement Meetings

- Two launch meetings
- Two department advisory meetings
- 21 working group meetings
- Turnaround Leader Network meeting



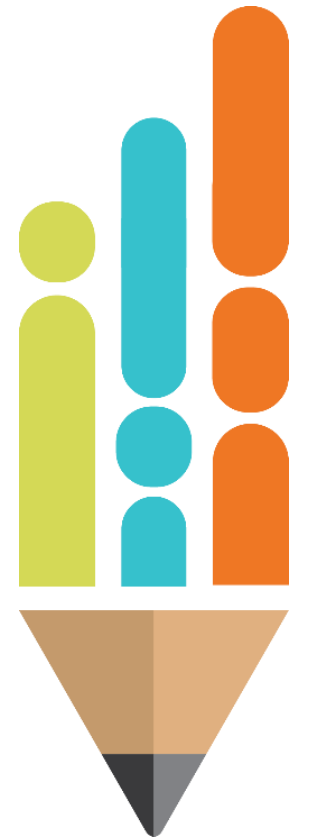
73 Diverse Stakeholders

- 5 Members of the General Assembly
- 3 Members of the State Board
- 16 Senior Departmental Staff
- 12 Directors of Schools
- 12 LEA or School Staff
- 6 Parents
- 19 Other Tennesseans

Feedback

What was your “Aha” moment when reviewing the original ESSA Plan?

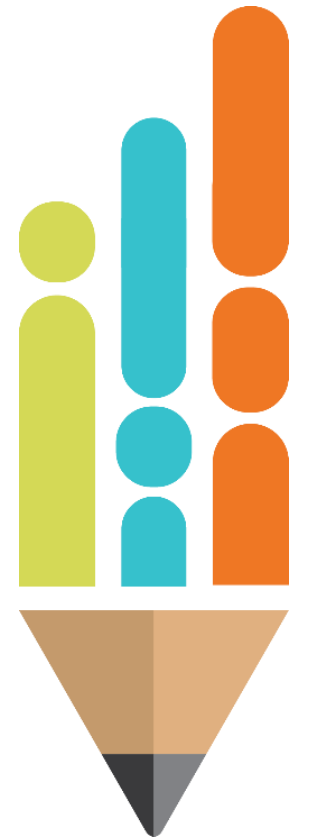
- “...intersection of the **identification** of and intervention for **schools in need of improvement** with the **accountability system**...”
- “...so many complexities in the accountability rating system and **not all expectations** for the multiple ways to meet the indicators **are rigorous**.”
- “...attention was given to providing resources and ‘support’ to districts, but **very little attention was given to how the state would course-correct** if the interventions were not proving successful.”
- “**Lack of pathways for subgroups**...need multiple ways for large school districts...”



Feedback

Conversations in engagement meetings:

- “Adding a **new test at the 11th grade is not ideal**. We are already putting a lot of weight on ACT, but I would prefer that option to an additional test.”
- “We want our college-bound engineers to have **hands-on experience too** (EPSOs).”
- “We no longer have ESL supervisors across the state's core regions even though the **ESL population has increased**.”
- “I would not be as concerned about mobility if we were only talking about [the] growth of those students. But we are also talking about **achievement measures** for students that had very **different baselines**.”



More Conversation Needed on Assessment & Accountability

- Feedback stressed the need to focus on providing meaningful and understandable information that supports families and decision-makers
- Conversations indicated deeper discussions are needed statewide around the reporting A-F letter grades and interest in exploring potential components of the calculation, including proficiency, growth, and student readiness
- The department will lead a statewide engagement campaign to solicit additional input from stakeholders across Tennessee



Proposed Revisions to the ESSA State Plan

Overview of Proposed Revisions to ESSA State Plan

- ***Substantial Revisions Made to Ensure Alignment with Program Requirements for Funding***

Several requirements to receive funding in the current plan are outdated and do not reflect the initiatives supporting the requirements.

- ***Substantial Revisions Made Without Compliance Issues***

These revisions aim to align Tennessee's ESSA State Plan with the current implementation and technical assistance strategy of the department.

- ***Non Substantive or Minor Revisions Made****

These revisions seek to provide updated data (since 2018) and outline how the department supports LEAs via programmatic resources, technical assistance, and data management systems.

*Not addressed in the presentation



Substantial Revisions Made to Ensure Alignment with Program Requirements for Funding

Grant Program	Question Title	Summary of Revision
Title I, Part A	More Rigorous Interventions	The School Turnaround questions are based on the School Turnaround Framework, which contains substantial changes in implementation, but the framework is not substantially different from the Alpha/Beta/Delta track outlined in the 2018 plan.
	Resource Allocation Review	The Resource Allocation Review (RAR) section of the plan underwent a revision to align with the current implementation strategy.
	Technical Assistance	The response was revised to align with the current technical assistance strategy.



Substantial Revisions Made to Ensure Alignment with Program Requirements for Funding

Grant Program	Question Title	Summary of Revision
Title I, Part C	Supporting Needs of Migratory Children	The response was revised to reflect the change in the Migrant contractor, the changes in the structure of the program, the changes to services provided to migratory children and youth, and the updated schedule for the federally required Comprehensive Needs Assessment (CNA) & State Service Delivery Plan (SSDP).
	Promote Coordination of Services	The response was revised to reflect changes in the processing of the federally required Certificate of Eligibility (COE) and changes in how the Migrant contractor conducts required re-interviews.
	Use of Funds	The response was revised to reflect the changed structure of the program.

Title I, Part C Programs

Topic: General Unique Subgroups of Students

- Describe how the State and local operating agencies will ensure that the unique educational needs of migratory children...are identified and addressed through:
 - The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A.

Please Provide
Your Feedback



Substantial Revisions Made to Ensure Alignment with Program Requirements for Funding

Grant Program	Question Title	Summary of Revision
Title III, Part A	Entrance and Exit Procedures	The response was revised to reflect the change from state policy to TN SBE Rule 0520-01-19 and update state entrance and exit procedures. These revisions are required due to findings from the 2021 ED monitoring visit.
	SEA Support for English Learner Progress	The response was revised to reflect the change from state policy to TN SBE Rule 0520-01-19 and updated supports for LEAs and educators.
	Monitoring and Technical Assistance	The response was revised to reflect updated technical assistance and monitoring procedures for Title III.

Title III, Part A Programs

Topic: General Unique Subgroups of Students

- Describe how the SEA will assist eligible entities in meeting:
 - The State-designed long-term goals established under ESEA § 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA § 1111(b)(2)(G); and
 - The challenging State academic standards.

Please Provide
Your Feedback



Substantial Revisions Made Without Compliance Issues

Grant Program	Question Title	Summary of Revision
Title I, Part A	Challenging State Academic Standards and Assessments	The response was revised response to align with the current implementation strategy.
	Disproportionate Rates of Access to Educators	The response was revised response to align with the current implementation strategy.
	School Transitions	The revised response identifies minor additions to the current plan to include work-based learning, career exploration, and streamlined data-tracking systems.
Title I, Part D	Program Objectives and Outcomes	Minor additions to the current plan include student-individualized learning plans and multiple career exploration options.

Substantial Revisions Made Without Compliance Issues

Grant Program	Question Title	Summary of Revision
Title II, Part A	Use of Funds	The response was revised response to align with the current implementation strategy.
	Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	The response was revised response to align with the current implementation strategy.
	System of Certification and Licensing	The response was revised to include shifts and updates in systems in place for licensing; updates for the use of TN Compass; and inclusion of the Tennessee Literacy Success Act.
	Improving the Skills of Educators	The response was revised to include a more robust explanation of programs (TASL, leader networks, and TEAM).
	Data and Consultation	The response was revised to include a narrative overview of data systems and supports for educators.
	Teacher Preparation	The response was revised to detail EPP requirements and systems in place to report on EPPs and teacher preparation.

Title II, Part A Programs

Topic: General Educators

- Use of Funds (ESEA § 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in § 2101(c), including how the activities are expected to improve student achievement.
- Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA § 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA § 1111(g)(1)(B), describe how such funds will be used for this purpose.

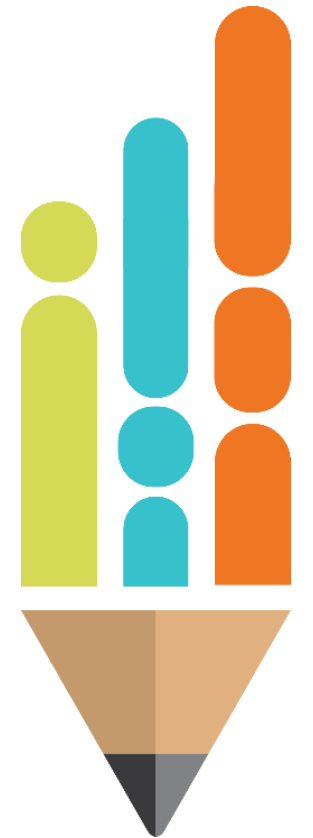
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ESSA Engagement Opportunities & Next Steps

ESSA State Plan Engagement Opportunities

Engagement Opportunity	Date
Southwest Superintendent Study Council	Aug. 24
Southeast Superintendent Study Council	Aug. 25
Northwest Superintendent Study Council	Aug. 25
Federal Programs and Oversight Committee of Practitioners (ESSA)	Sept. 4-8
Federal Programs and Oversight Committee of Practitioners (McKinney-Vento)	Sept. 4-8
Federal Programs and Oversight Committee of Practitioners (Title III)	Sept. 4-8
Federal Programs and Oversight Committee of Practitioners (Migrant)	Sept. 4-8
Federal Programs and Oversight Committee of Practitioners (Extended Learning)	Sept. 4-8
2023 TOSS Conference (Gatlinburg, TN)	Sept. 10-13





Questions?

Debby A. Thompson | Assistant Commissioner

Deborah.Thompson@tn.gov

(615) 864-5162

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