BEST FOR ALL
#TNBestforAll

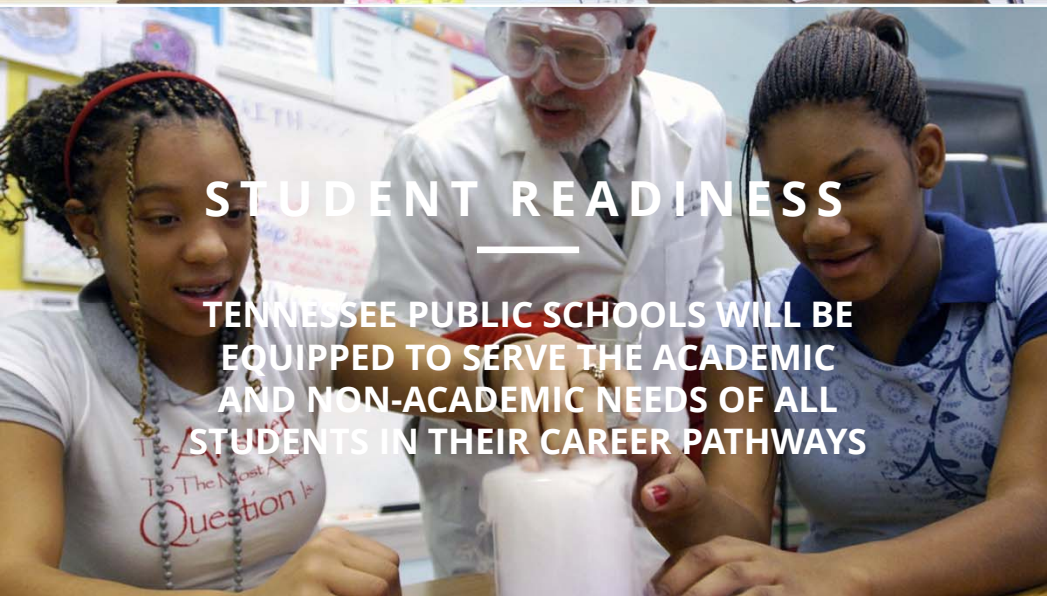# Needs Assessment & Developing the Plan

TN Department of Education

BEST FOR **ALL**

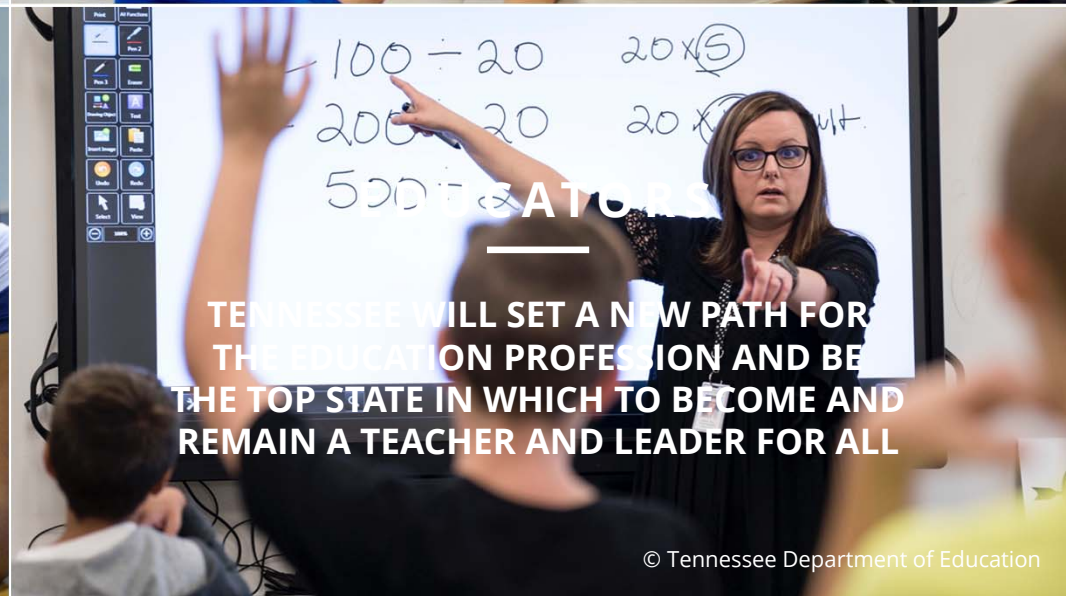We will set all students on a path to success.

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

- Purpose of Planning
- Needs Assessment: Explore Data and Analyzing Needs
- Developing the Plan: Goals, Strategies, Action Steps
- District Sharing
- Updates & Timelines

Norms

- Monitor technology and distractions

- Ask questions

- Keep students at the center

Objectives

Participants will

- understand the purpose and cycle of planning
- deepen their understanding of planning components that result in meaningful revisions for a well developed 2024-25 district plans

Purpose of Planning

Purpose of the District Plan

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

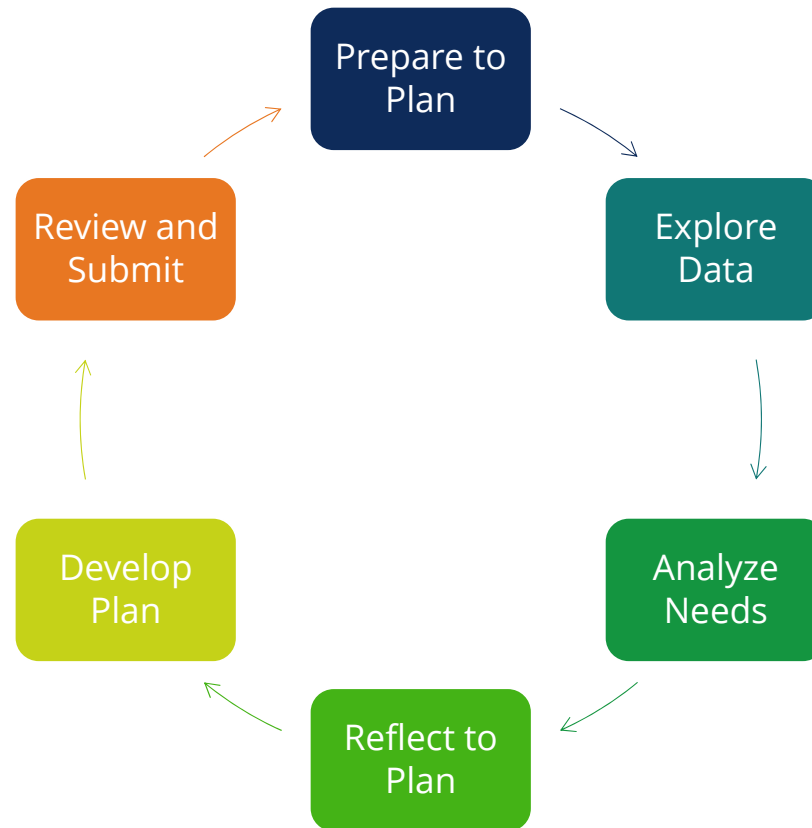**By prioritizing implementation of evidence-based strategies to ...** → **Address highest-priority needs identified through needs assessment, districts will ...** → **Achieve goals for improvement in all schools**

The Cycle of District Plan Development

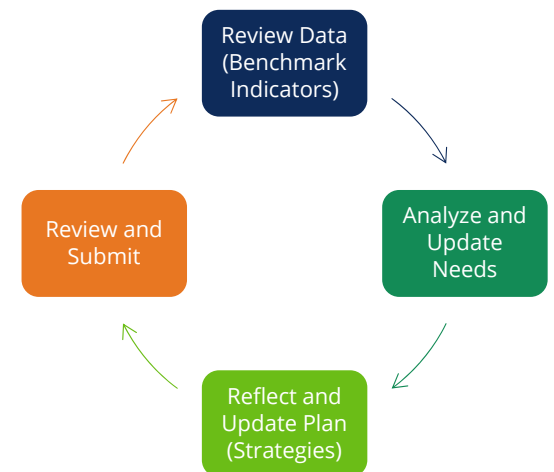Prepare to Plan → Explore Data → Analyze Needs → Reflect to Plan → Develop Plan → Review and Submit → Prepare to Plan

The Cycle of District Planning

Develop the Plan

- Prepare to Plan
- Explore Data
- Analyze Needs
- Reflect to Plan
- Develop Plan
- Review and Submit

Reflect & Update Throughout the Year

July-August

- Review Data (Performance Measure)
- Analyze and Update Needs
- Reflect and Update Plan (Goals and Strategies)
- Review and Submit

November-December

- Review Data (Benchmark Indicators)
- Analyze and Update Needs
- Reflect and Update Plan (Strategies)
- Review and Submit

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ESSA in InformTN

- The *Prepare to Plan* and the *Reflect to Plan* sections of InformTN 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 needs, strategies, and/or actions did your district surface during the completion of the Reflect to Plan that should be brought forward to the Needs Assessment or Develop Plan components of the district's plan?

TISA in District Planning

- TISA Accountability Reporting provided an opportunity to align student achievement goals across plans/reports and outline the strategies the district intends to implement to reach those goals over the next several years.
  - Are there 2024-25 goals or strategies that should be included in your district plan?
  - Does your district plan include TISA funded strategies that will support K-12 student achievement goal attainment in 2024-25?

What did your district surface during the completion of the TISA Accountability Report that should be brought forward to the Develop Plan component of the district's plan?

Needs Assessment:
Explore Data & Analyze Needs
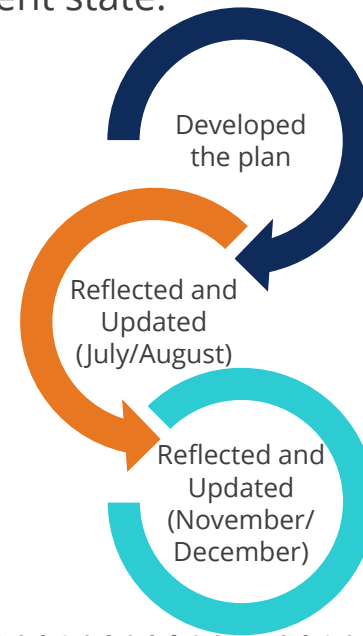
TN Department of **Education**

Completing the Needs Assessment

Scenario 1: The district developed the 2023-24 plan but has not revisited to make updates based on most recent data and strategy progress.

Scenario 2: The district developed the 2023-24 plan and has revisited to make updates based on most recent data and strategy progress to ensure the plan aligns to the current state.

Developed the plan

Developed the plan

Reflected and Updated (July/August)

Reflected and Updated (November/ December)

Completing the Needs Assessment

Developed the plan

Scenario 1: The district developed the 2023-24 plan but has not revisited to make updates based on most recent data and strategy progress.

Explore the data and capture insights for each of the four areas of data provided in InformTN.

Consider:
- What is the data telling you about overall performance? Subgroup performance? Grade level/band performance? Where does variance exist that needs additional investigation?
- Are all subgroups performing at their highest level?
- What trends and patterns are observed for all students and each subgroup?
- What important trends and patterns exist that identify student, teacher, and leader needs?
- What additional (leading/real-time) data should be considered as overarching needs are identified?

Capturing Insights is about very specifically stating observations and/or facts about the data. Steer away from including interpretations or solutions to the insights being captured.

Completing the Needs Assessment

Developed the plan

Reflected and Updated (July/August)

Reflected and Updated (November/December)

Scenario 2: The district developed the 2023-24 plan and has revisited to make updates based on most recent data and strategy progress to ensure the plan aligns to the current state.

For the areas that were revised during the 2023-24 school year, review the data in the platform and local data to determine what other needs may exist or may have surfaced since those revisions were completed.

For the areas of data provided in InformTN that did not undergo revisions, explore the data and capture insights for each.
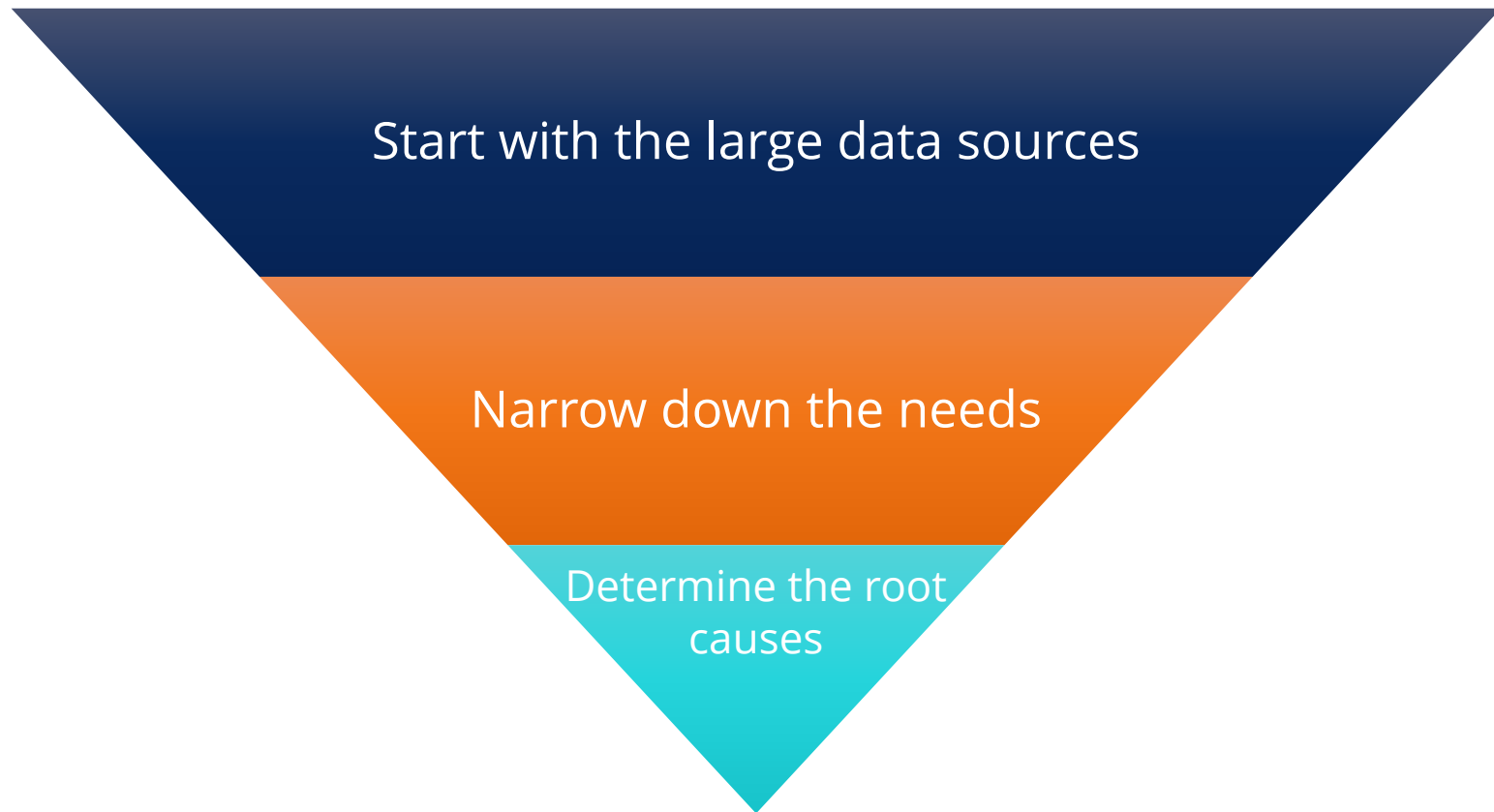
Consider:

- What is the data telling you about overall performance? Subgroup performance? Grade level/band performance? Where does variance exist that needs additional investigation?
- Are all subgroups performing at their highest level?
- What trends and patterns are observed for all students and each subgroup?
- What important trends and patterns exist that identify student, teacher, and leader needs?
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Capturing Insights is about very specifically stating observations and/or facts about the data. Steer away from including interpretations or solutions to the insights being captured.

Conducting a Needs Assessment

Start with the large data sources

Narrow down the needs

Determine the root causes

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Explore Data

Climate and Access
- Chronically Out of School, Discipline, English Learners

Educators
- Staffing Characteristics, Retention and Climate, Educator Evaluation

Academic Achievement and Growth
- Success Rate Grades 3-5, Success Rate Grades 6-8, Success Rate Grades 9-12, Growth Grades 4-5, Growth Grades 6-8, Growth Grades 9-12

College and Career Readiness
- ACT, CTE, Graduation Rate, Postsecondary Enrollment

Explore Data: Climate & Access

Chronically Out of School

9.4%
of students were chronically out of school

vs. 13.5% in Comparable Districts

Discipline

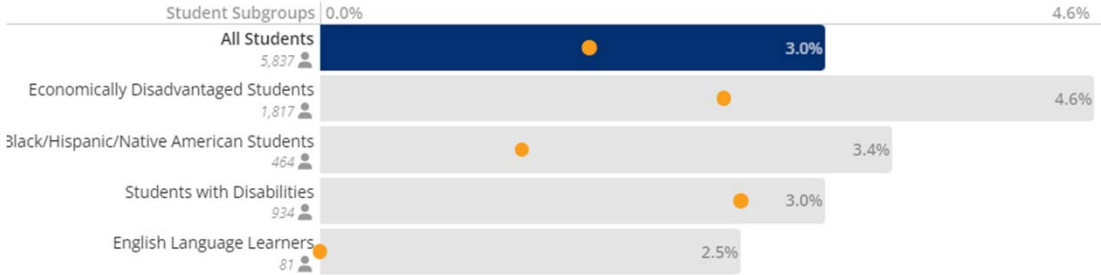**3.9%**
of students were disciplined

vs. 6.0% in Comparable Districts
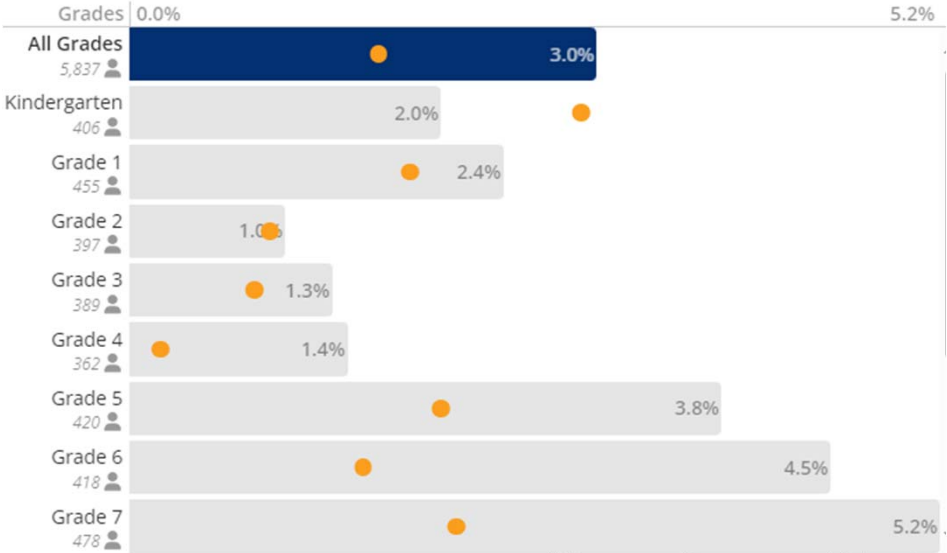
English Language Learners

29.7%
of students who are ELLs met the growth standard

vs. 30.1% in Comparable Districts

How does the percentage of students who are **Absent more than 20% of the year** vary by **Student Groups**?
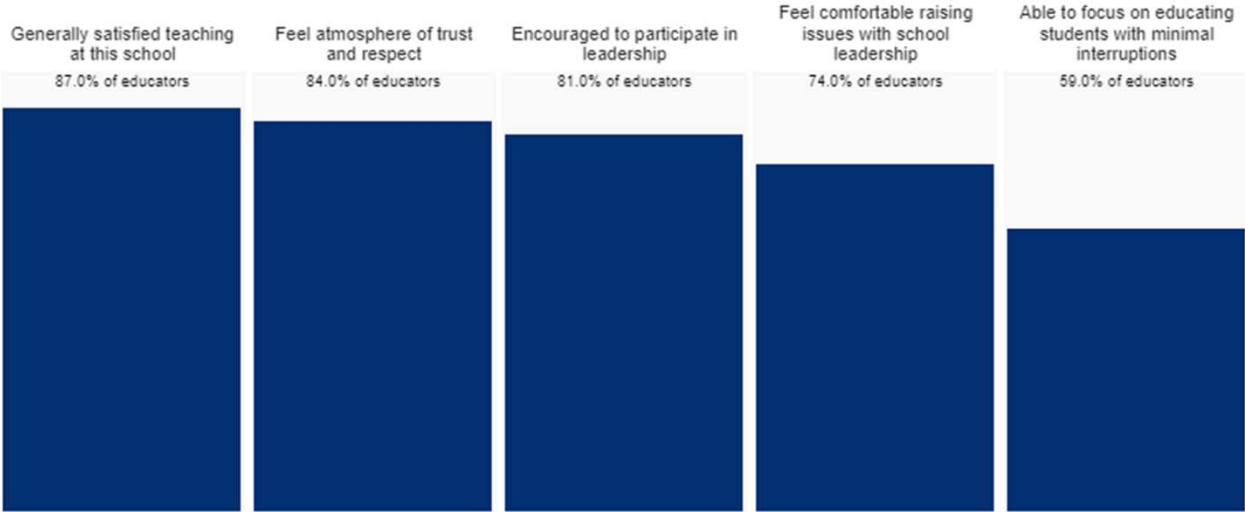
Student Subgroups	0.0%		4.6%
All Students 5,837		3.0%	
Economically Disadvantaged Students 1,817			4.6%
Black/Hispanic/Native American Students 464		3.4%	
Students with Disabilities 934		3.0%	
English Language Learners 81	2.5%		

How does the percentage of students who are **Absent more than 20% of the year** vary by **Student Groups**?

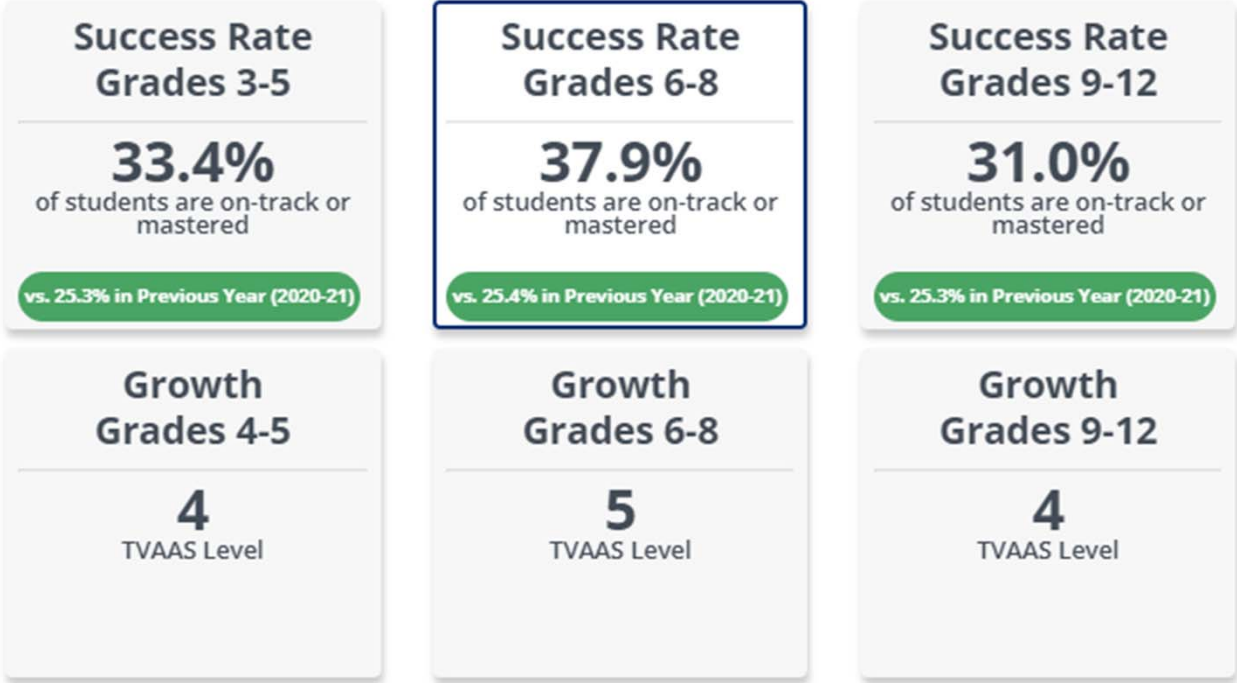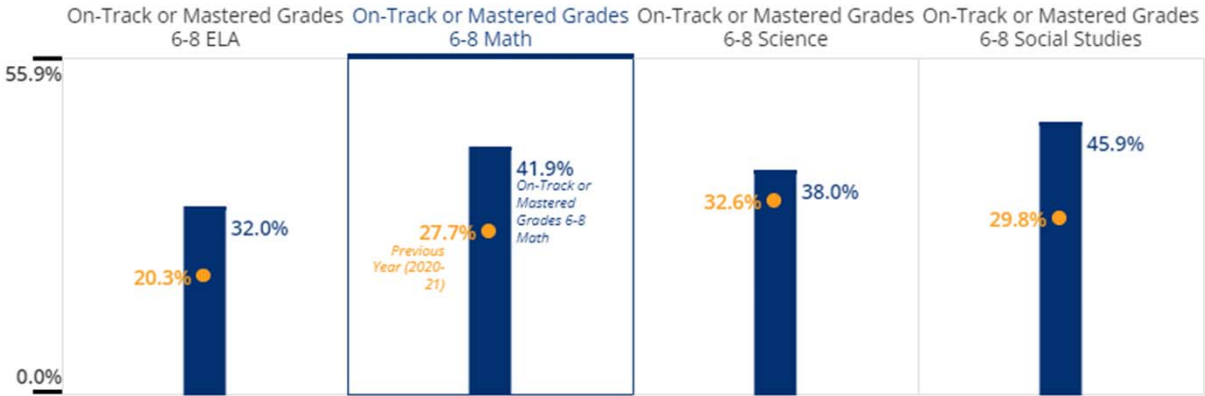| Grades	0.0%		5.2%
All Grades 5,837		3.0%	
Kindergarten 406	2.0%		
Grade 1 455	2.4%		
Grade 2 397	1.0%		
Grade 3 389	1.3%		
Grade 4 362	1.4%		
Grade 5 420		3.8%	
Grade 6 418		4.5%	
Grade 7 478			5.2%

Explore Data: Educators

Staffing Characteristics	Educator Evaluation	Retention and Climate
74.4%	**66.0%**	**94.5%**
of educators are teachers	of educators are Level 3 or higher	of educators were retained
vs. 80.1% in Previous Year (2021)	vs. 83.2% in Previous Year (2021)	vs. 89.9% in Previous Year (2021)

Generally satisfied teaching at this school	Feel atmosphere of trust and respect	Encouraged to participate in leadership	Feel comfortable raising issues with school leadership	Able to focus on educating students with minimal interruptions
87.0% of educators	84.0% of educators	81.0% of educators	74.0% of educators	59.0% of educators

Explore Data: Academic Achievement & Growth

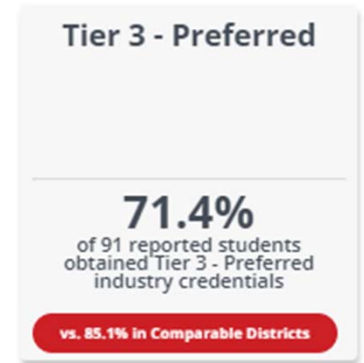| Success Rate Grades 3-5	Success Rate Grades 6-8	Success Rate Grades 9-12
33.4% of students are on-track or mastered	**37.9%** of students are on-track or mastered	**31.0%** of students are on-track or mastered
vs. 25.3% in Previous Year (2020-21)	vs. 25.4% in Previous Year (2020-21)	vs. 25.3% in Previous Year (2020-21)
Growth Grades 4-5	Growth Grades 6-8	Growth Grades 9-12
4 TVAAS Level	**5** TVAAS Level	**4** TVAAS Level

Explore Data: Academic Achievement & Growth

College and Career Readiness

ACT

62.2%
of students met the ACT college readiness benchmark

vs. 41.8% in Comparable Districts

CTE

61.7%
students concentrated in CTE

vs. 71.6% in Comparable Districts
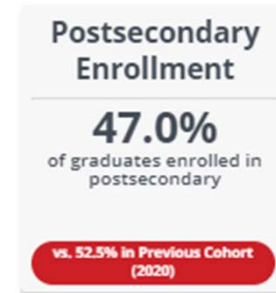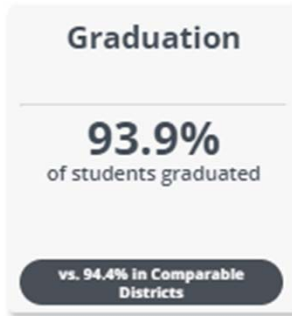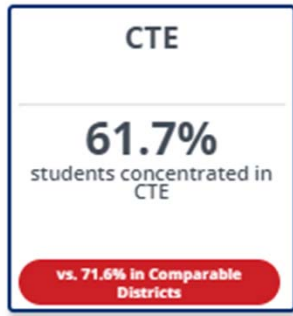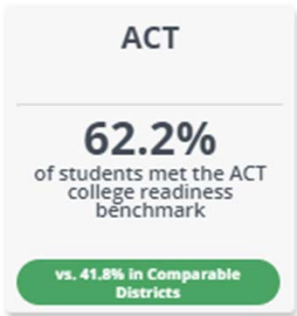
Select prior provided year. 2023 Graduating Cohort available late February.

Graduation

93.9%
of students graduated

vs. 94.4% in Comparable Districts

Postsecondary Enrollment

47.0%
of graduates enrolled in postsecondary

vs. 52.5% in Previous Cohort (2020)

Select prior provided year.

CTE Concentrators

100%

71.6%

61.7%

0%

CTE Enrollment

100%

68.4%
Comparable Districts

68.7%
CTE Enrollment

0%

Tier 1 - Recognized

100.0%
of 70 reported students obtained Tier 1- Recognized industry credentials

vs. 97.9% in Comparable Districts

Tier 2 - Valued

100.0%
of 122 reported students obtained Tier 2 - Valued industry credentials

vs. 71.3% in Comparable Districts

Tier 3 - Preferred

71.4%
of 91 reported students obtained Tier 3 - Preferred industry credentials

vs. 85.1% in Comparable Districts
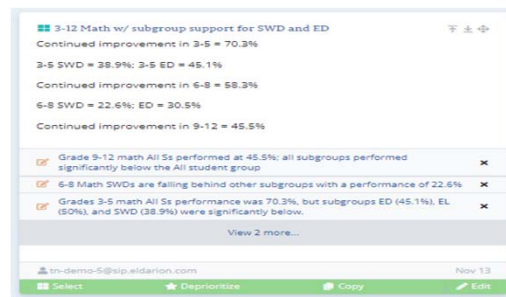
Prioritizing Needs to Determine Goals
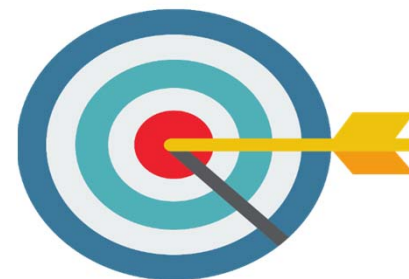
Insights

Prioritized Need

- In what ways do ALL students need to continue to improve?
- Which subgroup(s) and/or grade bands/levels need the most support?
- What important trends and patterns exist?

Prioritized Need

Goals

Prioritized Needs – Root Causes

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the **prior strategies the district implemented to support outcomes in this area**, include the **challenges that prevented the desired improvement** and the **strengths that led to quantitative and/or qualitative improvements**.

2. Identify the **root causes that are within the district's control** that are **contributing to this specific prioritized need** and **describe the challenges** created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Develop Plan:
Goals, Strategies, Action Steps

Improving Goals

Goal
Description
Performance Measures

- S.M.A.R.T. goals provide a target to aim for, a place for the entire organization to focus its efforts, and they increase the chances of achieving the goal.

S.M.A.R.T.

Specific, Measurable, Attainable, Relevant, Timebound

Improving Goals

2023-24 Goal that Needs Improvement

- Literacy: By May 2024, achievement percentages will be increased to at least meet the Success Rate expectations.

What's missing or what could be improved?

- The goal does not communicate a specific target. The district/schools do not know what they're aiming for nor do external stakeholders.
- The goal does not define the applicable grade levels/bands.

2024-25 Improved Goal Examples

- By May 2024, the percent of students scoring Meets or Exceeds in grades 3-12 ELA will increase to x%.
- By May 2024, the percent of students scoring Meets or Exceeds in ELA for grades 3-5 will increase to x%, 6-8 to y%, and 9-12 to z%.

Additionally, specific grade level and subgroups of need should have clear metrics identified for improvement within the performance measures.

Improving Goals

2023-24 Goal that Needs Improvement

- By spring 2024, improve K-12 literacy (with a particular emphasis on grade 3 students) by increasing the percentage of students scoring at the met or exceeded expectations levels on the state ELA assessments. Increase the percentage of students who met or exceeded expectations from 54.3% to 56% on ELA achievement for grade 3 in 2024.

What's missing or what could be improved?

- Goal should identify clear metrics for all grade levels/bands identified. As stated, the goal states K-12 will improve but only identifies a clear target for grade 3.

2024-25 Improved Goal Examples

- By May 2024, the percent of students scoring Meets or Exceeds in ELA for grades 2-10 will increase to x% with grade 3 increasing to 56% and the percent of K-1 students at or above the 40th percentile on the URS will increase to x%.
- By May 2024, the percent of K-1 students at or above the 40th percentile on the URS will increase to x% and percent of students scoring Meets or Exceeds in ELA for grades 2-5 will increase to x% with grade 3 increasing to 56%, 6-8 to y%, ENG I to z% and ENG II to zz%.

Additionally, specific grade level and subgroups of need should have clear metrics identified for improvement within the performance measures.

Improving Goals

2023-24 Goal that Needs Improvement

- By spring 2024, increase the percentage of students who met or exceeded expectations on grade 3 ELA from 38.5% to 43% on ELA achievement for grade 3.

What's missing or what could be improved?

- The goal has a very narrowed focus to a single grade level. This likely does not represent the actual prioritized work of the district. Also, this narrowed focus will not provide a target for many schools during the school planning process.

2024-25 Improved Goal Example

- By spring 2024, increase the percentage of students who met or exceeded expectations in 3-10 ELA to 47% with a specific focus on grade 3 ELA moving from 38.5% to 43% on ELA achievement for grade 3 in 2024.

Additionally, specific grade level and subgroups of need should have clear metrics identified for improvement within the performance measures.

Let's Practice!

- Using your 2023-24 District Plan to review the current goals, identify if there are goals that
  - lack specific metrics
  - lack or have misaligned grade levels/bands
  - too narrow

- Note edits that should be made over the next week or that you'll need to implement for 2024-25 to strengthen the plan.

Goal and Strategy Revision Tool

2023-2024 Goal & Associated Performance Measures	Goal Revisions*	2023-24 Strategies	Strategy Revisions	List the root causes identified for the prioritized need used to determine this goal.	New/Additional Strategies for 2024-25
				Root cause:	
				Root cause:	
				Other	
				Other	

Revising and Setting Goals

Considerations when determining goal revisions:

- Does the existing goal align to at least one prioritized need?
- Based on a review of the goal, are the metrics clear and specific, grade levels/bands aligned, and goal broad enough to align to the priorities at the district and school level?
- 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 2024-25?

Improving Strategies

Strategy			
Description			
Benchmark Indicators			
Action Steps	Estimated Completion	Person Responsible	Funding Sources

- Strategies are the solutions that the planning team believes will best address the prioritized needs and ensure that goals are attained.
- A strategy should articulate a clear roadmap for how the district will make a change or improvement.
- Strategy descriptions should include areas the district will set districtwide expectation or define about the implementation of the strategy for its schools. The district should consider the structures, processes, resources, and/or expectations they want consistent across the district and where schools have autonomy.

Purpose of the District Plan

What theory of action does your district plan communicate?

By prioritizing implementation of evidence-based strategies to ...

→ Address highest-priority needs identified through needs assessment, districts will ...

→ Achieve goals for improvement in all schools

Improving Strategies

2023-24 Strategy Description that Needs Improvement

- The district provides daily tutoring during and after school for students identified needing standards support.

What's missing or what could be improved?

- The specifics of what the strategy is or will do is not identified.
- Areas for which the district will set districtwide expectations or define the implementation of the strategy for its schools are not included.

Keep in mind, this is the roadmap for the district and its schools. What isn't clear or stated is unknown.

Improving Strategies

2023-24 Strategy Description and Benchmark Indicators that Needs Improvement

- The district provides daily tutoring during and after school for students identified needing standards support.

2024-25 Improved Strategy Description Example

- The district will provide <u>tutoring in grades K-4</u> that <u>supports Tier 1</u> through intensive, <u>small-group (1:3)</u> sessions delivered <u>daily</u> <u>reinforcing grade level content utilizing HQIM</u>. Tutoring will serve as a bridge between participating students' current knowledge and grade level expectations <u>supporting their mastery of grade-level standards</u>. The district will communicate the purpose and intent of tutoring strategy and set expectations for <u>how students will be prioritized</u>, <u>developing student-focused schedules</u>, the <u>types and use of resources/materials</u>, and <u>methods and frequency of progress monitoring</u>.

How does the example description provide more clarity around implementation for district and school leaders?

Improving Strategies

2023-24 Strategy Description that Needs Improvement

- The district will provide extended day and extended year activities that support the academic and enrichment needs of the students. This includes tutoring, credit recovery, ESL summer programs, summer learning camps, Sp Ed summer programs, Sped summer camps, etc.

What's missing or what could be improved?

- Due to many unrelated support efforts compiled in the single strategy, the specifics of what the strategy is or will do is unclear.

- Similarly, the areas for which the district will set districtwide expectations or define the implementation of the strategy for its schools are not included and would be difficult to understand for some many support efforts in a single strategy.

Keep in mind, this is the roadmap for the district and its schools. What isn't clear or stated is unknown.

Improving Strategies

2023-24 Strategy Description and Benchmark Indicators that Needs Improvement

- The district will provide extended day and extended year activities that support the academic and enrichment needs of the students. This includes tutoring, credit recovery, ESL summer programs, summer learning camps, Sp Ed summer programs, Sped summer camps, etc.

Thinking Through Strategy Improvements

Separate into appropriate support strategies by asking:
- Does each support effort listed address a prioritized need and/or directly support the district in reaching the connected goal?
- How might these support efforts be grouped in a meaningful way to allow for clearly articulating a strategy that supports the goal?

Example decisions

The following as an example of how a district could separate the above into multiple strategies:
- Tutoring – high leverage; standalone strategy
- Summer Programs (all programs and camps – gen., ESL, Sp Ed) – high leverage; made stronger if teams coordinate planning efforts
- Credit Recovery – remove; work the district does but was determined that it did not directly support achievement of the ELA goal

Strategies for Addressing APR Indicators

- Identify the strategies that your district is using to improve outcomes for students with disabilities as shown on the APR matrix.

- Each identified APR indicator must have an appropriate strategy.
  - Indicators 1 & 2 – Graduation Rate and Drop Out Rate for Students with Disabilities
  - Indicator 3 – Assessment Participation and Proficiency
  - Indicator 5 – Educational Environment (ages 5 in K-21)
  - Indicator 6 – Educational Environment (ages 3 – 5 not in K)
  - Indicator 7 – Early Childhood Outcomes
  - Indicator 8 – Parent Involvement
  - Indicator 14 – Post-School Outcomes

APR Results-Based Indicators

- Strategies for improving outcomes for all students should include students with disabilities.
- Districts should show how the goals, strategies, and action steps also include improving outcomes for students with disabilities.

Improving Strategies for APR Indicators

Strategy for Improvement:

– High-quality instructionally appropriate IEPs

– Access points in high-quality instructional materials

Description of how this strategy directly supports students with disabilities improving outcomes on the APR indicator:

– Specific to the indicator

– Specific to students with disabilities

Indicator 3: Participation & Achievement on Statewide Assessments (1/2)   D-060

Select the strategies from your LEA plan that will support students with disabilities in improving participation and achievement on statewide assessments.

Connected Strategies

Type strategy title...

1.1 Provide support to ensure that an effective instructional model is implemented

2.1 Provide support to ensure that an effective instructional model is implemented

3.1 Provide support in developing a positive school culture and maintaining a school environment

Indica

Descr

Indicator 3: Participation & Achievement on Statewide Assessments (2/2)

Describe how the above strategies directly support students with disabilities in improving participation and achievement on statewide assessments.

Answer

Let's Practice!

- Using your 2023-24 District Plan to review the current strategies for the ELA or math goal, identify if there are strategies that
  - lack clarity or specifics in what the strategy is or will do
  - don't identify areas (structures, processes, resources, and/or guidance) for which the district will set expectations for consistent implementation
  - aren't explicitly inclusive of students with disabilities.

  Will school leaders understand the theory of action? The implementation expectation? Will a new director, supervisor, or school leader?

- Note edits that should be made over the next week or that you'll need to implement for 2024-25 to strengthen the plan.

Improving Benchmark Indicators

Strategy			
Description			
Benchmark Indicators			
Action Steps	Estimated Completion	Person Responsible	Funding Sources

- Benchmarks indicators define how the district will gauge throughout the year whether the strategy is happening as planned AND is leading to the desired improvement.

Knowing the strategy is happening or happening somewhere in the district is not the same as knowing the strategy is working as intended or leading to the desired improvement.

Improving Benchmark Indicators

2023-24 Benchmark Indicators that Needs Improvement

- Tutoring Benchmark Indictors: The district will assess students throughout the program using the following assessments: Amplify benchmarks, iReady benchmarks, and Mastery Connect.

What's missing or what could be improved?

- Indicators for knowing the strategy is being implemented as planned or expected have not been identified.

- The desired incremental improvement or the change the district expects to see at each collection is not defined.

- The timeline for collecting and monitoring each specific data point and the metrics within the data that will be monitored for impact of tutoring (i.e. composite or sub scores) isn't clear.

- No one has been identified for data collection or monitoring.

Improving Benchmark Indicators

2023-24 Benchmark Indicators that Needs Improvement

- Tutoring Benchmark Indictors: The district will assess students throughout the program using the following assessments: Amplify benchmarks, iReady benchmarks, and Mastery Connect.

2024-25 Improved Benchmark Indicators Example

Tutoring benchmark indicators:

- The district-level instructional team and principals will conduct tutoring visits, using tutoring walkthrough tool, at each school each semester to understand progress of tutoring implementation.
- Student attendance rate will be monitored by the principal and reported to the district monthly. District expectation is 90% attendance in tutoring sessions.
- 75% of students in tutoring demonstrate at or above expected growth on the Winter and Spring administration of each assessment. Each principal is responsible for gathering the data and reporting at the district's winter and spring data meeting.

How will the example provide the district with greater insight into how their improvement efforts are or are not being implemented?

How it's leading to the desired improvement and ultimately the goal they want to accomplish?

Let's Practice!

- Using your 2023-24 District Plan to review the current strategies for the ELA or math goal, identify if there are benchmarks indicators that do not include how the district can gauge whether the strategy is
  - happening as planned
  - leading to desired improvement
    - desired incremental improvement/change expected at each collection
    - timeline for collecting and monitoring data and the metrics to be collected and monitored for the specific strategy
    - person responsible for collection and/or monitoring.

- Note edits that should be made over the next week or that you'll need to implement for 2024-25 to strengthen the plan.

Improving Action Steps

Strategy			
Description			
Benchmark Indicators			
Action Steps	**Estimated Completion**	**Person Responsible**	**Funding Sources**

- Action steps define the actions needed to put a strategy in place.
- Action steps outline the needed systems, structures, resources, and communications that will make implementation possible and consistent implementation expected. They establish a reasonable timeframe, and the person responsible for completing or shepherding the action to completion.

Don't confuse action steps with strategies. Strategies are uniquely identified to help the district reach its goal and define the theory of action. Action steps communicate the work needed to put the strategy in place.

Goal and Strategy Revision Tool

2023-2024 Goal & Associated Performance Measures	Goal Revisions*	2023-24 Strategies	Strategy Revisions	List the root causes identified for the prioritized need used to determine this goal.	New/Additional Strategies for 2024-25
				Root cause:	
				Root cause:	
				Other	
				Other	

Strategy Revision

- What evidence does the district have to support progress of strategy implementation?
- Based on current and anticipated progress of this strategy during 2023-24, what stage of implementation will be in place for this strategy in 2024-25?
- Does the description clearly articulate what the strategy is or will do and the areas for which the district will set expectations for consistent implementation in 2024-25?
- 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?

Strategy Revisions *What evidence does the district have to support progress of strategy implementation?* *Based on current and anticipated progress of this strategy during 2023-24, what stage of implementation will be in place for this strategy in 2024-25?* *Does the description clearly articulate what the strategy is or will do and the areas for which the district will set expectations for consistent implementation in 2024-25?* *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?*	**List the root causes identified for the prioritized need used to determine this goal.** *Have the root causes been addressed in the revised strategies or will a new strategy be needed?*	**New/Additional Strategies for 2024-25** *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.*
	Root cause:	
	Root cause:	
	Other	

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.

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 IlI: 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.
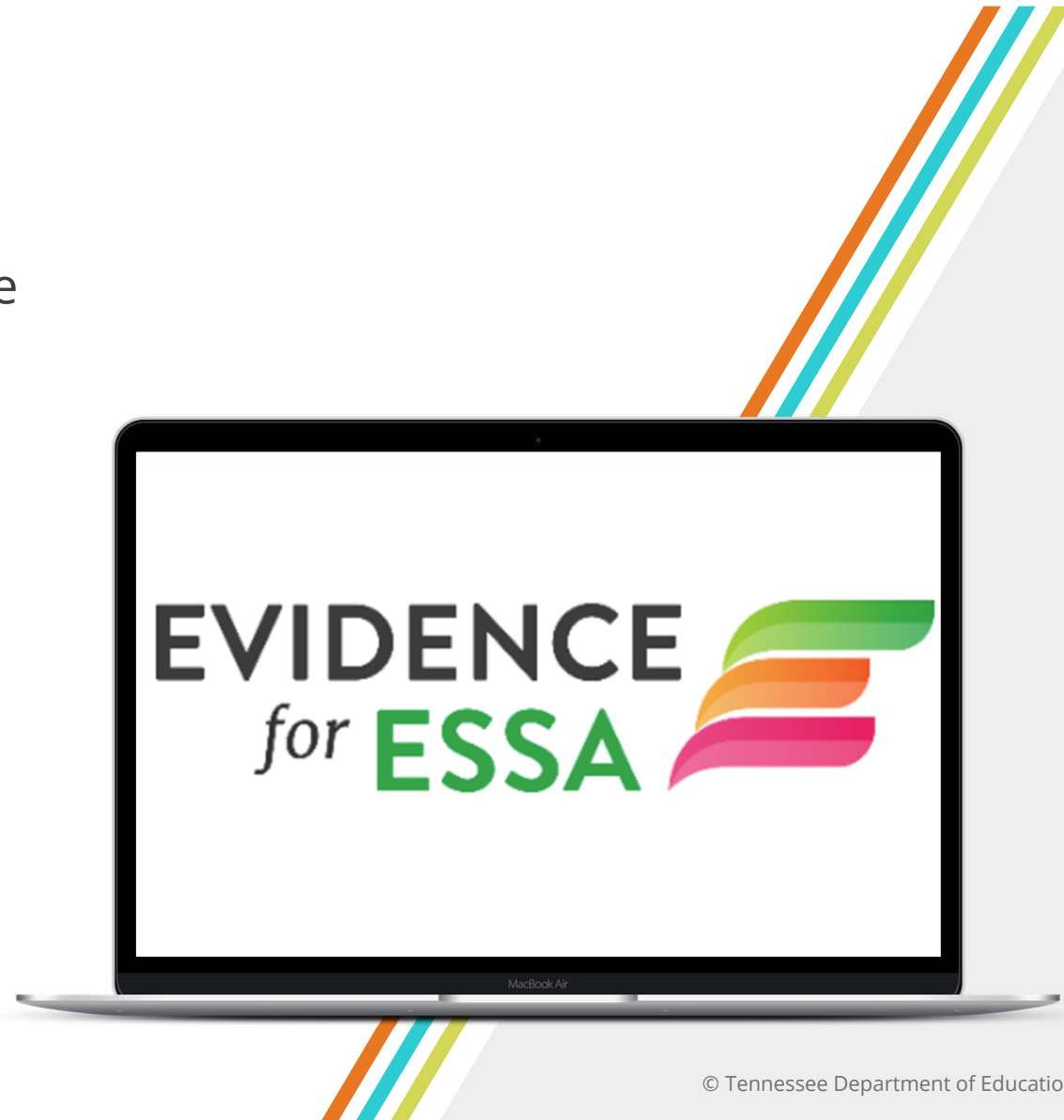
ERIC (Educational Resources Information Center)

- **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
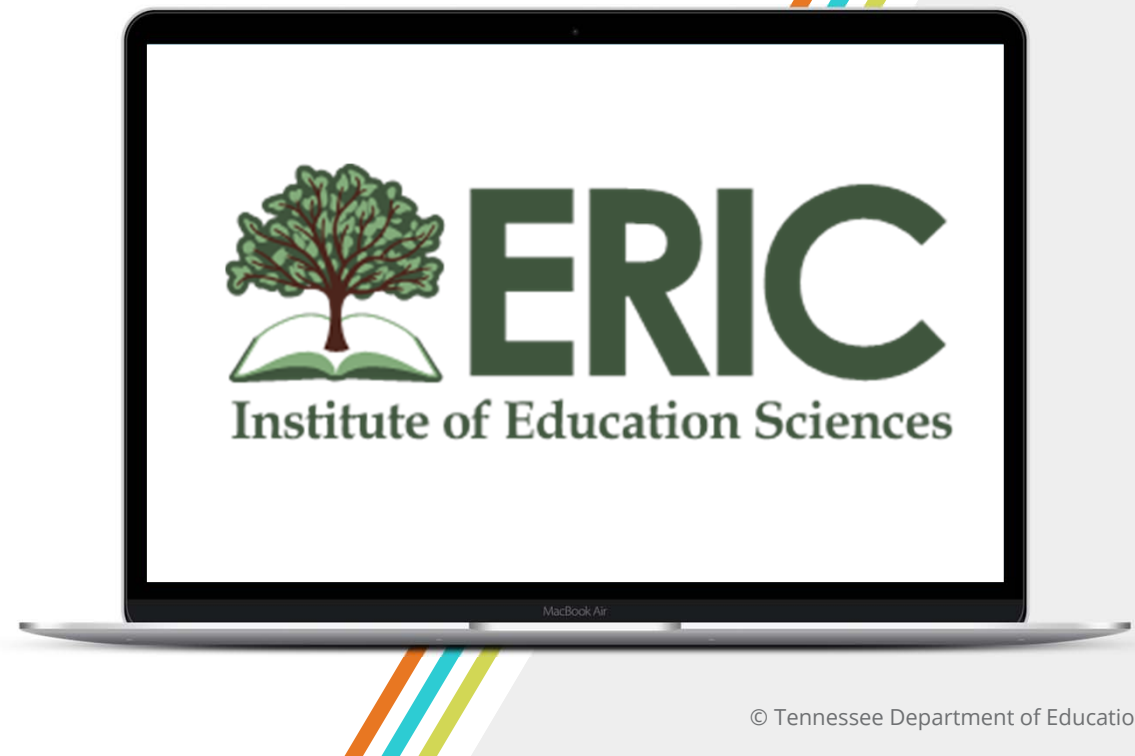
InformTN Requirements

- 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.

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 fours tiers of evidence, click here.

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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

Department of Education

Resources

- [Focus on ESSA Evidence Webinar Recording](#)
- [ESSA Guidance: Using Evidence to Strengthen Education Investments](#)
- [ESSA Tiers of Evidence Guidance Document](#)
- [Focus on ESSA Evidence Slides](#)
- [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](#)

District Sharing
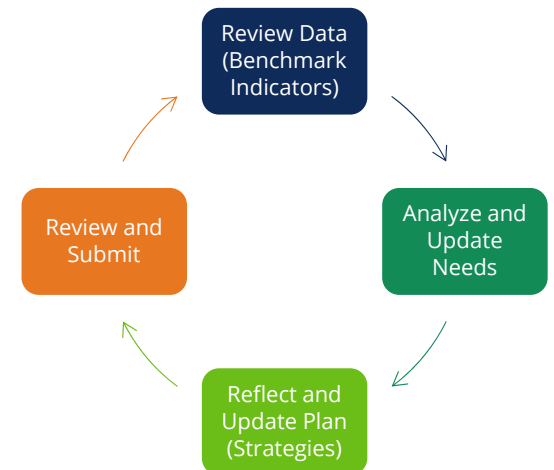
The Cycle of District Planning

Develop the Plan

- Prepare to Plan
- Explore Data
- Analyze Needs
- Reflect to Plan
- Develop Plan
- Review and Submit

Reflect & Update Throughout the Year

July-August

- Review Data (Performance Measure)
- Analyze and Update Needs
- Reflect and Update Plan (Goals and Strategies)
- Review and Submit

November-December

- Review Data (Benchmark Indicators)
- Analyze and Update Needs
- Reflect and Update Plan (Strategies)
- Review and Submit

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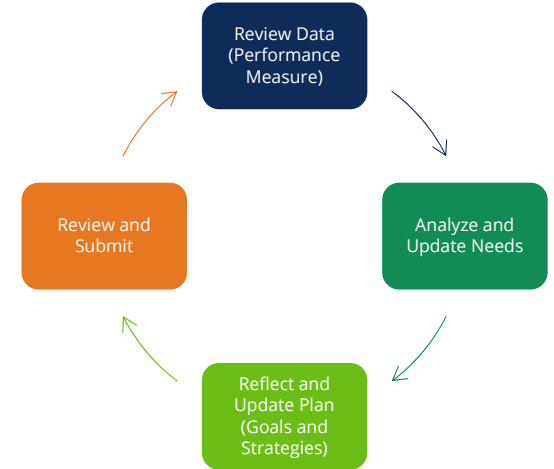
Purposeful Updates and Monitoring

- District 1

  - Reflected and updated the goals and strategies to begin the year to ensure the plan reflected the work that would support goal attainment

  - Reflected and updated strategies and action steps in November/December to assess whether work is on track and would support goal attainment

  - Most recent updates ensured more accurate goals, strategies, and action steps are copied to the 2024-25 school year

July-August

Review Data (Performance Measure) → Analyze and Update Needs → Reflect and Update Plan (Goals and Strategies) → Review and Submit

November-December

Review Data (Benchmark Indicators) → Analyze and Update Needs → Reflect and Update Plan (Strategies) → Review and Submit

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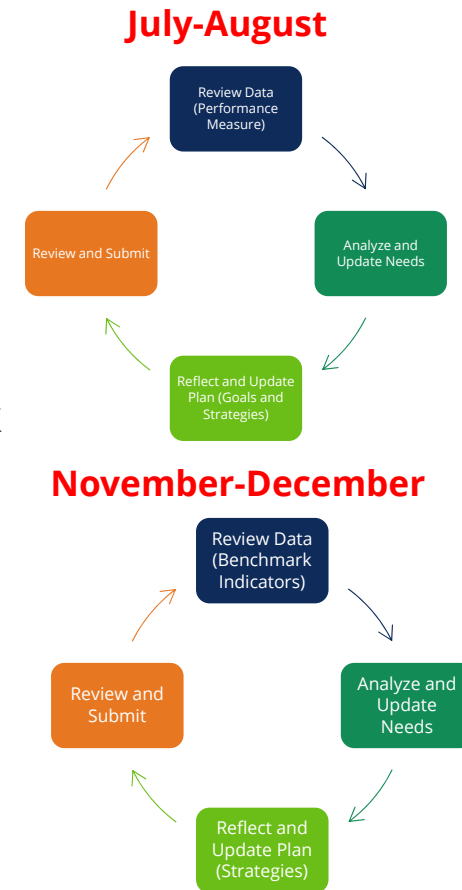
Purposeful Updates and Monitoring

- District 2
  - Identified a specific strategy where improvement was difficult to monitor or was not being monitored well
  - Defined effective benchmark indicators for data collection throughout the year
  - Monitored improvement through data collection for the identified strategy.
  - Updated strategy and action steps based on data findings.

July-August

Review Data (Performance Measure)

Analyze and Update Needs

Reflect and Update Plan (Goals and Strategies)

Review and Submit

November-December

Review Data (Benchmark Indicators)

Analyze and Update Needs

Reflect and Update Plan (Strategies)

Review and Submit

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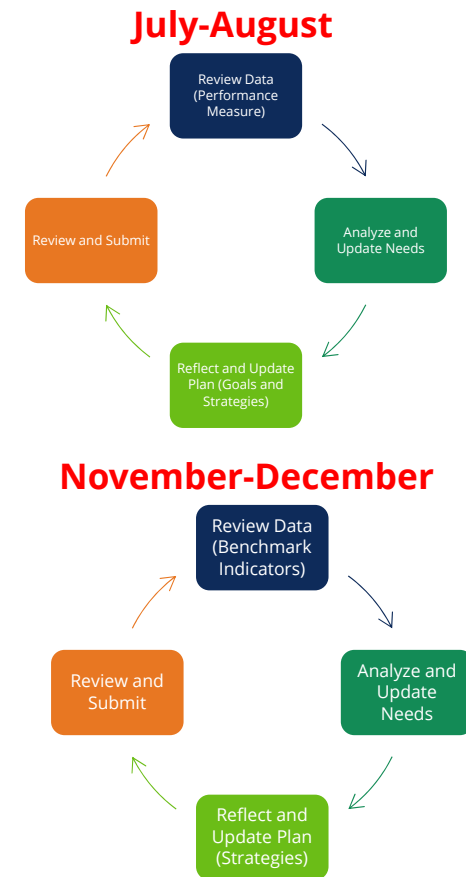
Small Groups

- Sharing districts will move to a designated space in the room
- Participating districts
  - Based on what you heard, what do you want to learn more about? What questions do you have for these districts?
  - This is your opportunity to hear more about how to strengthen your planning process throughout the year.
  - District teams may visit together or split into two groups.
  - Move to the sharing district of your choice.

Platform Updates & Troubleshooting

Planner Clear Feedback

District planners:
- Hyperlinked feedback displayed in one location.
- Planners will 'Mark as resolved' to ensure feedback is addressed before returning the plan.
- Filter on the left allows planners to determine what has/has not been resolved.

TDOE reviewers:
- Last submission link near the top.
- Provides a safeguard so plans are not returned before all feedback is addressed.

Caching & Google Chrome Issues

Platform Timing out without Warning

▪ Based on an individual's Google settings and add-ons, the InformTN pop-up notification that the session is ending may not display for all users. The platform will timeout after 30 minutes of inactivity. Users must save all work.

Caching Issue

▪ User is unable to access due to a caching issue with SSO
  – Browse to https://authority.tneducation.net/Account/Logout then retry the InformTN login https://edplan.tn.gov/account/login/?next=/
  – If the above is unsuccessful, try Firefox or Edge and/or a private browsing window.

Closing

Purpose of the District Plan

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

By prioritizing implementation of evidence-based strategies to ... → **Address highest-priority needs identified through needs assessment, districts will ...** → **Achieve goals for improvement in all schools**

LEA Planning Timeline

Key Event	Date
District plans open	January 2, 2024
District Turnaround plans open	February 1, 2024
District plans due	March 1, 2024
Feedback and resubmission window *See next slide for specific timeline	March 1 – April 10, 2024
TDOE deadline to approve district plans	April 15, 2024
District Turnaround plans due	May 1, 2024

Resubmission Timeline

Key Event	Date
Districts who receive feedback by March 15 will resubmit their LEA plan for review by April 3	April 3, 2024
Districts who receive feedback after March 15 will resubmit their LEA plan for review by April 10.	April 10, 2024

Planning Support Contacts

Planning Area	Point of 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

APR Contacts

Region	Point of Contact
Northwest	Lauren.Tate@tn.gov
Southwest	Beth.Meeks@tn.gov
South Central	Cynthia.Ables@tn.gov
Mid-Cumberland	Kim.Raybon@tn.gov
Upper Cumberland	Jennifer.Briggs@tn.gov
East	Summer.Robertson@tn.gov
Southeast	Katie.Ward@tn.gov
First	April.Myers@tn.gov
Any general LEA planning questions related to students with disabilities	Katie.Ward@tn.gov

Thank You!

Contact Info or Questions?