Title I, Part A Needs Assessment, Schoolwide Plans, and Improving Student Achievement

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Texas Education Agency

GCO Statewide Grants Training
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# TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

<table>
<thead>
<tr>
<th>Strategic priorities</th>
<th>Enablers</th>
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<tbody>
<tr>
<td>Recruit, support, retain teachers and principals</td>
<td>Increase transparency, fairness and rigor in district and campus academic and financial performance</td>
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<tr>
<td>Build a foundation of reading and math</td>
<td>Ensure compliance, effectively implement legislation and inform policymakers</td>
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<td>Connect high school to career and college</td>
<td>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</td>
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<td>Improve low-performing schools</td>
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## A REMINDER:
ESSA-funded programs and activities should be aligned to TEA Strategic Priorities
Comprehensive Needs Assessment
REQUIRED.

A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency"
Comprehensive Needs Assessment

REQUIRED.

A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand"
Title I, Part A — CNA and CIP Best Practices

Schedule PS3001: Embedded Improvement Planning Best Practices

#1 Inventory LEA and school plans and planning resources.

#2 Convene planning teams that adequately represent stakeholders.

#3 Provide training, materials, and time for team preparation.

#4 Collect and analyze student outcome data.
Title I, Part A —CNA and CIP Best Practices

Schedule PS3001: Embedded Improvement Planning Best Practices

#5 Draft problem statements and identify root causes.

#6 Mixed method analysis: Add qualitative to quantitative data.

#7 Research and select effective programs and activities with greatest potential to improve student outcomes.
Campus Improvement Plans
Title I, Part A — CNA and CIP Best Practices

Schedule PS3001: Embedded Improvement Planning Best Practices

#8 List all activities required to implement each program or activity.

#9 Identify a specific person who will ensure each activity is completed.

#10 Estimate when each activity will be completed.

#11 Draft SMART performance measures.
Title I, Part A — CNA and CIP Best Practices

**Student Outcome-Focused SMART Goals / Performance Measures**

**Inputs**
- Resources invested in programs, activities, strategies identified during the planning process.

**Outputs**
- What you do with the resources that you have invested (activities). Direct, measurable, work products of activities.

**Student Outcomes**
- What students know or can do.
- SMART short-term quarterly and annual progress measures or milestones.
- Long-term, 3-5 year goals for how much you want students to grow (student achievement).

Add ESSA $ to inputs!
Student Outcome-Focused SMART Goals / Performance Measures

- Specific
- Measurable (baseline and target)
- Attainable
- Results-focused
- Time-bound

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

The number of what students know or can do will increase from X(#) to Y(#) by Z (date).

Want more SMART goal examples?
## Title I, Part A —CNA and CIP Best Practices

### Schedule PS3001 SMART Goals

**Student outcome-focused**

This is the measure TEA will monitor.

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

Identify the ESSA program. Add programs, as needed.

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

Baseline= control group. Today

Use a static, reliable data source.

<table>
<thead>
<tr>
<th>ESSA Program</th>
<th>Performance Measure</th>
<th>Baseline Data</th>
<th>Goal</th>
<th>Data Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Title I, Part A</td>
<td>17%</td>
<td>37%</td>
<td>2016-2018 STAAR data</td>
</tr>
<tr>
<td>1. [ ]</td>
<td>The percentage of 3rd grade students who meet or master grade level in reading and math will increase from 17% to 22% by May 2018.</td>
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Add Line | Remove Line
Schedule PS3001: Embedded Improvement Planning Best Practices

#12 Identify all available—State, local, and federal—funding sources for each program or activity.

#13 School site-based improvement planning teams are documenting this work plan in the CIP.
Title I, Part A —CNA and CIP Best Practices

Schedule PS3001: Embedded Improvement Planning Best Practices

#14 Establish a process for regularly monitoring progress throughout the year.

#15 Annually evaluate how effective the implemented programs and activities were for improving your student outcomes.
Campus Improvement Plans

REQUIRED.

Is based on a comprehensive needs assessment of the entire school.

A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators…"
Campus Improvement Plans

REQUIRED.

Evaluate the Plan: A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards"
Comprehensive Needs Assessment

REQUIRED.

A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand"
Campus Improvement Plans

REQUIRED.

A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities."
Comprehensive Needs Assessment

**REQUIRED.**

A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency"
Campus Improvement Plans

REQUIRED.

Plan shall describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

- provide **opportunities for all children** to meet the challenging State academic standards;
use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
Campus Improvement Plans

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

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school;
Campus Improvement Plans

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

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

- strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
Campus Improvement Plans-Keep in Mind...

- Comprehensive Needs Assessment
  What are our needs and where do we focus our efforts?

- Campus Improvement Plan
  What strategies and activities will help us meet the needs?

- Program Evaluation
  Were we successful in addressing our needs and focus areas?
ESC Assistance
ESSA Title I, Part A Basic Services staff at each regional ESC
ESC Assistance
ESSA Title I, Part A Basic Services staff at each regional ESC

Tiered **Training** (Toolkits):

- Comprehensive Needs Assessment
- Continuous Improvement Plans
- Parent and Family Engagement
- Federal Program Director
ESC Assistance
ESSA Title I, Part A Basic Services staff at each regional ESC

Tiered Technical Assistance:

- Recommended uses of ESSA funds aligned to the TEA Strategic Priorities
- Title I, Part A Program Implementation Requirements
- Private Non Profit
ESC Assistance
ESSA Title I, Part A Basic Services staff at each regional ESC

- ESSA Consolidated Application
- Campus allocations
- Campus selection
- Comparability
- Data collection
- Program and fiscal compliance
- Coordination of funds
Texas Title I Capacity Building Initiative

Resources for Best Practice and Compliance
Website and Contact Information:

http://www.region10.org/capacitybuilding

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972-348-1488
toni.garrett@region10.org
Questions

Thank you!
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Texas Education Agency

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