ESSA State Plan Update

Debby A. Thompson | Assistant Commissioner
Federal Programs and Oversight
August 3, 2023
STUDENT READINESS

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

ACADEMICS

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

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**
  - History
  - Purpose
  - Timelines

- **Working Group Feedback**
  - By the Numbers
  - Working Group Feedback

- **Revisions to the ESSA State Plan**
  - Substantial Revisions Made to Ensure Alignment with Program Requirements for Funding
  - Substantial Revisions Made Without Compliance Issues
  - Non substantive or Minor Revisions Made

- **Engagement Opportunities & Next Steps**
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)
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
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
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.
The department will begin engagement of stakeholder groups in summer 2023.

Working group and stakeholder engagement.

Initial draft will be shared with stakeholders for feedback.

Final draft developed and shared with state leadership.

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.
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
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 (EPSO).”
- “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

<table>
<thead>
<tr>
<th>Grant Program</th>
<th>Question Title</th>
<th>Summary of Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td>More Rigorous Interventions</td>
<td>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.</td>
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<tr>
<td></td>
<td>Resource Allocation Review</td>
<td>The Resource Allocation Review (RAR) section of the plan underwent a revision to align with the current implementation strategy.</td>
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<tr>
<td></td>
<td>Technical Assistance</td>
<td>The response was revised to align with the current technical assistance strategy.</td>
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### Substantial Revisions Made to Ensure Alignment with Program Requirements for Funding

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<tbody>
<tr>
<td>Title I, Part C</td>
<td>Supporting Needs of Migratory Children</td>
<td>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) &amp; State Service Delivery Plan (SSDP).</td>
</tr>
<tr>
<td></td>
<td>Promote Coordination of Services</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Use of Funds</td>
<td>The response was revised to reflect the changed structure of the program.</td>
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Substantial Revisions Made to Ensure Alignment with Program Requirements for Funding

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<tr>
<td>Title III, Part A</td>
<td>Entrance and Exit Procedures</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>SEA Support for English Learner Progress</td>
<td>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.</td>
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<tr>
<td></td>
<td>Monitoring and Technical Assistance</td>
<td>The response was revised to reflect updated technical assistance and monitoring procedures for Title III.</td>
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## Substantial Revisions Made Without Compliance Issues

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<tr>
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<tbody>
<tr>
<td><strong>Title I, Part A</strong></td>
<td>Challenging State Academic Standards and Assessments</td>
<td>The response was revised response to align with the current implementation strategy.</td>
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<tr>
<td></td>
<td>Disproportionate Rates of Access to Educators</td>
<td>The response was revised response to align with the current implementation strategy.</td>
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<tr>
<td></td>
<td>School Transitions</td>
<td>The revised response identifies minor additions to the current plan to include work-based learning, career exploration, and streamlined data-tracking systems.</td>
</tr>
<tr>
<td><strong>Title I, Part D</strong></td>
<td>Program Objectives and Outcomes</td>
<td>Minor additions to the current plan include student-individualized learning plans and multiple career exploration options.</td>
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</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Use of Funds</td>
<td>The response was revised response to align with the current implementation strategy.</td>
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<tr>
<td></td>
<td>Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools</td>
<td>The response was revised response to align with the current implementation strategy.</td>
</tr>
<tr>
<td></td>
<td>System of Certification and Licensing</td>
<td>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.</td>
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<tr>
<td></td>
<td>Improving the Skills of Educators</td>
<td>The response was revised to include a more robust explanation of programs (TASL, leader networks, and TEAM).</td>
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<td></td>
<td>Data and Consultation</td>
<td>The response was revised to include a narrative overview of data systems and supports for educators.</td>
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<td></td>
<td>Teacher Preparation</td>
<td>The response was revised to detail EPP requirements and systems in place to report on EPPs and teacher preparation.</td>
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ESSA Engagement Opportunities & Next Steps
# ESSA State Plan Engagement Opportunities

<table>
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<tr>
<th>Engagement Opportunity</th>
<th>Date</th>
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<tbody>
<tr>
<td>First Tennessee Superintendent Study Council</td>
<td>Aug. 16</td>
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<tr>
<td>2023 Federal Programs Institute (Nashville, TN)</td>
<td>Aug. 21-25</td>
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<tr>
<td>Southwest Superintendent Study Council</td>
<td>Aug. 24</td>
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<tr>
<td>Southeast Superintendent Study Council</td>
<td>Aug. 25</td>
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<tr>
<td>Northwest Superintendent Study Council</td>
<td>Aug. 25</td>
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<tr>
<td>Mid-Cumberland Superintendent Study Council</td>
<td>TBD</td>
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Questions?

Debby A. Thompson | Assistant Commissioner
Deborah.Thompson@tn.gov
(615) 864-5162