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¹*Language adopted from the U.S. Department of Education*

Today's Agenda

- Welcome
- Introductions
- Overview
 - Data-Driven Decision-Making – Why it Matters?
 - Decisions Based on Evidence
 - Data Collection and Analysis
 - Strategies and Implementation & Continuous Improvement
 - Needs Assessment
 - Consultation and Monitoring
 - Reporting - Documentation
 - Application Development
 - Ongoing Support
- Conclusion

Purpose of Title II, Part A

Title II, Part A of Every Student Succeeds Act (ESSA) is intended to:

- Increase student achievement consistent with the State academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement; and
- Provide low-income and minority students greater access to effective educators.

ESSA Definition of Professional Development

How does Title II, Part A reach these goals?

Professional Development

Under ESSA SEC. 8002. DEFINITIONS. The term “professional development” means activities that—

A. are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

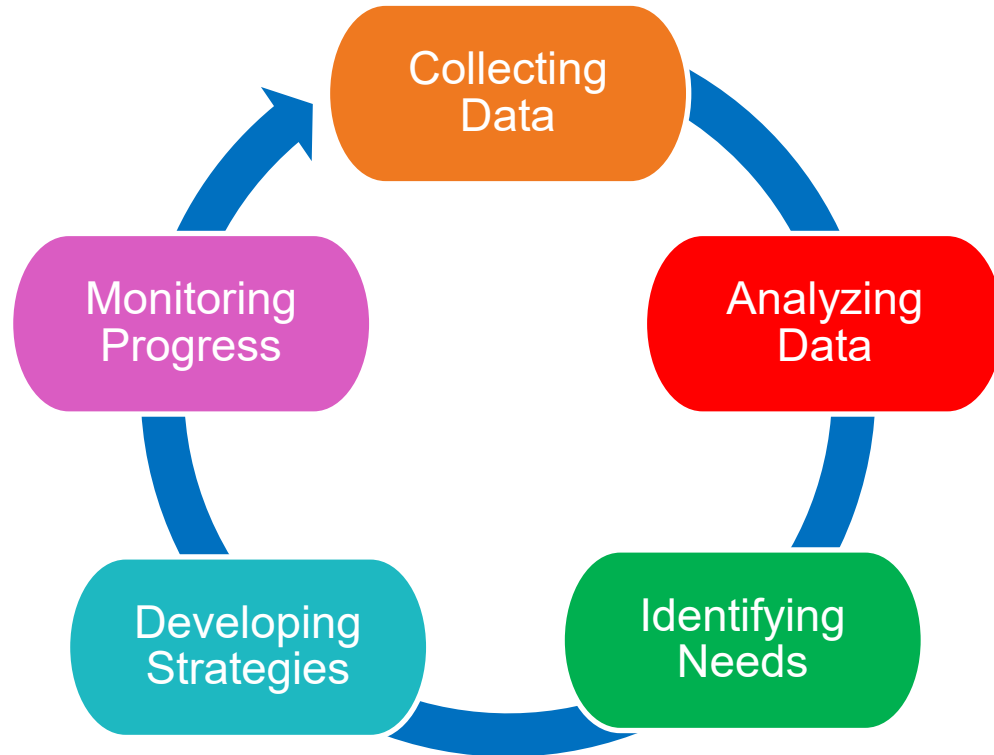
B. **are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, classroom-focused and evidence-based.** [They are aligned to broad school and LEA plans and allowable under ESSA Sec. 2103 for high-quality, personalized professional development.] For list of activities: [TITLE VIII - GENERAL PROVISIONS, DEFINITIONS \(Professional Development 42\)](#).

Importance of Data-Driven Decisions



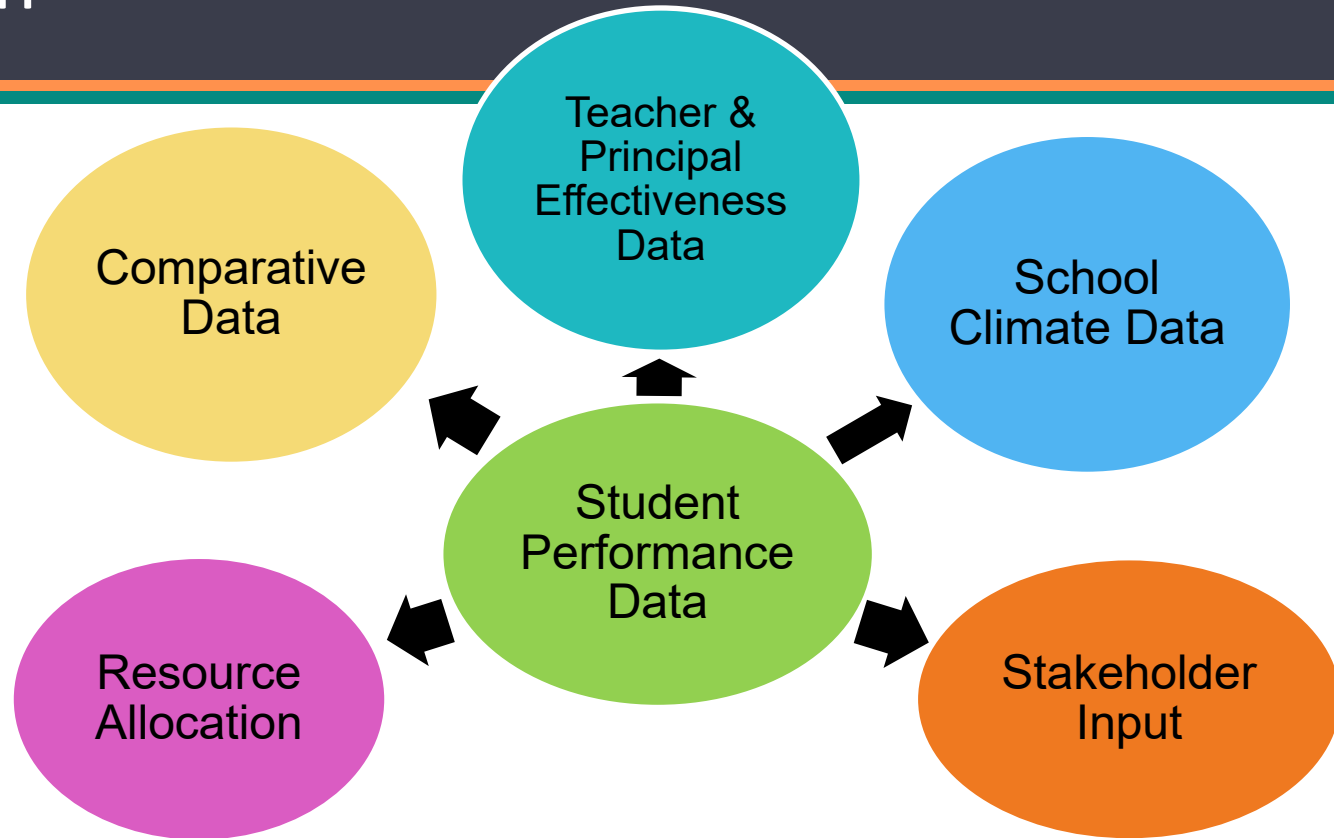
- Strategic Resource Allocation
- Enhanced Transparency and Accountability
- Meaningful Impact
- Improved Student Achievement
- Educator Effectiveness

Decisions Based on Evidence



Data Collection

What data is needed when determining the Title II, Part A Needs Assessment?



Data Analysis

Analyze key data sets to identify trends and gaps that impact student outcomes and educators' performance.

- **Disaggregate data** - identify equity gaps by race, gender, socio-economic status, neurodiversity, etc.
- **Cross reference achievement data** - with teacher retention and identify patterns of deficits.
- **Compare data sets** - across district or state to find disparities in student achievement or teacher effectiveness

*Focus on **actionable insights** that link data to specific areas of need and areas you can influence as a school/district.*

Strategies and Implementation

Develop targeted strategies to improve student outcomes, teacher performance, and school climate.



Teacher/Principal Recruitment and Retention

Competitive Salary & Incentives
Mentorship
Professional Development



Student Support

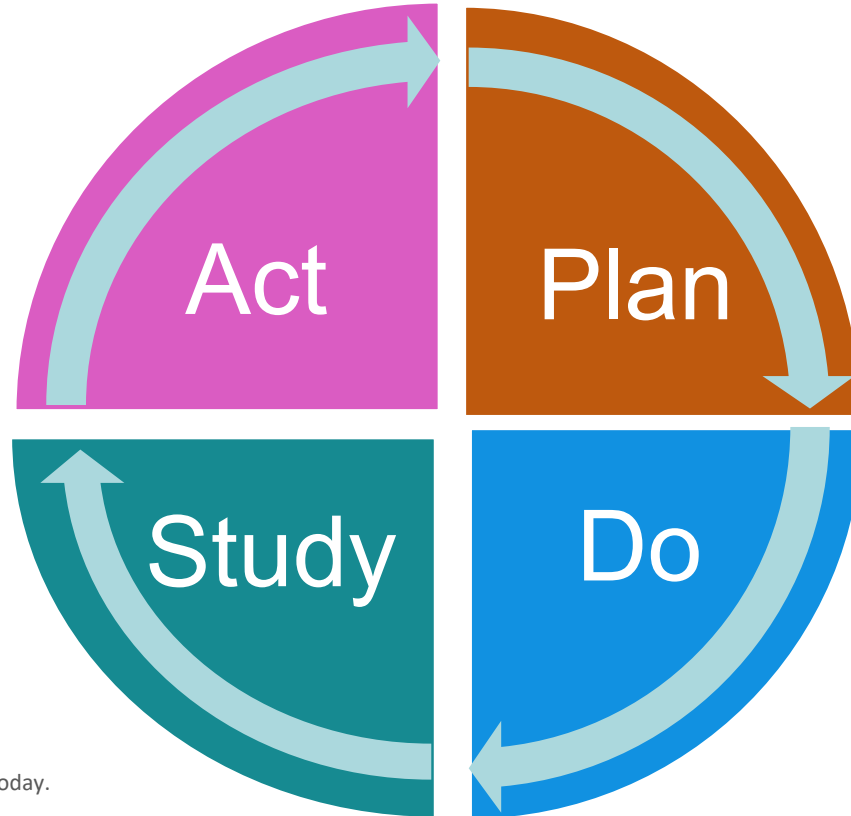
Access to Academic Support
Social Emotional Learning
Restorative Practices



Professional Development

**Job-embedded (e.g., coaching,
collaborative learning, etc.)**
Tailored to educator's needs

Continuous Improvement



Continuous Improvement



- **Objective:** Define clear goals and objectives based on data analysis.
- **Strategy:** Identify areas for improvement and develop a strategic plan.
- **Preparation:** Allocate resources and establish timelines.

Continuous Improvement



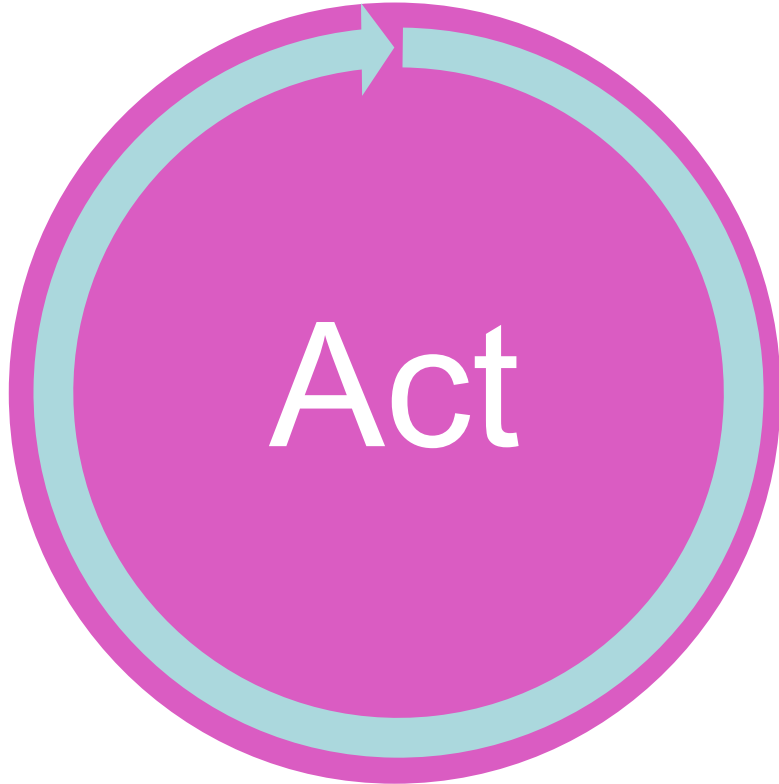
- **Implementation:** Execute the plan with fidelity.
- **Professional Development:** Provide training and support to educators.
- **Action Steps:** Implement targeted interventions and strategies.

Continuous Improvement



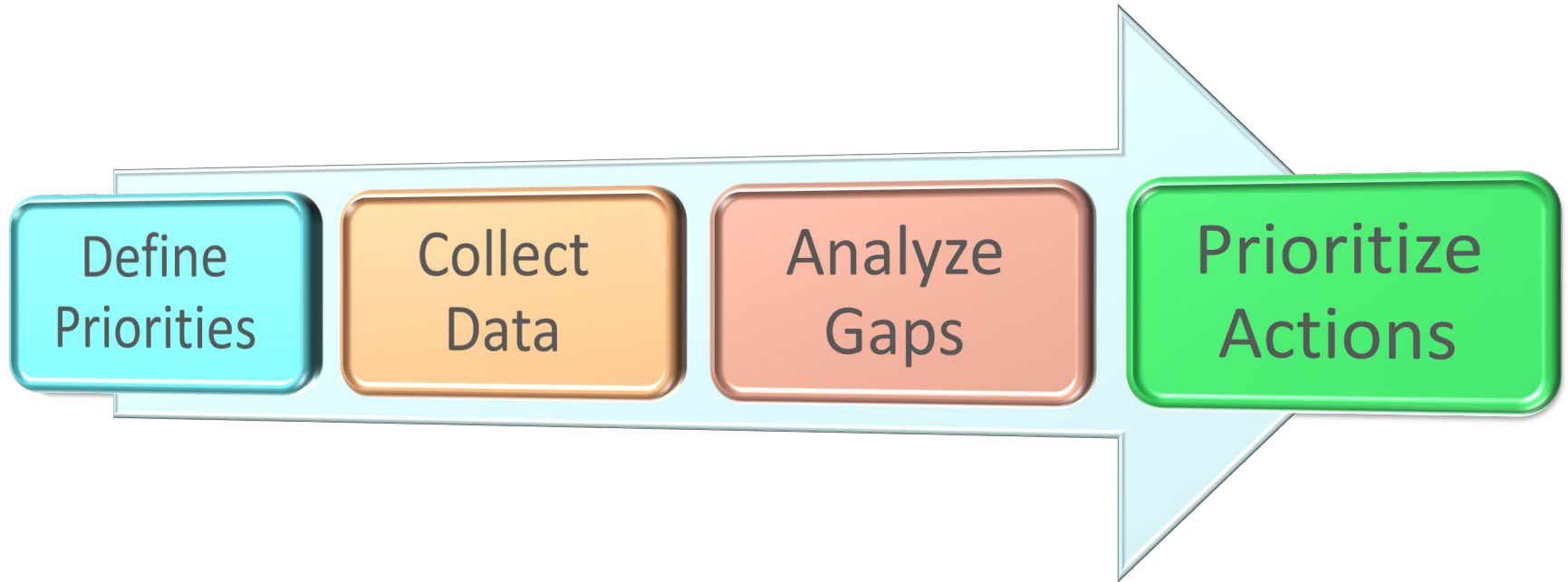
- **Monitoring:** Collect and analyze data to assess the effectiveness of the implemented strategies.
- **Evaluation:** Review progress towards goals and identify any gaps or areas needing adjustment.
- **Feedback:** Gather input from stakeholders, including teachers, students, and parents.

Continuous Improvement



- **Adjustments:** Make data-driven adjustments to improve strategies and interventions.
- **Scaling:** Expand successful practices and discontinue ineffective ones.
- **Reflection:** Reflect on lessons learned and plan for the next cycle of improvement.

Needs Assessment – Key Steps



Consultation and Monitoring

State:

- Provide assistance interpreting Title II, Part A Guidelines
- Monitors implementation of Title II, Part A law and allowable spending
- Engage LEAs through focus groups and/or surveys

LEA:

- Develop tailored plans aligned with Title II, Part A guidance and local goals
- Engage stakeholders (teachers, students, parents, administrators) through focus groups and/or surveys

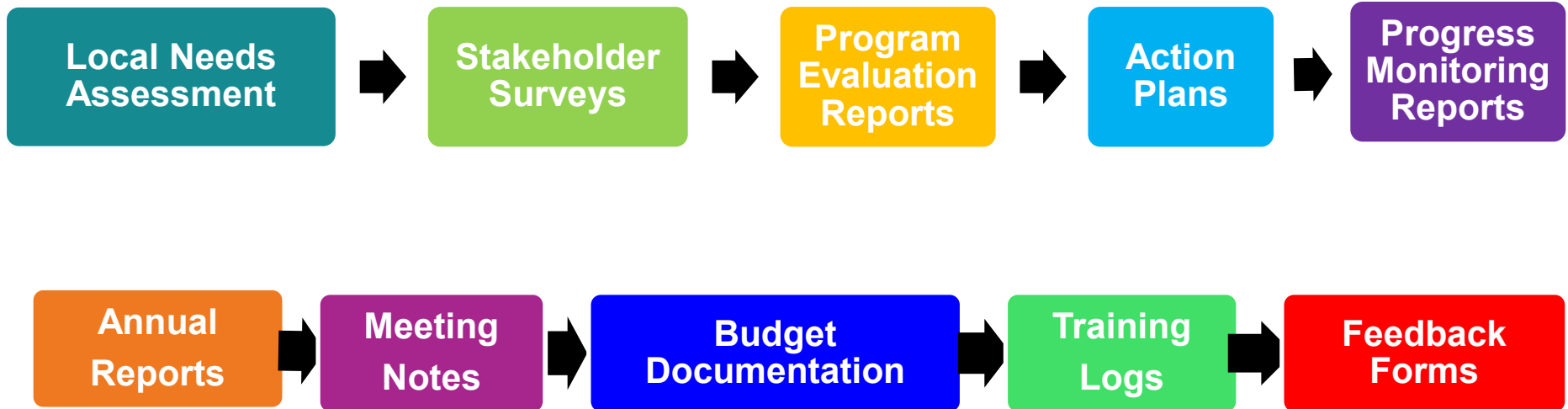
Consultation and Monitoring

State & LEA:

- Regular Progress Monitoring
- Periodic Reviews
- Feedback Loops



Reporting and Documentation



Application Development

Developing Data Tools:

- Data Dashboards – to track key metrics
- Intervention Tracker – to monitor which strategies are effective
- Survey and Feedback – to collect stakeholder input efficiently
- Technology Integration – user-friendly systems for real-time data
- Cloud-based platform – to ensure easy access for all involved.

Ongoing Support

- **Clear Guidance:** Regular updates, workshops, and webinars
- **Technical Assistance:** One-on-one support, resource development
- **Collaboration:** Networking opportunities, partnerships
- **Monitoring and Evaluation:** Frequent check-ins, data analysis
- **Feedback:** Surveys, focus groups, responsive adjustments

Conclusion - Key Takeaways

Comprehensive Needs Assessment grounded in robust data is essential for targeted improvements in teacher effectiveness, student outcomes, and school climate.

Collaboration between NMPED, LEAs, and schools ensures that resources are used effectively, and strategies are aligned with local needs.

Continuous **monitoring** and **adjustment of interventions** ensure that improvements are sustainable and equitable for all students.

A Final Thought

Prioritizing data-driven decision-making and fostering a culture of continuous improvement facilitates the creation of an educational environment that supports all students and empowers educators to thrive.

Upcoming Trainings

Date	Title
November 13, 2024	Data-Driven Decisions
January 8, 2025	High Quality Professional Development
February 12, 2025	Mentorship
March 12, 2025	Equitable Services and Consultation
April 9, 2025	Application / needs asst
May 14, 2025	Class size reduction

Questions and Discussion



