Monitoring Progress of the FY23 Sustainability Grant
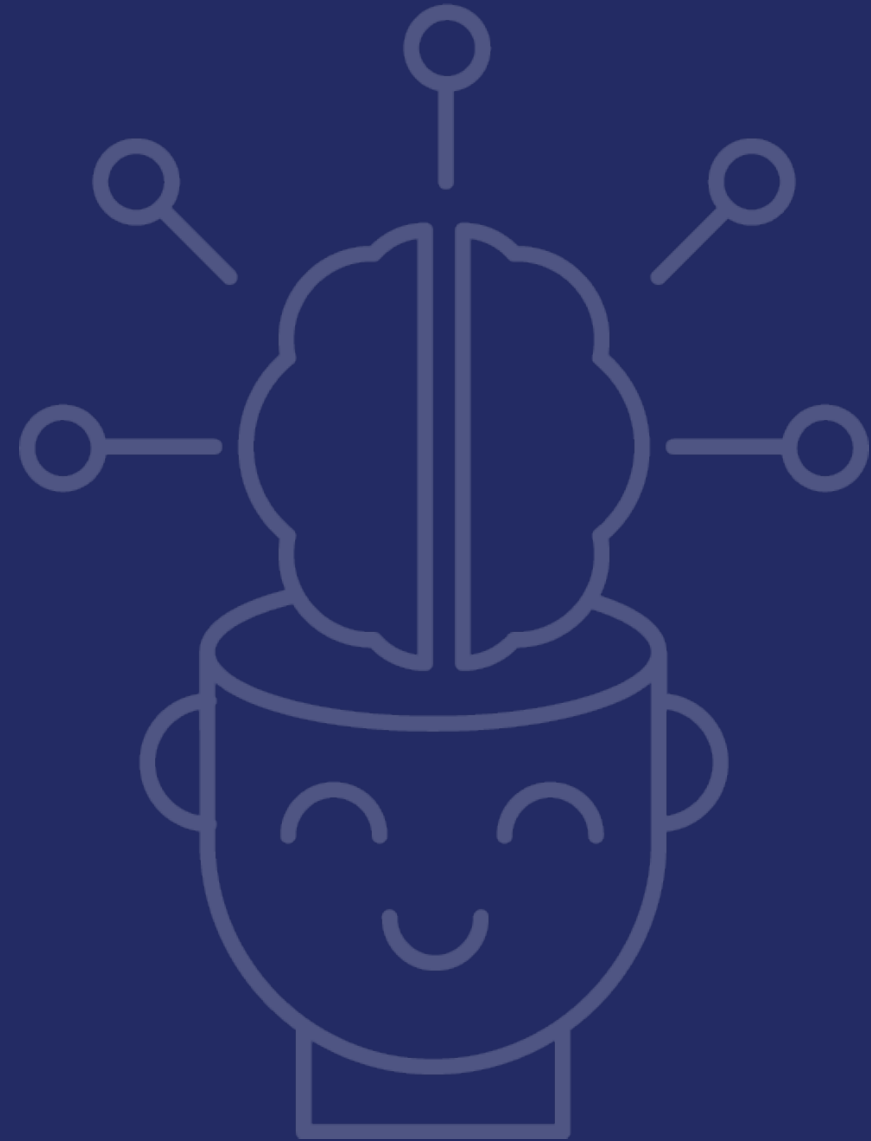
School Support and Improvement Unit
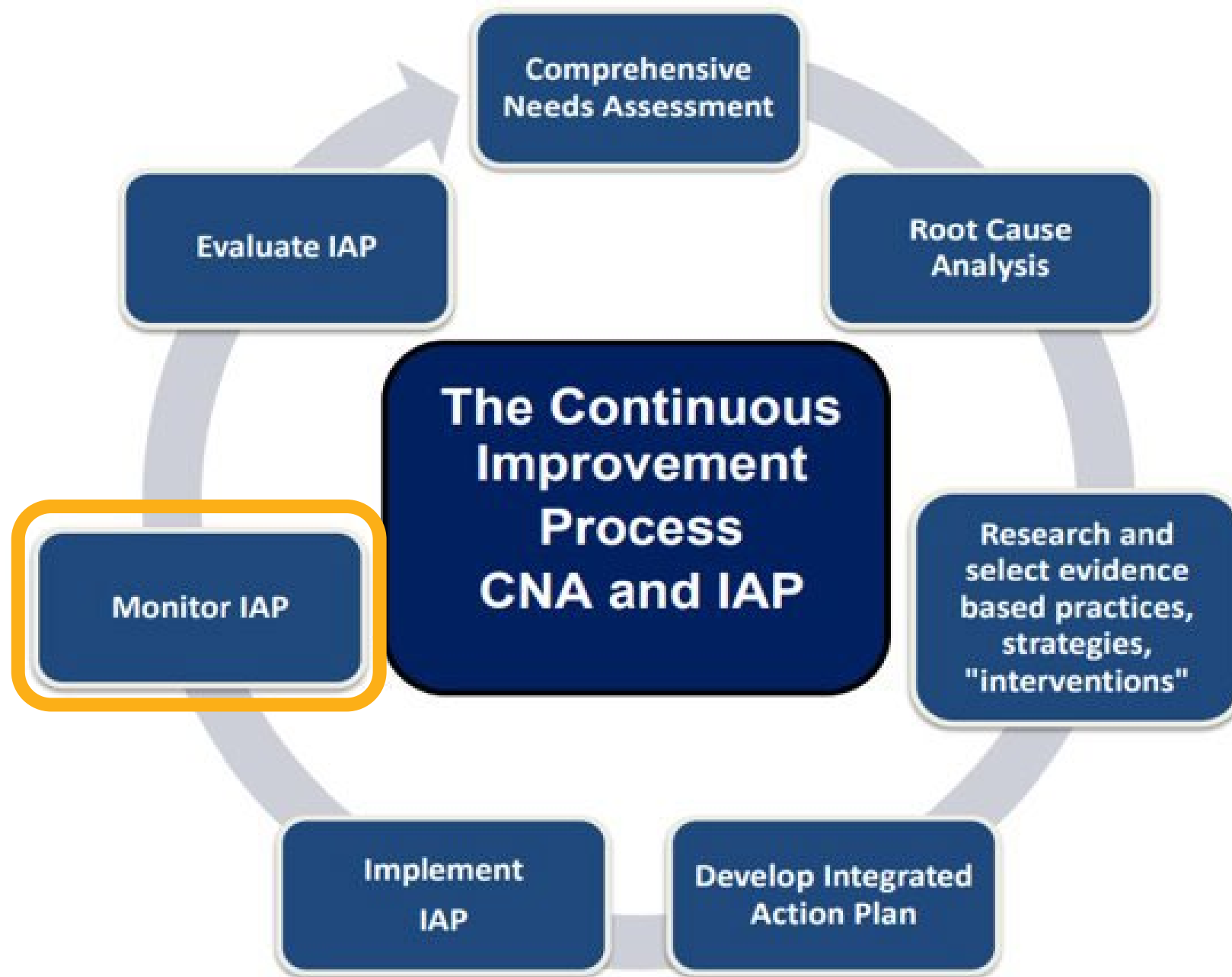
Session Outcome

To understand how to monitor progress of action steps funded by the Sustainability Grant and the impact on your desired outcome(s)

The Continuous Improvement Process CNA and IAP

- Comprehensive Needs Assessment
- Root Cause Analysis
- Research and select evidence based practices, strategies, "interventions"
- Develop Integrated Action Plan
- Implement IAP
- Monitor IAP
- Evaluate IAP

Why monitor?

ESSA requires that LEAs receiving federal funds monitor and evaluate the effectiveness of the programs funded by federal funds and examine their impact to ensure that all students have equitable access to a high-quality education.

- Monitoring emphasizes accountability for using resources to educate students

- Monitoring documents your implementation

- Monitoring informs future decision making

Progress Monitoring

The regular collection and analysis of data to track progress against targets and goals.

Are We On Course?

FIDELITY OF IMPLEMENTATION

IMPACT ON STUDENT ACHIEVEMENT

When to Monitor Progress

October 31, 2022
January 31, 2023
April 30, 2023

Review Grant Application

Refer to your responses to program narrative question #4 in your FY23 Sustainability Grant application in GME to support the completion of this document.

Desired Outcome for 2022-23 (from question #3)	Action Steps *Include timeline*	Performance Targets/Benchmarks *Include dates/timing*	Describe the data that will be collected to monitor progress (along the way) of this action step. *Include dates/timing*	Describe how this action step will be evaluated for successful impact on the desired outcome.

Evaluation Tool

List your Desired Outcome(s) for 2022-23 (from question #3 in the grant application)	What action steps related to achieving the desired outcome(s) have taken place this reporting period?	What progress have you made towards your performance targets/benchmarks during this reporting period?	What data did you collect in relation to monitoring progress on this desired outcome during this reporting period?	Based on the data collected, what impact has been made in achieving the desired outcome? What barriers are you experiencing? What adjustments need to be made to the IAP or grant?

Fall Example

List your Desired Outcome(s) for 2022-23 (from question #3 in the grant application)	What action steps related to achieving the desired outcome(s) have taken place this reporting period?	What progress have you made towards your performance targets/benchmarks during this reporting period?	What data did you collect in relation to monitoring progress on this desired outcome during this reporting period?	Based on the data collected, what impact has been made in achieving the desired outcome? What barriers are you experiencing? What adjustments need to be made to the IAP or grant?
To improve teacher knowledge, skills, and mindset regarding providing timely and effective literacy intervention. To ensure certified teachers are trained to analyze data to align intervention lesson delivery with student needs Students will demonstrate increased proficiency on academic skills as measured by benchmark assessments and DIBELS.	July – provided 5 days initial LETRS training for K-5 teachers; provided 2 days refresher LETRS training for instructional coaches and principals

August – completed BOY benchmark and DIBELS data collection; held half day data analysis session to review initial data collection and create initial intervention groups; provided sub coverage for training on intervention lesson design and program usage

October – provided 2 additional days of LETRS training for k-5 teachers; regrouped students for next round of intervention lessons | On track with LETRS training schedule

On track with benchmark data collection – 34% of K-5 students at benchmark or above on BOY DIBELS, 22% of 3-5 students proficient or above on BOY district benchmark

On track with data analysis training sessions

48% of students moved out of their intervention group from August to October (mastered the skills of that focus area) | Instructional coaching provided weekly on intervention lesson techniques – logs are kept and reviewed monthly with principal

Principals conducting biweekly intervention walkthroughs – data is aggregated and shared at monthly staff meetings

Intervention group formative data and program data

DIBELS progress monitoring data | Overall, we are observing teachers implementing more effective intervention lessons with an increased sense of urgency this year. Teachers were excited to see the growth by the end of the 6 week round of interventions.

Barriers – not all teachers are collecting DIBELS progress monitoring data per the schedule provided; fifth grade intervention groups not starting on time regularly

No adjustments needed to the grant or IAP at this time. Adjustments will be made to supports provided by coaches regarding progress monitoring, and the principal will increase monitoring of 5th grade interventions |

Winter Example

List your Desired Outcome(s) for 2022-23 (from question #3 in the grant application)	What action steps related to achieving the desired outcome(s) have taken place this reporting period?	What progress have you made towards your performance targets/benchmarks during this reporting period?	What data did you collect in relation to monitoring progress on this desired outcome during this reporting period?	Based on the data collected, what impact has been made in achieving the desired outcome? What barriers are you experiencing? What adjustments need to be made to the IAP or grant?
To improve teacher knowledge, skills, and mindset regarding providing timely and effective literacy intervention. To ensure certified teachers are trained to analyze data to align intervention lesson delivery with student needs Students will demonstrate increased proficiency on academic skills as measured by benchmark assessments and DIBELS.	December– completed MOY benchmark and DIBELS data collection; held half day data analysis session to review mid-year data collection and create new intervention groups; provided sub coverage for training on intervention lesson design and program usage for staff who are teaching a new group or program January – provided an additional day of LETRS training to k-5 teachers	On track with benchmark data collection – 52% of K-5 students at benchmark or above on MOY DIBELS and reduced well below benchmark by 23%, 39% of 3-5 students proficient or above on MOY district benchmark On track with data analysis training sessions – 2 completed 73% of students moved out of their intervention group from October to December (mastered the skills of that focus area)	Instructional coaching provided bi-weekly on intervention lesson techniques – logs are kept and reviewed monthly with principal Mid-year survey to teachers on data analysis and intervention planning support Principals conducting biweekly intervention walkthroughs – data is aggregated and shared at monthly staff meetings Intervention group formative data and program data District benchmark data, DIBELS benchmark data, DIBELS progress monitoring data	Second quarter showed a lot of growth in our student data at all grade levels with many students moving out of foundational skill groups into fluency and comprehension groups. Mid-year survey showed that 72% of staff feel supported and well trained. Barriers – a long term substitute in first grade is struggling with time management and lesson delivery; one fifth grade teacher is not using intervention time as intended Additional coaching support is needed for the sub and fifth grade teacher; additional training time is needed for development of common formatives for comprehension skills in core instruction

Spring Example

List your Desired Outcome(s) for 2022-23 (from question #3 in the grant application)	What action steps related to achieving the desired outcome(s) have taken place this reporting period?	What progress have you made towards your performance targets/benchmarks during this reporting period?	What data did you collect in relation to monitoring progress on this desired outcome during this reporting period?	Based on all the data collected throughout the school year, did you achieve the desired outcome? If not, why not? What barriers did you experience? How will you overcome these barriers in the next school year? What adjustments need to be made to the new IAP or grant to achieve this desired outcome?
To improve teacher knowledge, skills, and mindset regarding providing timely and effective literacy intervention. To ensure certified teachers are trained to analyze data to align intervention lesson delivery with student needs Students will demonstrate increased proficiency on academic skills as measured by benchmark assessments and DIBELS.	February – Instructional coaches met 3 times with grade levels to develop a process for creating and reviewing common formative assessments for comprehension skills in Tier 1/core instruction March - regrouped students for next round of intervention lessons	62% of students moved out of their intervention group from January to March (mastered the skills of that focus area) On track with benchmark data collection – 47% of 3-5 students proficient or above on final district benchmark given end of March (increase of 25% from BOY); DIBELS EOY to be given in May –progress monitoring data is demonstrating about 60% at benchmark currently	Instructional coaching logs reviewed for core and intervention coaching Principals conducting monthly intervention walkthroughs – data is aggregated and shared at monthly staff meetings; principal is attending one grade level meeting a month Intervention group formative data and program data District benchmark data, DIBELS progress monitoring data	Yes, we feel we have met our desired outcome due to the increases in student data as a result of the structured literacy intervention program, LETRS training, data analysis training, ongoing coaching, and feedback from the principal. The grant does need to be revised as we cancelled a March LETRS training session and are moving it to June. Due to a reduction in staff this year, we will have additional funds left over to add a half day of off contract work in June to analyze end of year data, reflect on this year, and begin planning for FY24

FY23 Sustainability Grant Progress Monitoring Tool

Directions: Use the form below to document progress on the use of your FY23 School Improvement Sustainability Grant. Additional guidance to support you in completing this task can be found on the ADE SSI Professional Learning website.

Submissions are due on: October 31, 2022, January 31, 2023, and April 30, 2023.

LEA: _____   Form Completed By: _____

*Refer to your responses to program narrative question #4 in your FY23 Sustainability Grant application in GME to support the completion of this document.

Desired Outcome for 2022-23 (from question #3)	Action Steps *Include timeline*	Performance Targets/Benchmarks *Include dates/timing*	Describe the data that will be collected to monitor progress (along the way) of this action step. *Include dates/timing*	Describe how this action step will be evaluated for successful impact on the desired outcome.

Fall Reporting Period

List your Desired Outcome(s) for 2022-23 (from question #3 in the grant application)	What action steps related to achieving the desired outcome(s) have taken place this reporting period?	What progress have you made towards your performance targets/benchmarks during this reporting period?	What data did you collect in relation to monitoring progress on this desired outcome during this reporting period?	Based on the data collected, what impact has been made in achieving the desired outcome? What barriers are you experiencing? What adjustments need to be made to the IAP or grant?

Add additional rows if needed.

Recap

Thank you so much for your time today! If you would like copies of the materials used in the webinar, please visit: www.azed.gov/improvement/professional-learning

If you need additional support, please contact your program specialist or send a message to SchoolImprovementInbox@azed.gov