



ESSER III 20% Set-aside Programmatic Monitoring Evidence of Efficacy/Improved Outcomes

The Elementary and Secondary School Emergency Relief Funds have provided an unprecedented sum of educational funding to be used at the discretion of LEAs and their stakeholders to respond and recover from the COVID pandemic.

The ESSER III, the American Rescue Act (ARP), 20% Set aside requires that at least 20% of the total allocation be spent on direct services to students to address unfinished learning (learning loss) through the implementation of evidence-based strategies, programs, interventions or activities that respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on vulnerable student populations, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, and migrant status, students experiencing homelessness, and children and youth in foster care.

The use of data is a powerful tool to **strengthen academic outcomes** for all students—especially underserved students. Data disaggregated by factors such as race/ethnicity, English proficiency, income level, and disability status can lead to policies and practices designed to reduce dropout rates and improve the quality of instruction for underserved students.

LEA Action needed: Determine efficacy of evidence-based strategies, programs, interventions, and/or activities funded by 20% set aside ESSER III (ARP ESSER). Answer the question:

What evidence of impact do we have? Did we collect? Are planning to collect? Do we need to collect?

1. Determine types of data needed for each strategy/program/intervention/activity.
2. What data sources are readily available?
3. What other data might be needed?

Gather data

Analyze data using one of the data protocols provided

Helpful Definitions:

Educational effectiveness reflects the strength of educational programs to achieve learning outcomes and objectives, identify appropriate measures and set achievement or growth targets.

"Efficacy" – the ability of a product to produce the desired results or effects.

Outcomes-What happens as a result of evidence-based practices, strategies, programs or interventions.

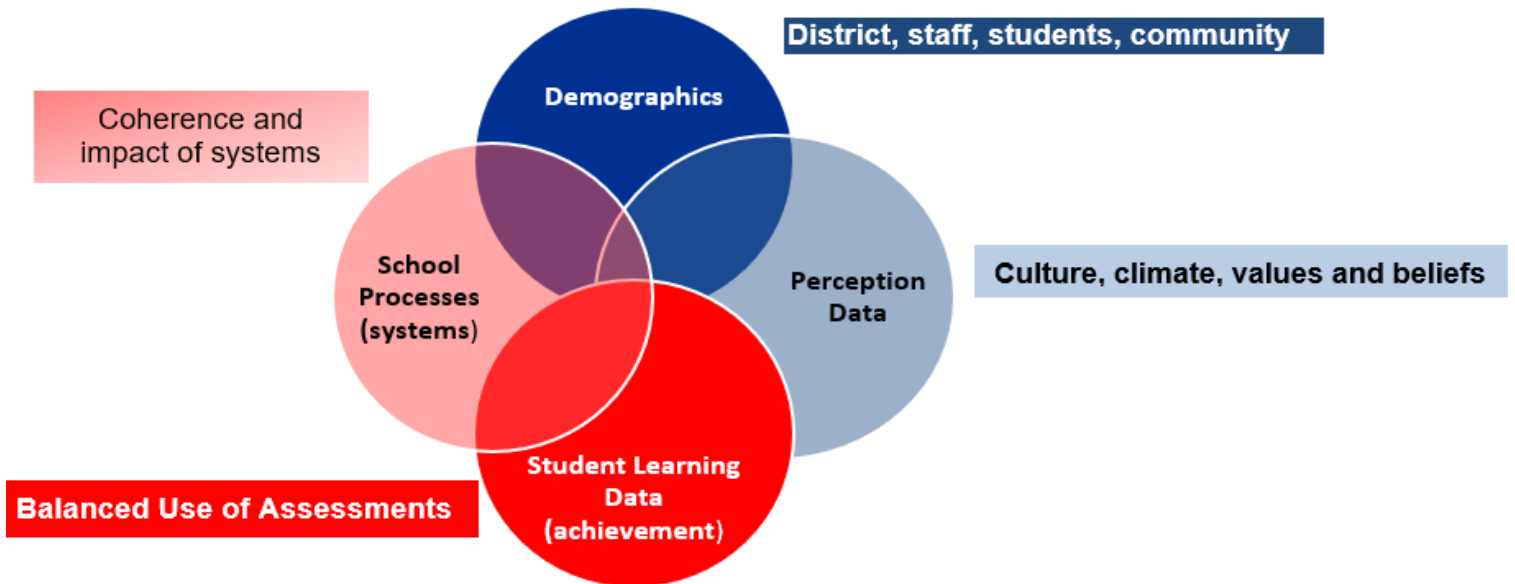
Indicators are measurable data that reveal whether participants have achieved success on an outcome.

Indicators answer the question, What does it look like when the outcome happens? How will I know when the outcome happens?

“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.” — Abigail Adams, letter to John Quincy Adams



Four Types of Data to Consider



Dr. Victoria Bernhardt is the author or coauthor of numerous books which focus on Continuous School Improvement cycles and School-wide Data practices. In her work, she emphasizes that in order to truly understand the health and performance of your school and district, you must consider multiple measures of data.

- **Demographics**-Who are we?
 - What information do we have about the students who are enrolled in the school and the community and families we serve; who are our staff? What is important to know about our community? Demographic data are used to disaggregate other data sets.
 - Examples of demographic data: enrollment, behavior/discipline, attendance, dropout rates, graduation rates, language proficiency, Students with disabilities, poverty indicators, ethnicity, gender, grade levels.
- **Perception Data**- How do we do business? Culture, climate, values and beliefs
 - Measure stakeholders' perceptions of the learning community—because perception does shape reality
 - How satisfied are families, students, and/or staff with the learning environment and school?
 - Perception data is most reliably measured by surveys, focus groups, observations or interviews. Some anecdotal observations can be considered but it's important to note that our observations are our OWN perceptions and may vary from our stakeholders. Going directly to the source is important for eliminating assumptions and biases.
- **Student Learning**-What are we teaching? What are our students learning? How are our students doing? Who needs extra help?
 - How do know when students are learning and growing academically?
 - Use of a balanced assessment framework including, universal screeners, diagnostics, classroom assessments, progress monitoring, end of unit/course/year assessments.
 - Successful course completion.
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- **School Processes and Systems**- What are our systems and processes? How do we to ensure alignment and coherence?
 - How successful are the systems and programs that are being implemented at your school? The thing to note here is that in order to have “data” in this category, you need to measure the impact and effectiveness of the programs, not just the implementation
 - Curriculum
 - Instruction (UDL, SEL)
 - Assessment

TWO-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning	<i>If groups of students perform differently on student learning measures.</i>
Demographics by Perceptions	<i>If groups of students are experiencing school differently.</i>
Demographics by School Processes	<i>If all groups of students are represented in the different programs and processes offered by the school.</i>
Student Learning by Perceptions	<i>If student perceptions of the learning environment have an impact on their learning results.</i>
Perceptions by School Processes	<i>If students are perceiving programs and processes differently.</i>

- Programs/processes (MTSS)
- Looking at data intersections tells us more.**

THREE-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions	<i>The impact demographic factors and attitudes about the learning environment have on student learning.</i>
Demographics by Student Learning by School Processes	<i>What processes or programs work best for different groups of students measured by student learning results.</i>
Demographics by Perceptions by School Processes	<i>What programs or processes different students like best, or the impact different programs or processes have on student attitudes.</i>
Student Learning by Student Processes by Perceptions	<i>The relationship between the processes students prefer and learning results.</i>

FOUR-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions by School Processes	<i>What processes or programs have the greatest impact on different groups of students’ learning, according to student perceptions, and as measured by student learning results.</i>
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¹ Ref: Multiple Measures of data- Victoria Bernhardt- https://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf



Asking the Right Questions Using Multiple Categories of Data

One category

- What is the current attendance rate? (*Demographics*)
- What is the student proficiency rate in mathematics on the state test? (*Student Learning*)
- What are parent, student, and staff opinions of the learning environment? (*Perception*)
- How many students are enrolled in remediation programs? (*School Systems*)

One category – longitudinal (Always consider this when asking multiple category data questions)

- Is our attendance rate improving over time? (*Demographics -improvement over time*)
- Have student scores on standardized tests changed during the past several years? (*Student Learning - change over several years*)
- How have parent, student, and teacher perceptions of the learning environment changed? (*Perception - change over time*)
- Is student enrollment in remediation programs declining? (*School Systems - declining over time*)

Two Categories

- Does high absenteeism cause lower grades? (*Demographics/Student Learning*)
- Do students with positive attitudes score higher on benchmarks? (*Perception/Student Learning*)
- Do remediation programs increase student achievement on standardized achievement tests? (*School Systems/Student Learning*)
- Do ELL students perform lower than non-ELL students on district benchmarks? (*Demographics/Student Learning*)
- Is there a difference in student perceptions of the learning environment and gender? (*Perception/Demographics*)

Three Categories

- Do ELL students make greater growth on state assessments with certain teachers? (*Demographics/Student Learning/School Systems*)
- Do different ethnicities perceive the learning environment differently, and do they score differently on standardized achievement tests consistent with these perceptions? (*Demographics/Perception/Student Learning*)
- Which reading program makes the most significant impact on achievement for struggling students, and is one population of students finding greater success on benchmarks when enrolled in the program? (*School Systems/Student Learning/Demographics*)



Four Categories

- Are there differences in benchmark achievement scores for 5th-grade girls and boys who have positive perceptions of their teacher? (*Student Learning/Demographics/Perception/School Systems*)
- Did exceptional education students in inclusion classes, with a positive perception of their school, make greater growth than their peers with positive perceptions in self-contained classes on statewide assessments? (*Demographics/School Systems/Perception/Student Learning*)






Strategy/ program/ intervention/ activity in ESSER III - 20% set aside	Outputs Actual Program Implemented (content ,who served , numbers)	Intended outcomes	Success Indicators (How will you know program was successful?)	Measures	Data/results/evidence	Next steps
<p>Jump start program</p>	<p>3 weeks, 3 hours @ day Conducted right before school year begins</p> <p>100 students entering 1st -2nd graders</p> <p>Literacy. Foundations Ready to Rise</p>	<p>Increase success rate in first and second grade reading</p> <p>Acquisition of key reading skills needed for success in next grade: Word Study, Transcription, and Application & Fluency Skills.</p>	<ul style="list-style-type: none"> mastery of key reading skills taught skills application in new school year reading program 	<ul style="list-style-type: none"> DIBELS, Classroom formatives; Foundations unit assessments Benchmark assessments Reading enjoyment 	<p>1st graders: 91% of participating students/72% non-participating showed growth between end of year DIBELS and beginning of year DIBELS. 90% of participating /75% of non - participating students showed proficiency on the first Foundations unit assessment 92%/participating/ 71% non- participating students were proficient on the first benchmark assessment</p> <p>Participating students are 40% more likely to self-select reading during choice time.</p> <p>2nd graders: 84% of participating students/62% non-participating showed growth between end of year DIBELS and beginning of year DIBELS.</p> <p>81% of participating /59% of non - participating students showed proficiency on the first Foundations unit assessment. 78%/participating/ 55% non- participating students were proficient on the first benchmark assessment</p> <p>Participating students are 32% more likely to self-select reading during choice time.</p>	<p>Train additional teachers in Ready to Rise program;</p> <p>plan to include all rising K and 1st grades in 2023-24;</p> <p>investigate possible program for rising 3rd graders in need of additional support.</p> <p>disaggregate data additional information for impact and replication .</p> <p>analyze attendance data to inform marketing and communication plan for next year.</p> <p>Disaggregate individual teacher data to support teacher selection and PD.</p>



Data Protocols

#1 Here's what, so what, now what? Protocol

<p>Norms:</p> <ul style="list-style-type: none"> • Take an inquiry stance • Assume positive intent • take responsibility for impact • Ground statements in evidence • Stick to protocol and hear all voices • Expect discomfort in service of learning • Be present; be here now 	<p>Purpose and outcomes</p> <p>Identify Purpose</p> <ul style="list-style-type: none"> • To determine efficacy of _____ (strategy, program, intervention or activity) in ESSER III 20% set aside).
<p><i>Here's What</i></p> 	<p>Private Think time (2-4 Minutes)</p> <p>Dig into the what by making <u>factual</u> observations I observe that ... I notice ... <i>***Avoid "I wonder", "Because/Therefore"</i></p> <p>Share what was noticed (4-6 minutes)</p>
<p><i>So What?</i></p> 	<p>Private Think time (2-4 Minutes)</p> <ol style="list-style-type: none"> 1. How do these student results fit with your thinking with what we see in the classroom? I feel ... 2. What questions does the data generate? I wonder ... 3. What may have led to these results? Hypothesis ... I think ... 4. How do performance levels connect to priorities, programs, actions, and services? I can draw a connection with ... <p>Share Interpretations of the data (6-10 Minutes)</p>
<p><i>Now What?</i></p> 	<p>Discuss the following prompts and the supports your teams might need:</p> <p><i>Questions to consider - (Edit them so that they are customized to your context):</i></p> <ul style="list-style-type: none"> • How will you share this data with your others? • How will you help others understand connections between the data and actions/services? • What strategies will you use to assure initiatives, actions, and services are implemented? • What other data do we need to collect and look at such as student work, rubrics, and common assessments? • Additional strategies or steps necessary for your plan of action. <p>Now what? Discuss a plan of action (10-15 minutes)</p>



Examining Data Protocol #2

Purpose: This protocol guides a group through analysis of data to increase student success.

Getting started: The facilitator reminds the group of the norms, assigns roles and outlines the time limits.

For each step:

- individuals will first have time to record personal thinking using their *journals*
- the group will then discuss using a go-around format to ensure everyone's observations and insights are honored
- cross- dialogue is allowed and encouraged after every person has had an opportunity to share

Overview of Data (5 minutes)

The facilitator gives a brief description of the particular data to be discussed and answers clarifying questions as necessary. (Clarifying questions can be answered with "yes," "no," or a single sentence.) The group does not see the data until Step 2. In general, the presenter can frame the question that the data was used to answer.

Step 1: Predicting the Data (8 minutes: 3 minutes silently writing individual predictions, 5 minutes discussing as a group) The facilitator tells the group that in order to surface past experiences, preconceived ideas, and assumptions, the group will make predictions about what they believe the data will show. The facilitator reminds them to consider the following questions when making predictions:

- With what assumptions are we entering?
- What are some predictions we are making?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents us?

After 2 minutes of silent writing, the facilitator has group members share their predictions and why they believe that is what they will see.

Step 2: Observe the Data - Literally, what do you notice? (10 minutes: 3 minutes silently writing individual observations, 7 minutes discussion as a group)

The facilitator reminds the group that this phase is to just state what they see without reaching conclusions or making recommendations. The facilitator reminds them to consider the following when making observations:

- Note what you can see
- Note important points that "pop out"
- Look for patterns or trends that emerge
- Note surprising or unexpected data
- Stick to just the facts

After 3 minutes of writing, the facilitator has the group share their observations. If judgments or interpretations arise, the facilitator should ask the person to defer that thinking until the next step.

Step 3: Interpret Data/Develop Inferences – What do you wonder about? (15 minutes: 3 minutes silently writing individual observations, 12 minutes discussion as a group)

The facilitator tells the group that this step is to look beyond the obvious for possible cause/effect relationships and to make inferences related to student learning. This is also the step to generate "What if?" and "Why?" questions. During this time, participants:

- Discuss inferences about the data regarding the impact on student learning
- During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of



evidence.

- From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
- Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
- As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.
- Generate possible explanations
- Generate further questions to ask
- Generate further data needed to verify explanations

After 3 minutes of writing, the facilitator has the group share their interpretations and inferences through a go-around process. The facilitator encourages team members to support their statements with evidence from the data.

Step 4: Implications for strategy/program/intervention or activity (10 minutes: 3 minutes silently writing individual observations, 7 minutes discussion as a group)

The facilitator tells the group that this step is designed to help answer the question, "What are the implications for increasing student success?" The group will seek to identify connections between what is missing, what needs to change, and what is working. Keep in mind the following prompts:

- Focus on practices for improving student learning
- What issues have been raised about school-wide practices/classroom practices?
- What is the first step to increase student success in this area?
- Where do you suggest we go from here?
- What are the next steps this group should take?
- Are there other data or materials we should look at?
- What are the implications for equity?

After 3 minutes of writing, the facilitator leads the group in the discussion of what these data imply for next steps.

Step 5: Next steps This is the action phase of the data analysis. (15 minutes group action planning using an action planning template)

Step 6: Reflect on the process (5 minutes)

The facilitator leads the group through a discussion of this protocol process using the following prompts:

- How did this protocol work for you?
- What went well? What could be improved?
- What new learning do you have?
- What changed your thinking?
- What was reinforced?
- Did questions of equity arise?

Protocol based on National School Reform Faculty's Using Data: Collaborative Inquiry for School Improvement and Doug Reeves's Data Mining for School Improvement.

[Leading Teams with Data Protocols | EL Education-video](#)