



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

“The goal is to turn data into information and information into insight.” Carly Fiorina

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 to and recover from the COVID 19 pandemic. ESSER III, American Rescue Act (ARP), 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.

It is important to look at each strategy, program, intervention and activity funded by this 20% to ascertain efficacy and academic impact by answering several questions?

- What strategy, program, intervention or activity is being/was actually implemented? Content? Program? Who participated? Number of students impacted? Duration?
- What outcomes did/do you intend/want/expect as a result of participation in this program?
- Did you set goals? What are/were they?
- How do/will you know if it is/was successful?
- What data is being/was collected and analyzed to determine the effectiveness of each 20% set aside strategy, program, intervention or activity?
- What do the data tell you?
- What strategic changes or next steps are needed, if any?

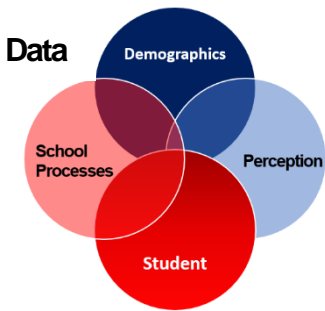
Completed Chart Example:

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
Jump start program	3 weeks, 3 hours @ day 100 students entering 1 st -2 nd graders attended Literacy Focus: Foundations Ready to Rise Implemented with intentional fidelity	Increase success rate in first and second grade reading Acquisition of key reading skills needed for success in next grade: Word Study, Transcription, and Application & Fluency Skills.	<ul style="list-style-type: none"> • mastery of key skills • taught skills application in new school year reading program 	DIBELS, Classroom formatives; Foundations unit assessmen ts Benchmar k assessmen ts Reading enjoyment	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	train additional teachers in Ready to Rise program plan to include all rising K and 1 st grades in 2023-24; investigate possible program for rising 3 rd graders in need of additional support disaggregate data additional information

					<p>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</p> <p>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>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>
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"Numbers have an important story to tell. They rely on you to give them voice." Stephen Few

To assist LEAs with this process, ADE has partnered with the Region 15 Comprehensive Center at WestEd and Regional Educational Laboratory West to provide learning opportunities for your teams implementing ESSER programs, interventions or activities.



What: Measuring Outcomes for Evidence-Based Strategies

Intended Outcomes, Success Indicators, Four Types of Data to Consider

When: October 6, 2022, [9:00-11:00](#) **OR** [3:00-5:00](#) **OR** October 13, 2022, [9:00-11:00](#) (Virtual sessions are all the same, repeated) Register for one only

Presenters: Dr. Lenay Dunn, Dr. Tran Keys, Dr. Eric Ambroso

Where: Virtual-ADE Calendar of Events **or** Click on Day & Time of Your Choice Above

Who should attend: **LEA Teams** responsible for the implementation and oversight of ESSER set aside strategies, programs, interventions or activities; Teaching and Learning staff (curriculum and instruction), Federal Programs staff, School Improvement staff, etc.



What: Measuring Outcomes for Evidence-Based Strategies - Open Office Hours for individualized support

When: October 12, 2022, 11:00-12:00 and October 18, 2022, 3:00-4:00



Where: Virtual Meeting Links– [10/12 – 11:00](#) **and/or** [10/18 – 3:00](#)

Who should attend: **LEA Teams** responsible for the implementation and oversight of ESSER set aside strategies, programs, interventions or activities; Teaching and Learning staff (curriculum and instruction), Federal Programs staff, School Improvement staff, etc.

What: Using Data Review Protocols

When: December 1, 2022, [9:00-12:00](#) **Option #1**-Here's What, So What, Now What

and/or [2:00-5:00](#) **Option #2** Examining Data Protocol

Presenters: Dr. Lenay Dunn, Dr. Tran Keys, Dr. John Rice, **Option #2** Examining Data Protocol Dr. Eric Ambroso, Dr. Reino Makkonen, Dr. Lori Van Houten

Where: Virtual-ADE Calendar of Events **or** Click on Day & Time of Your Choice Above

Who should attend: **LEA Teams** responsible for the implementation and oversight of ESSER set aside strategies, programs, interventions or activities; Teaching and Learning staff (curriculum and instruction), Federal Programs staff, School Improvement staff, etc.

**For more information, contact the ESSER Team @ ESSER@azed.gov .
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