



The use of data is a powerful tool to **strengthen academic outcomes** for all students. Data informs decisions about which programs to implement, continue, expand, revise or terminate.

ESSER Grants have provided an unprecedented amount of funding to LEAs and schools. **ESSER III requires a 20% Set aside for activities** to address unfinished learning (learning loss) through the implementation of evidence-based practices, strategies, programs or interventions that directly 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 time to begin gathering data to measure the efficacy and impact of these funded evidence-based practices, strategies, programs or interventions.

# Evidence of efficacy – improved student outcomes template

## Completed 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
<p><b>Jump start program</b></p>	<p>3 weeks, 3 hours @ day Conducted right before school year begins</p> <p>100 students entering 1<sup>st</sup>-2<sup>nd</sup> 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 &amp; Fluency Skills.</p>	<ul style="list-style-type: none"> <li>mastery of key reading skills</li> <li>taught skills application in new school year reading program</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS,</li> <li>Classroom formatives,</li> <li>Foundations unit assessments</li> <li>Benchmark assessments</li> <li>Reading enjoyment</li> </ul>	<p><b>1<sup>st</sup> graders:</b> 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><b>2<sup>nd</sup> graders:</b> 84% of participating students/62% non-participating showed growth between end of year DIBELS and beginning of year DIBELS. 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 1<sup>st</sup> grades in 2023-24;</p> <p>investigate possible program for rising 3<sup>rd</sup> 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>

**Evidence of efficacy – improved student outcomes template**

<b>Strategy/program/ Intervention/ activity in ESSER III – 20% set-aside</b>	<b>Outputs</b> (Actual program implemented)	<b>Intended Outcomes</b>	<b>Success Indicators</b> (How will I know program is/was successful)	<b>Measures</b>	<b>Data/ Results/Evidence</b>	<b>Next Steps</b>