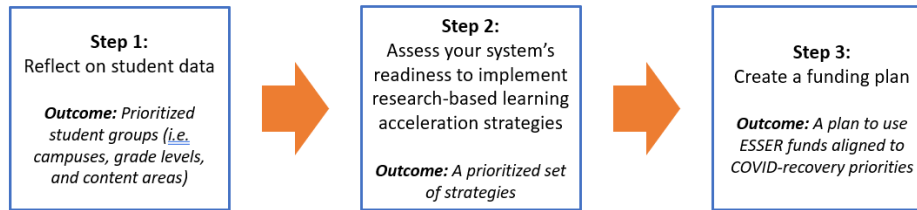


Instructions:

Use this workbook to plan how your LEA will use ESSER funds to support COVID recovery. Start with Tab 1, which contains tools for an optional student data reflection. Then, use the checklist in Tab 2 to identify which research-based strategies for learning acceleration your LEA is ready to implement. Finally, use that information alongside the guiding questions in Tab 3 to map out a plan for your ESSER funds.



Once you've completed the other 3 tabs, the funding overview below will auto populate, allowing you to compare your funding plan with expected federal funds.

Tab 1: (Optional) Student Data Reflection

[This tab, created by Bellwether Education Partners, contains a protocol and supporting resources to help you identify the areas of greatest need in your system. Use the results of this reflection to determine which campuses, grade levels, and/or content areas you'll prioritize for additional support in Tab 3: Funding Plan.](#)

Tab 2: Learning Acceleration Readiness Checklist

[This tab, created by Bellwether Education Partners, describes strategies for learning acceleration and key considerations for implementing each. It is designed to lead your team through a readiness reflection and prioritization process, in order to ultimately help you determine which strategies for learning acceleration are a good fit for your LEA. Use the results of this Readiness Checklist to inform the strategies you select in Tab 3: Funding Plan.](#)

Tab 3: Funding Plan

This tab is designed to help your team think through how to align funding with your COVID-recovery priorities. For each priority you identify, input dollar amounts in the relevant categories. Then use the reflection questions to discuss the implications of your plan and alignment with LEA priorities.

Tab 4: References

This tab contains links to more information about the learning acceleration strategies articulated in Tab 2.

Overview

Supported Teachers	
Build Teacher Capacity	\$2,380,000.00
Add Instructional Support Staff	\$4,167,000.00
Rigorous Instructional Materials	
Adopt High-Quality Instructional Materials	\$0.00
Create More Time for Learning	
Summer Learning	\$795,000.00
Extend Instructional Time	\$0.00
High-Dosage Tutoring	\$0.00
Acceleration Academies	\$0.00
Empower Parents	
Family Engagement	\$0.00
Provide Wraparound Services	\$0.00
Other SY21-22 Priorities	
Virtual/Hybrid/Blended Instruction &	\$1,225,000.00
Facilities & Infrastructure	\$0.00
Continuity of Services	
Staffing Costs:	\$423,281.00
Virus Mitigation:	\$500,000.00

Expected Federal Funds (\$)	\$9,487,216.00
(See TEA Reference list)	
Total Spending Planned in this Document:	\$9,490,281.00
% set aside to address the impact of lost instructional time	77.39%

Instructions:

1. Select a subset of available student data to help your team understand the current state of student performance in your LEA. See [this document](#) for additional guidance on choosing the highest leverage set of data for your particular LEA.
2. Format the data set so that it can be easily broken down by campus, special populations, grade levels, subject areas, and '21 learning format (virtual, hybrid, in-person). Insert link(s) to relevant data in *Table E: Links to Data Sets*.
3. Use the data to reflect on trends across your student population. Individually and then as a team, consider the guiding questions in *Table F: Data Reflections + Insights*. Be sure to pay particular attention to the performance of student groups who have historically been underserved by your district. These prompts are meant as a starting place; be sure to capture relevant insights beyond these reflections questions as well.

Supporting Tools

Table E: Links to Data Sets

Report Title	Description	Link
mCass Amplify SY 2020 - 2021	State required Early Childhood Literacy assessment - Growth for grades K, 1, 2	
NWEA MAP Growth Math/Reading	Diagnostic Growth assessment for grades 3-8; Comparison of Fall 2019 to Fall 2020	
STAAR EOC 2019 to 2021 Comparison	Comparison of district and campus performance on all 5 EOC subjects	

Table F: Data Reflections + Insights

Reflection Questions	Reflections/Insights	Potential Impact for SY22
Which groups of students have the highest/lowest absolute performance this academic year? Consider by campus, special populations, grade levels, subject areas, and '20-21 learning format.	<p>K-2: Title I Schools showed 1/3 of students, on average, in all grades, in the lowest performing group, with close to half of all students below grade level in the fall of 2020. 2nd grade students showed a higher number of students below grade level. Title I schools showed the highest number of students in all grades who were below grade level at all 3 testing periods throughout the year.</p> <p>3-8: MAP Growth scores in Math showed 46% of students were Below grade level across grades 3-8 at Title I schools. 37% of students at Title I schools were classified as Below grade level in Reading. A comparison of performance on NWEA MAP from Fall 2019 to Fall 2020 showed a 10% increase in the number of students below grade level for all grades in Math. Students showed steady performance from 2019 to 2020 in reading for most grades. Title I schools had the largest fluctuation in student performance on MAP tests in both Math and Reading.</p> <p>9-12: Performance on TEA STAAR for End of Course Exams in Algebra 1, English 1, English 2, Biology, and US History, showed lower pass rates on average for all schools and a steep decline in the number of students who Meet Grade Level Standards. For our Title I and Alternative Accountability schools' students who passed the EOC for Alg.1, Eng. 1, and Eng.2 were 43%, 35% and 48% respectively. English 1 and 2, showed the highest decrease, with around a 10% drop in the number of students who passed, and a further 10% decrease in those students who Meet Grade Level Standard. Algebra 1 also showed a decrease in the number of students who Meet Grade Level Standard. Biology and US History, while showing higher overall pass rates for 2021, showed a 5% decrease in students who Approached and Met Grade Level Standards each. Participation rates were lower than previous years.</p>	<p>Students below grade level will be less prepared for:</p> <ul style="list-style-type: none"> Continuing grade curriculum Continuing grade prerequisite knowledge STAAR preparation EOC preparation SAT/ACT preparation Completion of CTE courses and industry certification
Which groups of students demonstrated the highest/lowest levels of growth this academic year?	<p>K-2: Kindergarten students showed the most gains across all schools, specifically Title 1 schools. However, even with these gains Title 1 schools showed 30-50% (more in some cases) of students who were Below or Well Below grade level at the final testing period in 2021. 2 grade students more often than not showed either no growth or a decline in some schools.</p> <p>3-8: Math showed the most significant decline from Fall to Fall for all grades at Title I schools. Reading showed a steady period of no growth from Fall to Fall.</p> <p>9-12: All EOC subjects showed a drop in the number of students passing end of year STAAR Tests, with the largest impact being seen in the steep decline of students, across all schools and subjects, who Meet Grade Level Standard. English 1 and 2 show the largest learning loss.</p>	
How much does the performance of each group of students differ from the LEAs average performance? The state's?	Not available at time of data analysis.	
How much does the performance of each group of students differ from their performance last year?	<p>K-2: Students in these grade have not been formally assessed in prior years. Performance at the Beginning compared to the End of year show some growth, but not enough.</p> <p>3-8: A comparison of performance on NWEA MAP from Fall 2019 to Fall 2020 showed a 10% increase in the number of students below grade level for all grades in Math. Students showed steady performance from 2019 to 2020 in reading for most grades. Title I schools had the largest fluctuation in student performance on MAP tests in both Math and Reading.</p> <p>9-12: Performance on TEA STAAR for End of Course Exams in Algebra 1, English 1, English 2, Biology, and US History, showed lower pass rates on average for all schools and a steep decline in the number of students who Meet Grade Level Standards. English 1 and 2, showed the highest decrease, with around a 10% drop in the number of students who passed, and a further 10% decrease in those students who Meet Grade Level Standard. Algebra 1 also showed a decrease in the number of students who Meet Grade Level Standard. Biology and US History, while showing higher overall pass rates for 2021, showed a 5% decrease in students who Approached and Met Grade Level Standards each. Participation rates were lower than previous years for Title I Schools.</p>	

An integral portion of your 9/21-22 plan will be defining your LEA's strategy to address unfinished learning. The purpose of this reflection tool is to help you systematically consider which research-based Learning Acceleration Strategies should be highest priority for your LEA. Note that this tool is meant to facilitate a conversation, not to use as a formula to determine the right outcome for you. Your team's knowledge of your local context will be essential in selecting the right number and subset of strategies.



TEA To Catch Kids Up, Schools Must Make Significant Changes

Supported teachers who are
TEA's research shows that teachers, getting more than 3 years of growth in 1 year

High-quality instructional materials designed to make learning more relevant, and designed to work effectively in our campus

More time for the students who are behind to receive the support and extra support needed

Work + empower parents is a MUST for teacher trust to be regained

Instructions:

- For each Learning Acceleration Strategy (Column D), consider the Reflection Questions in Column E. Discuss your answer (Yes/No/Somewhat) and check the box in the appropriate column (F-H). Record any reflection notes in Column I. Based on your reflections in Columns F-H, rate the **current need** for implementing each strategy in your LEA as High, Medium, Low, or Already in Place in Column I. (For more information about each learning acceleration strategy, see Table 4.4 reference.)
- Once you have completed your Current State Assessment (Columns C-I), your team will need to determine which subset of strategies you will pursue for 9/21-22. It is not realistic or productive to take on too many Learning Acceleration Strategies at once, even if there is a high need for many strategies. To start prioritizing which strategies you will select, assess the **level of effort** it would take to implement each strategy successfully. To determine this, consider current state, leadership capacity, local context, etc. Rate the effort required for implementing each strategy as high, medium, or low in Column J.
- Your team will assign a priority level to each strategy in Column K. Options include Top Priority, Maybe Later, Deprioritized, and Already in Place. Top Priorities will move forward to implementation planning. To determine the right total number of strategies to move forward, reflect realistically on your team's size and capacity. You should also carefully consider trade offs between need and level of effort. For example, you might choose fewer high need strategies to move forward if the level of effort necessary to implement is also higher. After reflecting, select an appropriate number of strategies to prioritize. Ensure that you include these strategies in your Funding Plan.

Learning Acceleration Readiness Reflection Tool

		CURRENT STATE ASSESSMENT				Reflection Notes	Current Need	Effort Level	Priority Level	
		Is this present at my school/LEA?								
		Yes	No	Somewhat						
Learning Acceleration Strategy	Implement Key Components of Effective Instruction in Reading Language Arts	Do students have explicit, systematic practice with Foundational Skills?			X	Approximately 70% of our campuses implemented an explicit K-3 phonics program or will implement one in the 2021-2022 school year. With the low performance of 2nd grade students in literacy, additional time on phonics instruction in the lower grades is needed along with additional teacher training on literacy instruction.	Medium	Medium	Top Priority	
		Does our current approach to literacy include opportunities for students to read, write, and speak about both literary and informational grade-level texts?								
		Do we have embedded literacy assessments that drive instruction?	X							
		Are teachers trained in delivering research-based literacy instruction? Is that training translating to effective practice?			X					
	Build Teacher Capacity	Does our current approach to math include a strategic progression of concepts, not just content areas?			X		In review of the current math programs, there is a TEKS alignment focus. There are areas of opportunities to place more focus on the mastery of conceptual understanding and procedural fluency. Additional embedded math assessments are needed to drive instruction along with training for instructional staff in 3-8 and Algebra 1.	High	High	Top Priority
		Does our approach emphasize mastery of conceptual understanding prior to moving to procedural fluency and application?		X						
		Do we have embedded math assessments that drive instruction?		X						
		Are teachers trained in delivering research-based math instruction? Is that training translating to effective practice?			X					
		Do we have a plan to collect student-level data on prerequisite skill gaps?			X					
		Do we have enough time and flexibility in our schedule and staffing model to allow for strategic one teaching?		X						
Deliver Interventions and Individualized Supports (e.g. just-in-time interventions, differentiation, scaffolding, and Small Group/1:1 interventions)	Do we have instructional materials aligned to prerequisite skill gaps that teachers can use for reading or intervention?			X		There is currently a need for a systematic approach to provide interventions. How we train personnel and the selection of robust high-quality intervention materials for reading and mathematics. There is a current need to develop a system to track and progress monitor students and the effectiveness of our intervention programs that has consistency in material use, implementation strategies, support and data collection. We believe this has contributed to the continued overall low performance, particularly in math, by students at all grade levels.	High	High	Top Priority	
	Do we have a clear set of research-based differentiation/scaffolding strategies in place that teachers know how to implement?		X							
	Do we have a plan in place to monitor student progress and the effectiveness of intervention programs?		X							
	Do we have additional staff who could be reassigned to support student interventions?			X						
Add Instructional Support Staff	How has historically been able to find and hire high-quality paraprofessionals and interventionists?		X			For certain geographic areas, there is a struggle to hire, support, and retain highly qualified paraprofessionals. The plan moving forward would be to have a team of district math and literacy coaches that would deploy to high need areas and provide additional support and train teachers on instructional best practices. Coaches would also be placed on how to effectively utilize instructional support staff within their classrooms. An MTSS interventionist team is vital to support intervention and individualized student supports.	High	High	Top Priority	
	Do we have a system in place for training and coaching instructional support staff?		X							
	How teachers been trained on how to utilize instructional support staff in their classrooms?		X							
Ensure that all students have access to high-quality instructional materials	Do we align materials across all grade levels and subject areas that are considered high quality in the Texas Resource Review (TRR) (e.g. state-approved ELA and ELPS and related ELPS or show in the 3 essential subject domains)?			X						
	Are intervention materials being used by students in need? (Yes/No/Somewhat, but they are high quality?)	X				Each model currently has a robust TEKS aligned curriculum. Difficulties exist in training, tracking of student progress and the fidelity of how materials are implemented. Shoring up these areas will allow us to support gaps in student performance and/or teacher support.	Low	Low	Maybe Later	
	Do our instructional materials support all learners, including students with disabilities, English learners, and students identified as gifted and talented?		X							
	Are teachers adequately trained on those materials?		X							
	Are those materials currently implemented with fidelity?		X							
	Do we have formative and summative assessments in place aligned to those materials that enable frequent progress monitoring toward grade-level mastery?			X						
Provide Summer Learning Opportunities	Do we have the physical space, financial resources, and time necessary to provide summer programming?	X								
	Do we have qualified staff who are able and willing to support learning during the summer?		X			Many campuses provide adequate summer learning opportunities; however, campus often executes these plan on their own. We do not have a coordinated district plan for summer learning opportunities or to track programs in number or effectiveness.	Low	Low	Maybe Later	
	Do we have a clear vision and plan for how summer learning time will increase students' readiness for the school year?		X							
	Is there demand from families for summer programs?	X								
Extend Instructional Time	Do we have access to the financial resource and physical space necessary to extend instructional time by lengthening the day or year?	X				Many of our campuses are implementing extended school days and/or intervention periods. During this time, the structure and resources are provided. District needs in the consistency of training of paraprofessionals and implementation with fidelity. This structure is new for our campus directors and instructional staff. Training is needed on how to properly plan, implement, and conduct extended instructional time.	Low	Low	Maybe Later	
	Do we have access to qualified staff who could support learning during that extended time?		X							
	Do we have the leadership capacity to develop a clear vision and plan for a high impact use of that time?		X							
	Do we have buy in from the family and community on the option of extended instructional time?		X							
Provide High-Dosage Tutoring	Do we have high-quality materials that could be utilized by tutors?	X								
	Do we have adequate time in the schedule (or outside of school hours) to ensure students engage in at least 5 sessions per week?		X			Many campuses have a tutoring program. In previous years, emphasis was placed on individualized tutoring and student hours tracked. Due to COVID, this process lacked focus and the time set for students was limited. This is reflective of the lower performance of our EOC scores across the district.	Medium	Medium	Maybe Later	
	Do we have access to sufficient numbers of staff or volunteers to provide consistent supports and resources to compensate them if necessary?		X							
	Do we have the capacity to adequately train and monitor our tutoring corps?		X							
Create Acceleration Academies	Do we have space in our schedule (holiday breaks, intersessions, weekends) to provide additional instruction in a focus content area?			X						
	Do we have highly qualified teachers who could work in this setting and resources to compensate them?		X			We currently do not have a 4/7 program and/or acceleration academies.	Low	Low	Maybe Later	
	Do we have high quality instructional materials to use in the academies?		X							
	Do we have a sufficient need and interest from families for such a model?	X								
Engage Families	Do we have systems in place to ensure that every family has one primary point of contact at the school (especially for secondary campuses)?	X								
	Is there demand from families and the community for more contact and resources to support learning at home?	X								
	Have we ever provided training for parents to support their students at home?		X							
	Do we have translation resources and other supports to ensure that we can reach all families?		X							
Provide Wraparound Services	Do we have a plan in place to measure students' social, emotional, and mental health needs?	X								
	Do we have sufficient staff to meet students' needs, such as counselors, social workers, and school psychologists?		X			With the strain of COVID and the burden placed on families, additional social and emotional support staff are needed.	Medium	Medium	Maybe Later	
	Do we have access to resources (e.g. curriculum, technology) to support students' social and emotional development?		X							
	Is there time built into the school day for students to receive individualized wraparound supports?		X							

Strategy	Learn More
Implement Key Components of Effective Instruction in Reading Language Arts	ETS (2015): Key Practices in the English Language Arts (ELA): Linking Learning Theory, Assessment, and Instruction
	Timothy Shanahan (2014): Should We Teach Students at Their Reading Levels?
	Council of the Great City Schools (2020): Addressing Unfinished Learning After COVID-19 School Closures
Implement Key Components of Effective Instruction in Math	Michelle Hodara (2011): Reforming Mathematics Classroom Pedagogy: Evidence-Based Findings and Recommendations for the Developmental Math Classroom
Just-in-Time Intervention	TNTP Presentation Recording & Slides (March 2021)
Differentiation	The Alberta Initiative for School Improvement (2010): A provincial perspective on differentiated instruction
Scaffolding	Martha Larkin (2002): Using Scaffolded Instruction to Optimize Learning
Small Group & 1:1 Intervention	RTI Action Network: How to Develop an Effective Tier 2 System
Ensure that all students have access to high-quality instructional materials	Learning First (2019): High-quality curriculum and system improvement
	TNTP (2018): The Opportunity Myth
Extend Instructional Time	National Center on Time & Learning (2015): The Case for Improving and Expanding Time in School
Provide High-Dosage Tutoring	National Tutoring Programme: Best Tutoring Practices (Briefing for Schools)
Create Acceleration Academies	National Bureau of Economic Research: Can States Take Over and Turn Around School Districts? Evidence from Lawrence Massachusetts

Additional Learning Acceleration Research	
TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It. https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf	
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