

ARP ESSER Sustainability and Support Team

Data-Driven

Strategic Planning Workbook

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# INTRODUCTION

This document is intended to assist LEAs in having data-driven conversations. This will result in long-range planning strategies that connect goals with outcomes that are measured by data. These, in turn, will drive continuous improvement for programs and data-driven practices.

The first 4 sections of this document exist as a cycle (see chart below). The 5<sup>th</sup> and 6<sup>th</sup> sections move beyond the cycle of goal revision to the work of prioritizing programs and tracking data-driven practices; however, the work is connected. We hope that this document will be of assistance to our colleagues across the State in fostering productive dialogue and promoting continuous improvement practices.



## SUGGESTED STAKEHOLDER PARTICIPATION

While all district officials play a significant role in the process of continuous improvement and sustainability, each in their own way, the intended audience for this workbook would be, first, those who play the most significant role in collecting and evaluating data and setting building and district-wide goals. Then it would need to involve those who evaluate programs and oversee data-driven practices.

It is recommended that each district have a point person driving the completion (and periodic revision thereafter) of this document. This person would likely be the Superintendent, Assistant Superintendent for Curriculum and Instruction, or a district-level Curriculum Director. The building level components of the plan should be driven by the building principal or the administrator who serves as the lead curriculum director for the building.

The journey to this will look quite different in each district, however, this resource is designed to create a generalized road map to get to each district to the intended destination of effectively using data to substantiate the effectiveness of programs and, ultimately, their priority for sustainability. Below, we have offered some suggested participants for each section of the strategic planning document. However, we encourage each district to utilize this document as you see fit, based upon your structure, current strategic plan, and long-range goals and objectives.

SECTION	SUGGESTED PARTICIPANTS
<b>1: Establishing Goals</b>	District Level: Superintendent, Assistant Superintendents, Curriculum Director, Board of Education, Community Members Building Level: Principals, Assistant Principals, Department Chairs, Teacher Leaders, All Staff
<b>2: Creating an Action Plan</b>	District Level: Superintendent, Business Official, Curriculum Director, Board of Education Building Level: Principals, Assistant Principals, Department Chairs, Teacher Leaders
<b>3: Evaluating Goals Using Data</b>	District Level: Superintendent, Curriculum Director, Board of Education Building Level: Principals, Assistant Principals, Department Chairs, Teacher Leaders
<b>4: Revision of Goals</b>	District Level: Superintendent, Curriculum Director, Board of Education Building Level: Principals, Assistant Principals, Department Chairs, Teacher Leaders
<b>5: Program Evaluation</b>	District Level: Assistant Superintendent, Curriculum Director, Business Official Building Level: Principal, Assistant Principal, Department Chairs, Teacher Leaders
<b>6: Data-Driven Practices</b>	District Level: Assistant Superintendent, Curriculum Director Building Level: Principal, Assistant Principal, Department Chairs, Teacher Leaders

# Section 1

## Establishing Goals

## **SECTION 1: ESTABLISHING GOALS**

First, discuss as a team your vision for the future of the district. Identify the areas of improvement and focus, and then write a vision statement for your district for at least 5 years from now. If you were creating these goals to begin in the 2023-2024 school year, your vision statement would be a vision for 2028. Some LEAs may choose to look at a round number and could set a vision for 2030. That statement would summarize what the district would look like if all goals were realized.

Now that you have a vision, use Appendix A to prioritize and list your district's goals with regard to learning loss recovery. The action steps would be the means to achieve the goal, and the goals would be the means to achieve the vision. Use the questions from section one of the "Discussion Questions" document. Each goal below should identify the program or area of focus, a measurable component that will be evaluated within a given timeline, and should be realistically attainable within the given timeframe. Sometimes it is helpful to have the goal as a paragraph. Begin by stating the goal with at least one specific data point; then, identify how the goal will be achieved; finally, outline how the goal will be evaluated. Be specific in your timeline; as you can see in the example below, the goal has both annual and long-term metrics of success.

EXAMPLE GOAL for 2023-2024 school year for District A:

*District A will increase its proficiency level on the NYS ELA Assessment for grades 3-8 by 20% by the 2027-2028 school year. This will be achieved by utilizing Teacher Aides and RTI staff to provide more individualized interventions, offering high dosage tutoring during free periods and after school, and by providing teachers and teacher aides in these grade levels with PD specific to Reading interventions. This goal will be evaluated by comparing the proficiency levels from the prior year with those of the current year once assessment results are released each summer/fall. The annual target will be 5% growth per year.*

## **SECTION 1: ESTABLISHING GOALS**

- What are the areas of focus for the district?
- What do you hope to achieve?
- What is it that you would like to be able to measure? Be as specific as possible.
- How will progress be quantified?
- What strategies/methodologies will be put into place to achieve the desired outcome?
- How often can/will data be collected?
- What is the timeline? Include dates for reassessment.

Specific to ARP ESSER:

- Do goals reflect the program areas the ARP ESSER funds are intended to address
  - Learning Loss
  - Afterschool Programs
  - Summer Programs
- Do goals specifically reflect a focus on disproportionately impacted student groups (DISG)\* and how ARP ESSER funded programs specifically address the learning loss of these students?

\* DISG = Disproportionately Impacted Student Groups. The New York State Education Department's ARP ESSER State Plan indicates that this group includes students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

When setting goals and a long-range planning strategy, the most important question is:

What is our vision for the district 5 years from now? 10 years from now? This question should drive the formation of your goals, and the goals should reflect the steps to be taken to realize that vision.

## Section 2

# Creating an Action Plan



## SECTION 2: CREATING AN ACTION PLAN

1. Action Steps – Identify the specific steps to be taken to achieve the goal.
2. Measure (Data) – Select which types of information will be collected to be analyzed to support your goal.
3. Guiding Toward Progress – Give some guidance on best practices to successfully complete this step.
4. Deadline/Time of Completion – List the anticipated time framework for successful completion of the action step, and when the action step will be evaluated along the way (if evaluating at multiple points in time)

*EXAMPLE ACTION PLAN FOR EXAMPLE GOAL 1 (see Page 1 for Sample Goal 1)*

Action Steps	Measure (Data)	Guiding Toward Progress	Deadline/Time of Completion
<i>Hire X additional Teacher Aides and Y additional RTI teachers</i>	<i>Staffing data, budget allocations, job advertising data</i>	<i>Admin team will set a schedule for job postings, evaluating resumes, scheduling interviews, creating interview teams, conducting interviews, and hiring new staff</i>	<i>August 2023</i>
<i>Adjust Teacher Aide and RTI teacher schedules to allow for in-classroom co-teaching and interventions</i>	<i>Scheduling data, student academic data, student demographic data</i>	<i>Scheduling adjustments will focus on allowing the RTI and TA staff to work individually with students in the target group</i>	<i>September 2023</i>
<i>Offer high dosage tutoring</i>	<i>Schedules, student attendance after school, teacher attendance</i>	<i>Tutoring schedules will align to the needs of students and availability of both students and staff</i>	<i>Begins September 2023; evaluate quarterly throughout each year</i>
<i>Offer PD associated with Reading interventions</i>	<i>PD attendance data, resources from programs, teacher lesson plans before and after training</i>	<i>PD will be built into the school calendar, and sessions should connect from one year to the next year</i>	<i>Begins August 2023; two PD sessions will occur per school year through June 2028 for a total of 10 sessions</i>
<i>Data Team to review NYS ELA testing data</i>	<i>Testing data, participation data, predictable scoring data vs actual</i>	<i>Team will compare % of proficiency from the current year with the former year</i>	<i>Beginning September 2024 and occurring every fall thereafter (based on when scores are released) through Fall 2028</i>

## **SECTION 2: ACTION PLAN – GATHERING DATA**

When gathering data, consider the following questions:

- Does the data provide clear, specific, and timely feedback?
- Is the data measurable and comparable?
- Do you have both qualitative and quantitative data represented?
- Does the data indicate what students have accomplished when given appropriate learning opportunities?
- Does the data provide clear, specific, and timely feedback?
- Is the data easy to understand, manipulate, and evaluate?
- Are we collecting data that is useful for all stakeholders (teachers, admin, parents, students)?
- Is it completely objective? If there are subjective elements, how do we achieve commonality in measurement across classrooms and grade levels?
- Are we providing enough data to comprehensively address our questions, while limiting the amount of data we are putting in front of the group to process at one time?
- Does the data directly assess the goals we are setting?
- Is there a direct correlation between the data and the programs and resources we are allocating?

Examples of Data to consider for inclusion:

Summative Assessments	Demographic data	Teacher evaluation data
Formative Assessments	Attendance data	CSE/RTI data
Benchmark Assessments	Mental health data	DISG* data
Annual Assessments	Behavior/PBIS data	Other Quantitative Data
Graduation data		Other Qualitative Data

\*DISG = Disproportionately Impacted Student Groups (see definition above on page 2)

## Section 3

# Evaluating Goals Using Data

### SECTION 3: EVALUATING GOALS USING DATA

This section would be completed when evaluating your progress toward achieving your goals. In Appendix C, list the data sources and data points of focus from all goals above. List the target metric and then the actual result for the evaluation period. Include any relevant notes about your progress toward achieving the goals.

Goal #	Data Source	Data Point	Evaluation Period	Target Metric	Actual Result
1	Staff Schedules	# of changes in scheduling from prior year	July – September annually	Adjustment of at least 8 staff schedules	6 schedules adjusted (two open positions not filled during 2023-2024 school year)
1	Tutoring Schedules	# of sessions held	Quarterly (4X per year)	50 sessions held per quarter (M-T after school, and 1-2 times per week during free periods)	55 sessions held during Q1; 52 during Q2; 42 during Q3 (two break weeks and state testing altered schedules during school day); Q4 45 sessions held (ended program in early June)
1	Student Attendance Data	# of students attending tutoring and level of attendance	Quarterly (4X per year)	100 students attending at a rate of 80% or better	85 students attending at a rate of 80% or better (conflicts with other after school activities)
1	Teacher Attendance Data	# of teachers participating and level of attendance	Quarterly (4X per year)	Staff attending at a rate of 95% or better	Actual attendance rate was 85% (two teachers had extended absences due to illness during Q2)
1	Academic Data	Benchmark assessments given in Fall, Winter and Spring	3X per year	85% of students will remain on target for annual goals; 15 % on target for stretch goals	After winter assessment, 75% of students were on target for annual goals and 8% on target for stretch goals. After spring assessment, 70% of students were on target for annual goal and 10% on target for stretch goal
1	Testing Data	NYS ELA testing proficiency levels from current year and from prior year	Annually in September	5% improvement in overall proficiency rate per year	6% improvement overall for Y1; 8% improvement for DISGs in Y1

### **SECTION 3: GOAL & DATA EVALUATION**

When selecting data to evaluate a specific program or activity, consider the following:

- Agree upon a group of data points that will be used to measure the specific program or goal
- Decide how to prioritize the various data points (which data is the most important?)
- Does the data measure the effectiveness of the program/activity?
- Does the data accurately assess the goal relating to this activity?
- Is the progress toward the goal measurable and comparable?
- Can you access data points from various points in time? (i.e. a benchmark assessment administered in June and in September to measure the effectiveness of a summer program)
- Can you prioritize which data points are most important, in terms of their relevance to measuring the effectiveness of the program and/or the progress toward achieving the goal?

When evaluating data as a team, consider the following:

- Do all participants have a shared mindset to approach the evaluation of data?
- Does the team review data with the goals in mind?
- Do data points come from similar learning environments and classroom experiences?
- Do data points come from similar instructional tools and resources?
- Do data points come from similar assessments?
- Does the team have a standardized methodology for evaluating data and using it to inform goal, program, and/or instructional adjustments?

When having a data-informed discussion, consider the following:

- What resources to allocate to which programs and are they aligned with student learning standards?
- Are we using our data to allow us to make equity-based decisions?
- Are there any common themes about who struggled and who excelled?
- Identify the highest priority (actionable) challenges. How do we reduce these challenges and promote success?
- Are the actions targeted solutions that include performance goals, implementation steps, and measurable outcomes?
- Is the process allowing us to build a collaborative, data-oriented culture?
- Is a plan in place to monitor progress toward these goals?

## Section 4

### Revision of Goals

## **SECTION 4: REVISION OF GOALS**

After utilizing the discussion questions for Section 4, you would fill out the chart in Section 1 again. Now that you have evaluated your data and measured the success of your goals, you should spend time considering what your successes were as well as areas where there is room for growth and improvement. Then, look at your goals and consider whether any of the goals need to be adjusted, or do you need to add new goals, or have you accomplished goals that can now be removed.

Please note that this process is a cycle of continuous improvement. It should continue to occur on a continual basis, setting the timeline in which goals are set, implemented, evaluated, revised, and then set again. The continuous improvement cycle chart in the accompanying document creates a visual for this concept.

EXAMPLE GOAL for 2023-2024 school year for District A:

*District A will increase its proficiency level on the NYS ELA Assessment for grades 3-8 by 20% by the 2027-2028 school year. This will be achieved by utilizing Teacher Aides and RTI staff to provide more individualized interventions, offering high dosage tutoring during free periods and after school, and by providing teachers and teacher aides in these grade levels with PD specific to Reading interventions. This goal will be evaluated by comparing the proficiency levels from the prior year with those of the current year once assessment results are released each summer/fall. The annual target will be 5% growth per year.*

*NOTES: After completing the chart above in Section 3, you can see that the primary metric for this goal was achieved and exceeded. There was a 5% improvement in the overall proficiency rate for the 2023-2024 school year. There was also an 8% improvement for disproportionately impacted student groups. Moving forward, we may consider revising the goal to account for the successes and to increase the target. We may also wish to add a separate section to the goal that highlights improvements in academic performance specific to DISGs. Finally, since the targets for some of the action steps above were not met, we may wish to adjust those targets and be more specific in our goal setting.*

REVISED EXAMPLE GOAL for 2024-2025 school year for District A:

*District A will increase its proficiency level on the NYS ELA Assessment for grades 3-8 by 20% by the 2027-2028 school year. This will be achieved by utilizing Teacher Aides and RTI staff to provide more individualized interventions, offering high dosage tutoring during free periods and after school, **implementing an incentive program to encourage attendance in the tutoring program**, and by providing teachers and teacher aides in these grade levels with PD specific to Reading interventions. This goal will be evaluated by comparing the proficiency levels from the prior year with those of the current year once assessment results are released each summer/fall. The annual target will be 5% growth per year overall, **and 7% per year for DISGs.***

# Section 5

## Program Evaluation



## **SECTION 5: PROGRAM EVALUATION**

### Discussion 1 Questions (Goes with Appendix E)

When evaluating programs, consider the following:

- Which programs are the most cost-effective? The least?
- Which programs impact the largest number of students? The least?
- Which programs specifically address disproportionately impacted student groups?
- Which programs existed before the pandemic?
- Which programs relate to the data points you selected as the highest priority above?

### Discussion 2 Questions (Goes with Appendix F)

After completing Appendix E, consider and discuss the following potential actions for each program area:

- Sustain the Program (continue the program in its current form)
- Modify the Program (minor program changes)
- Expand the Program (increase staff, resources, or frequency)
- Reduce the Program (decrease staff, resources, or frequency)
- Replace the Program
- Eliminate the Program

Use Appendix F to identify the current attributes of the program, and what the program would look like with the proposed changes.

Program Analysis Worksheet

Rank each program below. It is recommended that you compare three or more programs.

Example Chart

Program Name	Cost (1 being the most cost-effective)	Achieving Purpose (1 being the program that best addresses its intended purpose, as evidenced by data)	Students Participating (1 being highest participation rate)	DISGs Participating (1 being the highest participation rate)	<b>TOTAL Program Effectiveness Score*</b>
<i>Summer Enrichment</i>	2	2	1	2	<b>7</b>
<i>High Dosage Tutoring</i>	3	1	2	1	<b>7</b>
<i>Extended Day Program</i>	1	3	3	3	<b>10</b>

Program Effectiveness Score: the lower the score, the more effective the program is for your district.

In the example above, this ranking would help with discussions about programmatic changes due to cost, purpose, or participation.

**COST:** If changes need to be made to cut the cost of programs, the example above would lead to a conversation about either cutting the extended day program entirely (because of its other scores in purpose and participation), or would lead to a discussion about the reduction of program for high dosage tutoring or summer enrichment due to their higher costs.

**PURPOSE:** In the example above, the extended day program ranks last in this category. Even though it is the most cost-effective program, it should be the first program considered for a modification if the discussion is based on purpose and not cost.

**PARTICIPATION:** The extended day program ranks last in both categories dealing with participation. Even though it is the most cost-effective program, it should be the first program considered for a modification if the discussion is based on participation and not cost.

**COMPARISON CHART**

Instructional Staff: Includes teachers and teacher assistants/teacher aides

Support Staff: All other non-instructional staff necessary to support the program (hall monitors, cafeteria staff, maintenance and custodial, security, secretarial, etc.)

Admin: All administrative positions necessary to support the program (principals, program administrators, etc.)

Example Chart

Program for Modification: (Example: Summer Enrichment)

CURRENT PROGRAM	POINTS OF COMPARISON	PROPOSED ADJUSTED PROGRAM
\$2,000	Cost of Purchased Services	\$2,000
\$3,000	Cost of Supplies and Materials	\$3,000
6 teachers, 3 TAs	# Instructional Staff	4 teachers, 2 TAs
\$150/day/teacher X 20 days X 6 = \$18,000 \$100/day/TA X 20 days X 3 = \$6,000	Total Cost for Instructional Staff	\$150/day/teacher X 18 days X 4 = \$10,800 \$100/day/TA X 18 days X 2 = \$3,600
1 secretary, 1 bus driver, 1 custodial, 1 nurse	# Non-Instructional Staff	1 secretary, 1 bus driver, 1 custodial, 1 nurse
\$25,000	Total Cost for Non-Instructional Staff	\$25,000
1 admin	# Admin	1 admin
\$3,000 stipend	Total Cost for Admin	\$3,000 stipend
20 days	Frequency of Program:	18 days
\$57,000	Total Costs Associated with Program:	\$47,400 (reduced by \$9,600 or 16.8%)
(Actual) 120	# Students in Program	(Anticipated) 80
(Actual) 24%	% of Total Student Population in Program:	(Anticipated) 16%
(Actual) 35%	% of Total DISGs in Program:	(Anticipated) 30%

## Section 6

# Data-Driven Practices

## DATA-DRIVEN PRACTICES

Data-driven practices are implemented by utilizing clear and measurable data to inform focused adjustments to specific elements of the program. The previous discussion was focused on the evaluation of the program in its entirety (the maintenance of the program). This discussion is focused on how to adjust singular elements of the program to create improvements (the substance of the program). These adjustments are made based on the data, the current results, and the desired outcomes. The improvements being made should be based on a sound hypothesis that shows a clear correlation between the focused adjustments and the desired outcomes.

When discussing data-driven practices, consider the following:

- Are focused adjustments made based upon the data?
- Can focused adjustments be measured by the data?
- Are the focused adjustments in line with your goals?
- Is there an obvious correlation between the focused adjustments and anticipated improvements in the data?
- Is there a clear timeline for implementing focused adjustments based on data?
- Is there a clear timeline for the evaluation of focused adjustments?
- What will we do if the adjustments are not meeting the expected outcomes?

Examples of Changes (Maintenance of Program vs. Substance of Program)

<u>Maintenance of Program</u>	<u>Substance of Program</u>
Reduce number of staff	Change from project-based learning to inquiry-based learning
Purchase new materials	Adjust the referral process for MTSS
Reduce frequency of program	Change the rubric for evaluating student work

EXAMPLE CHART

<b>Original Targets</b>	85% of students on target for annual goals 15% on target for stretch goals
<b>Revised Targets</b>	80% of students on target for annual goals 12% on target for stretch goals
<b>Data Points</b>	Fall & Winter benchmark assessments
<b>Focused Adjustments</b>	Intense recruitment of Certified Teachers with local colleges and recruiting agencies (Teacher Pipeline) (2 open positions filled) (additional focus on certified teachers as substitutes) Increase # of sessions held in Fall & Winter (55 per quarter)
<b>Based on Data</b>	Original Goal - 85% of students on target for annual goals and 15% on target for stretch goal  Data Indicates - 70% of students on target for annual goal and 10% for stretch goal
<b>Measured by Data</b>	Benchmark will provide appropriate data
<b>Adjustment Goal Alignment</b>	Adjustment will allow incremental progress toward goal.
<b>Correlation Between Adjustments &amp; Improvements</b>	Adjustment will allow more instructional time, which will provide the increased intervention that is indicated by the data.
<b>Timeline for Implementation</b>	Six months - 2 Benchmark Assessments
<b>Timeline for Evaluation</b>	End of six-month period
<b>Plan of Action If Goal Is Not Met</b>	Providing Certified Substitutes for Teacher Absences for Consistency

Appendix A-F:  
Working Documents

**APPENDIX A: ESTABLISHING GOALS**  
*(Use this chart in tandem with Pages 1 & 2)*

Goal:
Goal:
Goal:
Goal:
Goal:
Goal:







**APPENDIX D: REVISION OF GOALS**  
*(Use this chart in tandem with Page 7)*

Now that you have evaluated your data and measured the success of your goals, you should spend time considering what your successes were as well as areas where there is room for growth and improvement. Then, look at your goals and consider whether any of the goals need to be adjusted, or do you need to add new goals, or have you accomplished goals that can now be removed.

Goal:
Goal:
Goal:
Goal:
Goal:

**APPENDIX E: PROGRAM ANALYSIS**  
*(Use this chart in tandem with Page 8 & 9)*

Program Name	Cost (1 being the most cost-effective)	Achieving Purpose (1 being the program that best addresses its intended purpose, as evidenced by data)	Students Participating (1 being highest participation rate)	DISGs Participating (1 being the highest participation rate)	<b>TOTAL Program Effectiveness Score*</b>

**APPENDIX F: PROGRAM COMPARISON**

*(Use this chart in tandem with Page 10)*

CURRENT PROGRAM	POINTS OF COMPARISON	PROPOSED ADJUSTED PROGRAM
	Cost of Purchased Services	
	Cost of Supplies and Materials	
	# Instructional Staff	
	Total Cost for Instructional Staff	
	# Non-Instructional Staff	
	Total Cost for Non-Instructional Staff	
	# Admin	
	Total Cost for Admin	
	Frequency of Program:	
	Total Costs Associated with Program:	
	# Students in Program	
	% of Total Student Population in Program:	
	% of Total DISGs in Program:	

**APPENDIX F: DATA DRIVEN ADJUSTMENTS**

*(Use this chart in tandem with Page 11)*

<b>Original Targets</b>	
<b>Revised Targets</b>	
<b>Data Points</b>	
<b>Focused Adjustments</b>	
<b>Based on Data</b>	
<b>Measured by Data</b>	
<b>Adjustment Goal Alignment</b>	
<b>Correlation Between Adjustments &amp; Improvements</b>	
<b>Timeline for Implementation</b>	
<b>Timeline for Evaluation</b>	
<b>Plan of Action If Goal Is Not Met</b>	