

# Strategic Planning for **Continued Recovery**



**Ensure Access & Opportunity for All**

Webinar #4

**February 1, 2024**



 **CCNETWORK**  
National Center

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# Overview of the Strategic Planning for Continued Recovery Initiative

- Strategic Planning for Continued Recovery (SPCR) offers supports to state and local educational agencies (SEAs and LEAs) to sustain high-leverage strategies, funded by American Rescue Plan and other COVID-relief funds.
- We focus on six strategies throughout the initiative:

Determine impact of investments

Prioritize efforts for ongoing recovery & transformation

Achieve sustainability through financial planning

Ensure access & opportunity for all

Communicate impact of investments

Support/sustain systemic capacity building

- We also identify how SEAs might use five levers (Grantmaking, Policy, Monitoring, Technical Assistance, and Partners) in their own planning and in supporting LEAs around these strategies.

# Themes of access and opportunity have been inherent in the three previous webinars; today, they are front and center.



Determine  
impact of  
investments



Prioritize efforts  
for ongoing  
recovery &  
transformation



Achieve  
sustainability  
through  
financial  
planning



Ensure access  
& opportunity  
for all

**How can SEAs ensure  
access & opportunity for  
all?**

**Move from values to  
actions**



# Presenters



**M. Christine Dwyer**



**Carol Keirstead**



**Clarissa McKithen**



**Dr. Ventura Rodriguez**

NCC Partner  
Education Resource Strategies

\_\_\_\_\_ National Comprehensive Center \_\_\_\_\_

# Agenda

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**Reflection on Use of ESSER Funds**

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**Using SEA Levers to Help LEAs Address Disparities**

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**Prioritizing Investments Using Equity Indicators**

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**SEA and Resource Spotlights: Massachusetts, Louisiana, Framework for Resource Allocation Reviews**

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**Progress toward Equitable Actions**

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# Questions for SEA teams' consideration

- » How are the SEA and LEAs working to **reduce disparities in opportunities to learn** in order to reduce achievement gaps?
- » How have LEAs prioritized the needs of **students most affected** by the pandemic through the different ESSER investments?
- » To what extent have ESSER **investments made to date** contributed to improving access and outcomes for students?
- » How are the SEA and LEAs **communicating about investments to diverse groups?**



# Reflection on Use of ESSER Funds



# Zoom: To what extent have ESSER investments *helped to address* disparities in opportunities to learn and student outcomes?

## Choose all options that are descriptive of your experience

1. Typically, LEA investments were not specifically designed to target particular student groups.
2. Some LEA-conducted evaluations have reported on how ESSER investments benefitted students most affected by the pandemic.
3. Disaggregated results show that learning recovery for students most affected by the pandemic is similar to or better than other groups of students.
4. We do not have information about evaluation results of student groups.

# Using SEA Levers to Help LEAs Address Disparities



How can SEAs employ levers to encourage LEAs to increase access and opportunity?



# Shape **grant opportunities**, **employ policies**, and use **monitoring** to focus attention on students with disproportionately low outcomes



>> Recommend needs assessments in competitive proposals to encourage identification of supports that target groups most in need



>> Employ interim reporting requirements from existing data collections to assess whether target students are being served and are making progress

>> Require analysis of disproportionality in reports of investment results



>> Monitor for multiple factors that affect equitable conditions, including financial resources, quality of teachers, access to technology

# Use **communications, partnerships, and technical assistance** to assist LEAs in addressing disparities



» Call attention to statewide disparities in opportunities and outcomes and highlight gap-closing bright spot schools



» Model practices to engage a wide range of participants, including students, families, and community members, in decisionmaking



» Share information about how to provide supports to students with high needs (e.g., wraparound services, community schools) and facilitate creating partnerships with service providers

» Encourage LEAs to select investments with high potential to reduce disparities

# What actions has your SEA taken to encourage LEAs to leverage ESSER funding to increase access to opportunities for all students?

Enter responses in Chat

Open-Ended Response

# Prioritizing Investments Using Equity Indicators





# The National Academies of Sciences, Engineering, and Medicine (NASEM) identified key indicators related to access and opportunity

## Access and opportunity are achieved when there is:

- Parity between student groups in terms of educational outcomes, such as high school graduation, or access to resources, such as high-quality teachers
- A fit between resources and student needs
- Adequate effort to mitigate the effects of structural disadvantages that disproportionately affect different student groups

NASEM identified structural factors that influence opportunities to learn

Access to effective teaching

Nonacademic supports for student success (e.g., counseling, social/health services)

Access to high-quality pre-K

Access to high-quality academic supports (e.g., tutoring)

Rigorous coursework

Supportive school climate

# How can SEAs use the NASEM indicators with the intent of prioritizing opportunities?

## Monitor:

- Which indicators were addressed with any of the investments?

## Evaluate:

- How effective were investments in the indicator areas with historically marginalized populations?

## Sustain:

- How could future investments be adjusted to better serve student needs?

# Spotlights:

Massachusetts  
Louisiana  
Framework for Resource  
Allocation Reviews (ERS)



# Our SEA presenters today are...



## Dr. Aubree Webb

Research & Policy Analyst  
MA Department of Elementary  
and Secondary Education



## Elizabeth Losee

Director, Educator Effectiveness  
Policy  
MA Department of Elementary  
and Secondary Education



## Mellynn Baker

Assistant Commissioner  
for Strategic Planning  
and Student Success  
Louisiana Board of  
Regents

2024 SPCR Session

# SLE REPORTS in MASSACHUSETTS

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February 1, 2023

# Student Learning Experience (SLE) Reports: Overview and Context



*in the chat:*

**What information most frequently influences school and district decisions about student assignment?**



**Report:**  
**Teacher Equity Gaps in Massachusetts**  
October 2017

<https://www.doe.mass.edu/research/reports/2017/10teacher-equity.docx>

## Highly Rated

Students assigned a teacher earning an exemplary evaluation accrue about **18 to 24 additional weeks of learning** relative to those assigned a teacher earning an unsatisfactory evaluation.

## Experienced

A typical third-year teacher produces **4 additional weeks** of learning per year as compared to the typical novice teacher.

## In-Field

Subject matter knowledge is related to student achievement.

# In Massachusetts,

Low income, students of color, and English learners are

**73-79%**

more likely to be assigned to a teacher rated Needs Improvement or Unsatisfactory.

**30-40%**

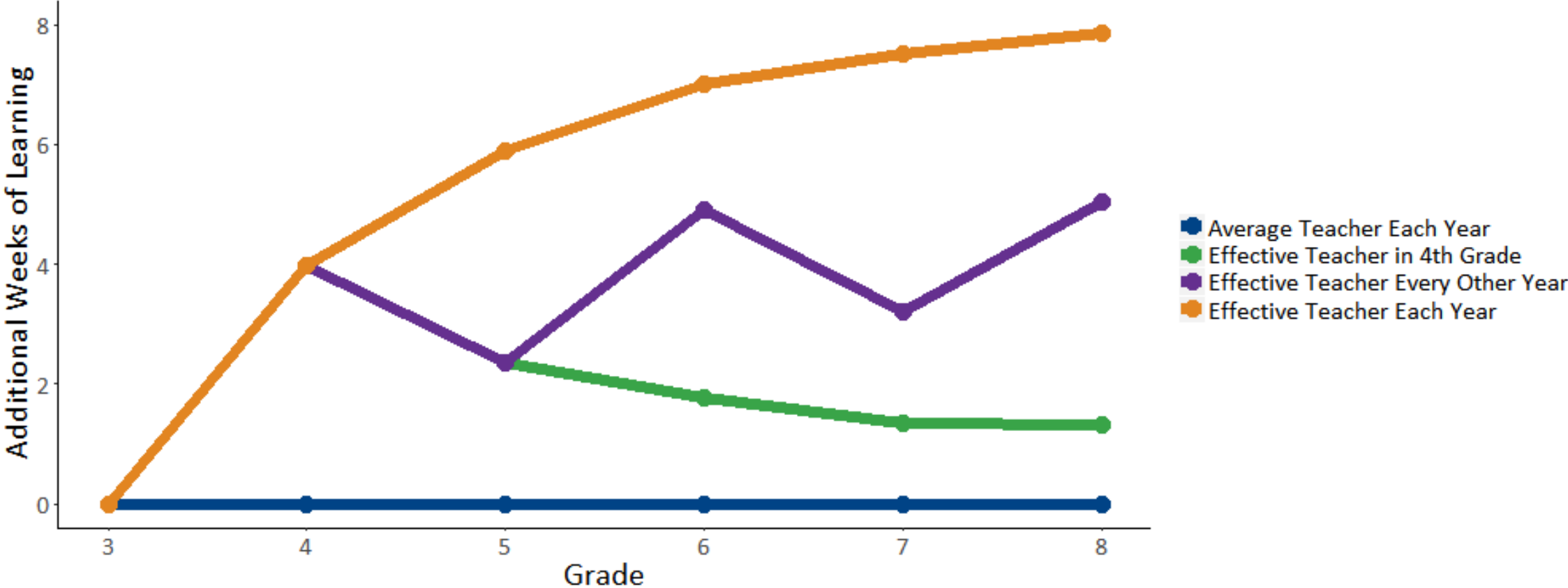
more likely to be assigned to teachers with fewer than 3 years of experience.

Hispanic/Latinx students are

**2.2x**

as likely to be assigned to teachers rated Needs Improvement or Unsatisfactory.

# The effects of access to highly effective teachers accumulate over time.



Source: [10teacher-equity.docx \(live.com\)](https://www.live.com/10teacher-equity.docx)

# Student Learning Experience (SLE) Reports: Brief Walk Through

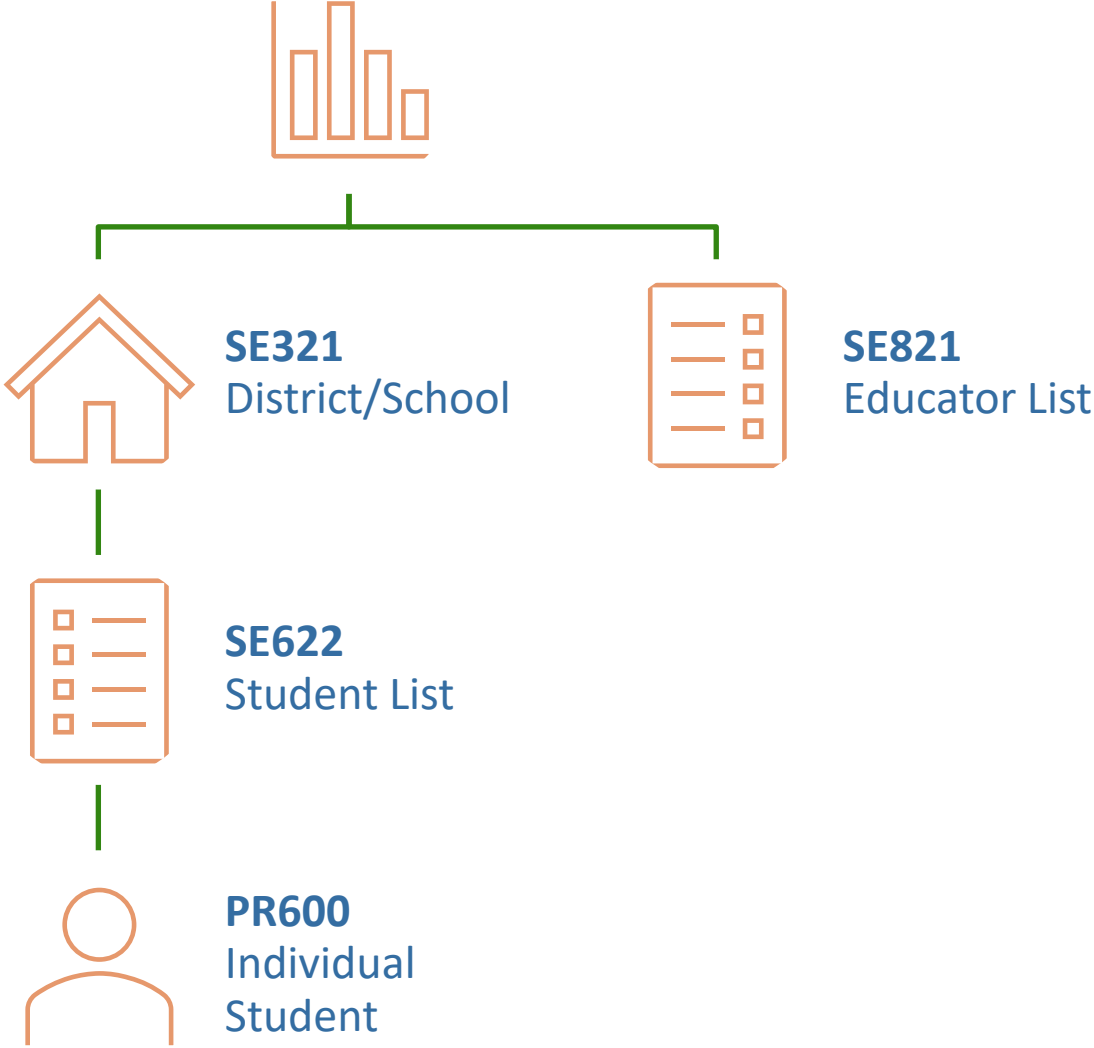
Strategic Planning for  
Continued Recovery



**desè**



# Student Learning Experience (SLE) Reports



# Variables

## Student Groups

Low income

Students of color

English learners

Students with disabilities

## Teachers

Experienced

Qualified

Effective

# Student Learning Experience Detailed Report

The Massachusetts Department of Elementary and Secondary Education provides sample Student Learning Experience (SLE) report during their presentation. The presentation, briefly highlighting aspects of the report, can be found here: <https://youtu.be/oDbz7xCR9T8>



# What questions can the SLE Report answer?



### School Level

- At which schools have students had less access to experienced teachers over the past 3 years?

### School & Student Group Level

- Did the ELs at Middle School A have different learning experiences than the ELs at Middle School B last year?

### Grade Level

- Which students in 11<sup>th</sup> grade have had the least experience with highly rated math teachers?

### Student Level

- What were the last 5 years of learning experiences for a student who transferred into your district?

How do we encourage districts to use these data?



Title IIA

- Grant recipients must write a response for any equity gaps in the SLE report for their district/schools.

District  
Monitoring

- SLE equity gaps are used in our review of districts.

# What is the impact?



# EXAMPLE

" ...

Additionally, **developing and retaining our staff over time** will ensure that students are receiving academic lessons from experienced teachers who have consistently grown based off of goals set by [name] and evaluated against the state's criteria...

[name] has also **invested in an instructional coach** that will meet with teachers to develop goals and observe teachers' progress towards growth. Outside of the formal evaluation policy, this evaluation cycle will give teachers the opportunity to guide their own growth and allows for multiple points of feedback throughout the year.

By **embedding DEI as a focus of PD** for both all staff and to our new staff onboarding process, our staff develop understanding and skills to uncover historical biases that our student population and specifically ELL students have been exposed to throughout their academic careers and lives.

While these speak to the student experience, we believe they also align to our ability to **provide a competitive environment for talent**, especially amongst staff of color, to provide our students with experienced and highly rated teachers."

## SLE Report Webpage

<https://www.doe.mass.edu/edwin/gateway/SLEreport-supp.html>

## In-Field Mapping Tool

<https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/licensetool.html>

## SLE Summary [download]

<http://bit.ly/SLEoverview>

## Talent Guide

[Talent Guide - Educator Effectiveness \(mass.edu\)](#)

# Thank You

**Elizabeth Losee**  
**Director, Educator Effectiveness Policy**

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 [elizabeth.c.losee@mass.gov](mailto:elizabeth.c.losee@mass.gov)

**Dr. Aubree Webb**  
**Research & Policy Analyst**

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 [aubree.m.webb@mass.gov](mailto:aubree.m.webb@mass.gov)



# ***Louisiana Board of Regents***

***Attainment***  
**GOAL**

**60%**  
***Degree/Credential  
Attainment by 2030***

***Louisiana  
Dual Enrollment***



# ***Key Initiatives***



**DUAL ENROLLMENT  
TASK FORCE**



**POLICY  
UPDATES**



**LADUALEENROLLMENT.COM**

# Louisiana Dual Enrollment

- More than **32,000** Louisiana high school students are taking dual enrollment
- **13%** increase in students taking dual enrollment since 2021–22
- **18%** increase in students identifying as African American, Hispanic, or multi-racial since 2021–22

# Framework for Resource Allocation Reviews

Ventura Rodriguez



# How funding relates to opportunity gaps often isn't clear.



# These 10 dimensions related to “resource equity” influence student experiences

 <b>SCHOOL FUNDING</b>	 <b>TEACHING QUALITY &amp; DIVERSITY</b>	 <b>SCHOOL LEADERSHIP QUALITY &amp; DIVERSITY</b>	 <b>EMPOWERING, RIGOROUS CONTENT</b>	 <b>INSTRUCTIONAL TIME &amp; ATTENTION</b>
 <b>POSITIVE &amp; INVITING SCHOOL CLIMATE</b>	 <b>STUDENT SUPPORTS &amp; INTERVENTION</b>	 <b>HIGH-QUALITY EARLY LEARNING</b>	 <b>LEARNING-READY FACILITIES</b>	 <b>DIVERSE CLASSROOMS &amp; SCHOOLS</b>

Source: [dimension-4\\_empowering-rigorous-content.pdf](#) ([educationresourceequity.org](#))

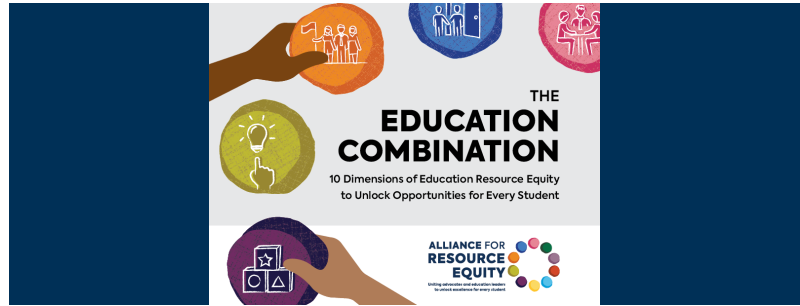
Food for Thought: What might your SEA do to support LEAs in addressing disparities in these dimensions?

# Supporting ‘resource equity’ involves unpacking how each dimension relates to opportunity gaps in your context

	School Funding	Teaching Quality & Diversity	School Leadership Quality & Diversity	Empowering, Rigorous Content	Time & Attention	Percent Proficient
<b>Vision for All Students</b>	Sufficient funding, based on need & used appropriately	High-quality, diverse teachers	High-quality, diverse school leaders	High expectations, empowering materials & coursework	Differentiated time & attention	
<b>Economically Disadvantaged Students</b>	\$6,414 average site-based school funding	1 of 2 teachers rated effective or highly effective	greater likelihood of having a novice principal	lower enrollment in advanced 6 <sup>th</sup> -grade math	29 students in core classes; Extra time in reading; extra time in math	31% ELA 33% Math
<b>Non-Economically Disadvantaged Students</b>	\$5,952 average site-based school funding	3 of 4 teachers rated effective or highly effective	lower likelihood of having a novice principal	higher enrollment in advanced 6 <sup>th</sup> -grade math	24 students in core classes	68% ELA 67% Math

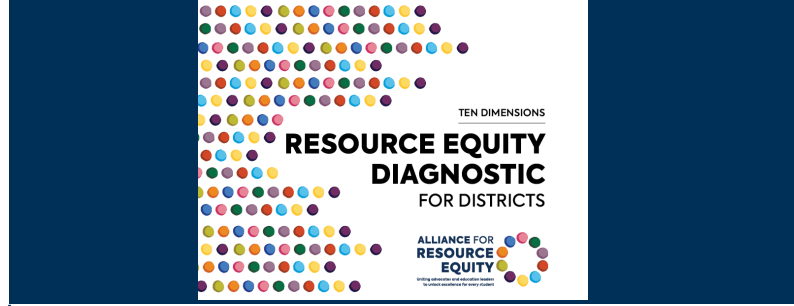
Note: Illustrative data

# Check out the Toolkit to learn more



## 1 The Education Combination

Learn about the 10 dimensions



## 2 Diagnostic

Identify strengths and gaps



## 3 Guidebooks

Explore next steps



# How can SEAs reflect on progress toward equitable actions?



# The Big Picture: Shifting the Frame

Outcomes



Opportunities

Internal Viewpoints



Engagement of Participants

Average Outcomes



Disparities In Outcomes

Static Measures of  
Outcomes



Growth, Development, Learning

School Performance



System Performance (Creating  
Success Conditions)

# Announcements and Opportunities



# Find more resources in the “Ensure Access and Opportunity” Resource Portfolio

## SEA Spotlight



### Logic Models help provide meaningful answers to North Carolina and R8CC's ARP ESSER questions!

Watch this video, [From Theory to Practice: Practitioners' Panel](#), about using logic models to evaluate the short-, medium-, and long-term outcomes ARP ESSER interventions. Hear from North Carolina state staff and Region 8 Comprehensive Center on their experiences.



### Massachusetts DESE: How Do We Know

This [website](#) provides resources to help Massachusetts districts locate existing research and to support their ability to measure implementation and impact as part of their improvement strategy.



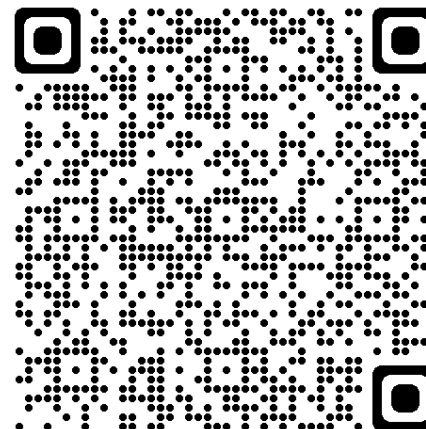
### Ohio and Louisiana's Data Dashboard

Here are two examples of data dashboards OH and LA have used to help the public better "understand the impact of the pandemic on their students and progress towards academic recovery".

[View the Ohio Dashboard here.](#)

[View the Louisiana Dashboard here.](#)

Source: <https://compcenternetwork.org/ccnetwork-highlights/topic/8274/strategic-planning-continued-recovery>



# Use the SPCR Planning Template to reflect on and apply today’s session content

Strategy	Planning Components	SPCR Pathways for Additional Support (choose how your SEA will receive supports)
1. Determine impact of investments	<ul style="list-style-type: none"> <li><input type="checkbox"/> Template 1A: Create a Logic Model for Each Investment</li> <li><input type="checkbox"/> Template 1B: Dissemination Plan to Communicate the Impact of the Investments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resource portfolio</li> <li><input type="checkbox"/> Consultation with SPCR content experts</li> </ul>
2. Prioritize efforts for ongoing recovery and transformation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Template 2A: Incorporate Leading Indicators into a Logic Model</li> <li><input type="checkbox"/> Template 2B: Compare the Full Cost of Investments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resource portfolio</li> <li><input type="checkbox"/> Cross-SEA team Collaboration Meeting</li> </ul>
3. Achieve sustainability through financial planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Template 3A: Aligning Investments, Outcomes, and Allocations During Budget Planning</li> <li><input type="checkbox"/> Template 3B: Identify Prioritized Investments and Federal and State Funding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resource portfolio</li> <li><input type="checkbox"/> Consultation with SPCR content experts</li> </ul>
4. Ensure access and opportunity for all	<ul style="list-style-type: none"> <li><input type="checkbox"/> Template 4A. Identify Data Sources and Measures for Indicators of Domain B: K-12 Learning and Engagement</li> <li><input type="checkbox"/> Template 4B. Analyze Resource Equity: Make Connections Across Dimensions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Resource portfolio</li> <li><input type="checkbox"/> Consultation with SPCR content experts</li> <li><input type="checkbox"/> Cross-SEA team Collaboration Meeting</li> </ul>
5. Communicate impact of investments		
6. Support and sustain systemic capacity building		

Source: <https://compcenternetwork.org/resources/resource/8361/spcr-sea-sustainability-planning-template>

Individualized support is available to help your SEA team use the SPCR Planning Template!

# Take advantage of these upcoming no-cost supports!

## >> Individualized Consultations with SEA Teams

- > 60-minute strategy session related to achieving sustainability through financial planning and ensuring access and opportunity for all
- > Complete the form with statement of need and proposed dates/times

## >> Cross-SEA Collaboration Sessions

- > February 22, 3:30pm: Digging Into Data to Determine What Works

## >> Next Sessions in the Webinar Series

- > April 4, 2024, 4 p.m. ET: Webinar #5: Communicate Impact of Investments
- > May 2, 2024, 4 p.m. ET: Webinar #6: Support/Sustain Systemic Capacity Building

**Please share your insights about today's presentation and express interest in additional SPCR supports using the Zoom poll.**

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