## ARP/ ESSER III Gap Analysis

## Step 1. Gather Student Data

Gather both local and Montana State Assessment data, disaggregated by underserved student subgroups. List the data you will be using in the chart below. Examples of possible local assessments and the Montana State Assessments are provided below.

| Assessments | Students in Grades K-8 | |
|---|---|---|
| Local assessments | Examples: MAPS, SBAC Interim | |
| Montana State Assessments Elementary | SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at Home<br>ACCESS for ELLs<br>MSAA<br>SBAC<br>Testing<br>Portal | |
| Montana State Assessments Middlel | ACT<br>SBAC-Student data reports can be found on the<br>Student Achievement data domain in Montana<br>Statewide Longitudinal Data System (GEMS) at<br>https://gems.opi.mt.gov/<br>ACCESS for ELLs<br>MSAA<br>SBAC Testing Portal | |

## Step 2. Analyze Student Data

Analyze student data by reviewing data reports and any other data you may have. Then complete the chart below by identifying ideas for improving student outcomes (ex: more instructional time, regular attendance, improved parent engagement for underserved subgroups). 'English Language Learners' and 'Students in Transition/ Homeless' examples have been provided below. Data may include: formative, interim, summative, observational, anecdotal, and experiential data.

Subgroups may include: Children with Disabilities, English Language Learners/ Multilingual Learners, Foster Care, Low Income, Migratory Students, MTSS data, Students in the Criminal Justice System, Students by Gender, Students from each Racial or Ethnic Group, Students Receiving Mental Health Services, Students in Transition/ Homeless

**Gaps in Data for Subgroups: Disaggregated Data**

| Subgroups | Gaps in Data | Barriers to Success throughout the COVID-19 pandemic | Next Steps for Improvement |
|---|---|---|---|
| All Students Example | ELA foundational skills | approximately 25% were low in foundational literacy skills. | <ul><li>Provide explicit instruction on vocabulary</li><li>Provide more opportunities for student responses</li><li>Provide specific feedback on written responses</li><li>Fountas & Pinnell Reading Intervention</li></ul> |
| All Students Example | More Instructional Time/Attendance | approximately 20% had low attendance | <ul><li>Support with one-to-one facility</li><li>Facilitate a point of contact at the district</li><li>Schedule to be team taught with additional support</li><li>alternative schedules</li></ul> |
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## Step 3. Additional Data to Consider

Districts/ schools that took the **'Opportunity to Learn' Survey** can request their results from DJ QuirnMai DJ.QuirinMai@mt.gov, (406) 444-4434. Additional student data to consider: Attendance (including disaggregated ex. in person, remote), student engagement, behavior/discipline, graduation rate, technology use. Additional staff/teacher data to consider: Teacher retention, teacher recruitment, teacher attendance, professional learning offerings and what types, walkthrough data.

| Data Components | Compelling Questions | Questions, Comments, Thoughts to Consider | Next Steps |
| --- | --- | --- | --- |
| Student Engagement through better lesson planning (example) | ● Manageable--size and scope of a single lesson<br>● Measured--achievement can be measured<br>● Made First--Justify how you chose this activity<br>● Most Important--Focus on what is important | ● We are at a crossroads in learning-- Not business as usual<br><br>● Strengthen the connection between practice, classroom teaching and student work<br><br>● Incentivize students who are in good standing | ● develop scheduled virtual office hours so our staff is available to all students one on one |
| Staff Goals  (example) | ● Can we close some gaps<br>● Can we keep our students engaged in learning<br>● Can we keep our children connected with a trusted adult | ● Band level meetings<br>● Student goal meetings<br>● Communication with home | ● Walk throughs<br>● Weekly staff meetings |
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## Step 4. Data-Informed Reflection & Discussion

The ARP/ESSER III template focuses on the following data components and is aligned with the Comprehensive Needs Assessment. Districts/ schools that took the **CNA**

We did not administer this CNA this spring. However, we had multiple conversations and meetings with our key stakeholders of the classified and certified staff to determine the priority of our needs and ideas for improvement. The score of 1 represents our highest priority/need.

| Data Components | Rank | What are the areas of growth? | Next Steps for Improvement |
|---|---|---|---|
| School Quality | | | |
| Program and/or Content Standards and Instruction | | | |
| Assessment and Data-Driven Decision Making to Inform Instruction | | | |
| Amount and Quality of Instruction | | | |
| Instruction and Supports for At-Risk Students | | | |
| Motivation in Teaching and Learning | | | |
| Academic/Program Leadership to Improve Instruction | | | |
| Professional Development to Improve Instruction and Outcomes | | | |
| Community and Family Engagement | | | |
| Social-Emotional Support for Staff and Students | | | |

**Step 5. List the Top 3 Priorities (1, 2, 3) from the Ranking Above**

| Priority | Additional Notes or Questions |
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If your school has already identified top priorities (including through a Diagnostic Review), determine whether those priorities align with the priorities identified above and discuss.

## Step 6. Braiding Priorities

In an effort to support LEAs in aligning all initiatives and efforts, the OPI suggests braiding all grants and goals into three prioritized, focused areas.

| Current Initiatives/Goals | Identify Priority from Above to which Initiative Aligns (1, 2, 3, or none) | How closely does the current initiative/goal align with the identified Top Priority?<br><br>A - Extremely aligned<br>B - Very aligned<br>C - Not sure<br>D - Slightly aligned<br>E - Not aligned at all |
|---|---|---|
| Create a Positive School Culture/ Vision | Aligns with Top Priorities of 1, 2 and 3 | A - Extremely aligned |
| Close some gaps | 1,2,3 | b |
| Keep our children engaged in learning | 1,2,3 | a |
| Keep our children connected with a trusted adult in a safe learning environment | 1,2,3 | a |
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## Step 7. Create Action Steps for Each Priority

Think about what support and resources you may need for each priority to be successful, including team members who will be responsible for implementing each action step and a timeline for doing so.

| Priority | Action Steps | Person(s) Responsible | Timeline | Notes |
|---|---|---|---|---|
| Closing gaps/Lesson Plans | Lesson planning/Observations | Staff | 2021-2022 School Year | Elot |
| Engagement | Observations | Staff/Mrs. Wright | 2021-2022 School Year | 4 M's |
| Healthy Environment | Band level meetings/student check in | One Health | Fall 2021 | One Health Construction |

## Step 8. Selection of Interventions, Strategies, or Enrichment Activities

Gather all your materials from conducting your ARP/ ESSER III Gap Analysis in order to move onto the process of selecting relevant, evidence-based interventions/ strategies or enrichment activities.  All tiers of evidence under ARP/ ESSER III can be considered (provided below).  With a plan for data

collection and documentation to demonstrate improvement in student outcomes, culturally relevant strategies, as well as intervention strategies, can be listed under Tier IV (Ex. smudging, outdoor experiential learning).

| Tiers of Evidence | | Tier | Evidence Level |
|---|---|---|---|
| • **Evidence-based activities, strategies, or interventions are those that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on the listed criteria**<br><br>• **All tiers require ongoing efforts to examine the effects of such activity, strategy, or intervention** | | Tier I | Strong evidence from at least one well-designed and well-implemented experimental study. |
| | | Tier II | Moderate evidence from at least one well-designed and well-implemented quasi-experimental study. |
| | | Tier III | Promising evidence from at least one well-designed and well-implemented correlation study with statistical controls for selection bias. |
| | | Tier IV | Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes. |

**Evidence-Based Resources**
For a quick reference on evidence-based definitions, districts can use this large-print definition provided by the IES. This tool provided by the Midwest REL provides a crosswalk between ESSA levels of evidence and existing clearinghouses, such as the WWC commonly used by educators.

Guide for Selecting Materials Aligned to Montana's Content Standards

ELM is a downloadable, browser-based application for Mac and PC that runs locally on your computer and does not require an active internet connection. The program guides you through a series of questions, giving you the opportunity to enter your program resources, activities, outputs, and outcomes. Once all of your program information is entered, you will be prompted to draw color-coded lines between each component, illustrating their cause-and-effect relationships. The end result is a printable logic model which functions as a map for you and your team, visually connecting intended activities with intended outputs and outcomes.

![Montana Office of Public Instruction - Elsie Arntzen, Superintendent]

# Step 9. Final Step: Putting It All Together

1. List each priority as identified in Step 5.
2. List the person(s) responsible.
3. List the identified needs in Step 7.
4. List the intervention using the information provided in Step 8.

| List Priority | Person(s) Responsible | Focused Identified Need | Intervention (Ex. Data, Social-Emotional, Mental Health Services, PD for Staff) |
|---|---|---|---|
| Close gaps | All Staff | ELA | Assessment Data, SPED, One-on-One, Alternative Schedule, Addition Staff |
| Engagement through better designed lesson plans | All Staff | All Students | Lesson Plan Development, Walk Throughs, Communication, Attendance, Assessment Data, Goal Setting, Interventions |
| Connection to a trusted adult in a healthy learning environment | All Staff | All Students | One Health, On-Line Counseling, Communication with Home, HVAC System for clean air |