## Guide to the SOA Dashboard

# **Important Considerations When Reading District SOA Plans**

* By design, SOA plans highlight *a few* evidence-based program areas districts and charter schools identified as key levers for addressing disparities in learning opportunities and outcomes experienced by the student groups they serve.
* SOA plans are not expected to reflect districts' or charter schools' comprehensive plans for overall improvement; if you are interested in a district's comprehensive improvement plan, we recommend visiting the district's website.
* Data on anticipated budget allocations, implementation progress, and outcomes are self-reported by districts.
* FY22 and FY23 Budget tables in the plans reflect investments from multiple funding sources that districts anticipate making to support the implementation of the evidence-based program areas in their plans.
* Please email us at SOAPlans@mass.gov to report any errors.

# **District Overview**

The district overview page offers a high-level overview of the district’s overall SOA plan, and includes:

1. a list of the key evidence-based approaches and strategies in its FY22 SOA Plan Amendment
2. a narrative overview of the plan from the original plan submission, where available
3. a summary of key progress in reducing disparities as of April 2023

## Key Evidence-based Program Areas (EBPs) in District SOA Plan

The evidence-based program areas (EBPs) in districts’ plans are intended to reduce disparities for student groups by addressing the underlying causes of those disparities. A complete list of EBPs recommended to districts by DESE is available on the [SOA District Resources](https://www.doe.mass.edu/soa/resources.html) web page.

The FY22 SOA Plan amendment process offered districts the opportunity to revisit and revise the EBPs in their plans in light of the impact of the pandemic and the influx of additional federal funds districts received through the Elementary and Secondary School Emergency Relief Fund (ESSER). This table reflects the EBPs listed in the districts’ FY22 SOA Plan Amendment. Districts’ original plans are available at this [link](https://www.doe.mass.edu/soa/2021-plans.html).

## 2) Overview of District’s SOA Plan

Districts were offered the option of providing a narrative overview of their plans in the original plan template. This section will be blank if a district opted not to provide an overview. Note that some districts that provided comprehensive details of their evidence-based program areas in this section did not repeat the information in the narrative detail section for individual EBPs.

## 3) Summary of Progress – April 2023

Districts were asked to provide a brief summary highlighting:

* Evidence from their progress monitoring data that reflects progress in reducing disparities for student groups identified in their plans
* How the successes and challenges of implementation of evidence-based approaches are affecting their efforts to reduce disparities, including:
	+ aspects of plan implementation that are going particularly well; and
	+ any challenges encountered and how the district plans to address them moving forward

# **Budget Overview**

The budget overview page summarizes funding for key evidence-based program areas in districts’ SOA plans. This overview provides insight into the ways in which districts are braiding together funds from multiple sources to support the implementation of the EBPs in their SOA plans. These funding sources include: Federal Elementary and Secondary School Emergency Relief (ESSER) funds, other federal grants, locally appropriated funds (including Chapter 70), state grants, and other funding source.

The Budget Overview dashboard page includes 3 sections:

1. Key Evidence-based Program Areas in (EBPs) in District SOA Plan
2. FY22 Budget Resources Allocated to Each EBP by Funding Source
3. FY23 Budget Resources Allocated to Each EBP by Funding Source

## Key Evidence-based Program Areas (EBPs) in District SOA Plan

This table, identical to the table on the District Overview page, lists the evidence-based program areas included in the district’s plan *and* their associated EBP Numbers. This table serves as a reference for the other two tables, which only list EBP numbers due to space limitations.

## FY22 Budget Resources Allocated to Each EBP by Funding Source

This table provides describes the financial resources districts anticipated that they would utilize in FY22 to support the implementation of each evidence-based program areas in their plans.

## FY23 Budget Resources Allocated to Each EBP by Funding Source

This table provides describes the financial resources districts anticipated that they would utilize in FY23 to support the implementation of each evidence-based program area in their plans.

# **Targeted Student Groups**

The Targeted Student Groups dashboard page include 3 sections:

1. A list of student groups for which the district is working to address disparities
2. The district’s data analysis and rationale for focusing on the student groups listed
3. Descriptive data from DESE district profiles pages

## Student Groups

This table lists the student groups for which the district the district is working to reduce disparities through the implementation of its SOA plans.

## Student Group Rationale

The narrative in this section describes the disparities across student groups that the district identified in its analyses, their assessment of the underlying causes of those disparities, and the rationale for targeting the student groups listed at the top of the page.

Districts were expected to analyze an array of district and school data, disaggregated by student group where appropriate, to:

* identify where disparities in student learning experiences, student achievement, and other outcomes (e.g., postsecondary outcomes) exist, and
* explore the underlying reasons for those disparities

Data sources include student outcomes *(e.g., student achievement, graduation, postsecondary plans)*, instructional data *(e.g., classroom observations of instructional strategies and the student learning experience)*, perspectives data that provides input from stakeholders *(e.g., surveys and focus groups with students, parents/other caregivers, instructional staff),* and district and school systems, structures, policies, and practices *(e.g. review of documentation and/or data – such as policy handbooks, equity reviews, staffing plans)*

## Descriptive data from DESE district profiles

This section provides district context. Data are drawn DESE’s district profiles datasets and include:

* SY22-23 enrollment
* # Schools in Districts
* Student groups as a percent of district (e.g., students with disabilities, English Learners, gender, race/ethnicity)

# **Evidence-Based Program Details**

This page provides more specific details about each evidence-based program in the district’s plan. The page is divided into 8 sections:

1. EBP name
2. Rationale for focusing on EBP
3. FY22 Implementation update
4. FY23 Implementation update
5. Targeted student groups
6. Metrics
7. Budget detail
8. Implementation rubrics

## EBP name

This table lists the evidence-based program (EBP) areas included in the district’s plan. Select the EBP of interest by clicking the radio button to the left its name; the page will populate with details for the selected EBP.

## Rationale for focusing on this EBP

Districts were asked to explain why the EBP was identified as a key strategy for addressing disparities for targeted student groups in their district. This section also describes the district’s implementation plan for the EBP, including how implementation will help to reduce disparities for targeted student groups.

## FY22 Implementation Update

In their FY22 SOA Plan Amendments, districts were asked to briefly describe their immediate next steps for implementation of the EBP.

## FY23 Implementation Update

In their FY23 SOA Progress Updates, districts were asked to briefly describe their immediate next steps for implementation of the EBP.

## Targeted Student Groups

This table lists the student groups the district is explicitly targeting to reduce disparities in learning opportunities and outcomes.

## Metrics

Districts are expected to measure progress in reducing disparities in learning opportunities and outcomes for targeted student groups. This section lists the metrics the district expects to use to monitor and assess progress for the selected EBP. Districts were asked to list both interim and longer-term measures of change.

## Budget Item Detail

Click on the *Show Budget Tables* button located on the bottom left-hand corner of the page to see detailed information about how districts utilized funds from multiple sources to support implementation of the EBP in FY22 and FY23.

The budget detail will appear in a pop-up screen. It is possible to access budget details for other EBPs within the pop-up screen by clicking on the radio button next to another EBP. Click the *Close*button in the upper left-hand corner of the page to return to the *EBP Details* page.

## 8) Implementation Rubric

DESE’s SOA team worked with program offices to develop between 3-10 program components for each EBP that are considered hallmarks of high-quality approaches to implementation. These ‘implementation rubrics’ allow DESE to capture a common set of descriptive information about the strategies districts across the state are implementing.

Districts were asked to indicate which program components are part of their approach and what stage of implementation they have reached. *Please note:* The list of components is not comprehensive, and not every district’s approach will incorporate all program components listed. The guidance for selecting stages of implementation and the implementation indicators for each evidence-based program area can be found in the [SOA Implementation Indicators Resource for 2021-2022](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fsoa%2Fimplementation-indicators.docx&wdOrigin=BROWSELINK)

Click on the *Show Implementation Rubrics* at the bottom left-hand corner of open the implementation rubrics for FY22 and FY23. The implementation rubrics will appear in a pop-up screen. It is possible to access implementation rubrics for other EBPs within the pop-up screen by clicking on the radio button for another EBP. Click the *Close* button in the upper left-hand corner of the page to return to the *EBP Details* page.

# **Family/Caregiver Engagement**

Families and caregivers are essential partners in ensuring the social, emotional, and academic success of their children. Districts were asked to 1) describe how they engage and support families and caregivers, particularly those supporting students experiencing the greatest disparities in their district and 2) how they plan to measure improvements in those efforts over time.

The Family and Caregiver Engagement page includes the following sections:

1. Original Plan Narrative
2. FY22 SOA Plan Amendment – narrative update
3. FY23 Progress Update – narrative update
4. Metrics for Measuring Improvements in Family/Caregiver Engagement
5. Implementation rubrics

## Original Plan

Families and caregivers are essential partners in ensuring the social emotional and academic success of their children. In their original plans, districts were asked to describe how they engage families and caregivers, particularly those supporting students experiencing the greatest disparities in their district.

## FY22 SOA Plan Amendment

Districts were asked to provide an update on their efforts to effectively engage parents and caregivers, particularly those supporting students experiencing the greatest disparities in their district.

## FY23 Progress Update

Districts were asked to provide an update on their efforts to effectively engage parents and caregivers, particularly those supporting students experiencing the greatest disparities in their district, as well as evidence of progress in improving engagement over time.

## Metrics for measuring improvements in family/caregiver engagement

The SOA Legislation directs districts to include metrics that they will use to measure progress in improving family/caregiver engagement over time. In this section, districts were asked to indicate what metrics they planned to use to measure progress.

## Implementation of Family/Caregiver Strategies

Beginning with the FY22 SOA Plan update, every district in the Commonwealth was asked to complete an implementation rubric that outlines a set of parent/caregiver engagement strategies that represent high quality approaches to fostering meaningful engagement. This rubric allows us to capture a common set of descriptive information on the strategies districts across the state are utilizing, and how far along they are in implementing those strategies. The list of components is not comprehensive, and not every district’s approach will incorporate all program components listed.

*Note: this is the same rubric used for the EBP: Developing effective family/school partnerships. It will appear twice in SOA plans of districts that include this EBP as a key strategy for reducing disparities.*

Click on the *Show Rubric*button at the bottom left-hand corner of the page to open the implementation rubrics for FY22 and FY23. Click the *Close* button in the upper left-hand corner of the page to return to the *Family and Caregiver* page.

# **SOA Plan Development**

Districts were asked to describe how they meaningfully engage a broad range of stakeholders *(e.g., parents and caregivers, students, educators, school committee members, community organizations)* throughout the development and implementation of their SOA Plans. Districts were asked to include details on how they engaged with stakeholders who represent the interests of student groups experiencing disparities in learning opportunities and outcomes.

The SOA Plan Development page presents the narratives from the three SOA submissions from districts:

1. Original Plan
2. FY22 SOA Plan Amendment
3. FY23 Progress Update

## Initial stakeholder engagement process

This section describes the stakeholders engaged in the development of the district’s initial 3-year gap-closing plan and the process used to solicit their input and feedback.

## FY22 SOA Plan Amendment

Districts were asked describe their ongoing efforts to engage stakeholders as they began implementing their original plans and as they developed their FY22 Plan amendments.

## FY23 Progress Update

Districts were asked to describe their ongoing efforts to engage stakeholders. In their narratives districts were asked to describe 1) their process for communication with different stakeholder groups; 2) their process for collecting meaningful input and feedback from different stakeholder groups; and 3) the substantive feedback they received from different stakeholder groups.