A TAXONOMY FOR TRACKING K-12 EDUCATION INTERVENTIONS

Overview

The American Rescue Plan Act (ARPA) grants state education agencies and local school districts unprecedented financial resources via the $122 billion Elementary and Secondary Schools Emergency Relief Fund (ESSER). These funds should be used in service of evidence-based interventions that support the needs of all of our students in the upcoming school years and specifically the needs of students who have been most impacted by the pandemic—Black and brown students, low-income students, students with special needs, and English learners.

The K-12 Intervention Taxonomy classifies the most common, evidence-based, student-focused interventions for which states and districts are allocating ESSER funds.

Understanding the Impact of Investments

In order for states and districts to be able to evaluate the impact of ESSER funds, they will need to collect data about their investments. This list of defined, shared terms can support statewide and national evaluation of how, and to what effect, ESSER funds are spent. A shared taxonomy within a state or across states can help answer questions such as:

- On which interventions were ESSER funds spent and at what scale for students?

- Are the students who experienced adverse effects from the pandemic receiving support(s) above and beyond other students?

- Where do we see relationships (positive or negative) between high-dosage tutoring (or any other intervention) and student outcomes?

To collect this information at scale and to assess the efficacy of these investments across the country:

1. Student information system vendors should adopt the taxonomy to capture which interventions are provided for which students, individually and across entire schools or districts or subgroups; and
2. State Education Agencies (SEAs) can use their district ESSER applications to track investments in the interventions outlined in the taxonomy.

The taxonomy identifies two types of interventions:

- **Targeted interventions** are individualized supports for particular students or student subgroups to address a specific need. Targeted interventions are tracked according to student participation in the intervention.

- **Foundational interventions** are core, system-level investments that should be available and accessible to all students. These are tracked at the district or school level.

Every state's [district application for federal funds](#) should ask, at minimum, the extent to which districts are using ARP ESSER to fund these targeted and foundational interventions.

K–12 INTERVENTION TAXONOMY

Category	Description	Recommended characteristics to capture
Targeted Interventions - Delivered to students identified for learning loss and/or students in at-risk groups. All grades, by student, tracked by gender, race, ethnicity, socio-economic status, and for students with disabilities.		
Tutoring	Sustained and regular small group or 1:1 individualized instructional support	By student: - Frequency and duration - Content area(s) - Tutor characteristics, including experience and training - Tutor:student ratios - Attendance
Summer learning	Instructional or enrichment experiences offered outside of typical school year	By student: - Duration - Content area(s) - Attendance - Group size
Afterschool programs	Programming outside of instructional hours across range of topics to provide students with additional structured learning environments	By student: - Type of programming: specialty, multipurpose, academic, or other[1] - Frequency and duration - Attendance

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[1] Table 1, https://www.wallacefoundation.org/knowledge-center/Documents/The-Value-of-Out-of-School-Time-Programs.pdf

Extended day/year	Instructional minutes added beyond a typical school day/year	By student: - Number of minutes - Minutes added to day - Minutes added to the year
Foundational Interventions[2] - Core, system-level investments available to all students or students meeting certain criteria		
Assessments	Curriculum-aligned benchmark, interim, and summative assessments used to measure student academic progress	By district or by school: - Vendor and version, including whether or not it is high quality, as defined by <u>EdReports green</u> or <u>Tier 1</u> - By grade and content area (K-2 literacy, ELA, math, and science)
Curriculum	Common instructional material	By district or by school: - Vendor and version, including whether or not it is high quality, as defined by <u>EdReports green</u> or <u>Tier 1</u> - By grade and content area (K-2 literacy, ELA, math, and science)
Professional learning	Instructional training and supports for all educators, including special education teachers, content interventionists, and paraprofessionals, aligned to the	By district or by school: - Vendor, including whether or not it is approved as part of the <u>Professional Learning Partner Guide</u> - Content area (K-2 literacy, ELA, math, science, SEL, other)

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[2] System-level interventions may be reported through <u>LEA applications</u> instead.

	core curricula	
Staff:student ratio improved in elementary grades	Decrease the number of students relative to the number of staff, particularly in grades in which students are learning to read	By district or by school: - Grade(s) in which staff:student ratio was decreased - Old ratio and new ratio - If not provided to all students, criteria used to define the target population
Broadband access	Every student has access at home	By district or by school: - Which students do or do not have ≥25/3 Mbps?[3]
Computer access	Every student has individual device for use at school and at home	By district or by school: - Which students do or do not have a device?
Mental health services	Investments to support student well-being	By district or by school: - Type of investment: screeners, counseling, training, other - Vendor name, if applicable - If not provided to all students, criteria used to define the target population
Social and emotional learning	Investments to support students' relationship skills,	By district or by school: - Type of investment: counseling;

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[3] https://broadbandnow.com/report/fcc-broadband-definition/

	self-awareness and self-management, including opportunities for students to practice self-regulation, perseverance, and ownership of their learning	professional learning; programming, including whether it is in-school lesson-based, in-school non curricular, or out-of-school time; other - Vendor name, if applicable - If not provided to all students, criteria used to define the target population
High school pathways	Career/technical training and/or college-level coursework (AP, IB, dual enrollment)	By district or by school: - New CTE pathways offered, including whether or not it is a high-wage, high-growth career in the state or region - New college-level coursework offered, including what type of course (dual enrollment, Advanced Placement, International Baccalaureate) - CTE pathway and college-level coursework participation rates - If not provided to all students, criteria used to define the target population
Longitudinal data systems	Tools to track students from early education through postsecondary, including early	By district or by school: - Vendor - Types of investment: additional

	warning systems; college enrollment, persistence, and completion; enlistment in the military; and employment and earnings	staff, training, data system programs