

ESSER Coding

What is this all about?

Why are we coding this?

§ 200.301 Performance measurement.

(a) The Federal awarding agency must measure the recipient's performance to show achievement of program goals and objectives, share lessons learned, improve program outcomes, and foster adoption of promising practices. Program goals and objectives should be derived from program planning and design. See [§ 200.202](#) for more information. Where appropriate, the Federal award may include specific program goals, indicators, targets, baseline data, data collection, or expected outcomes (such as outputs, or services performance or public impacts of any of these) with an expected timeline for accomplishment. Where applicable, this should also include any performance measures or independent sources of data that may be used to measure progress. The Federal awarding agency will determine how performance progress is measured, which may differ by program. Performance measurement progress must be both measured and reported. See [§ 200.329](#) for more information on monitoring program performance. The Federal awarding agency may include program-specific requirements, as applicable. These requirements must be aligned, to the extent permitted by law, with the Federal awarding agency strategic goals, strategic objectives or performance goals that are relevant to the program. See also OMB Circular A-11, Preparation, Submission, and Execution of the Budget Part 6.

2 CFR 200.332(d)

Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved. Pass-through entity monitoring of the subrecipient must include

How Do We Code This?

Resources

[Annual Growth for All Students, Catch-up Growth For Those Who Are Behind: A Map for Success](#)

[PowerSchool Coding Manual](#)

Coding Dictionary (In ADT)

Academic Recovery Plans

Districts should consider differentiated goals for grade bands or specific grade levels based on students with mild, moderate, or significant academic impacts from the pandemic. Goals may address broad or narrow populations based on data analysis and identified need. In addition to providing goals, districts should also include:

- Strategies for meeting these goals;
- Description of how these strategies address each tier of learning lag (mild, moderate, and significant);
- Goal timeline (ie. fall to spring goal, spring to spring goal, 2-year goal, etc.);
- Evaluation of progress toward goals; and
- Funding source(s) used to meet these goals.

While some strategies may be specific to certain grade bands or subjects, other strategies may be used for multiple goals.

Coding Dictionary

Special Program Code	Program Name	Program Description	Target Audience	Intervention Target
ESSER 1	Academic Remediation	ESSER funds were used to expand the number of students targeted for academic remediation, including before, during and after school.	K-12	ELA, MATH

Special Program Identification

New Special Program Enrollment

Ayrs, Bahia Antonio 2 782272 TES1

Comment	
Entry Date	8/19/2019  *
Exit Date	MM/DD/YYYY 
Exit Reason	
Grade Level	2
Program	MAG033-Language Immersion  *

Submit

Annual Growth For All Students, Catch-up Growth For Those Who Are Behind: A Map for Success

School and District Goal Alignment

Every school and district must conduct annual goal setting and planning, including strategic plans, Title I plans, and state reading plans (as noted in the goal setting resource section). Those goals should align to your school's data and priorities. When completing your goals, ask yourself:

- Do these goals reflect our main priorities as determined by grade-level and school-wide data?
 - Do these goals reflect our main priorities as determined by our needs assessment?
- Are these goals actionable? Can I measure progress each year toward these goals?
- Does grade-level and school-wide data indicate I need to set new goals for this school year? Or, does data indicate my goal(s) should remain the same but I need to adjust my actions and implementation?

Who's using this?

School District Leadership

Shared with Education Analytics to help with analysis

Shared with the legislature to show funds are being used and monitored effectively (at the district level)

Federal Reporting

Sample Federal Report

2. Evidence-based
afterschool
programs

Is this program available to all students? Y/N
If no, indicate the number of students this program serves at full capacity: _____

Total **unique** headcount of students that participated in this activity: _____

Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that **participated** in this activity:

Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Student Group	# Enrolled eligible Students at LEA in subgroup	# Eligible students in subgroup participating
<i>(Note, the total unique headcount does not need to equal the sum of rows a – n, as a student may be counted in multiple rows.)</i>		
a. Students with one or more disabilities		
b. Low-income students		
c. English language learners		
d. Students in foster care		
e. Migratory students		
f. Students experiencing homelessness		
g. American Indian or Alaska Native		
h. Asian		
i. Black or African American		
j. Hispanic/Latino		
k. Native Hawaiian or Other Pacific Islander		
l. White		
m. Two or more races		
n. Other student subpopulation (Please specify): _____		

Whole School Reporting

Programs done district or school wide do not require student level identification but may still require participation tracking.