ESSER KPIs: February 2023

Attendance & Truancy

Program Overview:

Truancy works to ensure students maintain regular attendance. Students must be in school to engage in the learning process and meet mastery targets. To prevent truancy, when unexcused absences occur, Truancy provides assistance and support to remove attendance barriers. We use and guide schools on the **implementation of effective interventions and supports** that will restore a student's regular attendance.

Program Goals:

- Provide early intervention and support to parents and truant students
- Assist schools in adhering to state compulsory attendance laws and effective implementation of the truancy intervention process
- Collaborate with school-based, district-based and community programs or services to restore student attendance
- Decrease the number of students and families that face punitive measures within the justice system due to lack of attendance
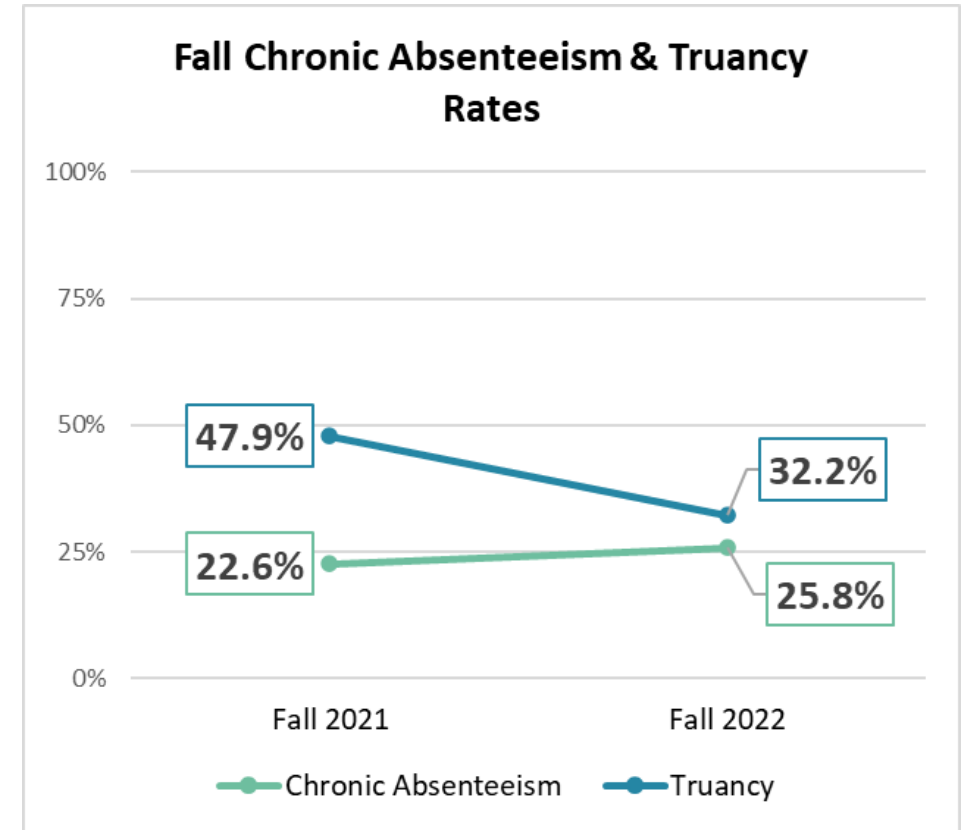
Key Performance Indicators	Status
Reduce truancy rates at schools supported by A&T staff	🟢
Reduce chronic absenteeism for schools supported by A&T staff	🟡
Increase in documented SART & SARB meetings in PowerSchool.	TBD- Yearly KPI

Attendance & Truancy

Semester 1

- **167** District-managed schools (100%) are supported by **10** Truancy staff. Of these, **4** are ESSER-funded positions.

- The **Chronic Absenteeism rate for fall was slightly higher this year** compared to last year (3.2 percentage point increase).

- The **Truancy rate for fall was significantly lower** than last year (15.7 percentage point decrease).

Fall Chronic Absenteeism & Truancy Rates

47.9%

32.2%

22.6%

25.8%

Fall 2021　　　　Fall 2022

Chronic Absenteeism　　Truancy

Reduce truancy rates at schools supported by A&T staff	🟢
Reduce chronic absenteeism for schools supported by A&T staff	🟡

Data pulled 2/13/23 from PBI. District-managed schools only

Attendance & Truancy

Semester 1

As of January 2023:
- 14,504 SART meetings have been held for students with 5 or more unexcused absences
- 2,478 SARB meetings have been held for students with 10 or more unexcused absences

The following have been added to enhance to assist with attendance and truancy process:
- Enhanced **robocall notice to parent** when child is absent requesting unexcused absence notes
- **Report card message** informing parents to submit notes for unexcused absences
- **District warning notice** to parents of students that have accumulated three unexcused absences
- Top 25 schools with the highest chronic absenteeism/truancy rates will receive an **attendance engagement specialist**
- **Increased docket space from Juvenile Court** to ensure truant cases are seen during the current school year.

Increase in documented SART & SARB meetings in PowerSchool.	TBD- Yearly KPI

ReSET Room Assistants Program

Program Overview:

A non-punitive, in-school **intervention** available for K–12 students. ReSET rooms provide a safe space for students who may be experiencing social, emotional, and/or behavioral difficulties during school hours. Students learn strategies to help them manage relationships, make responsible decisions, build social awareness, and healthy ways to manage emotions.

Program Goals:

To improve the climate and culture of schools by increasing students access to restorative and de-escalation practices. While reducing behavioral incidents and increasing attendance.
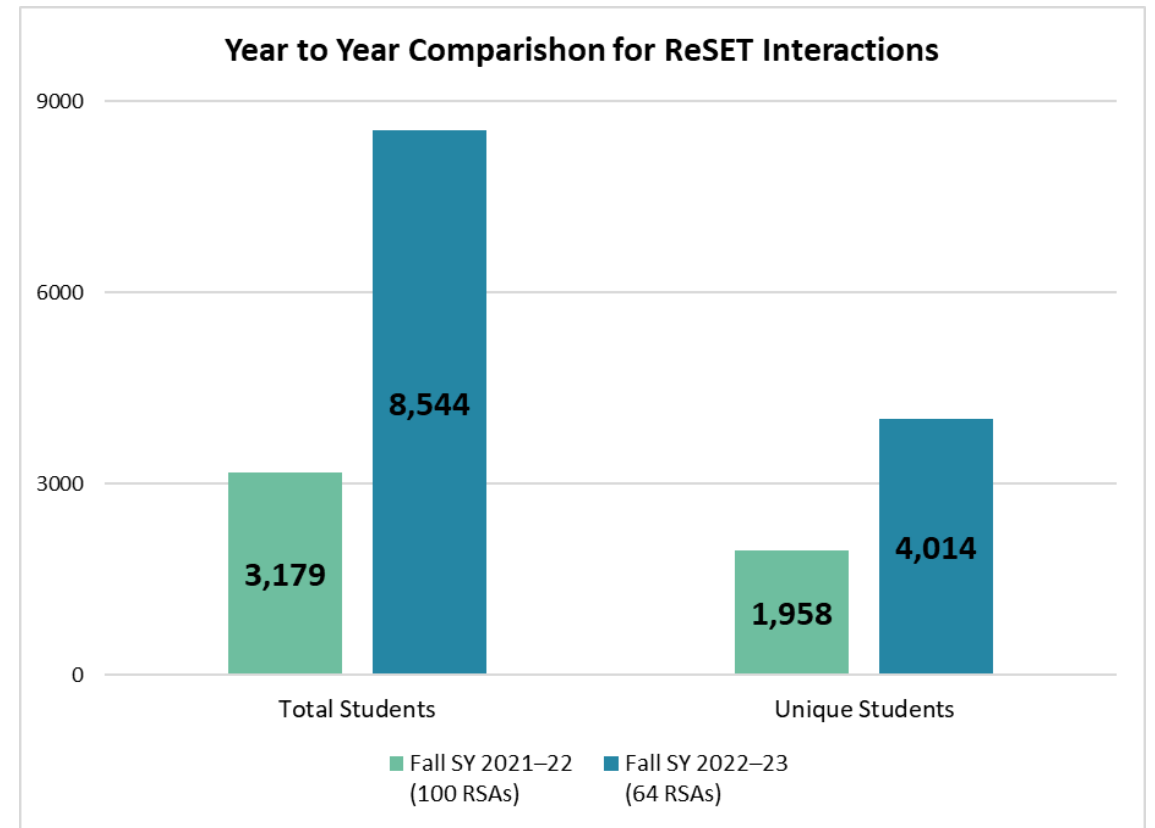
Key Performance Indicators	Status
Increase in Tier 1 and Tier 2 behavior supports provided	TBD
Increase in the ratio of progressive disciplinary practices and supports	🔴
Improve the perception of the climate & culture if schools by increasing access to social-emotional practices	TBD- Yearly KPI

ReSET Rooms
Semester 1

- Compared to last year, there are fewer RSAs who are **intervening with a larger number of students**.
  - Fall 2021 = 100 RSAs
  - Fall 2022 = 64 RSAs
- This is a **direct result of targeted supports and adjustments by the SEL team** to systems and time management.
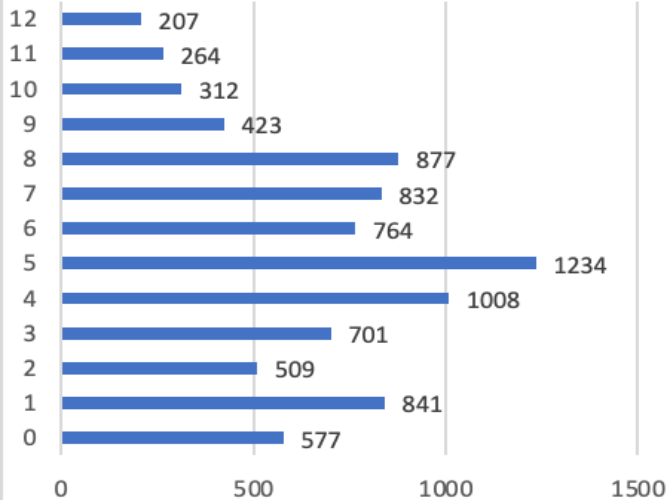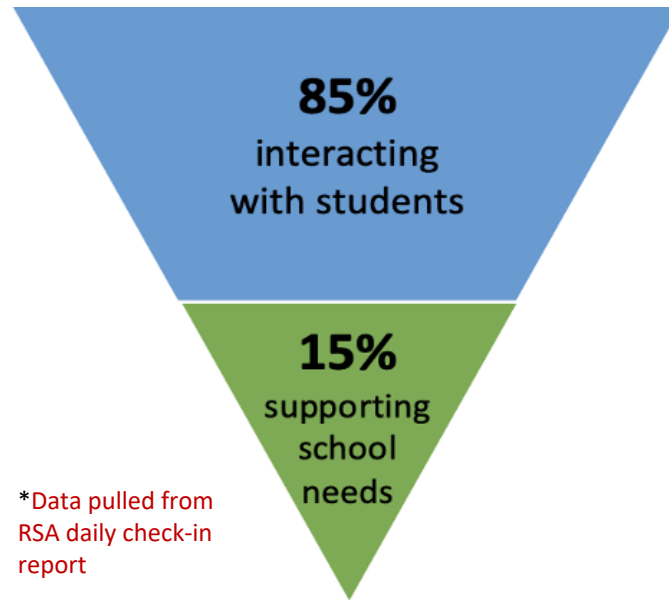
Year to Year Comparishon for ReSET Interactions

	Total Students	Unique Students
Fall SY 2021–22 (100 RSAs)	3,179	1,958
Fall SY 2022–23 (64 RSAs)	8,544	4,014

ReSET Rooms
Semester 1

Grade Level of Students Receiving ReSET Services

Grade	Count
12	207
11	264
10	312
9	423
8	877
7	832
6	764
5	1234
4	1008
3	701
2	509
1	841
0	577

How ReSET Assistants Spend the Day

85% interacting with students

15% supporting school needs

*Data pulled from RSA daily check-in report

Role of Person Initiating ReSET Interactions

- Other, 4%
- Counselor, 6%
- Behavior Specialist, 6%
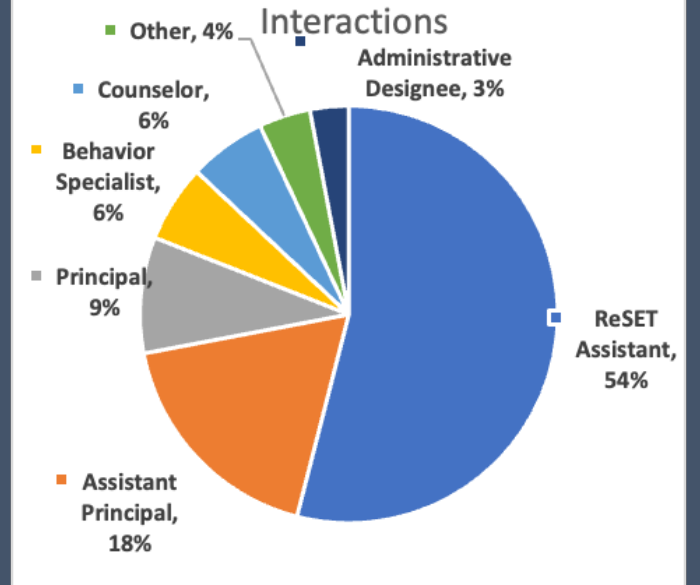- Principal, 9%
- Administrative Designee, 3%
- ReSET Assistant, 54%
- Assistant Principal, 18%

- 8,552 total student interactions K-12

- 4,017 unique students

- RSA Interactions include SEL check-ins, utilizing of de-escalation strategies, conflict resolution in interfacing w/ students in common areas

- Daily support needs determined by school admin include covering academic classes, assisting office staff, monitoring cafeteria, etc.
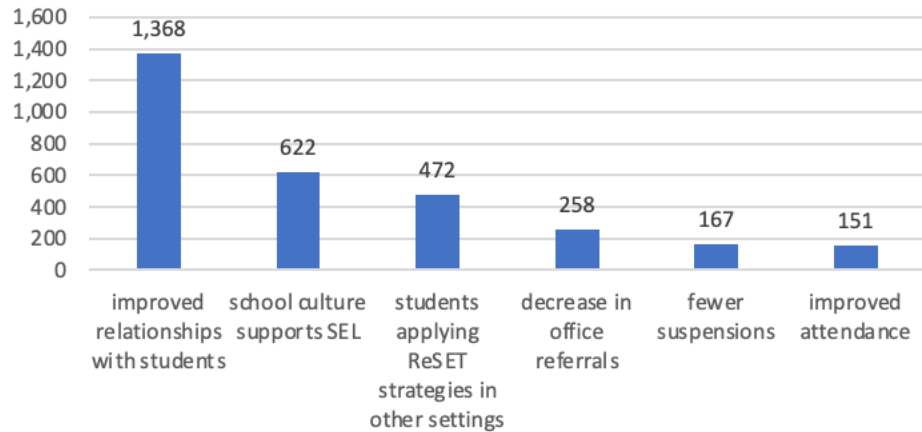
- 31% of student referrals are made by school admin and to be documented in PowerSchool

- 54% of student referrals are made by RSAs proactively intervening or a follow-up to a previous behavior observation need
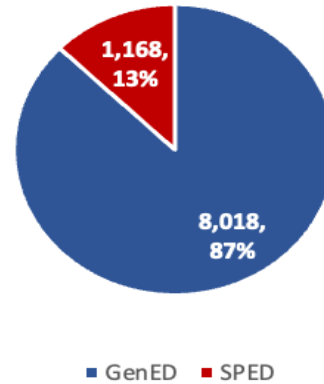
ReSET Rooms
Semester 1

Positive Trends on Campuses as Reported by RSAs

Category	Value
improved relationships with students	1,368
school culture supports SEL	622
students applying ReSET strategies in other settings	472
decrease in office referrals	258
fewer suspensions	167
improved attendance	151

Student Status for ReSET Referrals

- GenED: 8,018, 87%
- SPED: 1,168, 13%

Supports for RSAs During Trauma Informed Coaching Visits

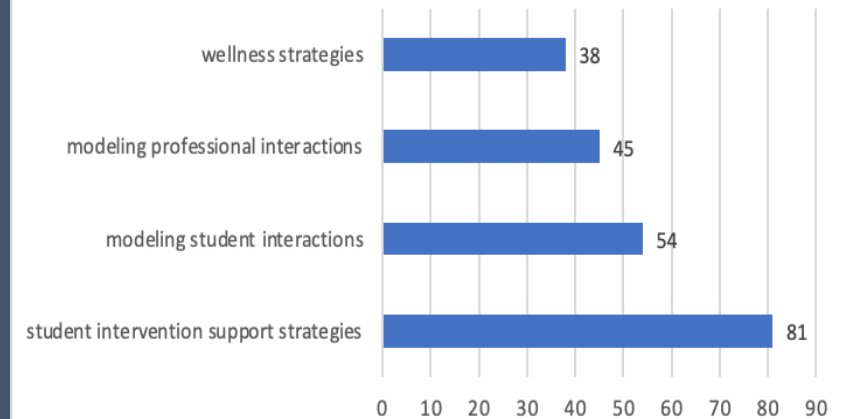| Support	Value
wellness strategies	38
modeling professional interactions	45
modeling student interactions	54
student intervention support strategies	81

- ReSET Assistants identified improved relationships between students to students and students to staff at **48%** as the most positive culture trends captured reflecting equity of student voice

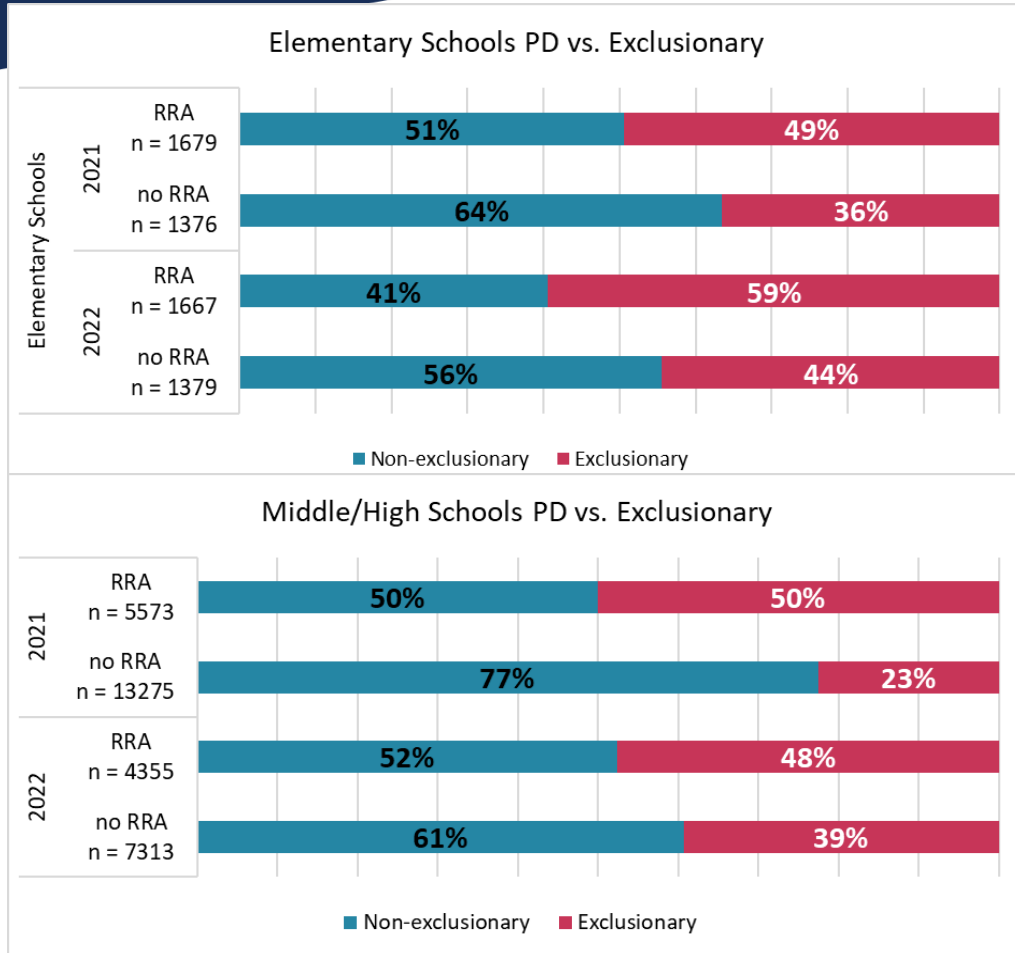- **87%** of students supported in ReSET are general education students

- **28%** of Trauma Informed Coach visits with RSAs addressed student intervention supports and strategies

ReSET Rooms

Discipline

Elementary Schools PD vs. Exclusionary

2021	RRA n = 1679	51%	49%
	no RRA n = 1376	64%	36%
2022	RRA n = 1667	41%	59%
	no RRA n = 1379	56%	44%

■ Non-exclusionary   ■ Exclusionary

Middle/High Schools PD vs. Exclusionary

2021	RRA n = 5573	50%	50%
	no RRA n = 13275	77%	23%
2022	RRA n = 4355	52%	48%
	no RRA n = 7313	61%	39%

■ Non-exclusionary   ■ Exclusionary

- Year over year
  - **Elementary schools with RSAs increased the percentage of exclusionary actions** compared to fall 2021.
  - **Middle/high schools with RSAs decreased the percentage of exclusionary consequences** compared to the previous fall. (FA21 = 50%, FA 22 = 48%).
- RSA vs non-RSA schools
  - Elementary schools with RSAs had a **higher percentage of exclusionary consequences** compared to non-RRA schools. (RSA = 59%, non-RSA = 44%)
  - Middle/high schools with RSAs also had a **higher percentage of exclusionary consequences** compared to non-RSA schools. (RSA = 48%, non-RSA = 39%)

Additional data is in the appendix. Data pulled from PBI on 2/2/23. District-managed, traditional schools only, Pre-K excluded.

Increase in the ratio of progressive disciplinary practices and supports

Tutoring

Program Overview:

MSCS offered before, after, and Saturday tutoring to provide additional instructional support in ELA, Math, EOC subjects, and ACT. The MSCS high-dosage tutoring program is free to all students.
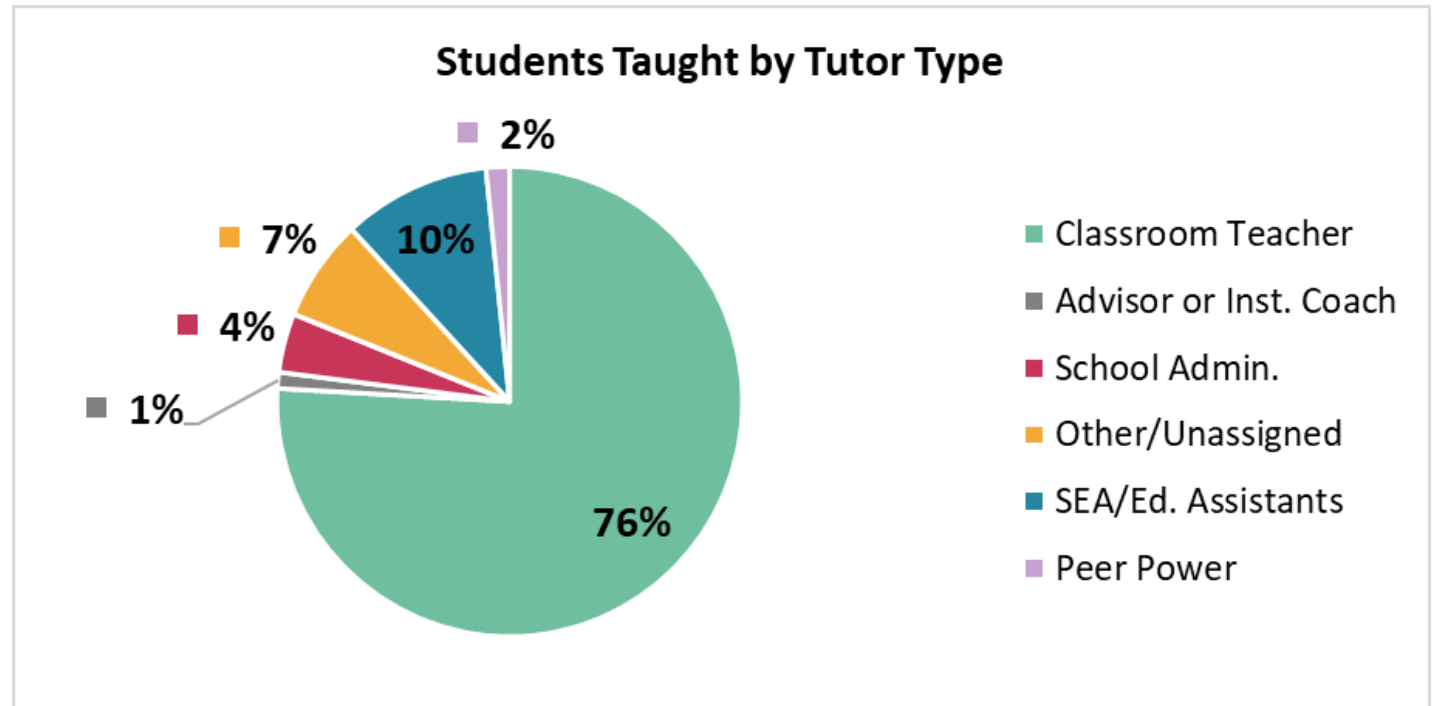
Program Goals:

- Provide additional instructional support
- Improve student academic outcomes

Key Performance Indicators	Status
Increase the % of students in the 65th percentile or higher on spring i-Ready assessments who attend 90% of sessions	🟢
Increase K–8 i-Ready pre-post assessment scores for students who attend 90% of sessions	🟢
Increase ACT scores for students who attend 90% of sessions	TBD- Yearly KPI
Increase EOC scores for students who attend 90% of sessions	TBD- Yearly KPI
Students who attend 90% of sessions will exceed their projected TN Ready percentile rank	TBD- Yearly KPI

Tutoring

- There are **1,117 active tutors***.

- **Classroom teachers teach 76% of the tutored students.**

- Educational Assistants and SEAs teach 10%.

Students Taught by Tutor Type

Legend:
- Classroom Teacher
- Advisor or Inst. Coach
- School Admin.
- Other/Unassigned
- SEA/Ed. Assistants
- Peer Power

2%
7%
10%
4%
1%
76%

During the day tutoring is excluded. Data pulled from PBI on 2/1/23 and includes YTD data.
*Place holders and anyone without a PSID are excluded.

Tutoring

i-Ready: Growth

Percent of Student Achieving at Least Half of Their ATG Target

ELA: 0–49% att. 54.1%, 50–89% att. 55.1%, 90%+ att. 58.2%

Math: 0–49% att. 51.2%, 50–89% att. 56.0%, 90%+ att. 54.8%

Legend: ■ 0–49% att. ■ 50–89% att. ■ 90%+ att.

- •95% of tutored K–8 students completed their i-Ready assessments during the testing windows.
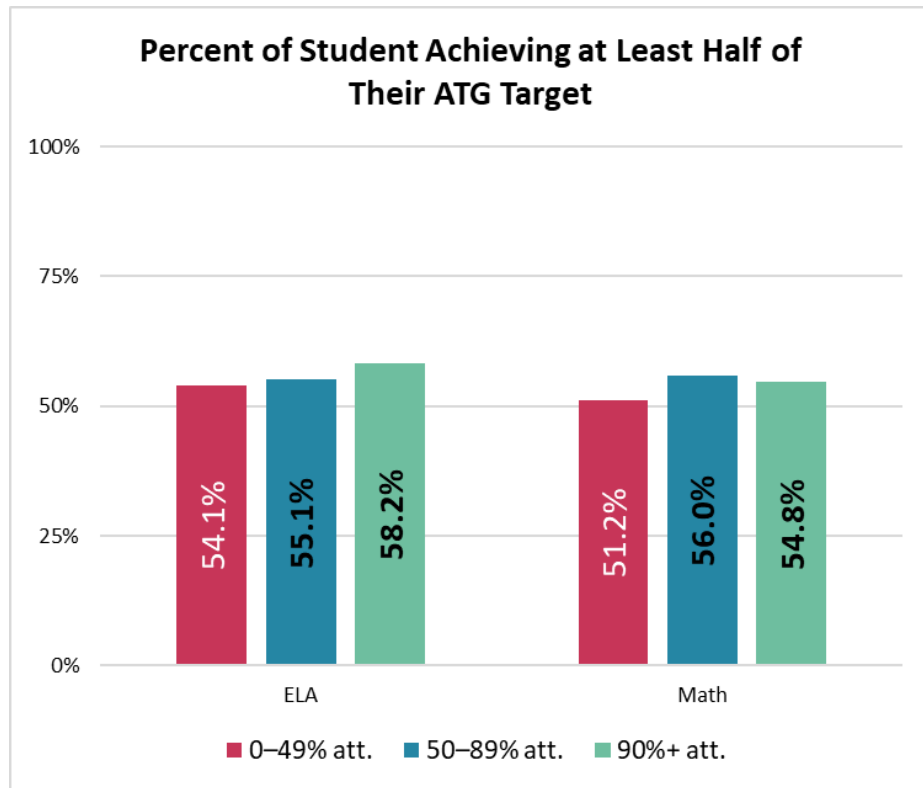
ELA

- **57% of students achieved at least half of their Annual Typical Growth (ATG) target** on the winter assessment.
- **Students who attended 90% or more had the highest percentage of students meeting this target**.
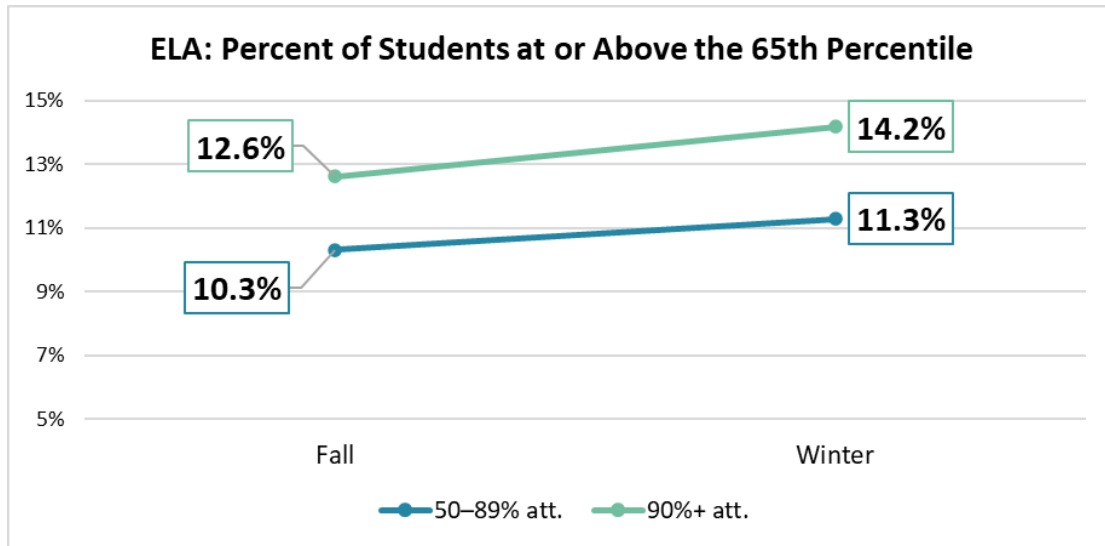
Math

- **55% of students achieved at least half of their ATG target** on the winter assessment.
- Students who attended 50-89% of sessions had the largest percent meet this target.

During the day tutoring is excluded. YTD data pulled from PBI on 2/3/23. Data is for students enrolled in a full year tutoring course who have been enrolled at least 30 days.

Increase K–8 i-Ready pre-post assessment scores for students who attend 90% of sessions	●

Tutoring
i-Ready: 65th Percentile

ELA: Percent of Students at or Above the 65th Percentile

	Fall	Winter
90%+ att.	12.6%	14.2%
50–89% att.	10.3%	11.3%

Legend: ━●━ 50–89% att. ━●━ 90%+ att.

ELA

- 52 more students scored at the 65th percentile in winter. (winter 65th: *n* = 499)
- **The 90%+ attendance group had the largest increase** in students scoring at or above the 65th percentile (1.6 percentage point increase).

Math

- More students scored at or above the 65th percentile in winter.
- Data is redacted for groups due to the small sample.

During the day tutoring is excluded. YTD data pulled from PBI on 2/3/23.Data is for students enrolled in a full year tutoring course who have been enrolled at least 30 days.

Increase the % of students in the 65th percentile or higher on spring i-Ready assessments who attend 90% of sessions	🟢

Community Schools

Program Overview:

Community schools are organized to respond to the non-academic needs of students, including health services, mental health, after-school and social challenges. A community school is not a single program, but a strategy for organizing support to address student and community needs.

Community schools reflect the local needs, assets, and priorities, no two look exactly alike. What they do share, however, is a commitment to partnership and to rethinking—and at times rebuilding—relationships based on a strong foundation of trust and respect.

Program Goals:

Provide strategic wrap-around services that support families and communities. These services help to remove barriers that hinder academic performance so principals can lead, teachers can teach, students can learn, communities can help, and parents can love.

Key Performance Indicators	Status
Increase the number of community partnerships for each school	🟡
100% of community schools have an active PTA/PTO or SSO	🟡
Increase use of before/afterschool tutoring (enrollment & att.)	🟢
Increase climate and culture: Panorama	🟡
Increase climate and culture: Insight	🟢
Track changes in median i-Ready scores	N/A
Decrease behavioral incidents	🟢
Increase attendance rates to above 95%	🔴
Reduce chronic absenteeism rates	🔴

Community Schools
Overview
Semester 1

- MSCS has three community schools.
  - Belle Forest Elementary Community School*
  - Dunbar Elementary Community School
  - Treadwell International Community School (ES & MS)
- Additional schools are slated to become community schools on/before October 2023.
  - LaRose Elementary Community School
  - Manassas High Community School
  - Mt. Pisgah Early College MS & HS
  - Booker T. Washington MS & HS
  - Hamilton K–8 & HS
  - Kate Bond MS
  - Newberry ES
  - Westwood High Community School
  - Woodstock Middle Community School

*Belle Forest was a community school in 2021–22.

- **2 community schools (66%) have an active PTO, PTA, or SSO.**

- **100% of community schools have community partnerships in place** (5–7 partnerships per school).

- 2 schools offered 2+ parent workshops in Q2 (some schools had not started tracking this data during semester 1).
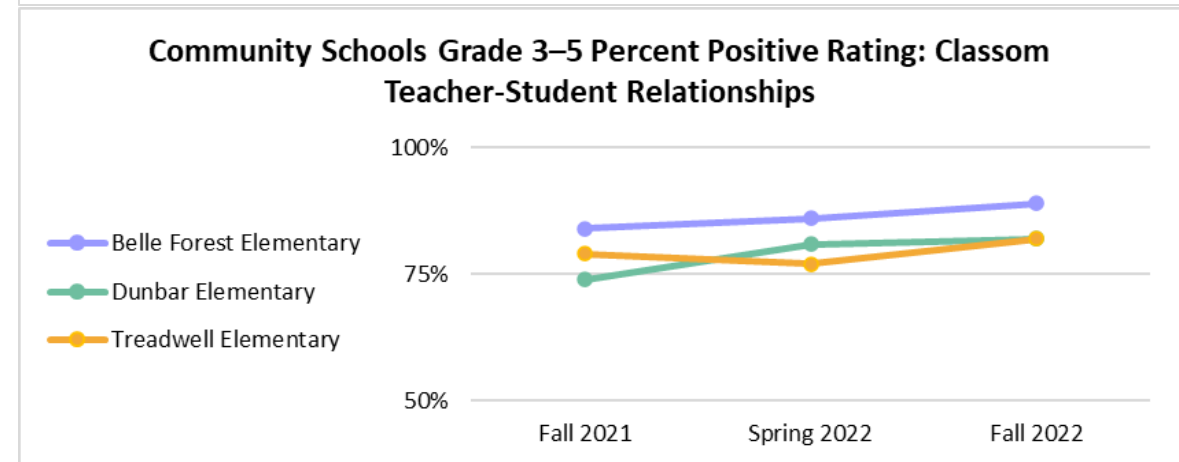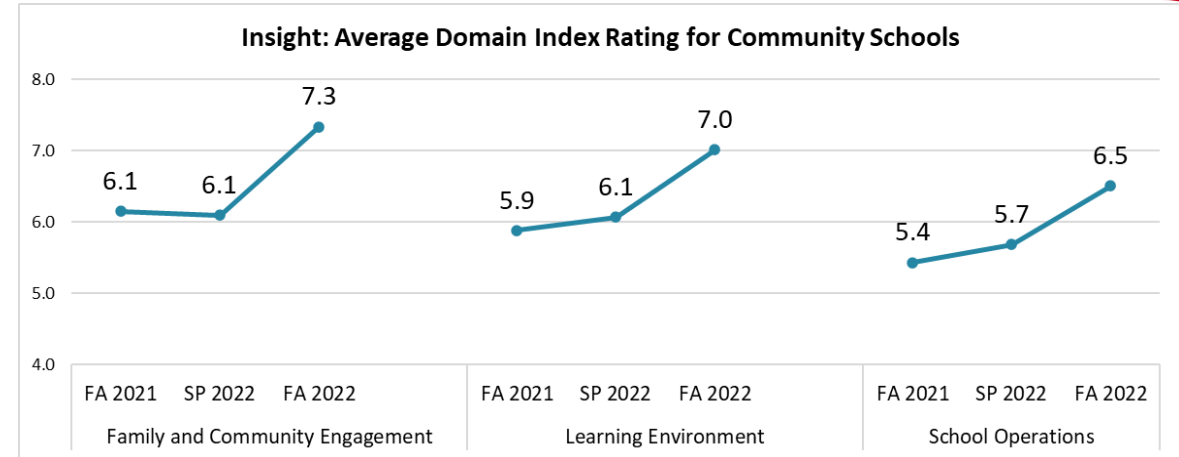
Increase the number of community partnerships for each school	●
100% of community schools have an active PTA/PTO or SSO	●

Treadwell ES and MS share a PTA/PTO/SSO and community partners.

Community Schools
Climate & Culture
Semester 1

- On all three applicable domains, **the average Insight index score of community schools increased this fall.**
  - Family & Community Engagement: +1.2
  - Learning Environment: +0.9
  - School Operations: +0.8
- On the Panorama Student Perception survey classroom teacher and student relationship subdomain, **elementary students reported higher positive ratings, while the middle schoolers were more negative** compared to last fall.
  - Additional data is in the Appendix.

Insight: Average Domain Index Rating for Community Schools

Family and Community Engagement — FA 2021: 6.1, SP 2022: 6.1, FA 2022: 7.3
Learning Environment — FA 2021: 5.9, SP 2022: 6.1, FA 2022: 7.0
School Operations — FA 2021: 5.4, SP 2022: 5.7, FA 2022: 6.5

Community Schools Grade 3–5 Percent Positive Rating: Classom Teacher-Student Relationships

- Belle Forest Elementary
- Dunbar Elementary
- Treadwell Elementary

Increase climate and culture: Panorama	
Increase climate and culture: Insight	

Three Insight and one Panorama domain were selected as the most appropriate areas for growth when schools transition to a community school model.
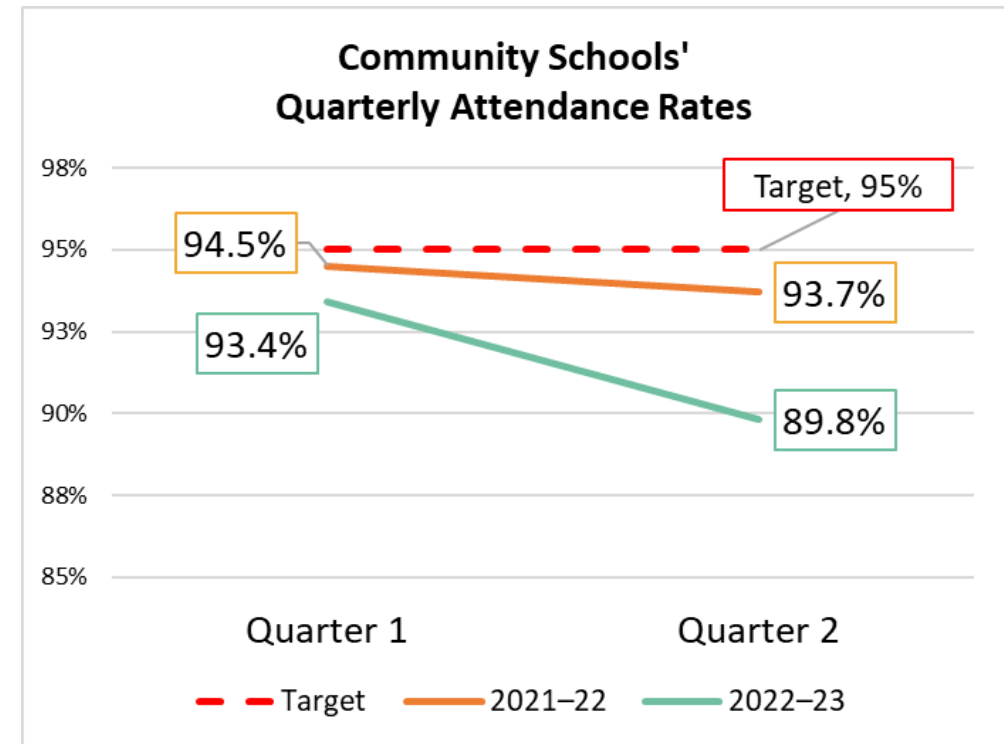
Community Schools

Attendance
Semester 1

- **The attendance rate in semester 1 was 91.7%,** down from 94.1% in 2021–22.

- **The truancy rate was significantly lower in 2022–23** compared to semester 1 the prior year.
  - 54.2% (2021–22)
  - 39.4% (2022–23)

- **The 2022–23 chronic absenteeism rate increased for semester 1** by 5.6 percentage points (30.9 CA rate in 2022–23).

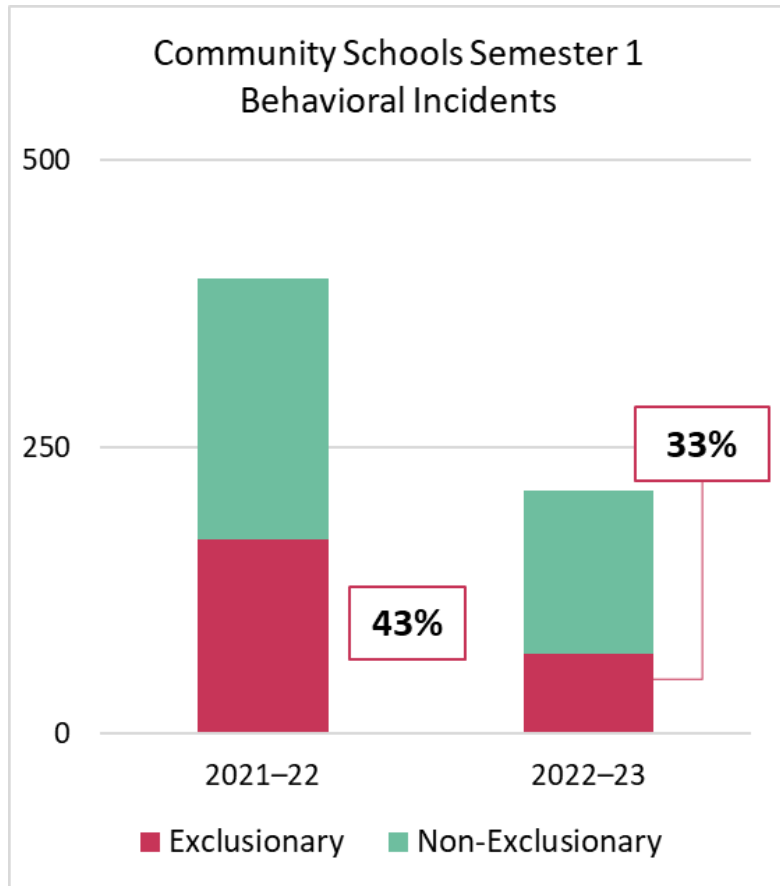|	
Increase attendance rates to above 95%	●
Reduce chronic absenteeism rates	●

Data pulled from PowerBI on 2/8/23. Data reported is for semester 1 of both years for active students.

Community Schools

Discipline
Semester 1

Community Schools Semester 1 Behavioral Incidents

- **The three community schools have decreased their suspension rates by 1.7 percentage points** compared to 2021–22 (2022–23: 1.8%).
- There are **fewer total discipline incidents** for fall this year as well as a **lower percentage of exclusionary discipline incidents**.

Decrease behavioral incidents	🟢

Data pulled from PowerBI on 2/9/23. Data reported is for semester 1 of both years.

Appendix

ReSET Room Assistants

Progressive Discipline vs Exclusionary Discipline Consequences								
	Elementary Schools				Middle/High Schools			
	2021		2022		2021		2022	
	RRA	no RRA	RRA	no RRA	RRA	no RRA	RRA	no RRA
Non-exclusionary	849	874	676	766	2783	10280	2283	4438
Exclusionary	830	502	991	613	2790	2995	2072	2875
Non-exclusionary	51%	64%	41%	56%	50%	77%	52%	61%
Exclusionary	49%	36%	59%	44%	50%	23%	48%	39%

Tutoring

Tutoring Counts by Subject	
Subject	**Count**
ACT	1088
Algebra I	438
Algebra II	201
Biology	261
ELA (K-8)	7107
English I	410
English II	318
Geometry	147
Math (K-8)	5412
U.S. History	54
** Duplicate student/course records are removed. During the day excluded.	

Community Schools: Panorama Student Perception Survey

Panorama Student Perception Survey:						
	Grades 3-5			Grades K-2			Grades 6-8
	Belle Forest Elementary	Dunbar Elementary	Treadwell Elementary	Belle Forest Elementary	Dunbar Elementary	Treadwell Elementary	Treadwell Middle
Fall 2021	84%	74%	79%	95%	92%	96%	67%
Spring 2022	86%	81%	77%	94%	97%	97%	60%
Fall 2022	89%	82%	82%	95%	97%	96%	62%