ESSER KPIs: January 2022

Key Performance Indicators: Survey Results

This month's ESSER KPIs cover academics and student readiness.

January 2022
Student Readiness: K–2 Reduced Class Size
Academics: Tutoring Programs
Student Readiness & Mental Health: Social Emotional Learning (SEL)

Key Performance Indicators: K–2 Reduced Class Sizes (SEAs)

Program Summary: The purpose of the Specialized Education Assistant (SEA) initiative is to reduce the student-teacher ratio, increase the literacy achievement of K–2 students, and advance progress toward the *Third Grade Commitment*.

The primary role of the SEA is to assist classroom teachers in closing the literacy gaps of K–2 students by providing instruction and intervention in basic early literacy skills.

Implementation Updates:

- SEA PD attendance rate is approx. 80%.
- SEAs support tutoring efforts at their assigned schools.
- Shipments of SEA Literacy Kits for small group instruction began January 3, 2021.

Current challenges or other noteworthy issues.

- Due to the teacher shortage/absences, SEAs sub and cover classes.
- SEAs report that they need to work with students in small groups more consistently.

Key Performance Indicators: K–2 Reduced Class Sizes (SEAs)

K–2 Reduced Class Sizes Programs: Budget	
Total Award ESSER 2.0 and ESSER 3.0:	$89,298,750
Spending to Date:	$9,556,643.77
Remaining Budget:	$79,742,106.23

Key Performance Indicators: K–2 Reduced Class Sizes (SEAs)

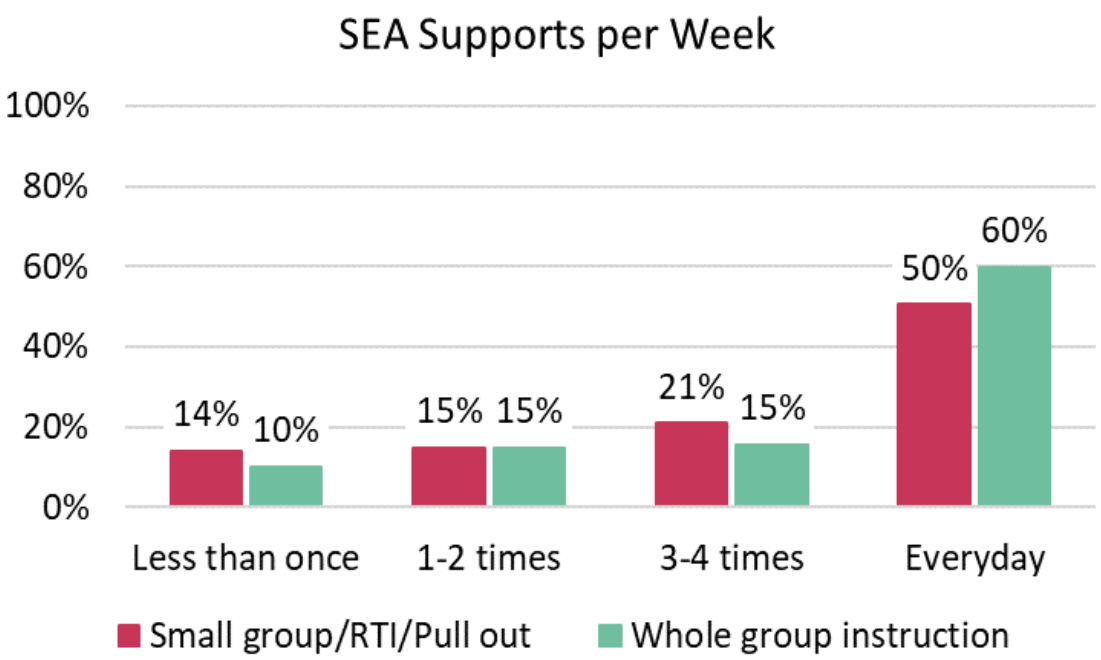
Program Goals

- Support the implementation of small group instruction and intervention
- Increased enrollment in Shelby County Schools
- Support Implement small group instruction and intervention
- Reduced unemployment
- Contributed to reducing the poverty rate

Outcomes

- Increase in student mastery
  - Target: 10% increase in On Track/Mastery for students in 3rd Grade on TNReady by 2022–23
- Increase in academic performance on K–2 iReady assessments by 10%
- Decrease in K–2 Teacher Vacancies
  - Target: 5% reduction in teacher vacancies in 2022–23
- Improved culture and climate (K–2 student discipline, Panorama Student Survey results)

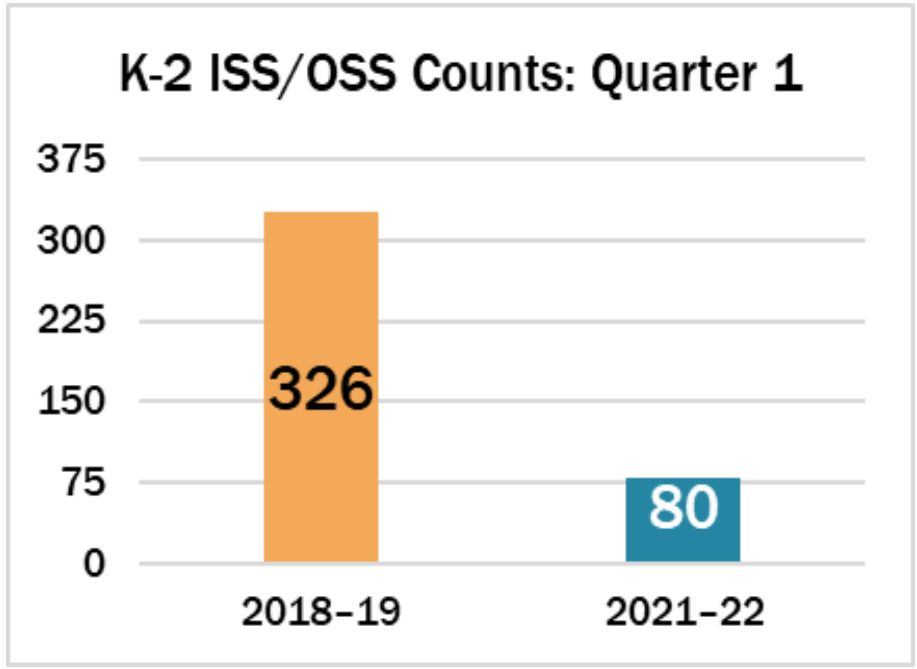
Key Performance Indicators: K–2 Reduced Class Sizes (SEAs)



- Teachers with SEAs reported that **60% of SEAs provide whole group instruction daily** & **50% provided daily small group instruction**
- 36% of principals **utilized SEAs to sub or cover other classes**
- 51% of teachers reported SEAs were frequently **assigned non-instructional tasks** by admin
- 85% of teachers agreed that during whole group instruction **SEA support was valuable for students.**

Key Performance Indicators: K–2 Reduced Class Sizes (SEAs)

- **Discipline Rates: ISS/OSS rates decreased by 75%** for quarter 1 compared to 2018–19.



Next Steps for ROI Tracking:

- Quarter 2 teacher, principal, and SEA surveys are currently open. A report will be available in February.
- Additionally, an academic outcomes report will be available in February after the winter assessment scores are ready.
  - Comparison of fall to winter growth for 2021–22 to pre-pandemic 2019–20.

Key Performance Indicators: Tutoring Programs

Implementation Updates

- **Before and After School Tutoring:**
  - There are **11,100 students** registered in K–12 Before and After School Tutoring and **4,100 students** registered for BookNook tutoring. For elementary and middle sites, i-Ready curriculum is utilized for tutoring and aligned to state standards and critical skills in ELA and Math. In 9th and 10th grades, Edgenuity is used for state standards and critical skills in EOC subjects. For 11th and 12th grades, ACT prep modules and materials are used.
  - Additional 200+ student tutor interns (paid) are projected to begin at end of January.
- **During the Day Tutoring:**
  - Students in need of additional academic support in grades 1–8 are targeted to receive during the day tutoring in ELA or math.
  - The following schools currently have during the day tutoring program: Ford Rd. ES, Alton ES, Cherokee ES, Oakshire ES, and Winchester ES.
  - Tutors are placed at highest need schools first as they are provided by external vendors.
  - Staff are being onboarded and assigned at additional sites in January.

Key Performance Indicators: Tutoring Programs

Tutoring Programs: Budget	
Total Award: ESSER 2.0 and ESSER 3.0:	$35,535,360.16
Spending to Date:	$2,616,029.19
Remaining Balance:	$32,919,330.97

Key Performance Indicators: Tutoring Programs

Program Goals

- Increased student achievement and growth in elementary, middle, and high
- Close the learning gaps created by COVID closures

Outcomes

During School Tutoring

- Elementary and middle students in the bottom 15% who meet tutoring participation criteria will show an increase by 5 percentage points on pre- & post-assessments

Before- & After-School Tutoring

- Students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre- & post-assessment results using the iReady diagnostic, EOC, and ACT tests
- Students with a 95% participation rate will show a 5% increase on pre- & post-assessment results using the iReady diagnostic, EOC and ACT tests.

Key Performance Indicators: Tutoring Programs

- The data on this slide reflects SCS-run tutoring activities in the fall semester where schools have enrolled the students in PowerSchool. There are additional participating students who are not yet captured in our PowerSchool data.
- 84% of tutoring occurred after school.
- **Elementary students utilized 57% of fall tutoring** followed by high schoolers (24%).
- **59% of tutoring was in ELA** followed by 33% for mathematics.

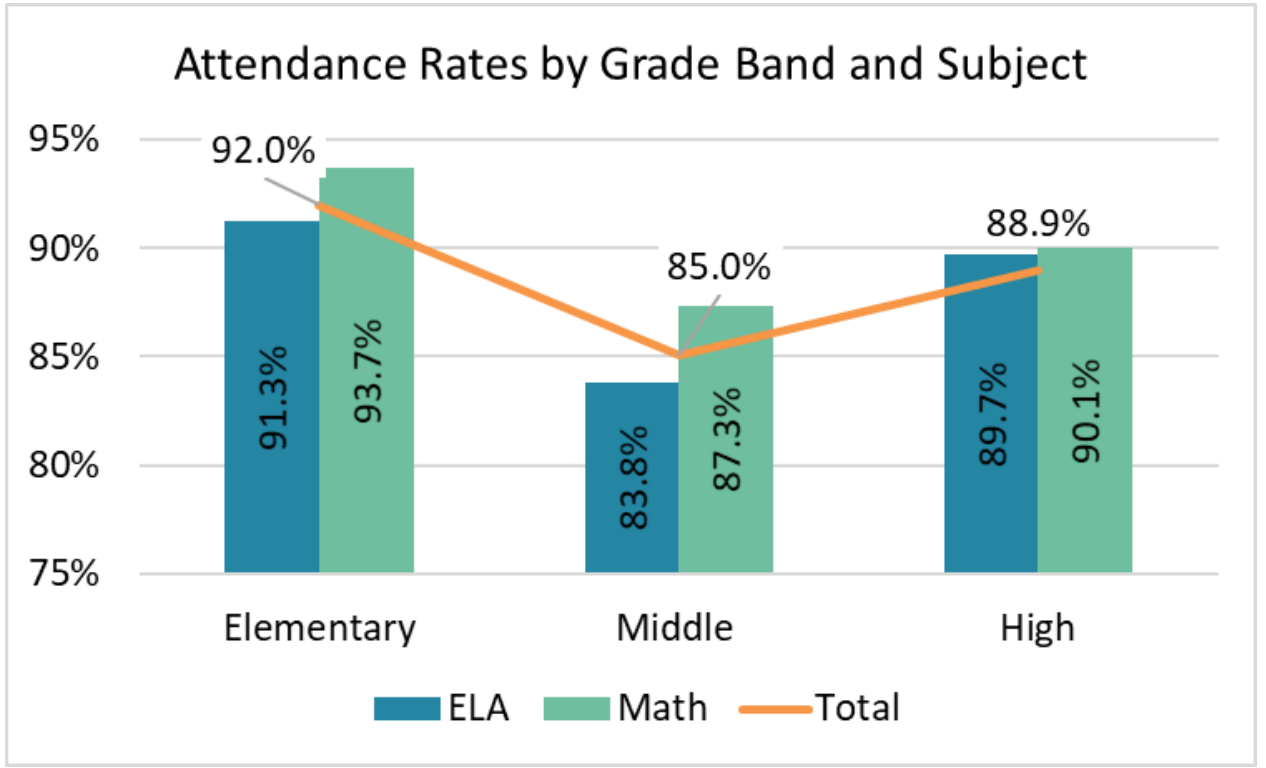
Fall PowerSchool Tutoring Session Enrollment by Grade Band and Subject							
Subject	Elementary		Middle		High		Total
	n	%	*n*	%	*n*	%	%
ELA	3,764	69.7%	1,174	63.9%	706	30.5%	59.1%
Math	1,633	30.3%	663	36.1%	833	36.0%	32.8%
Science	—	—	—	—	192	8.3%	2.0%
Social Studies	—	—	—	—	32	1.4%	0.3%
ACT	—	—	—	—	551	23.8%	5.8%

Key Performance Indicators: Tutoring Programs

- The overall **attendance rate was 90%** for fall.
- After-school tutoring had a 91% attendance rate while before-school was 85%.

Next Steps for Tracking ROI:

- DAIM will release a tutoring dashboard to track enrollment, attendance, & achievement.
- Student achievement will be available after the winter assessments close.



Key Performance Indicators: Social & Emotional Learning (SEL)

- SCS is committed to being a Trauma-Informed and Trauma Responsive District focusing on ACEs Awareness; staff trained in Progressive and Restorative Discipline Practices; RTI-B implementation; and other SEL practices and supports
- ESSER funds were utilized for Social and Emotional Learning through additional ReSET rooms; hiring additional behavioral specialists; establishing three Student and Family Evening Wellness Centers; and SEL screening for students.

Key Performance Indicators: SEL

- **ReSET Room Program Expansion**
  - Additional 77 ReSet room programs (68 assistants hired and trained)
  - ReSET Room-Furniture purchase completed
- **Behavior Specialists and Supports**
  - Additional 50 behavior specialists (47 hired and trained)
- **Student and Family Wellness After Hour Clinics**
  - Three centers located at Cordova MS, Booker T. Washington HS, and Manassas HS
  - Renovations and furnishings in process
  - Staff for centers hired (5 Social Workers and 3 clerical)
  - Cordova MS and Booker T. Washinton HS centers to begin providing services in January
- **SEL Screener**
  - Train SCS staff on Illuminate Fast Bridge RTI-B/SEL screener
  - Screen students during 2nd semester

All SEL Initiatives-District and school staffing shortages impacted program implementation.

Key Performance Indicators: SEL

SEL: Budget	
Total Award: ESSER 2.0 and ESSER 3.0:	$20,293,190.01
Spending to Date:	$1,969,570.36
Remaining Balance:	$18,323,619.65

Key Performance Indicators: SEL

Program Goals

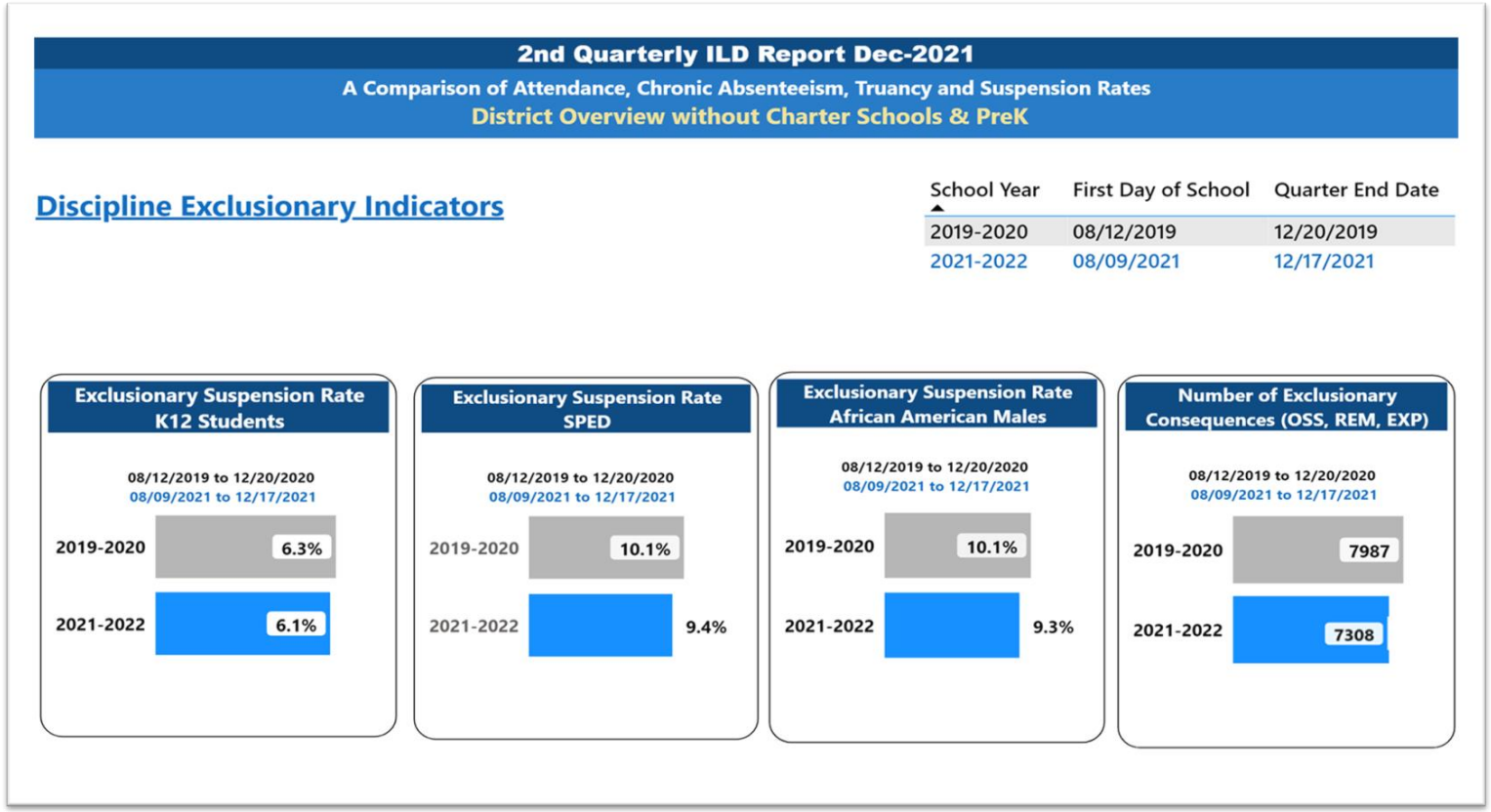
- Improve the culture and climate of schools.
- Create safe spaces for students and adults.
- Increase in attendance rates and attendance accuracy.

Outcomes

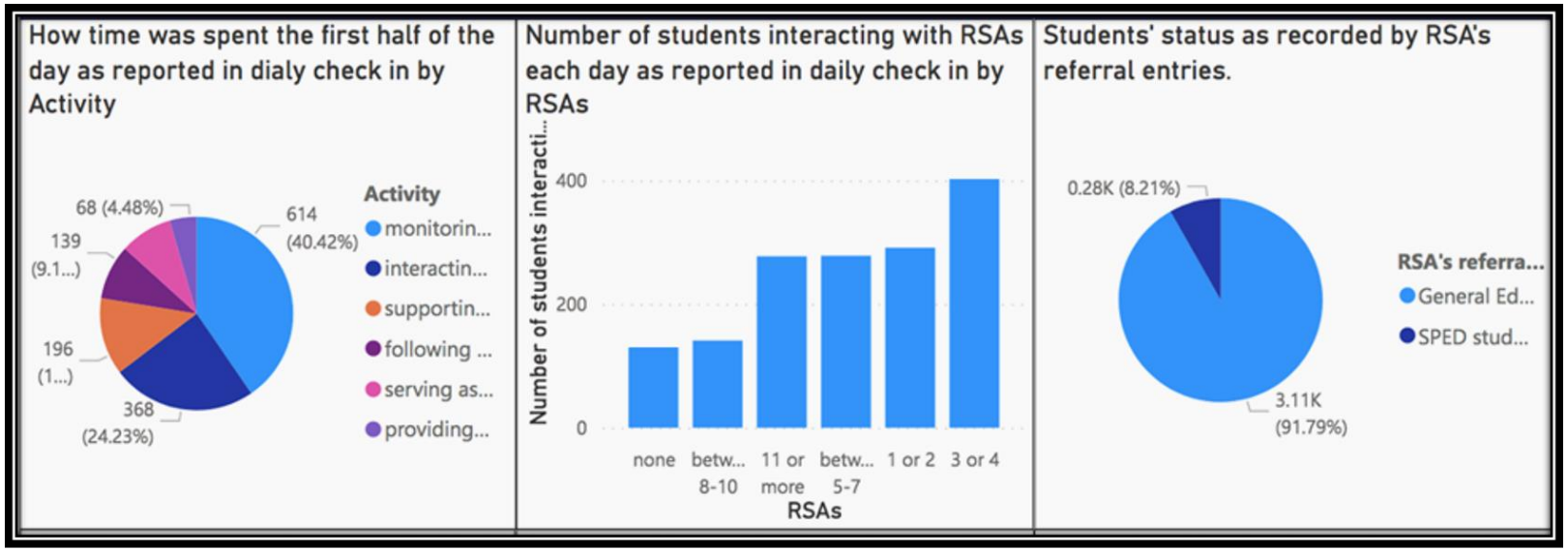
- Increase in the use of progressive disciplinary practices
  - 3% reduction in out of school suspensions in schools with Reset Rooms
  - 5% reduction for schools with both Reset Rooms and Behavior Specialists
- Increase in culture and climate scores on the Panorama/Insight Surveys
- 10% increase in Tier 3 behavior supports provided to students (restorative circles, behavior intervention plans, etc.)
- Increase in student attendance
- Decrease in the number of student discipline incidents

Key Performance Indicators: SEL

Pre-SEL Program Adoption VS Post SEL Program Adoption



Key Performance Indicators: SEL



- 40% of RSAs are monitoring common areas the first half of the day.
- 24% of RSAs are interacting with students in the ReSET Room.
- 12% of RSAs are serving as substitutes due to teacher shortage

- RSAs report number of student interactions daily. To date, RSAs have recorded 3,388 student interactions.

- 91% of RSAs referrals are General Ed Students.

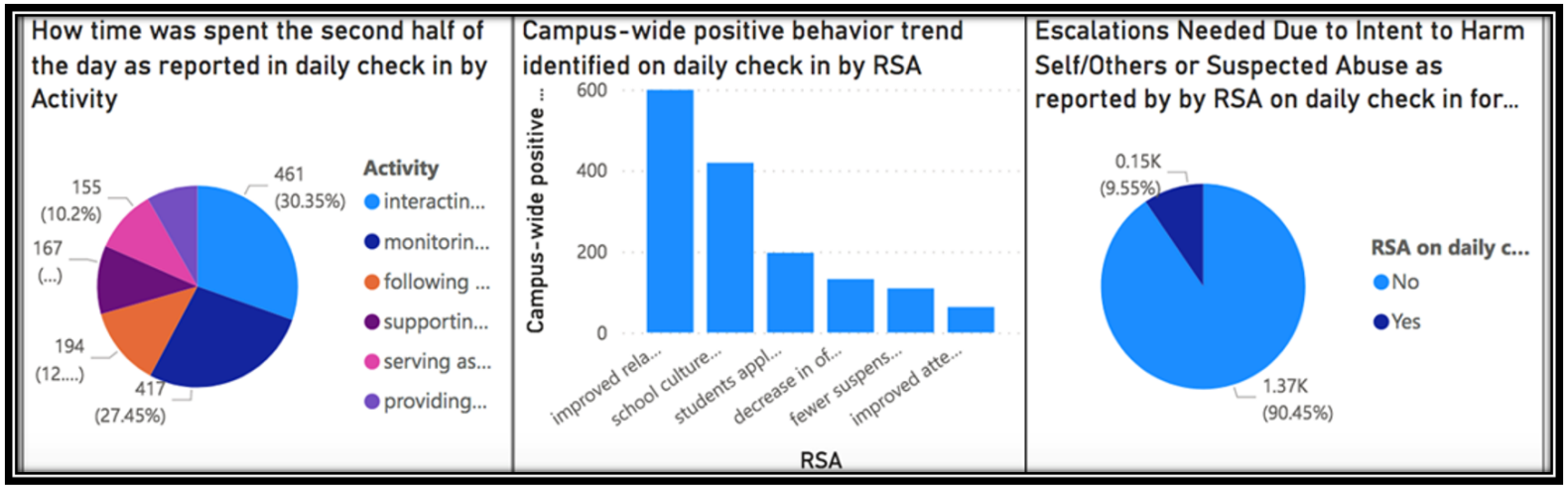
ReSET Room Referral Data YTD

2021–22: Sept.– Dec.

ReSET Supports Data

Referrals based on BrightBytes concerns and Direct Services

Key Performance Indicators: SEL

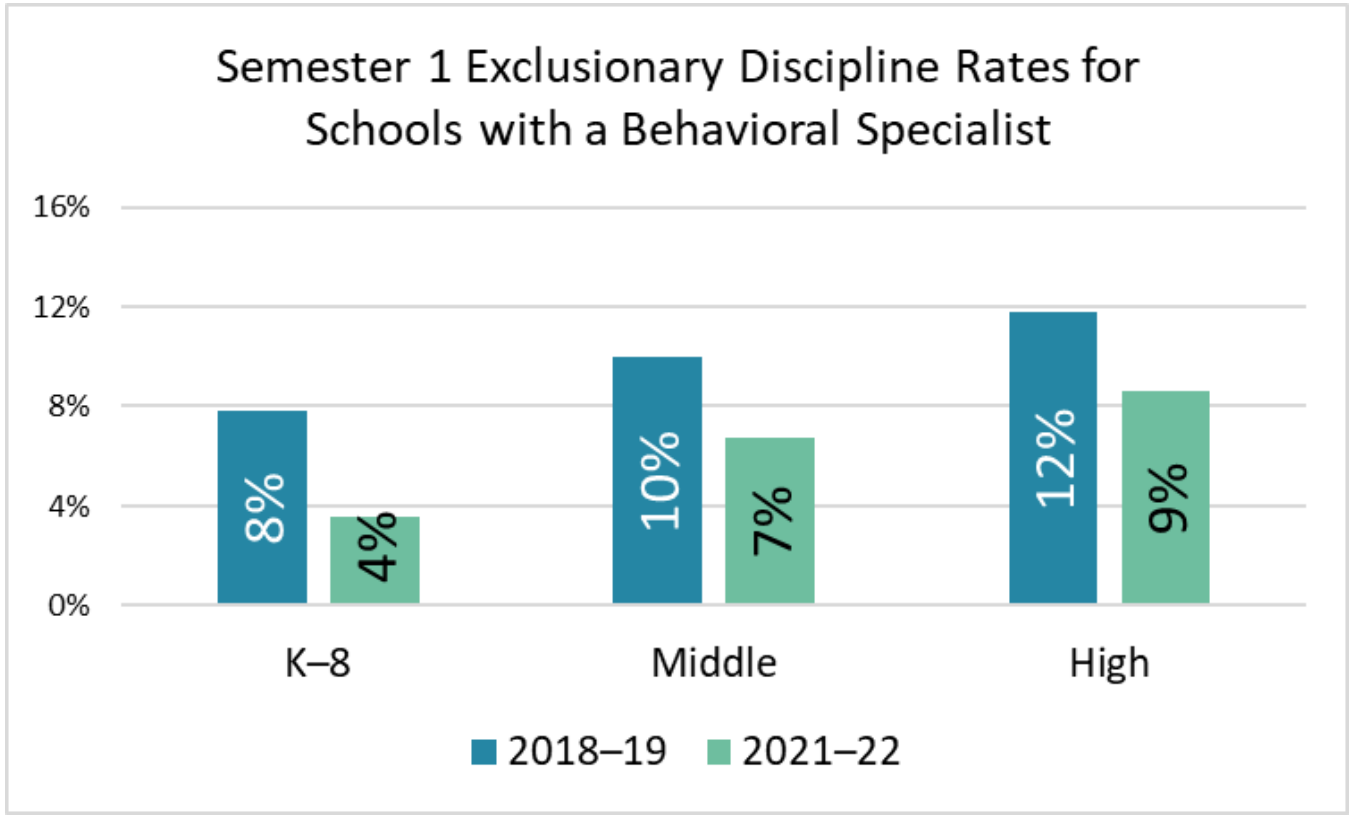


- 30% of RSAs are monitoring common areas the **second** half of the day.
- 27% of RSAs are interacting with students in the ReSET Room.
- 12% of RSAs are following up with students (e.g. classroom observations, goal setting, check-ins,

- RSAs report the positive behavior trends of students. campus. To date, over 600 students have improved relations with adults. 400 plus students identify positive shifts in school culture due to the ReSET Room program.

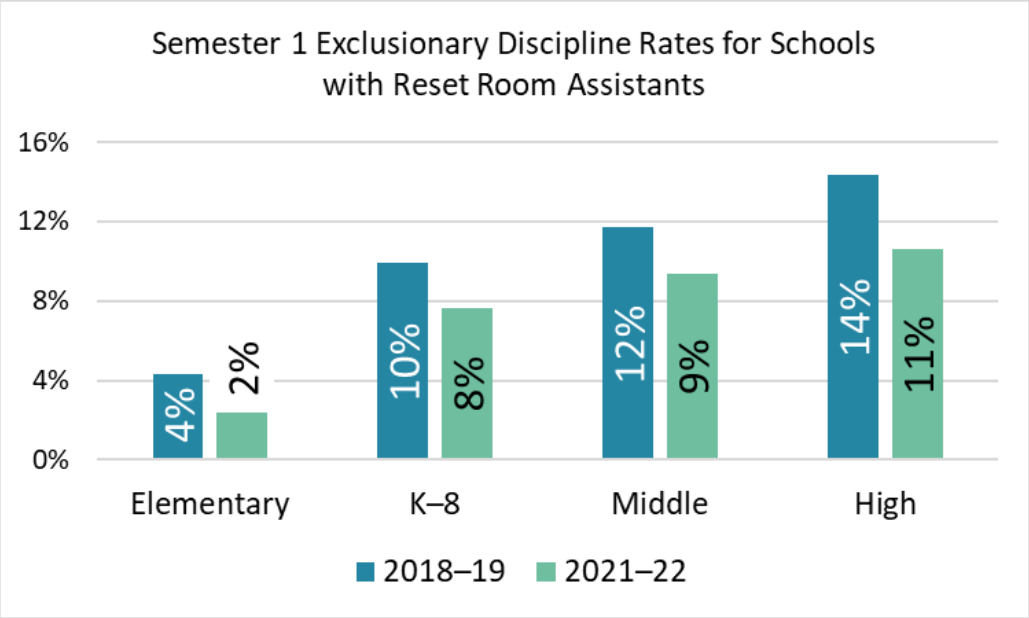
- 90% of RSAs are able to regulate student behaviors without escalating student outbursts and/or need for discipline referral.

Key Performance Indicators: SEL



- Overall, **all schools have reduced exclusionary discipline rates** since 2018–19.
- Schools with Behavioral Specialists reduced exclusionary discipline rates by 3 to 4 points compared to the same point in 2018-19.

Key Performance Indicators: SEL

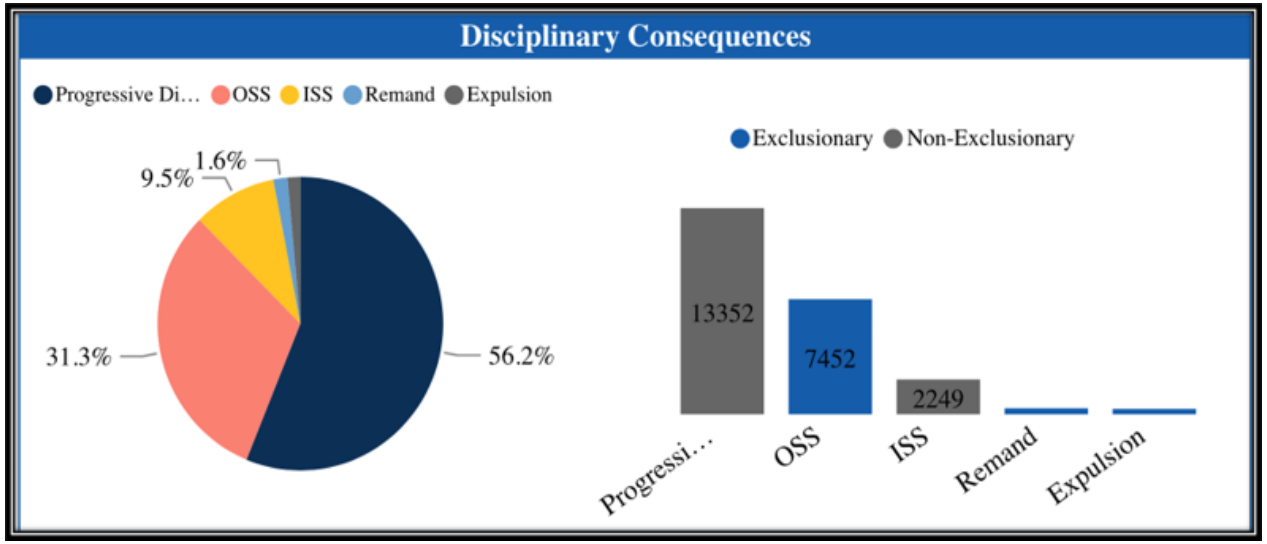


- Overall, **all schools have reduced exclusionary discipline rates** since 2018–19.
- Schools with Reset Room Assistants reduced exclusionary discipline rates by 2 to 3 points compared to the same point in 2018-19.

Next Steps for Tracking ROI:

- Changes in Insight/Panorama scores after spring data collection
- Tracking attendance rates pre- & post-pandemic for schools with SEL interventions

Key Performance Indicators: Appendix

- **K–2 Reduced Class Sizes**
  - **Baseline Academic Outcomes**
  - **ELA:** The **median percentile rank was 7 percentage points** lower at 29% from fall 2019–20.
  - **Math:** The **median percentile rank was 6 percentage points** lower at 27% from fall 2019–20.

- **SEL Discipline Rates**
  - The chart shows the current discipline rates for the District.