

ESSER KPIs: July 2022



Key Performance Indicators: Human Resources

RISE (Recruit, Induct, Sustain, Engage)

- Recruitment

- Residency Partnerships
- MSCS Special Education & Spanish Pipeline
- Attraction & Marketing: Teach Today, Reach Tomorrow

- Sustain and Engagement

- Retention Task Force
- Retention Plan & Supports
- Total Rewards

- Comprehensive Induction

- New Teacher Academy
- Mentoring Program
- Aspiring Teacher Program Induction Supports (Praxis & EdTPA)

RISE Goals

- Improve teacher/staff retention leading to greater effectiveness,
- Recruit high-quality talent,
- Develop current MSCS staff

Key Performance Indicators: Human Resources

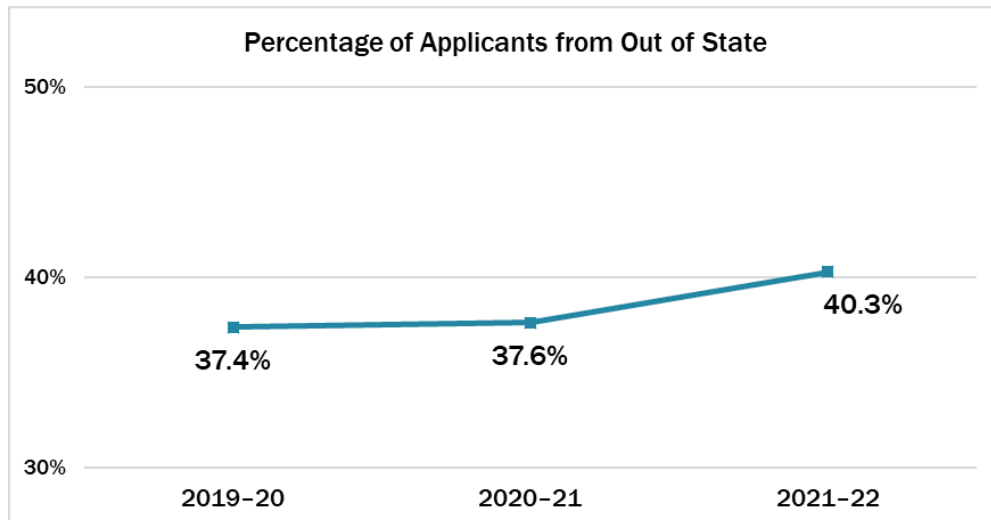
| Key Performance Indicators | Status |
|--|--------|
| Increase in percentage of applications coming from OOS (out of state) candidates | ● |
| Increase in overall application numbers | ● |
| Decrease in average days to fill position rates | ● |
| Increase in number of early hires | ● |
| Decrease in number of vacancies | ● |
| Increase in percentage of licensed teachers | ● |
| Increased percentage of licensed Special Education workforce | ● |
| Increase the number of teachers hired through TFA and MTR | ● |
| Decrease the number of teachers with multi-year permits | ● |
| Sign-on bonuses | ● |
| Increase retention for new teachers | TBD |
| Increase the number of teachers reimbursed for passing Praxis assessments | ● |
| Increase the percentage of staffed foreign language positions | ● |
| Decrease in the mentee/mentor ratio | ● |
| Mentee/mentors report positive feedback | ● |
| Mentors completed monthly observation logs | ● |
| Increase in central office retention | ● |



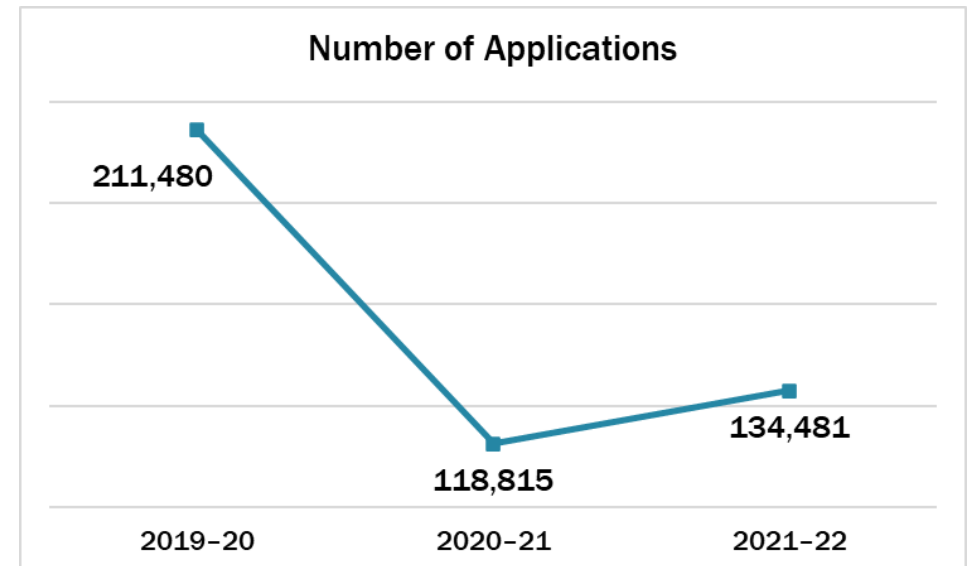
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| ● | Met |
| ● | Approaching/Minor Change |
| ● | Not Met |

Key Performance Indicators: Human Resources

The **percentage of out-of-state (OOS) applicants increased by 2.7 percentage points** over last year and exceed pre-pandemic levels.

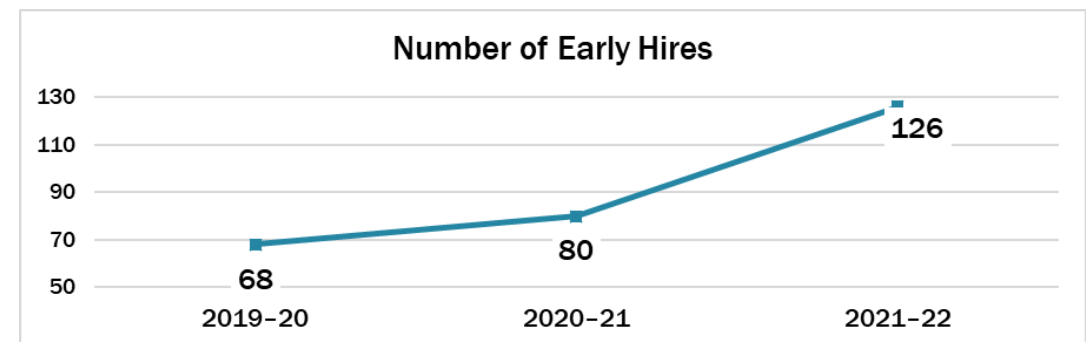
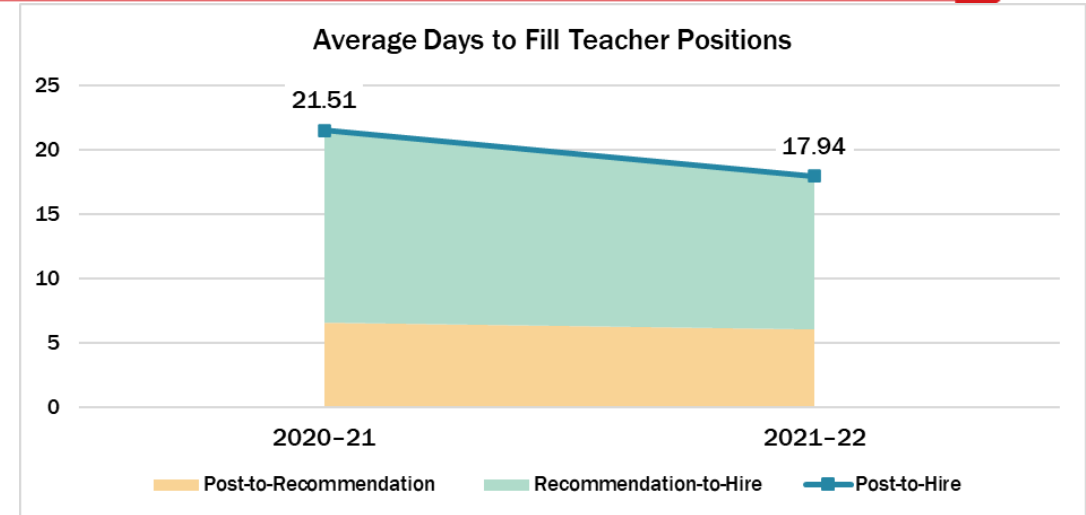


Though there was a decrease compared to pre-pandemic levels, **the number of applications received increased by 13.2%** between 2021-22 and the prior year.



Key Performance Indicators: Human Resources

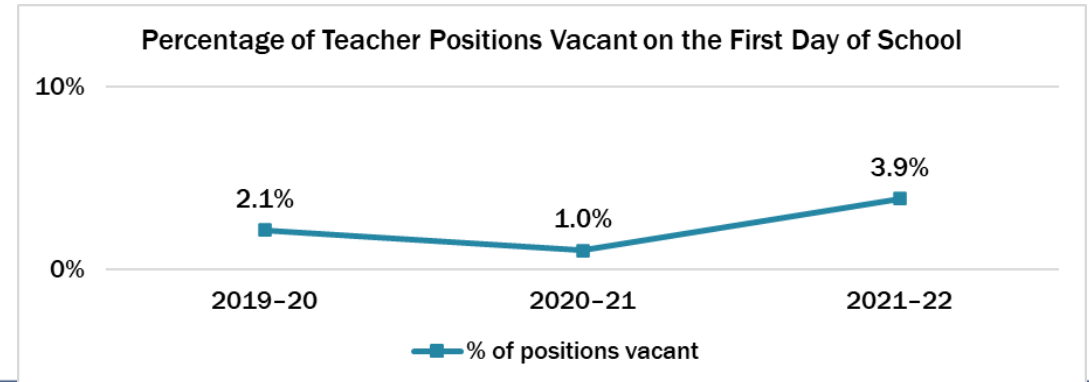
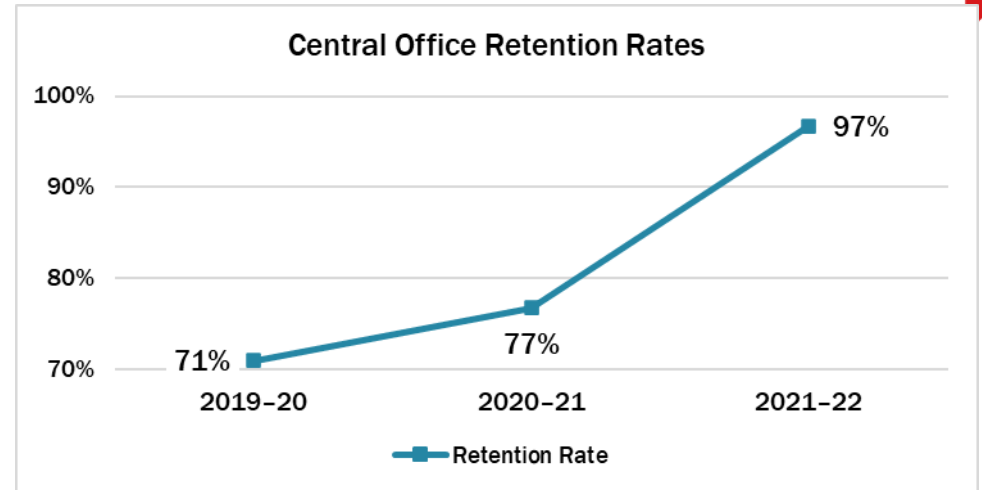
- For teaching positions, the average number of days from posting to hiring decreased by 3.6 days this year.
- An early hire is someone hired during March-May each year. **MSCS increased the number of early hires by 58%** for 2021–22.



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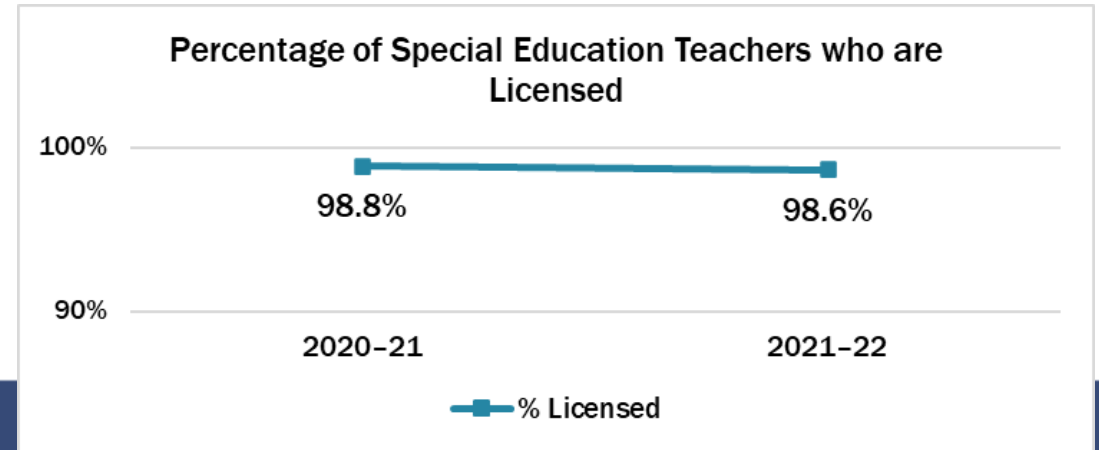
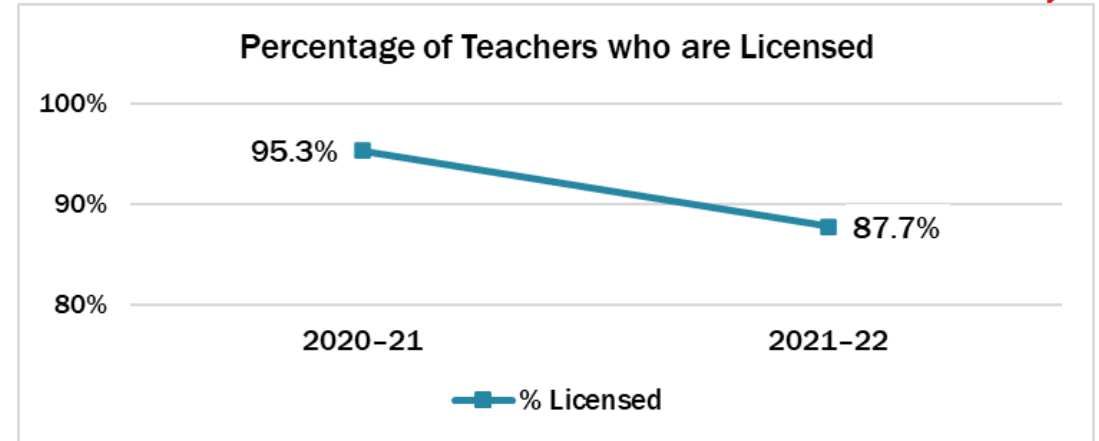
Key Performance Indicators: Human Resources

- The **Central Office retention rate increased by 20 percentage points** for 2021–22.
- The percentage of teaching positions that were vacant on the first day of school **increased by 2.9 points** for the 2021–22 school year.



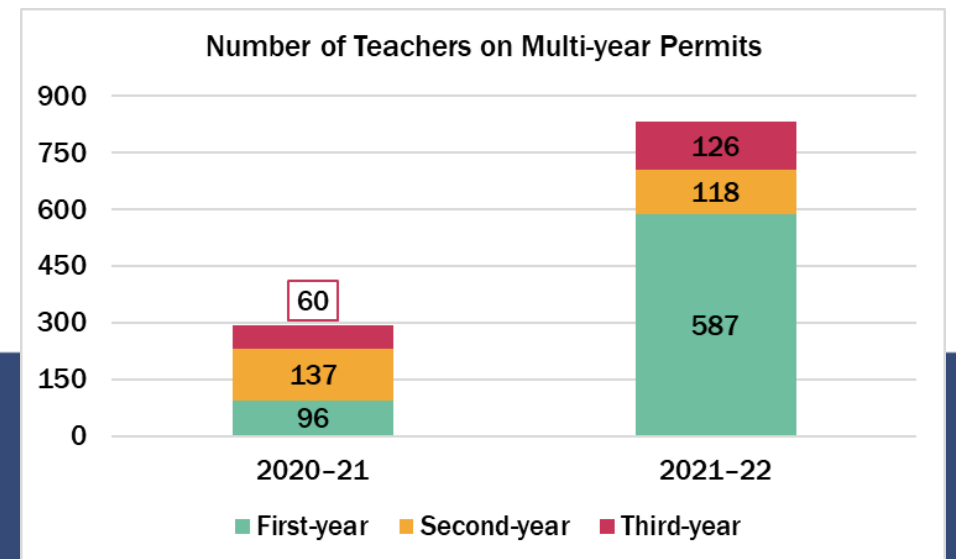
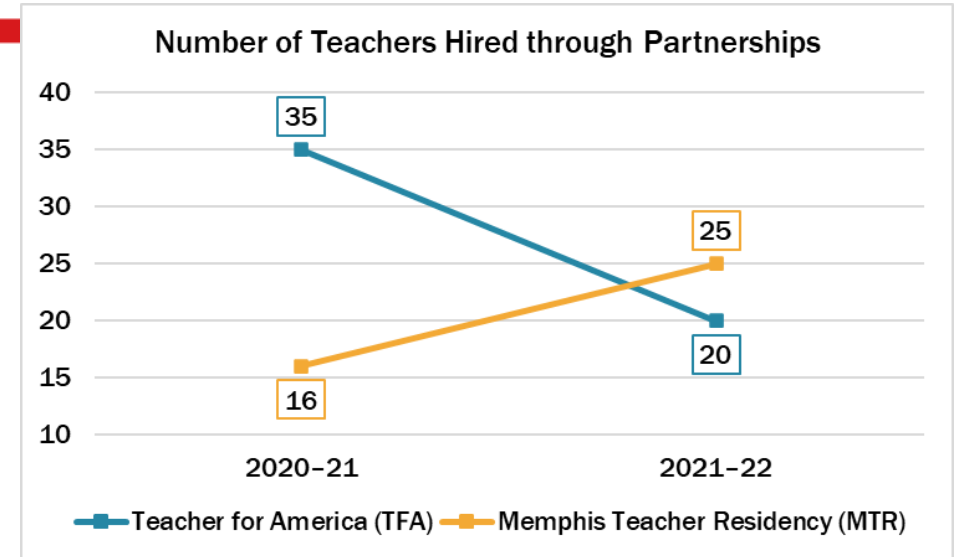
Key Performance Indicators: Human Resources

- The percentage of licensed teachers **decreased from 95% to 88%** in 2021–22.
- The percentage of Special Educators who hold a license **decreased by less than half a percentage point** compared to 2020–21.



Key Performance Indicators: Human Resources

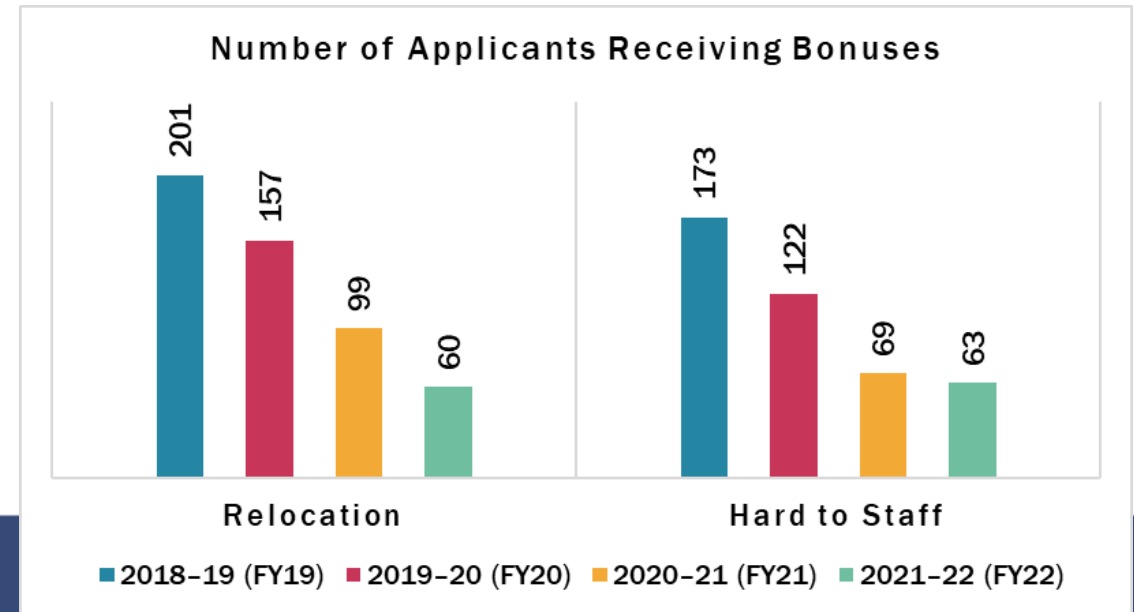
- **MSCS hired more teachers through MTR this year, but fewer TFA candidates** compared to the prior year. MSCS was limited by the number of available candidates provided by our partners.
- **MSCS employed more teacher on multi-year permits in 2021–22** ($n = 831$) compared to 2020–21 ($n = 293$), a 184% increase.



Key Performance Indicators: Human Resources

- **MSCS utilized fewer bonuses for relocation and hard to staff categories** (both in number and dollar amount).
- The amount spent **decreased by 54.9% on relocation and 6.3% on hard to staff** bonuses.

| | Sign-on Bonuses | | | |
|----------------|-----------------|-------------------|---------------|-------------------|
| | Relocation | | Hard to Staff | |
| | Spent | Change | Spent | Change |
| 2018-19 (FY19) | \$ 321,000.00 | \$ - | \$ 432,500.00 | \$ - |
| 2019-20 (FY20) | \$ 239,000.00 | ▼ \$ (82,000.00) | \$ 302,000.00 | ▼ \$ (130,500.00) |
| 2020-21 (FY21) | \$ 139,000.00 | ▼ \$ (100,000.00) | \$ 165,500.00 | ▼ \$ (136,500.00) |
| 2021-22 (FY22) | \$ 62,750.00 | ▼ \$ (76,250.00) | \$ 155,000.00 | ▼ \$ (10,500.00) |

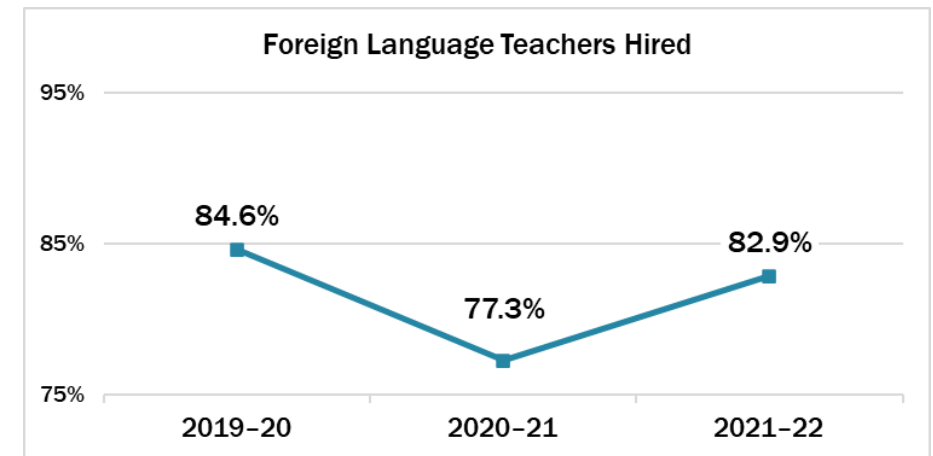


* Early sign-on bonuses were not utilized in 2020-21 or 2021-22.

Key Performance Indicators: Human Resources

- **MSCS awarded 17% more in Praxis reimbursements**, though fewer individual educators received the reimbursement.
- **MSCS filled a larger percent of vacant foreign language positions** in 2021–22, compared to the previous year.

| Praxis Reimbursements | | | |
|-----------------------|-----------------|-------------------|----------|
| | # of Recipients | Amount Reimbursed | % Change |
| 2019–20 (FY20) | 16 | \$ 6,700.00 | |
| 2020–21 (FY21) | 22 | \$ 13,250.00 | ▲ 98% |
| 2021–22 (FY22) | 19 | \$15,450.00 | ▲ 17% |



Key Performance Indicators: Human Resources

- **30 teachers transitioned into a Special Educator role** in 2021–22 through the new Special Educator Initiative and more are projected to transition in the upcoming year.
- **New Teacher**

| Special Educator Initiative | | |
|-----------------------------|-----------------|---------------|
| Cohort | SPED Candidates | Stipends Paid |
| 2021–22 | 30 | \$ 359,750.00 |
| 2022–23 | 39 | TBD |



Key Performance Indicators: Human Resources

- This year **the mentor/mentee ratio decreased to 1:1** compared to the 1:12 baseline.
- Mentors **completed 13,267 mentor logs** during the school year.
- On average, **mentors documented 61.25 hours with their mentees.**
- The most frequent interactions documented included:
 - **Observation/feedback (36%)**
 - Coaching conversations (28%)
 - Co-planning (22%)



Key Performance Indicators: Human Resources

Mentor Feedback

Mentors rated their overall satisfaction with the mentoring experience as a 4.81 (out of 5).

Mentor Quotes:

“Serving as a mentor this year has been a phenomenal experience. Through pouring into and grooming my mentee, I have also sharpened my own instructional practices.”

“Coaching conversations with my mentee are going well. The modeling session regarding routines and procedures seems to help the teacher feel comfortable working with the students, especially after a long winter break. I am very encouraged by the progress my mentee is making.”

Mentee Feedback

Mentees rated their overall satisfaction with the mentoring experience as a 4.25 (out of 5).

Mentee Quotes:

“Having a mentor this year made all the difference for me. It was great to know that I had someone at my school to help me navigate my new career and get off to a great start.”

“My mentor has been a Godsend this year. She has been so helpful. Whenever I had questions, I knew to go to my mentor first. I’ve never had that type of personalized support in any job I’ve had before.”

“The mentoring I have received helped me not only survive this year but ultimately thrive. I and my students are better because of the side-by-side work my mentor did with me.”

Key Performance Indicators: Attendance & Truancy Supports

- **Program Overview:** MSCS will invest funds in this area to provide additional support in improving attendance and truancy rates. Discipline/Registration/Truancy positions will support improving culture and climates as well as increasing attendance rates and attendance accuracy.
- **Program Goal:** Improve the culture and climate of schools and increase attendance rates and attendance accuracy.

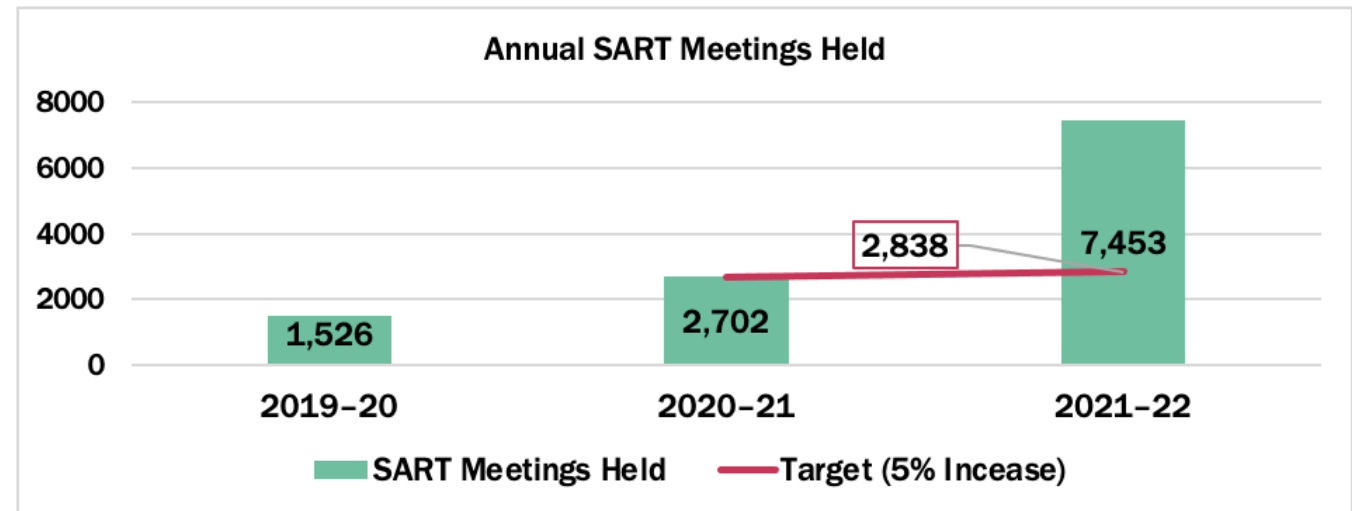
| Key Performance Indicators | Status |
|--|--------|
| Increase in documented SART teams in PowerSchool by 5% | ● |



| Legend | |
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| ● | Met |
| ● | Approaching/Minor Change |
| ● | Not Met |

Key Performance Indicators: Attendance & Truancy Supports

- Expansion of truancy department by **adding five additional staff members** bringing the total to nine specialists.
- There was a **176% increase in the number of SART meetings held**.



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Key Performance Indicators: Proximity Learning

- **Program Overview:** Hire and deploy Proximity Learning EOC teachers for strategic co-teaching, small group rotations, and intensive workshops in high school English Language Arts and science.
- **Program Goal:** Improve student learning and EOC scores.

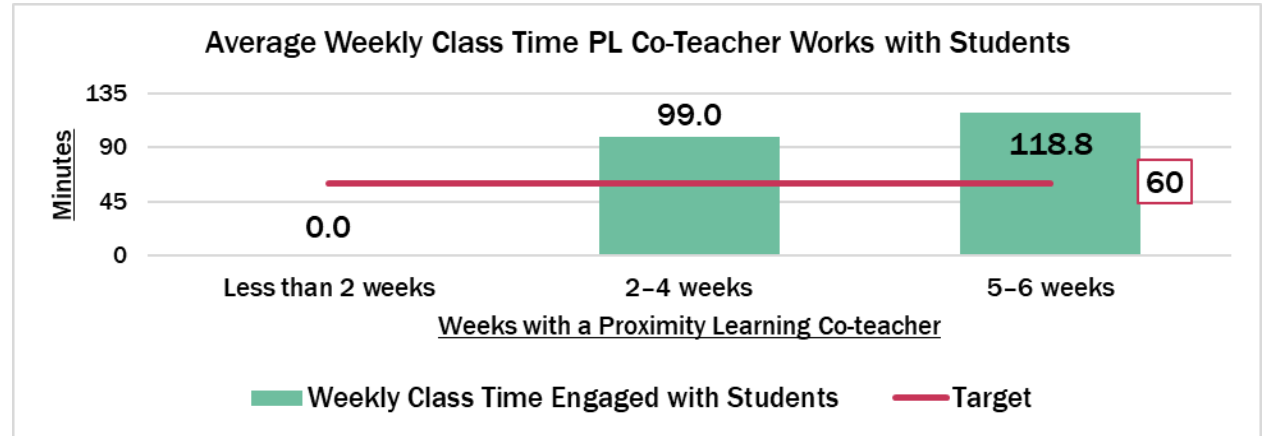
| Key Performance Indicators | Status |
|--|--------|
| Engage students with Proximity teachers at least one hour per week or 12 minutes a day to increase EOC scores. | ● |
| Enhance teacher understanding of the blended learning model. | ● |
| Students scoring “below” on EOC testing will decrease by 3 percentage points for students engaging in proximity learning in Algebra I, Biology I, and English I. | TBD |



| Legend | |
|--------|--------------------------|
| ● | Met |
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| ● | Not Met |

Key Performance Indicators: Proximity Learning

- Proximity Learning co-teachers engaged with students for an **average of 74.62 minutes per week**.
- For PL co-teachers who were placed for 2+ weeks, **the average was 107.78 minutes per week**.

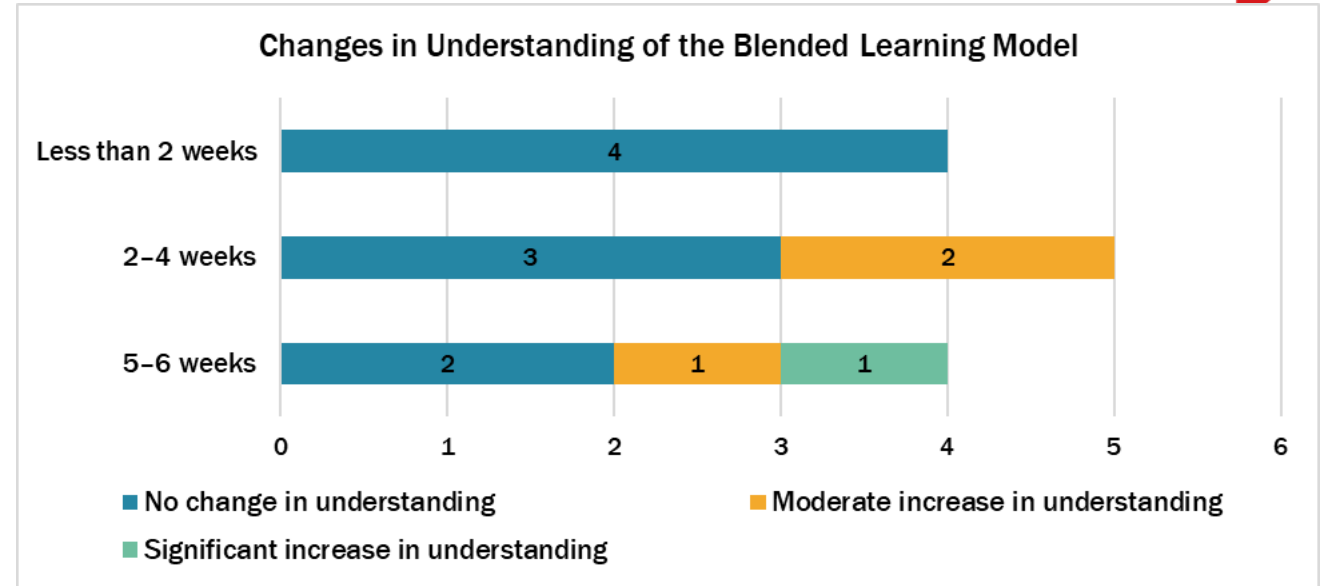


| Time Engaged with Students | | | |
|----------------------------|-------------|-----------------------|----------------------------|
| Time with a PL Co-teacher | Sample Size | Average Days per Week | Average Minutes per Period |
| Less than 2 weeks | 4 | 0 | 0 |
| 2-4 weeks | 5 | 3.6 | 21.97 |
| 5-6 weeks | 4 | 3.25 | 19.31 |



Key Performance Indicators: Proximity Learning

- 33% of all MSCS partner teachers increased their understanding of the Blended Learning Model.
- This increased to 50% for MSCS teachers who were in the program the longest.



- MSCS teachers responded to open-ended items. Most of the responses referenced the timing of the launch and **questioned why the program was launched at the end of the year directly before EOC testing.**



Key Performance Indicators: Naviance

Program Overview: This is a continuation of the Naviance platform and services for middle and high school students to develop robust career pathway opportunities.

Program Goal: Increase fidelity of implementation with key student planning and exploration tasks for college and career goals.

| Goal | Status |
|---|--------|
| Increase the percentage of 8th–12th graders logging in at least once from 95% to 100% | ● |
| Increase the percentage of 8th–12th graders to complete assessments from 52% to 70% | ● |
| Increase the percentage of 8th–12th graders to identify career favorites from 26% to 40% | ● |
| Increase the percentage of 10th–12th graders to select their college favorite from 26% to 50% | ● |
| Increase the percentage of 8th–11th graders to complete course plans from 76% to 100% | ● |

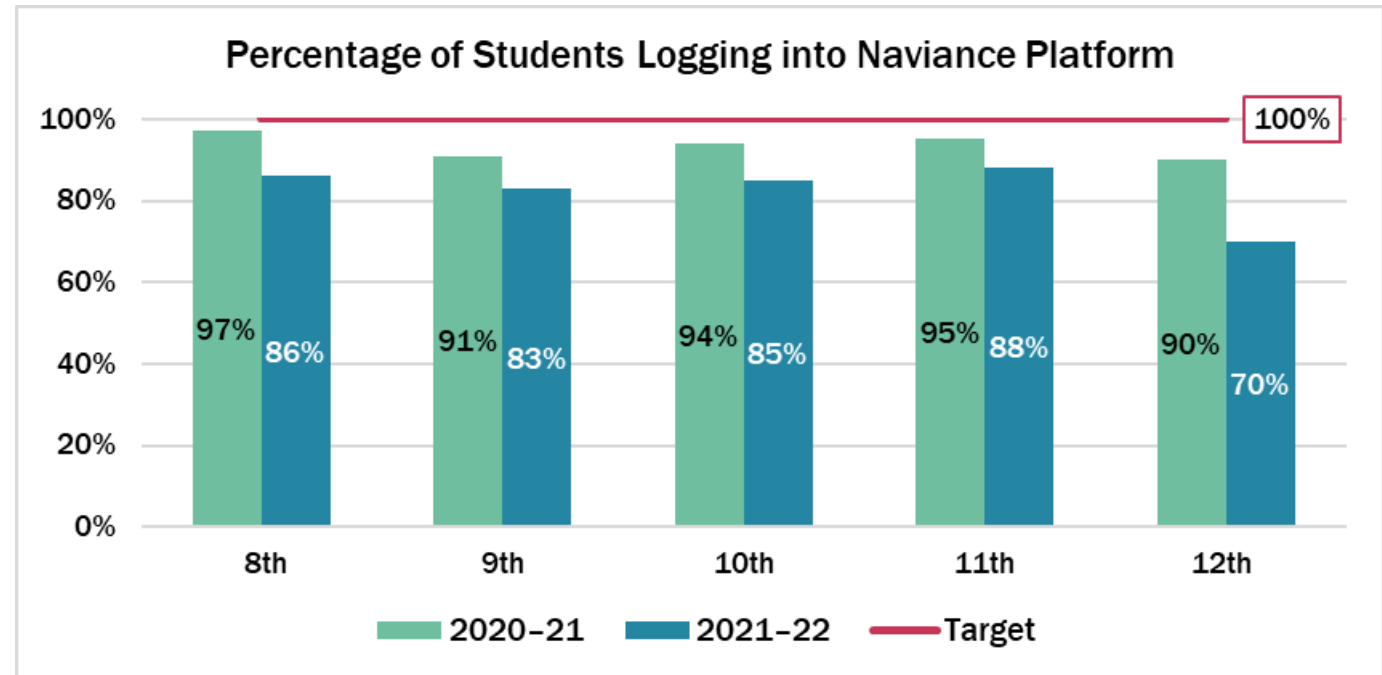


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Key Performance Indicators: Naviance

Naviance Log-ins

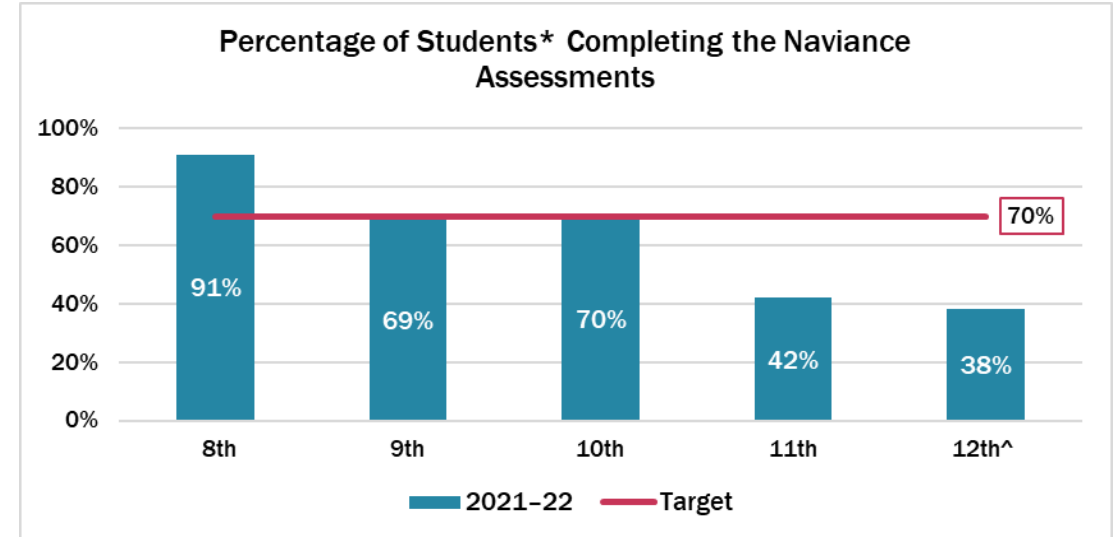
- In 2020–21, **95%** of 8th–12th graders logged at least once.
- The target goal for 2021–22 was **100%** of students logging in at least once.
- In 2021–22, **85%** of 8th–12th graders logged in to Naviance.



Key Performance Indicators: Naviance

Naviance Assessments

- In 2020–21, **52%** of 8th–12th graders completed the assessment.
- **The target goal for 2021–22 was for 70% completion.**
- In 2021–22, **63%** of 8th–12th graders completed the assessment.



[^]12th graders were not required to complete the Assessment Task.

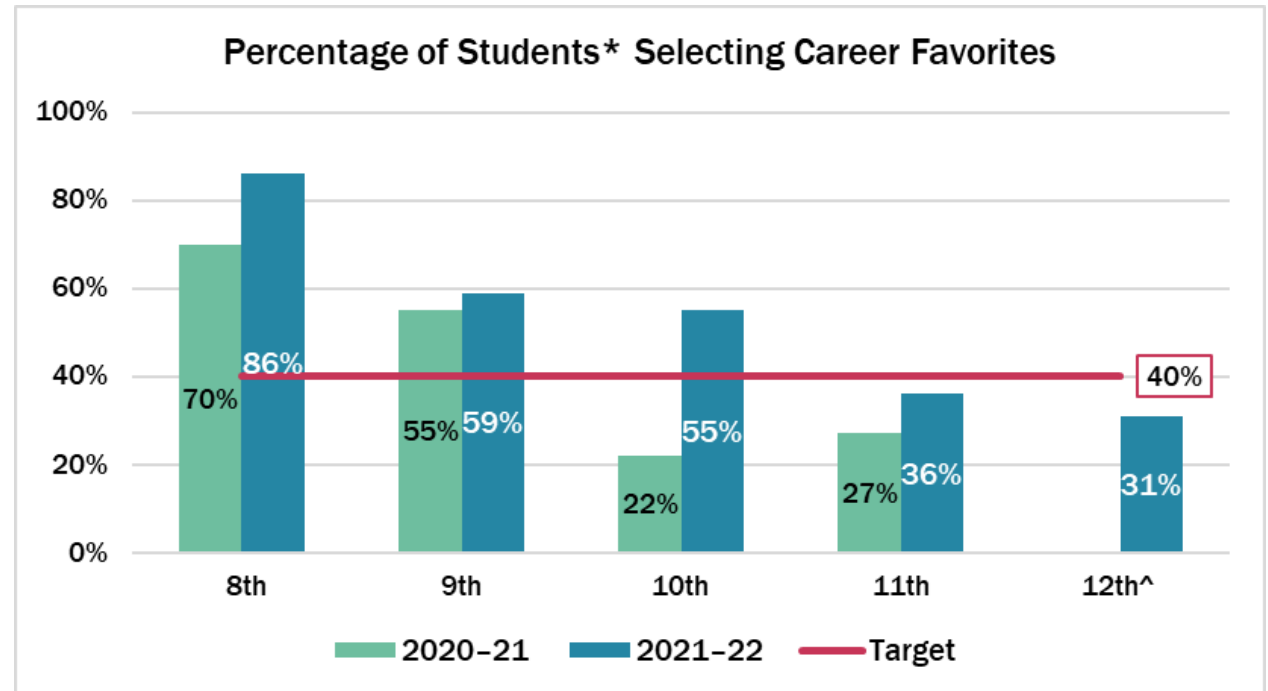


* % of students who logged into the platform, not % of MSCS students.

Key Performance Indicators: Naviance

Career Favorites

- In 2020–21, **26%** of 8th–12th graders identified career favorites.
- The target goal for 2021–22 was for **40%** completion.
- In 2021–22, **54%** of 8th–12th graders identified career favorites.



^12th graders were not required to complete Career Favorites.



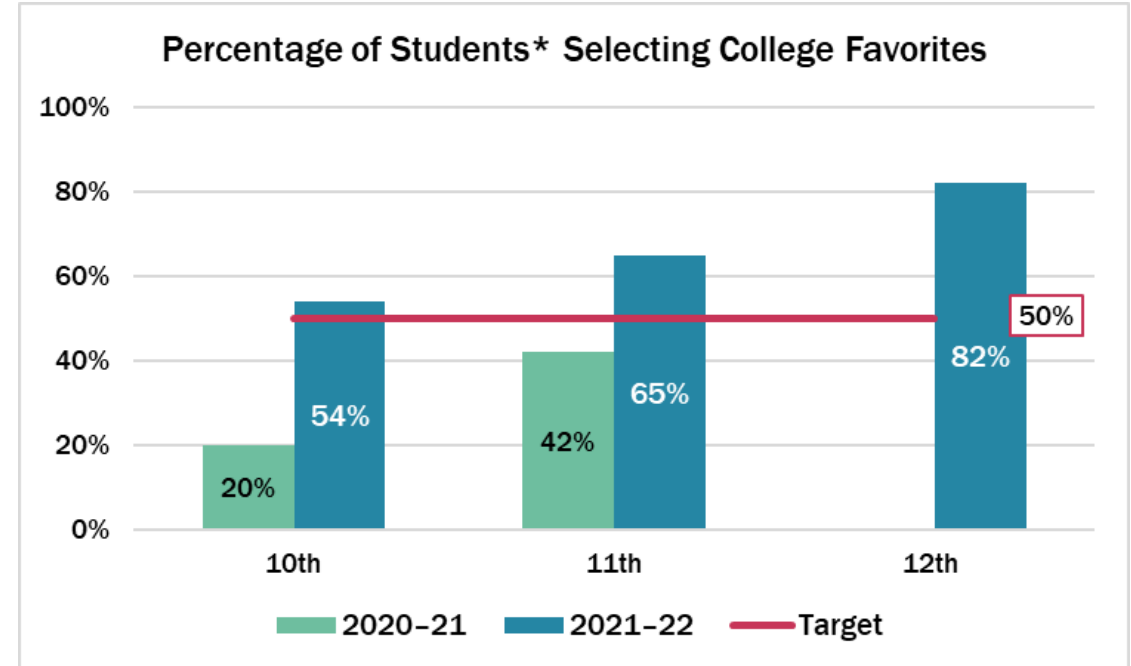
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* % of students who logged into the platform, not % of MSCS students.

Key Performance Indicators: Naviance

College Favorites

- In 2020–21, **26%** of 10th–12th graders identified college favorites.
- **The target goal⁺ for 2021–22 was for 50% completion.**
- In 2021–22, **75%** of 10th–12th graders identified college favorites.

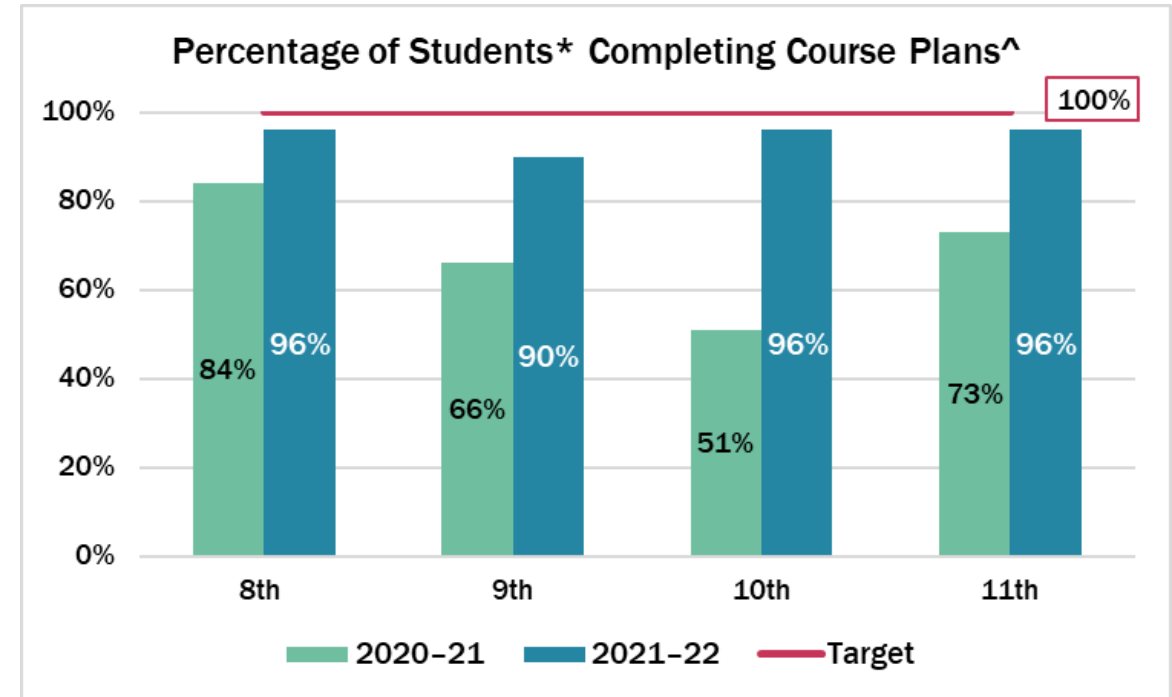


⁺ The original goal was for 9th–12th graders. However, students start using this feature their sophomore year.
^{*} % of students who logged into the platform, not % of MSCS students.

Key Performance Indicators: Naviance

Course Plans

- In 2020–21, **76%** of 8th–11th graders completed Course Plans.
- **The target goal for 2021–22 was for 100% completion.**
- In 2021–22, **95%** of 8th–11th graders completed Course Plans.



[^] 5 specialty high schools were exempt from entering 4-year course plans.



* % of students who logged into the platform, not % of MSCS students.