

ESSER KPIs: April 2023





K-2 Specialized Education Assistants

**2022-23
Quarter 3
Survey
Results**

Program Overview:

Specialized Education Assistants (SEAs) were assigned to K-2 classrooms reducing the student-to-adult ratio to increase individualized instruction.

Survey Participants (Quarter 3: March 6-29):

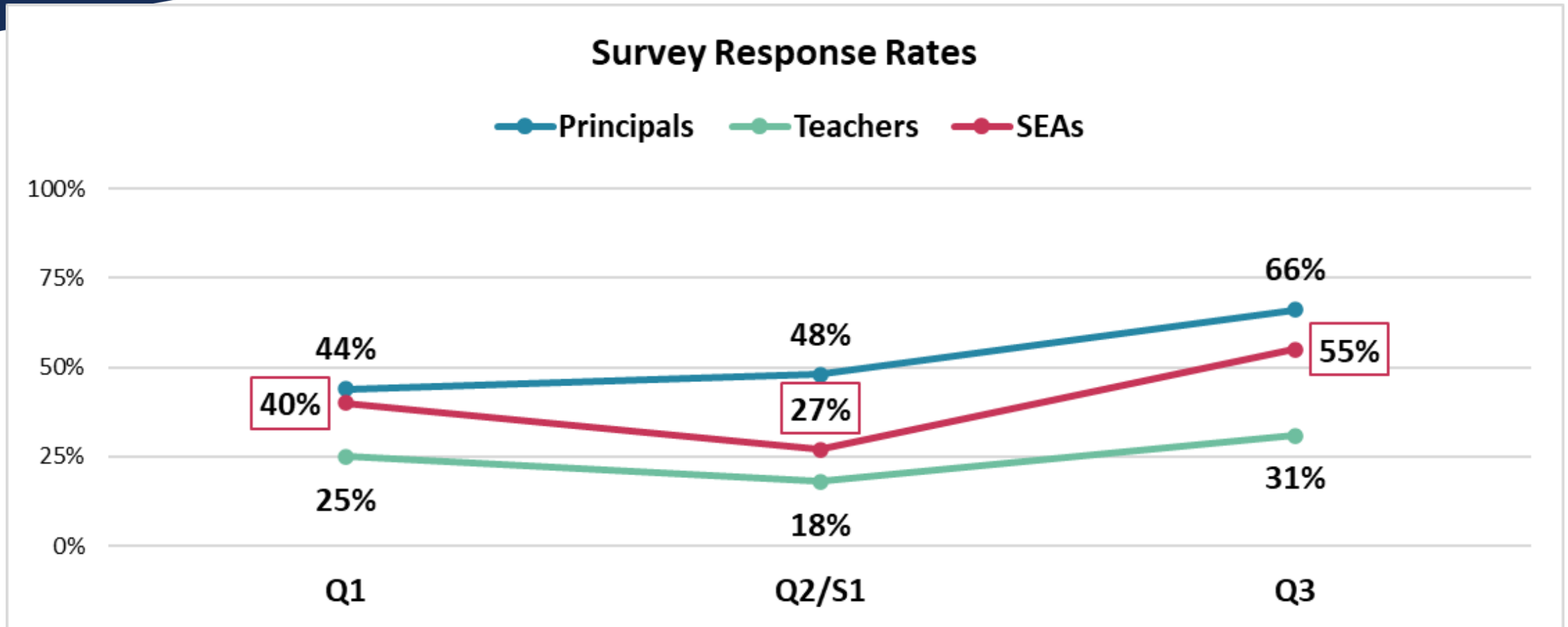
- SEAs
- K-2 Teachers
- Principals of schools with K-2 classrooms

Purpose of Surveys:

- Gauge the status of implementation for SEAs.
- Determine if SEAs are leveraged effectively in the classroom.

K-2 SEA Survey – Response Rate

2022-23 Q3 Survey Results



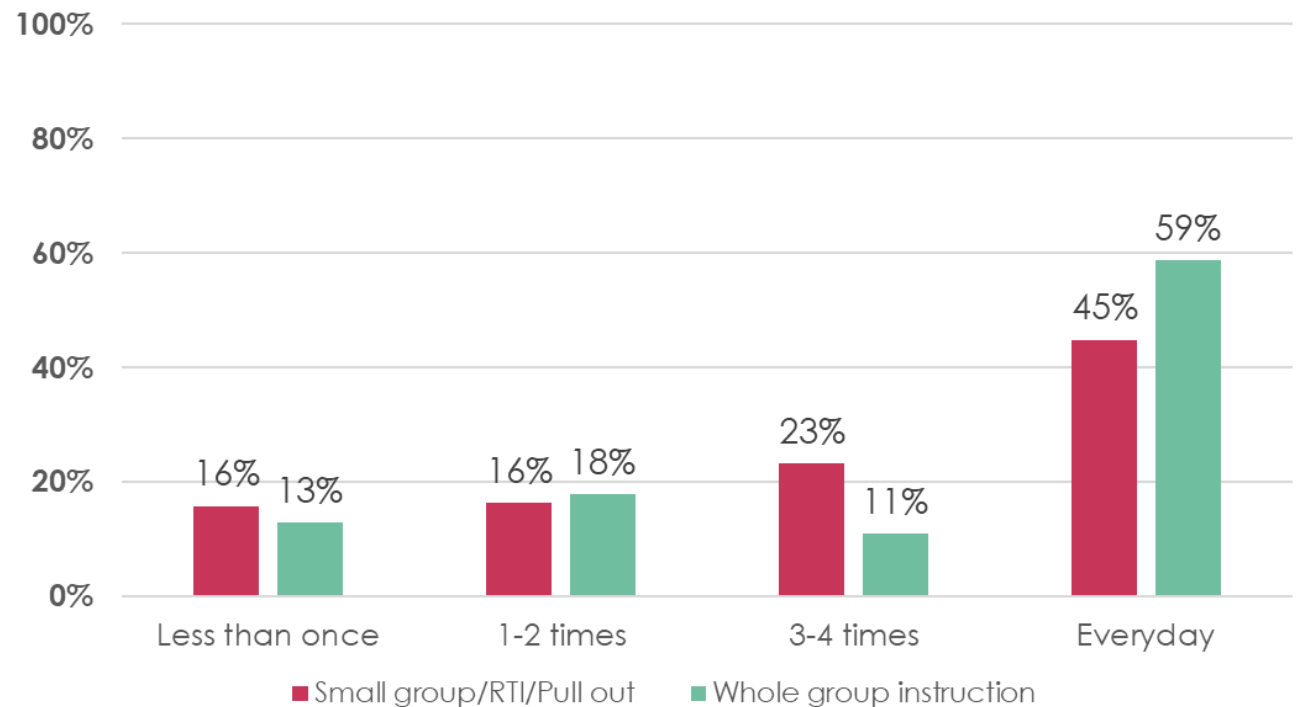
Teachers' Responses

2022–23 Q3 Survey Results



- **45%** of teachers indicate that the SEA supports **Small Group instruction daily**, **down** from 61% in 2021–22 (Q3).
- **59%** of teachers indicated that their SEA supports **Whole Group Instruction daily**, **down** from 66% in 2021–22 (Q3).

SEA Support Per Week

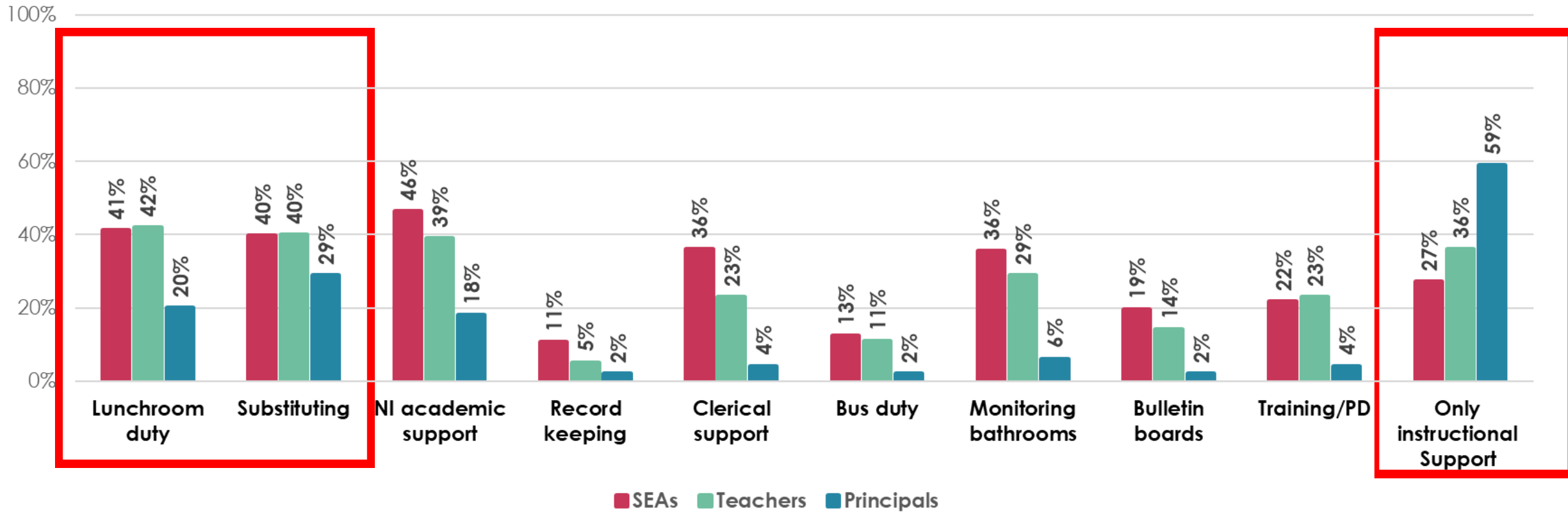


Assigned SEA Tasks

2022–23 Q3 Survey Results



When their classroom teacher is providing instruction, which of the following NI tasks are being done by SEAs? (Q3 results by subgroups)



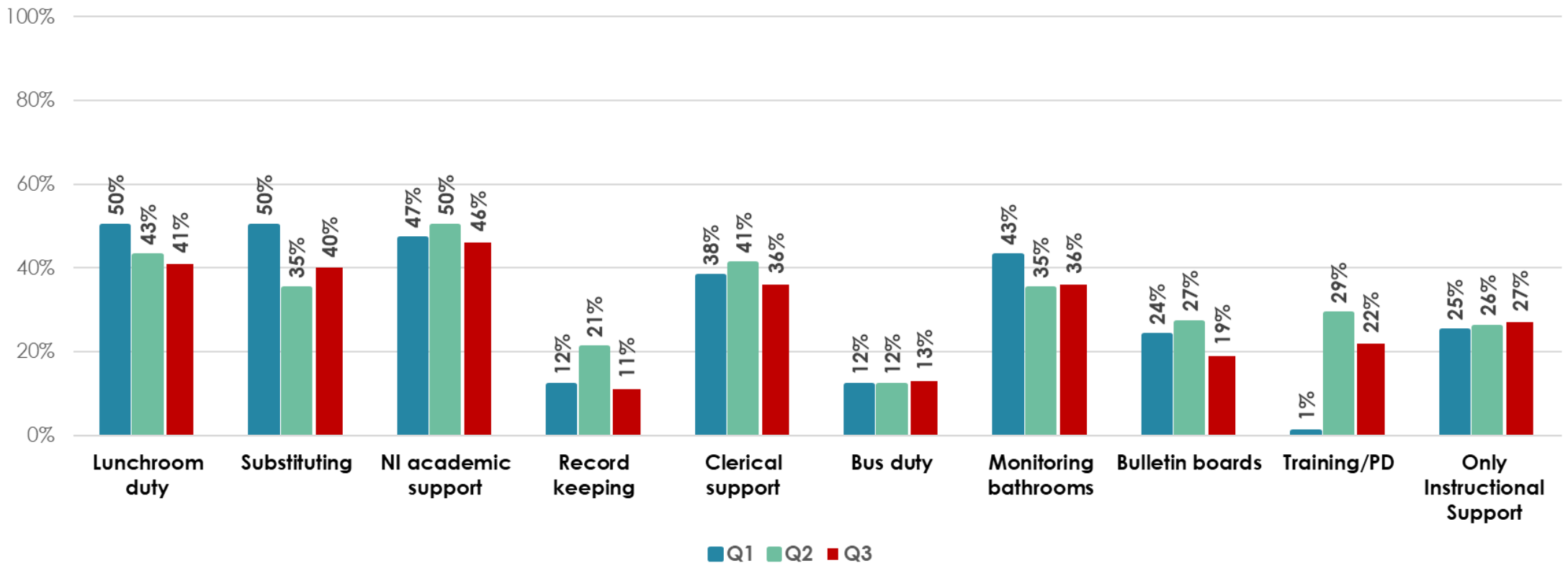
Note the difference between Principal beliefs and SEA/Teachers beliefs.

Assigned SEA Tasks

2022–23 Q3 Survey Results



When their classroom teacher is providing instruction, which of the following NI tasks are being done by SEAs?
(Comparison of ONLY SEA responses across Q1-Q3)

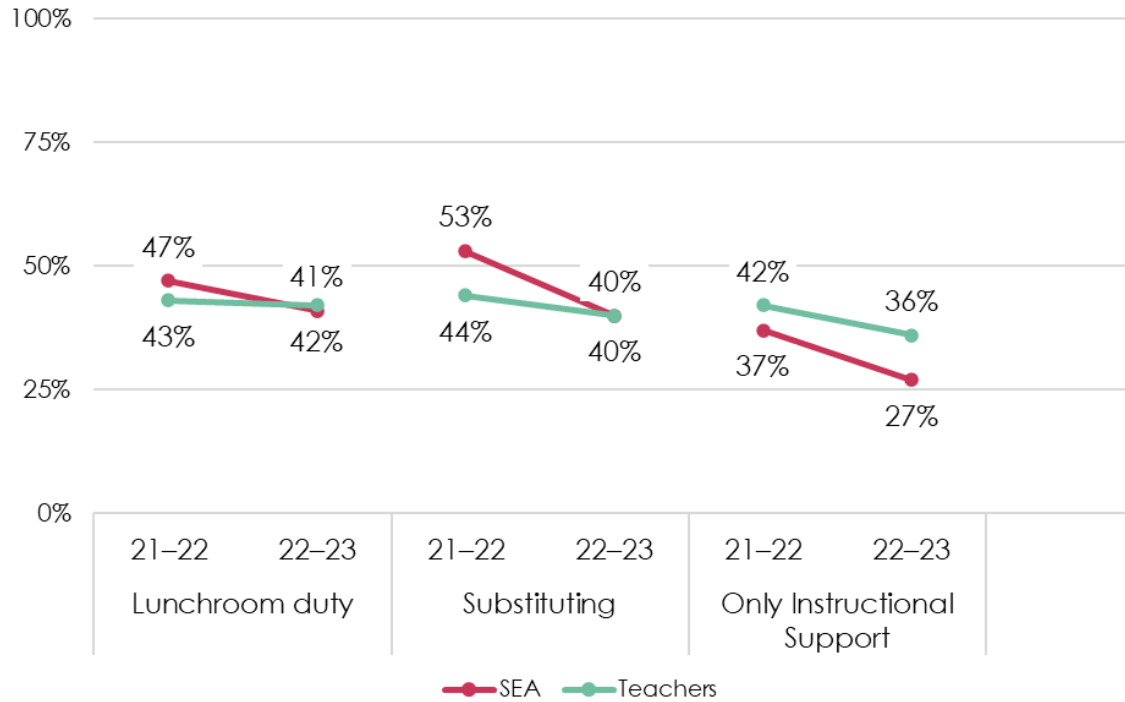


Assigned SEA Tasks

2022–23 Q3 Survey Results



Q3 Year Over Year Comparison



Compared to last year in Q3:

- **Pros:**
 - Fewer SEAs reported having lunchroom duty.
 - Fewer teachers and SEAs reported that SEAs are subbing.
- **Cons:**
 - Fewer teachers and SEAs reported that SEAs are **only** working on Instructional Support tasks during the week

Assigned SEA Tasks

2022–23 Q3 Survey Results



Aspects of the role of SEAs that are going especially well.

Principals:

- Our SEAs pull small groups of students throughout the day. They have been extremely helpful in helping to **improve student proficiency and academic growth.**
- We have been able to use the SEA as a **pipeline to becoming a classroom teacher.**
- Students are struggling to learn to read in K-2. **SEAs reduce class size and provide targeted strategies for phonics instruction.** These staff members are skilled and capable of leading student learning as well.

SEAs:

- As an SEA, I have seen the positive effect of a SEA through **students' data, motivation, and commitment to want to enhance their learning.**
- I love the **sequence of how the lessons match up with what we go over in training, so I know how to better support my students.**
- I hope to continue my role in the next coming school years. I enjoy seeing the progress of my students. **My teacher and my administrators are excellent at providing and assisting me with any information and tools I need.**
- I am **gaining the experience needed** when it comes time for me to have my own classroom.
- My students **are making gains in their area of deficiency.** My teacher and I work well together. **We collaborate on lessons,** and she gives me room to create lessons.

Teachers:

- [My SEA] is an **integral part of our classroom.** She has been able to pull students one on one and in small groups to help with skills students were lacking, but also to **push some of our top students to higher levels of skill.** Having an extra person to help with small group, RTI groups, and small group pull out is invaluable. **Having a SEA makes our class size manageable.** 25/26 is a lot for one person to manage. I can't give attention to everyone who needs it in kindergarten without those extra hands.

Assigned SEA Tasks

2022–23 Q3 Survey Results



Aspects of the role of SEAs that are areas for improvement.

Principal responses mentioned:

- Being short-staffed and having to use SEAs as subs
- Not having enough SEAs or having attendance/turnover issues with SEAs
- Training/PD taking SEAs away from the classroom
- Finding qualified SEAs

Teacher responses mentioned:

- SEAs pulled from classrooms to do other duties making it hard to keep to a consistent schedule
- Not having time to plan with SEAs

SEA responses mentioned:

- Having to substitute for other classrooms
- Others not knowing or respecting their role as SEA
- Do other tasks that take them out of their assigned classroom
- Need support for challenging student behaviors

Assigned SEA Tasks

2022–23 Q3 Survey Results



Other Considerations

Job Uncertainty

Job uncertainty for SEAs continues to be a concern for all stakeholders. Example responses from SEAs included:

- "... also, being in limbo about whether or not my position will be renewed... in the future."
- "The challenging [aspect] is not knowing if the contracts will be renewed and if I need to be looking for new employment."
- "Not knowing if I will have a job next year."

Training/PDs

SEAs, Teachers, and Principals all cited various concerns about the trainings/PD offered to SEAs. Example responses are below:

SEA responses:

- "The challenging part of my job is me going over & beyond & not being paid what is deserved, because on holidays when we have to do such extensive work, some of the extensive work is more tedious than instructional. The load of the PD should be revisited."

Teacher responses:

- "It would be nice if teachers were emailed the PD schedule for SEAs. When we plan activities and have a small group that they need to lead and they have to go to training, it puts a wrinkle in teaching. I know they don't train often, but that would help."
- "The PD that SEAs receive is very helpful, however it is during our whole group instruction. If the PD was recorded and the SEAs could watch it during their planning time that would be helpful."

Principal responses:

- "The challenge is figuring out how to keep classes properly supervised when multiple staff are attending professional development during the day at the same time when substitutes pick up jobs, but do not show up to complete the assignment."



Proximity Learning

Program Overview:

The Proximity Learning 2022–23 program is an innovative approach in which MSCS Educational Support Professionals (ESP) work with online teachers from Proximity Learning, who serve as the teacher of record.

Proximity Learning teachers instruct about 380 course sections at MSCS.

Program Goals:

- Students will experience high-quality Tier 1 instruction from a certified content expert virtual teacher with in-person support from an MSCS ESP.
- Reduce student-to-teacher ratio in participating classrooms by leveraging Proximity teachers and ESPs.

| Key Performance Indicators | Status |
|---|--------------------|
| Students participating in PL EOC courses will score similarly to traditionally taught students on academic outcomes: Grades | ● |
| Students participating in PL EOC courses will score similarly to traditionally taught students on academic outcomes: Mastery Connect | ● |
| ESPs and PL teachers will support EOC students who would otherwise not have a certified teacher of record. | ● |
| Students participating in PL EOC courses will report similar attitudes towards culture and climate in their PL courses (Panorama results) | TBD- Yearly KPI |
| Students participating in PL EOC courses will score similarly to traditionally taught students on academic outcomes: EOC tests | TBD- Yearly KPI |

Proximity Teaching

Q4 Counts



- Proximity Learning teachers staff roughly **382* sections at 21 schools** serving as the instructor of record for **approximately 7,640 students****.
- MSCS is currently utilizing all section space within our contract to staff EOC and other courses with a certified teacher of record.
- Contract total = 400 (57 FTEs)
- Proximity Learning sections are offered in a wide array of formats including:
 - Sections can be M-F, A/B, 4x4 etc.
 - Sections vary in length (60, 90, etc.)

ESPs and PL teachers will support EOC students who would otherwise not have a certified teacher of record.



*Based on Proximity Learning's Q4 counts.

** Estimates based on a class size of 20.

Proximity Teaching

Semester 1 Analysis



- Students' semester one grades and Mastery Connect data was analyzed to determine how the Proximity Learning students are progressing compared to their peers in traditionally-taught, face to face courses.
- The **comparison sample** included students who met the following criteria. Enrolled in a:
 - District-managed, non-specialty school, and
 - During the first semester, and
 - Either
 - A non-EOC course section with a course code (and course format) that was also offered as a PL section, **or**
 - A non-AP EOC course, regardless of whether there was a PL section of that course code

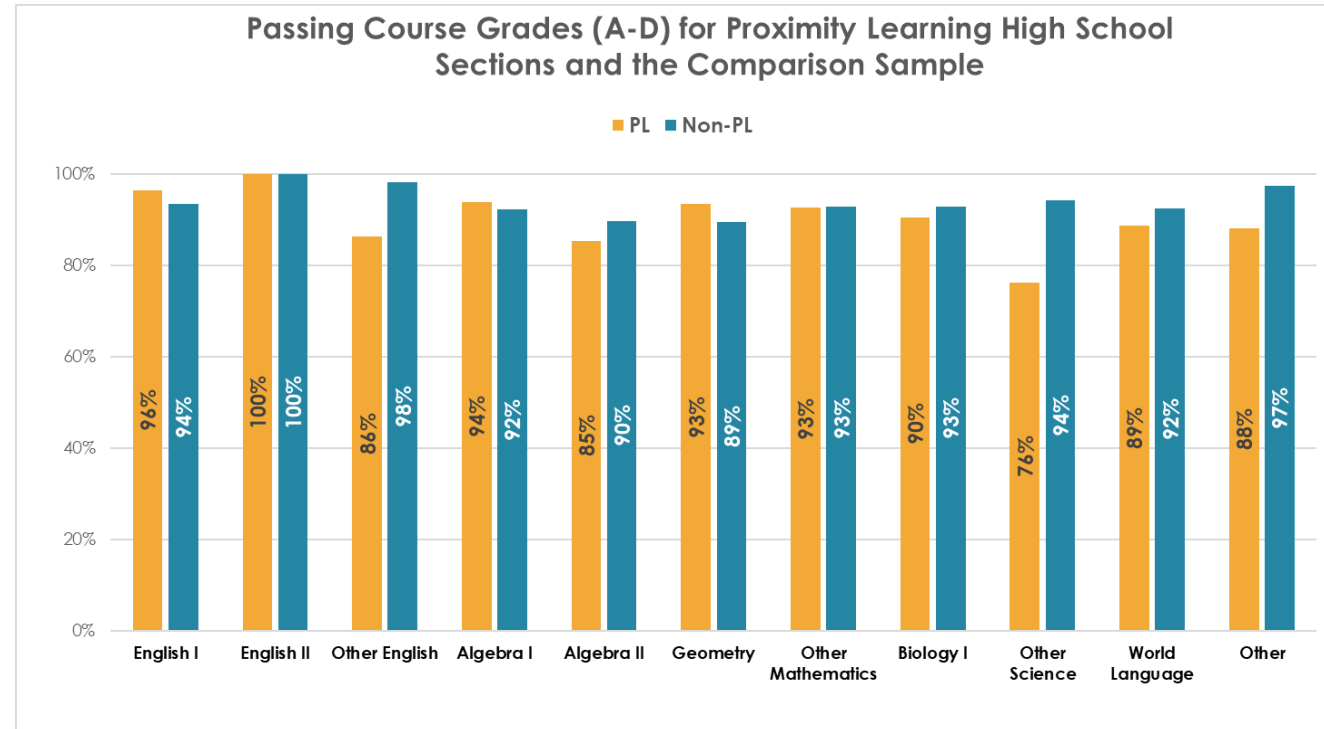
Proximity Learning

Semester 1 Class Grades

Passing Grades



- Overall, **students in the Proximity Learning sample and the comparison sample earned passing grades at similar rates.**
- However, grades were distributed differently* for some courses. Students in PL sections compared to their peers:
 - Earned a passing grade more frequently in Geometry.
 - Earned a failing grade more frequently in Algebra II, other English, and other science.



Students participating in PL EOC courses will score similarly to traditionally taught students on academic outcomes: Grades



* Only differences of +/- 10 percentage points are called out (excluding "other").

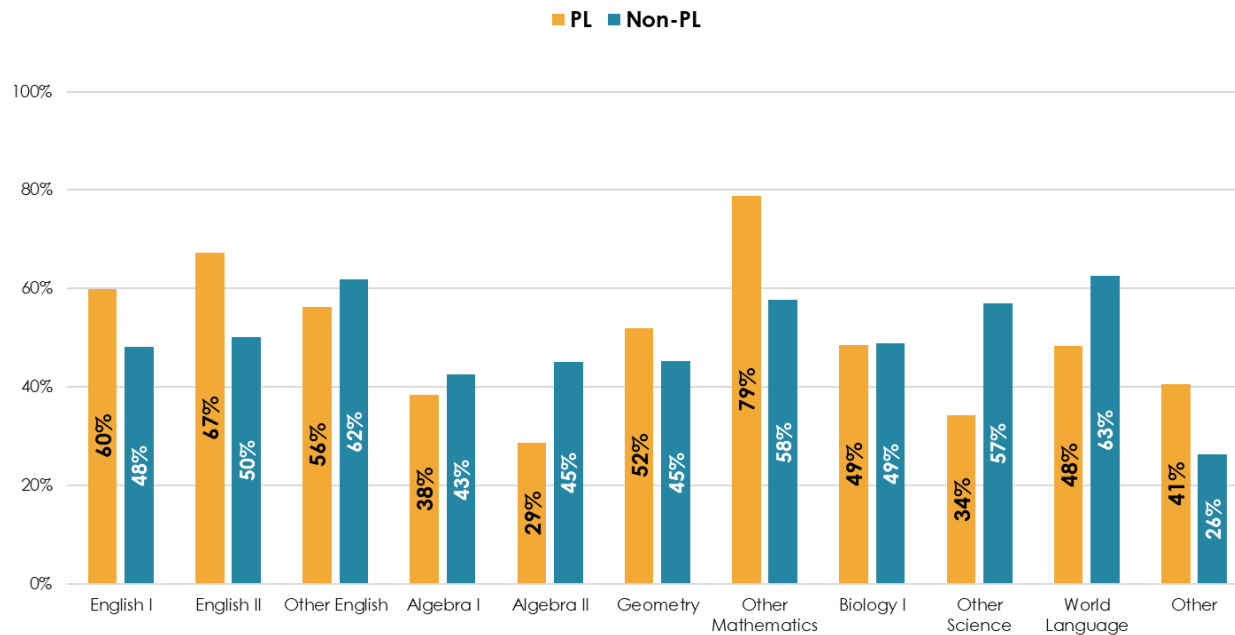
Proximity Learning

Semester 1 Class Grades

As & Bs



Course Grades (As and Bs) for Proximity Learning High School Sections and the Comparison Sample



- Overall, **students in the Proximity Learning sample and the comparison sample earned As and Bs at similar rates.**
- However, grades were distributed differently for some courses. Students in PL sections compared to their peers:
 - Earned more As or Bs in English 1, English 2, and other mathematics.
 - Earned fewer As or Bs in Algebra II, other science, and World Language.

Students participating in PL EOC courses will score similarly to traditionally taught students on academic outcomes: Grades

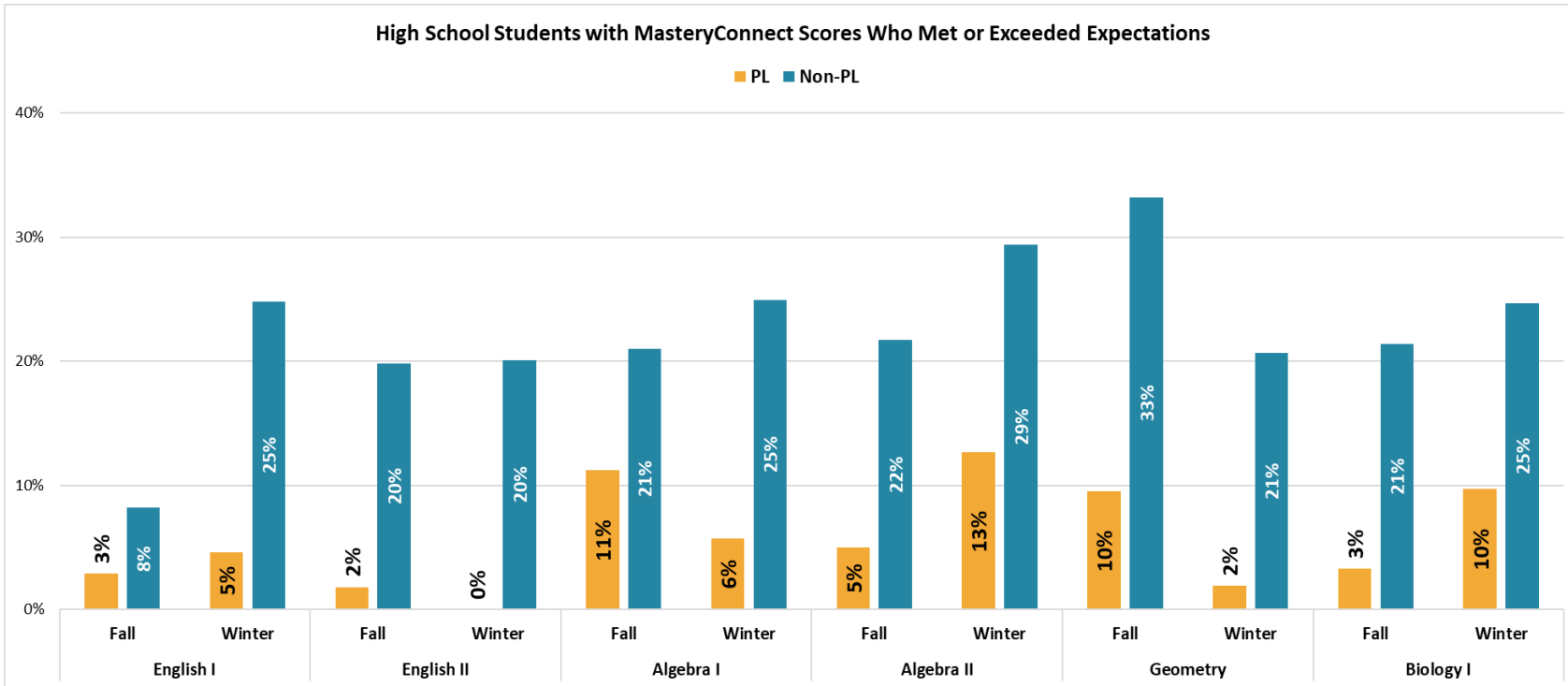


* Only differences of +/- 10 percentage points are called out (excluding "other").

Proximity Learning

Fall and Winter

Mastery Connect



- **Students in PL sections performed less well than comparison students on both Fall and Winter Mastery Connect.**
- A smaller percentage of PL students met or exceeded expectations than their peers in every tested subject.

Students participating in PL EOC courses will score similarly to traditionally taught students on academic outcomes: Mastery Connect



Proximity Learning

Fall and Winter

Mastery Connect



| EOC Subject | CFA Window | Proximity Group | | | | | Non-Proximity/Control Group | | | | |
|-------------|------------|-----------------|---------------|---------------|------------------------------------|----------------|-----------------------------|---------------|---------------|------------------------------------|----------------|
| | | School Count | Section Count | Student Count | Met or Exceeded Expectations Count | M+E Percentage | School Count | Section Count | Student Count | Met or Exceeded Expectations Count | M+E Percentage |
| English I | CFA1 | 1 | 5 | 104 | 3 | 3% | 29 | 287 | 4,952 | 406 | 8% |
| English I | CFA2 | | | 100 | 5 | 5% | | | 5,230 | 1,180 | 25% |
| English II | CFA1 | 1 | 4 | 55 | 1 | 2% | 28 | 297 | 4,754 | 943 | 20% |
| English II | CFA2 | | | 60 | 0 | 0% | | | 4,924 | 943 | 20% |
| Algebra I | CFA1 | 4 | 15 | 321 | 36 | 11% | 29 | 252 | 4,632 | 971 | 21% |
| Algebra I | CFA2 | | | 345 | 22 | 6% | | | 4,824 | 1,238 | 25% |
| Algebra II | CFA1 | 7 | 44 | 834 | 42 | 5% | 28 | 231 | 3,981 | 865 | 22% |
| Algebra II | CFA2 | | | 845 | 107 | 13% | | | 4,066 | 1,257 | 29% |
| Geometry | CFA1 | 6 | 32 | 609 | 58 | 10% | 28 | 219 | 4,439 | 1,474 | 33% |
| Geometry | CFA2 | | | 627 | 14 | 2% | | | 4,417 | 1,012 | 21% |
| Biology I | CFA1 | 3 | 12 | 213 | 7 | 3% | 29 | 265 | 4,838 | 1,037 | 21% |
| Biology I | CFA2 | | | 214 | 19 | 10% | | | 4,932 | 1,198 | 25% |

Students participating in PL EOC courses will score similarly to traditionally taught students on academic outcomes: Mastery Connect

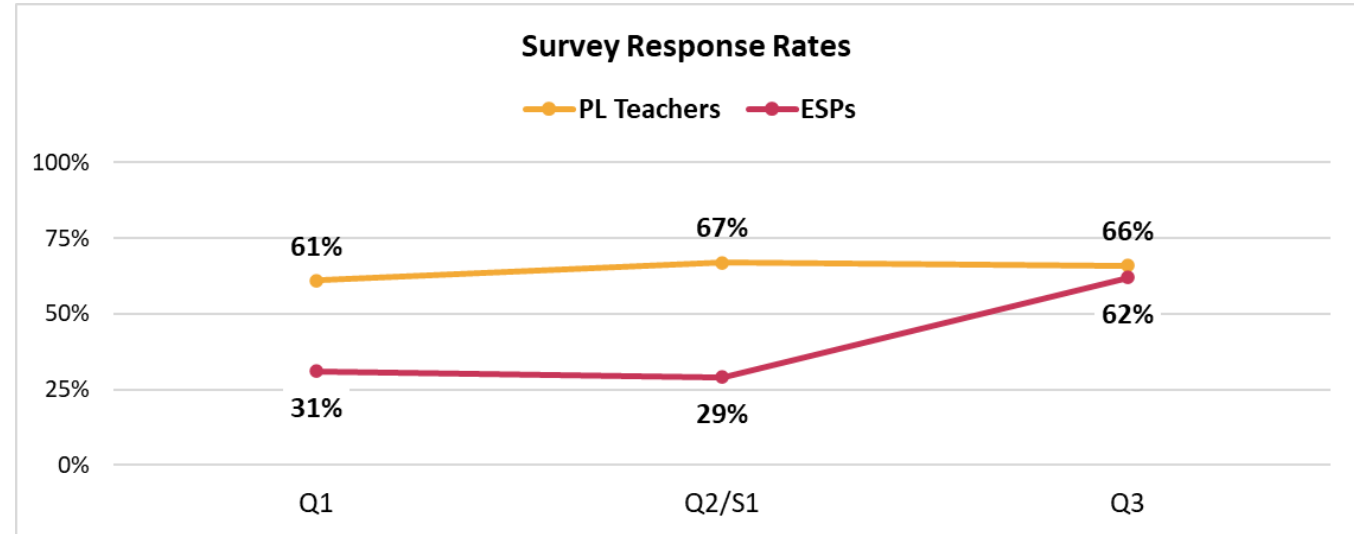


Proximity Learning

Q3 Survey Feedback



- Proximity Teachers and Educational Support Professionals (ESPs), who meet in-person with the students, respond to surveys every quarter.



- This feedback helps the department adjust their Professional Development and provide additional support to PL coordinators at the schools, PL teachers, and ESPs in service of creating equitable experiences for students.

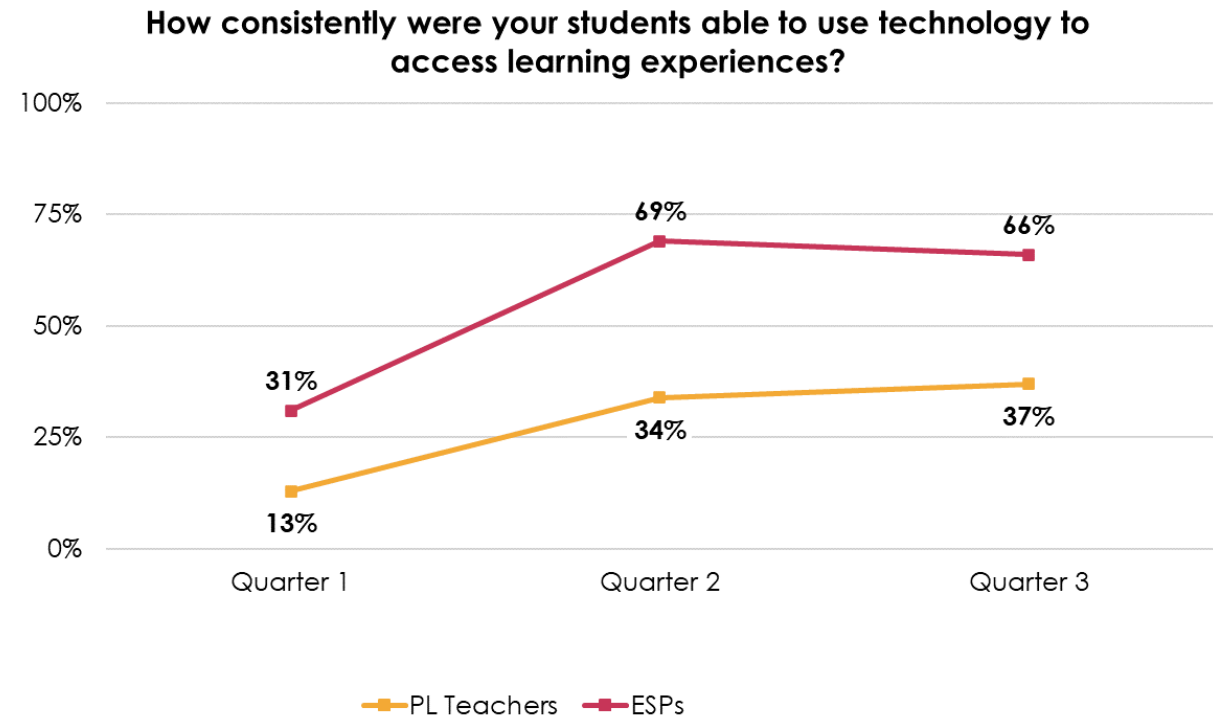
Proximity Learning

Q3 Survey Feedback

Technology



- Throughout the year, both ESPs and PL teachers **reported increasingly consistent technology use** to access learning experiences.
- However, **PL teachers consistently reported extremely low usage.**
- Some schools may have opted for students to interact with their PL teacher via the classroom smart board, rather than students' devices, which may have impacted PL perceptions of student technology usage.



Note: Responses include a combined rating of “Pretty Consistently” and “Completely Consistently”

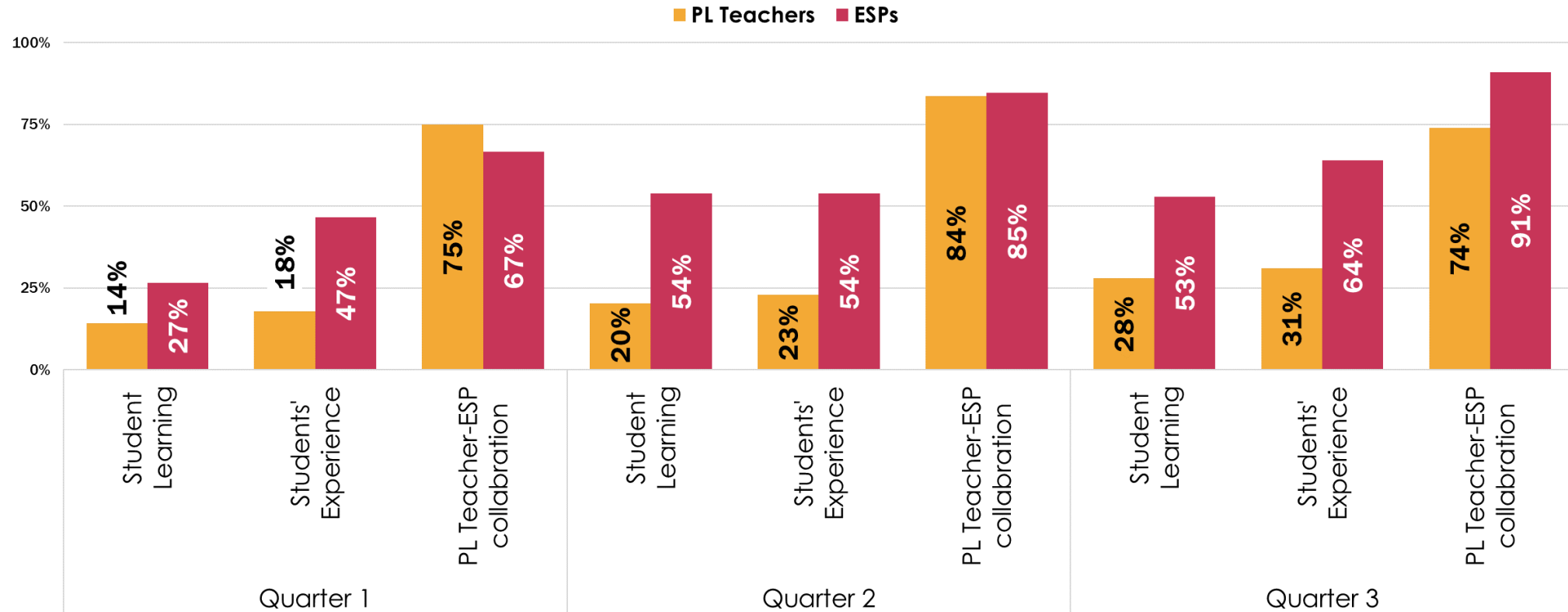
Proximity Learning

Q3 Survey Feedback

Satisfaction



Overall Satisfaction Rating



Note: Responses include a combined rating of "Pretty Consistently" and "Completely Consistently"

Proximity Learning

Next Steps



- Provide support to classroom staff (ESPs) and virtual teachers (Proximity staff) to ensure fidelity to rigorous implementation of the MSCS model.
- Review opportunities to refine onboarding experiences for students, parents, and instructional staff for the 2023–24 school year.



Spring Break Learning Academy (SBLA)

Program Overview:

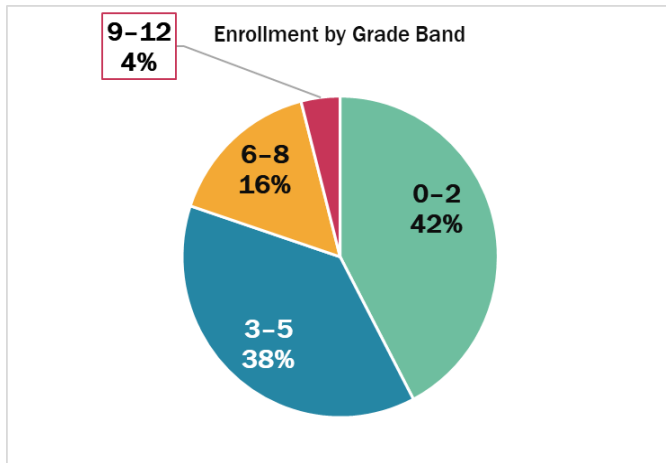
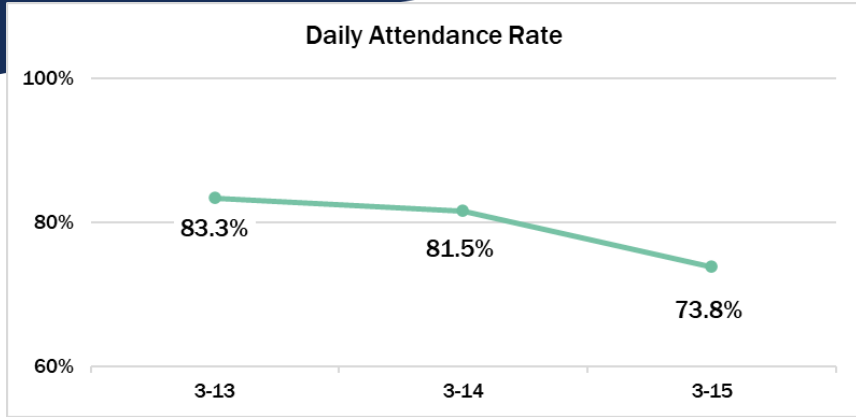
SBLA 2023 was a 3-day academic enrichment opportunity for students during the semester break. K–8 students review the third nine weeks of content standards, while HS students work on ACT preparation.

Program Goals:

This program seeks to support students academically during a time when schools are not open. Additionally, the program provides a safe space and meals for students within our community.

| Key Performance Indicators | Status |
|--|--------|
| Provide meals to Direct Certify students who attend the program. | ● |
| Receive overall positive responses from families participating in the Learning Academies. | ● |
| Students who attend the program will receive additional instructional hours outside of their normal school schedule. | ● |
| Increase attendance at the Learning Academies for those enrolled. | ● |
| Increase enrollment for FB & SB Learning Academies. | ● |

Spring Break Learning Academy



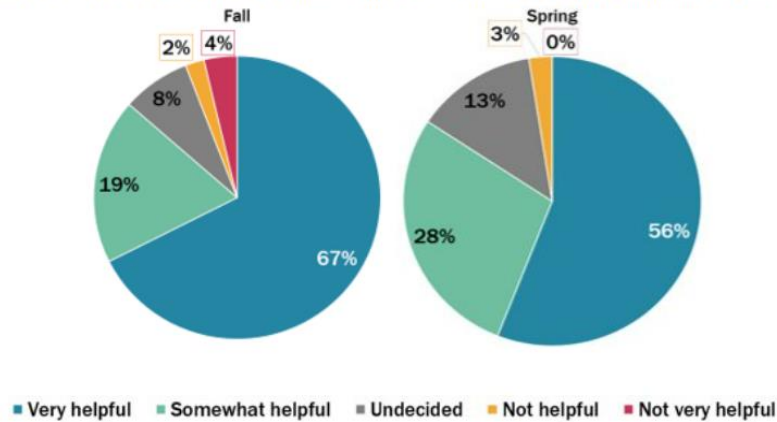
- **1,153 students from 108 schools participated in SBLA**, down slightly from fall 2022 (n = 1,173) and spring 2022 (n = 1,300).
- **The K-2 grade band had the highest enrollment** with 1st (n = 193) and 3rd graders (n = 194) having the highest grade-level enrollments.
- **K-8 students received an average of 14.0 additional hours of instruction** and **high school students received an average of 6.5 hours of ACT prep.**
- **The average attendance rate was 78%** (2.33 days) up from 71% in fall.
- 2,655 meals were provided to economically disadvantaged students and a total of **5,404 meals were served to all students** over the course of the week.

| | |
|--|---|
| Provide meals to Direct Certify students who attend the program. | ● |
| Students who attend the program will receive additional instructional hours outside of their normal school schedule. | ● |
| Increase attendance at the Learning Academies for those enrolled. | ● |
| Increase enrollment for FB & SB Learning Academies. | ● |

Spring Break Learning Academy



How helpful do you feel that Fall/Spring Break Learning Academy was in supporting your child's learning needs?



16% of parents responded to the SBLA survey ($n = 179$).

- **91% of parents reported satisfaction** with SBLA. [Fall: 89%]
- **84% of parents felt that the Learning Academy provided high-quality instruction.** [Fall: 83%]
- **89% found the SBLA helpful in supporting their child's learning needs.** [Fall: 86%]
- **Parents felt that their child was more academically prepared** for the current year after attending the SBLA. [Spring: 70% & Fall: 71%]
- **58% expressed interest in the Summer Learning Academy.**

Overall Satisfaction with Fall/Spring Break Learning Academy

