

# ESSER KPIs: March 2023





# Response to Instruction & Intervention RTI<sup>2</sup>

## Program Overview:

Response to Instruction and Intervention (RTI<sup>2</sup>) is a general education program to support student academic growth by allowing them to receive additional, specialized instruction in specific areas of reading, writing, and math. Since TDOE considers RTI<sup>2</sup> an important focus area for the success of the state's strategic plan, MSCS is dedicated to implementing the state RTI<sup>2</sup> Framework to ensure students receive the instructional supports they need to meet the District goal towards making sure that students are College and Career Ready upon graduation.

## Program Goals:

- Provide PD opportunities on the following: RTI<sup>2</sup> implementation processes, **platform expectations**, planning for intervention, effective intervention components, utilization of district resources, and analysis of student work.
- Utilize the Standard of Accountability Rubric (SOAR) to ensure that schools meet the compliance requirements of RTI<sup>2</sup> implementation and to increase the quality of intervention instruction.

Key Performance Indicators	Status
aimswEBPlus- Progress monitoring associated with Tier II/III interventions is occurring in aimswEBPlus	●
EdPlan- Tier II/III and Academic Support intervention plans are documented within PCG EdPlan	●
Imagine - Tier II/III academic intervention students, active in EdPlan, engage in the Imagine Learning Individualized Learning Path to support the student specific instructional level and skill-deficit.	●
i-Ready- Tier II/III academic intervention students, active in EdPlan, engaged in the i-Ready Individualized Learning Path supporting specific instructional level and skill-deficit.	●

# RTI<sup>2</sup>- Platform Overviews



- **EdPlan:** EdPlan is an online platform where all Tier II and Tier III intervention plans and documentation are maintained.
- **aimswEBPlus:** aimswEBPlus is a **new platform** for the District this school year. It is an online platform where progress monitoring is completed for students with Tier II or Tier III intervention plans.
- **i-Ready:** i-Ready is an online program for K–8 students for reading and/or mathematics that helps teachers determine student needs, develop personalized learning, plan and execute high-quality Tier II and II instruction, and monitor progress.
- **Imagine Learning:** Imagine Learning is a **new platform** for the District this school year. It is an online program that serves as the intervention tool in reading and math for 9-12 grade students.

# RTI<sup>2</sup> - EdPlan

## Semester 1 Updates



- All students (100%) needing Tier II & III support are documented in EdPlan.
- Student counts fluctuate monthly based on data team meeting decisions.
- These numbers also incorporate plans created for newly identified students from the winter screening window.

	Reading Tier II	Reading Tier III	Math Tier II	Math Tier III	TOTAL
K-8	3938	7084	1323	1111	13456
9-12	135	278	140	203	756
<b>TOTAL</b>	<b>4073</b>	<b>7362</b>	<b>1463</b>	<b>1314</b>	<b>14212</b>

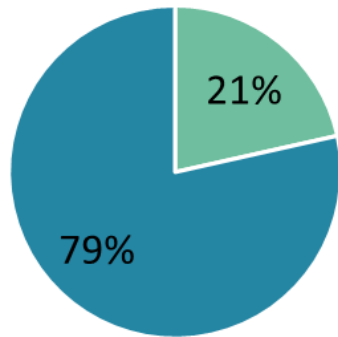


# RTI<sup>2</sup>- aimswebPlus

## Semester 1 Updates



Tier 2 & 3 Students Utilizing aimswebPlus for Progress Monitoring



■ Not using aimswebPlus ■ Using aimswebPlus

- Aug. 12, 2022- RTI<sup>2</sup> Lead/school designee trained in aimswebPlus platform by vendor and then redelivered training to school users
- Aug. 22, 2022 – school and district users able to access the aimswebPlus platform
- **Nov. 1, 2022 – All students rostered in the aimswebPlus platform**
- January 31, 2023 - 13,536 total students with Tier II or III plans
- End of SOAR Cycle 2 (January 27, 2023)– **District average of 78.5% of students with Tier II and III plans are being progress monitored in aimswebPlus** (target is 100%).



# RTI<sup>2</sup>- i-Ready

## Semester 1 Updates

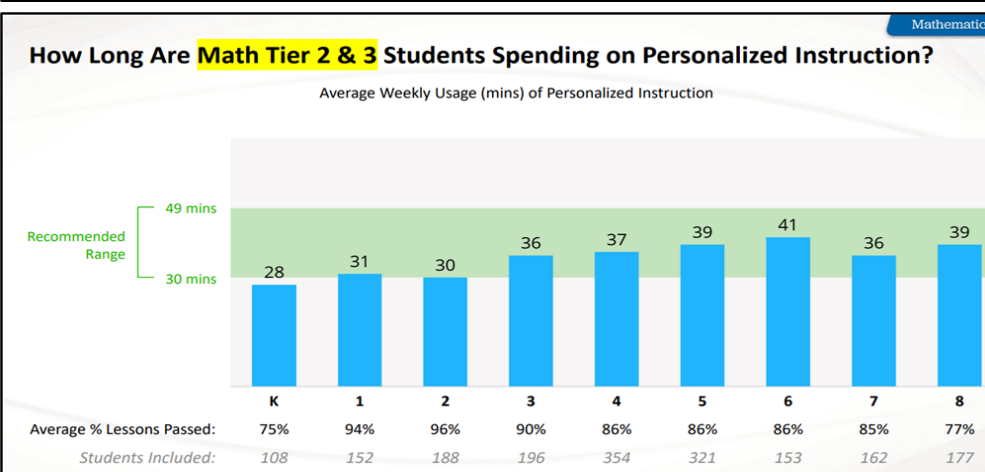
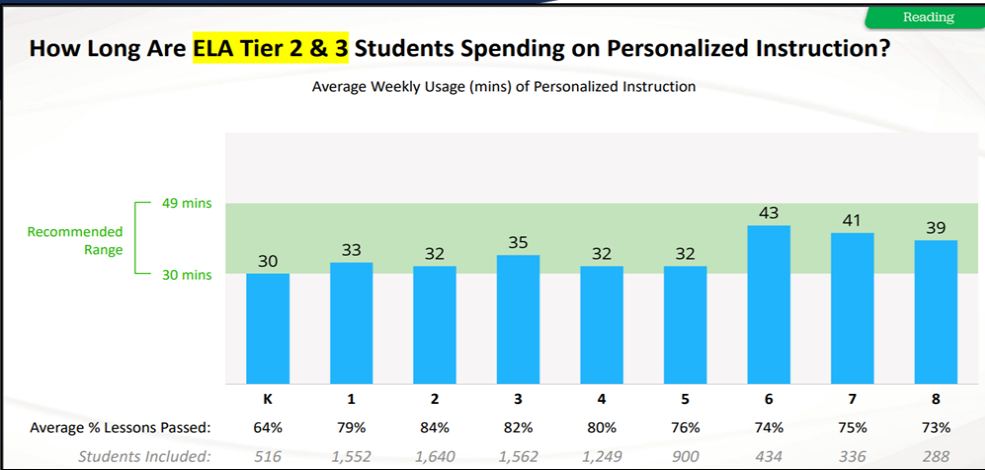


### ELA

- 8,477 [**76.9%** (target is 90%)] K–8 students with a Tier II or III plan working in the i-Ready Reading computer-based Individual Learning Plan (ILP).
- **All grade levels meeting the average recommended time spent** in Reading ILP.

### Math

- 1,811 [**74.4%** (target is 90%)] K-8 students with Tier II or III plan working in the i-Ready Math computer-based ILP.
- **All grade levels (except K) meeting the average recommended time spent** in Math ILP.



# RTI<sup>2</sup> - Imagine

## Semester 1 Updates



- High school students working below grade level should spend 60–90 minutes per week in the platform (30 minutes on grade level).
- Students should complete a minimum of one lesson per week.
- On average students have only completed 1 lesson in the platform.
- **More students than just students receiving Tier II or III intervention have utilized the platform in some capacity (100%+).**

Subject	Tier 2 & 3 Counts	Student Count	Avg. Active Minutes	Avg. Lessons Completed
Math	343	372	78	1
Reading	413	476	80	0.8

Imagine - Tier II/III academic intervention students, active in EdPlan, engage in the Imagine Learning Individualized Learning Path to support the student specific instructional level and skill-deficit.



Notes: Data provided by Imagine Learning customized health report as of 2/21/2023.

# Action Steps - RTI2



- The RTI2 Team will continue disseminating the bi-weekly Progress Monitoring Completion reports to Assistant Superintendents, ILDs, Principals, and RTI2 Leads.
- The RTI2 Team will continue the practice of developing and sharing the SOAR Mid-Cycle Report for cycle 3.
- The RTI2 Team will disseminate bi-weekly Imagine and I-Ready usage reports to Assistant Superintendents, ILDs, Principals, and RTI2 Leads
- The RTI2 Team will review the PowerBi – Student Progress Report trends with Principals and RTI2 Leads.
- Assistant Superintendents and ILDs will ensure systems of support and accountability for the building level staff responsible for monitoring and supporting RTI2 implementation.





## MS Literacy Strategies

### Program Overview:

Response to Instruction and Intervention (RTI<sup>2</sup>) begins with high-quality differentiated instruction throughout the day (Tier I) and emphasizes intervening (Tier II and III) with students as they begin to struggle academically to avoid prolonged academic difficulties.

### Program Goals:


Ensure that students receiving Tier II or III intervention are supported and moving up instructional levels continually throughout the year.

Key Performance Indicators	Status
Tier II students move up an instructional level based on sufficient ROI measures every 4 weeks	●
Tier III students move up an instructional level based on sufficient ROI measures every 4 weeks	●
Tier II & III students (who were identified in August) move up a Tier by the end of the year as measured by the i-Ready percentile rankings	TBD- Yearly KPI
100% of students who need tiered support are entered into the Ed. Plan platform.	●

# MS Literacy Strategies



- RTI progress monitoring for students receiving Tier II or III intervention is taking place on **the new aimswebPlus platform** this year.
- **100% of students receiving Tier II or III intervention have a documented intervention plan entered into the EdPlan platform.**
- **The DAIM team released a new RTI progress monitoring dashboard** in March to track student progress on instructional levels. This dashboard will assist schools with their monthly data meetings and ensuring that all students are moving up appropriately.

100% of students who need tiered support are entered into the Ed. Plan platform.	
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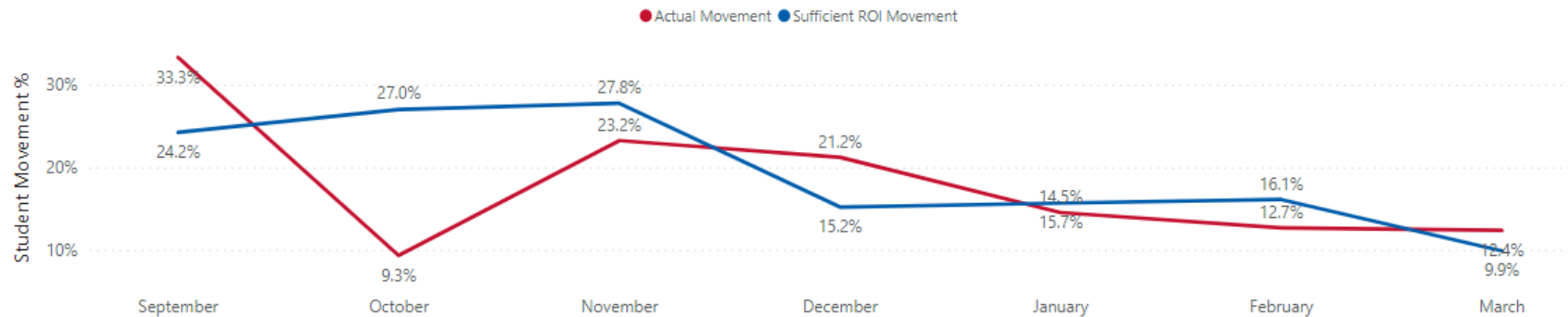


# MS Literacy Strategies

## Tier III



Literacy Grade 6-8 Tier 3 Student Instructional Level Movement



- Target: On average, 22% of MS students receiving Tier III reading intervention move up an instructional level based on sufficient ROI measures (blue line on graph) every 4 weeks.
- **In semester 1 middle school students receiving Tier III intervention were achieving the target. However, in January and February only 15–16% of students receiving Tier III intervention moved up an instructional level.**

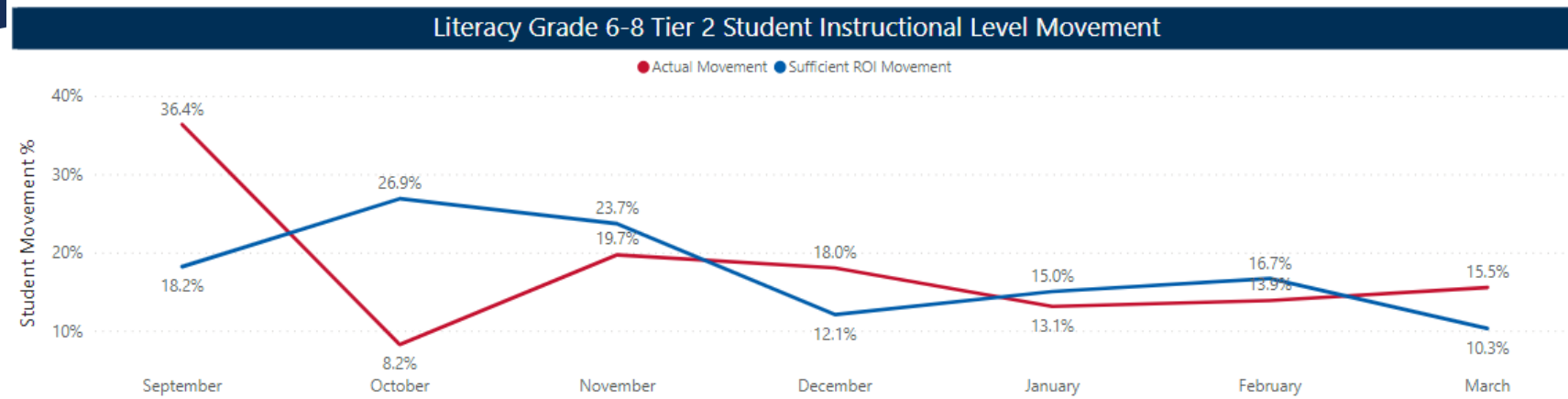
Tier III students move up an instructional level based on sufficient ROI measures every 4 weeks



Notes: Data pulled on 3/21/23 from dashboards.

# MS Literacy Strategies

## Tier II



- Target: On average, 25% of MS students receiving Tier II reading intervention move up an instructional level based on sufficient ROI measures (blue line on graph) every 4 weeks.
- **Middle school students receiving Tier II intervention were achieving the target in Oct. & Nov. However, in January and February only 15–16% of students receiving Tier II intervention moved up an instructional level.**

Tier II students move up an instructional level based on sufficient ROI measures every 4 weeks



Notes: Data pulled on 3/21/23 from dashboards.

# Action Steps – MS Strategies



## Barriers

- Consistency in staff responsible for providing the small group intervention and administering the progress monitoring continues to serve as a barrier resulting in the impact to student progress, as evident with the trends beginning December 2022.
- In addition, the district RTI2 Advisors supporting middle schools were deployed to classrooms throughout the 3rd quarter leaving the district team filling of these support gaps.

## Next Steps

- The RTI2 Team will continue disseminating the bi-weekly Progress Monitoring Completion reports to Assistant Superintendents, ILDs, Principals, and RTI2 Leads.
- The RTI2 Team will continue the practice of developing and sharing the SOAR Mid-Cycle Report for cycle 3.
- The RTI2 Team will disseminate bi-weekly Imagine and I-Ready usage reports to Assistant Superintendents, ILDs, Principals, and RTI2 Leads
- The RTI2 Team will review the PowerBi – Student Progress Report trends with Principals and RTI2 Leads.
- Assistant Superintendents and ILDs will ensure systems of support and accountability for the building level staff responsible for monitoring and supporting RTI2 implementation.



# 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.

# Community Schools- KPIs



Key Performance Indicators	Status
Increase the # of support services for parents	●
Increase the # of services for the community offered outside of school hours	●
Increase the number of visits to the Resource Centers by Parents, Students, School Staff, and Community Members	●
Increase the number of referrals to community partners	●
Increase the number of parent workshops	●
Increase the attendance rate at parent workshops	●
Increase the number of Career Readiness courses provided	●
Increase the attendance rates for Career Readiness courses provided	●
Reduce chronic absenteeism rates	●
Increase attendance rates to above 95%	●
Decrease behavioral incidents	●
Increase use of before/after school tutoring	●
Increase percentage of students participate in school-based extracurricular activities	●
Increase climate and culture: Panorama	TBD- Semester KPI
Increase the number of community partnerships for each school	TBD- Semester KPI
Increase parent engagement at school events	TBD- Semester KPI
Increase # of people using community schools' services	TBD- Semester KPI
Community partners are active in the school community	TBD- Semester KPI
Increase climate and culture: Insight	TBD- Semester KPI
Track changes in median i-Ready scores.	TBD- Yearly KPI
School is viewed as a resource by the community	TBD- Yearly KPI
100% of community schools have an active PTA/PTO or SSO	TBD- Yearly KPI
Track student TCAP/EOC scores (% of students who met/exceeded expectations)	TBD- Yearly KPI

# Community Schools- KPIs



- MSCS has seven community schools.
  - Belle Forest Elementary Community School\*
  - Dunbar Elementary Community School
  - Treadwell International Community School (ES & MS)\*\*
  - LaRose Elementary Community School
  - Manassas High Community School
  - Northaven Elementary Community School
  - Woodstock Middle Community School

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

\*\* Treadwell ES & MS are combined as 1 community school and share community resources.



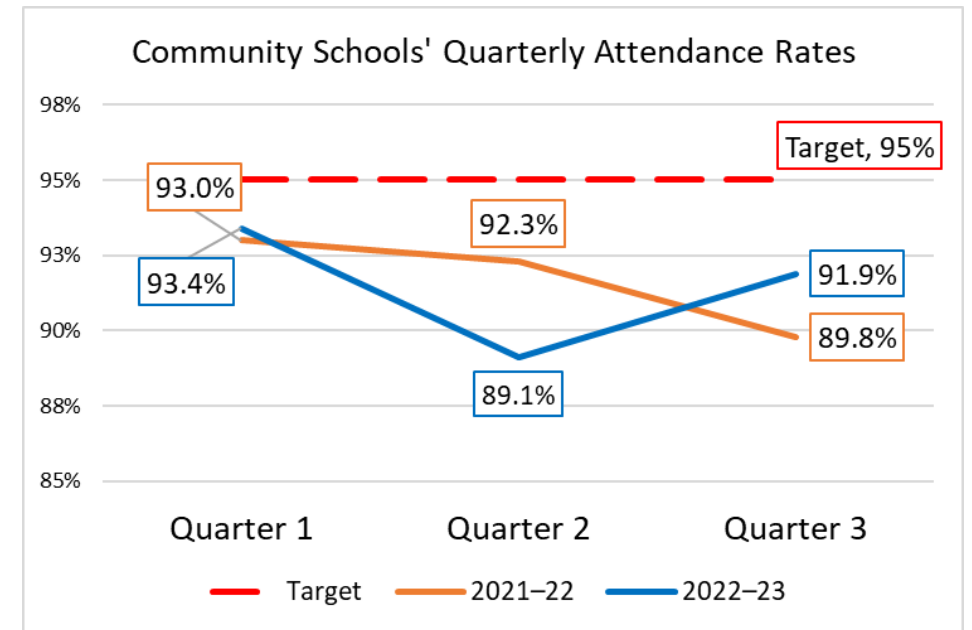
# Community Schools- KPIs

## Attendance



### Quarter 3

- **The attendance rate for Q3 was 91.9%, higher than Q2 this year and Q3 in SY 21–22.**
  - District Q3 attendance rate- 91.3%
- **The truancy rate was significantly lower in 2022–23** compared to Q3 the prior year.
  - 57.1% (2021–22) [District Q3- 40.7%]
  - 42.5% (2022–23) [District Q3- 50.7%]
- **The 2022–23 chronic absenteeism rate decreased for Q3 compared to the prior year** by 1 percentage point (28.7 CA rate in 2022–23).
  - District Q3 CA rate- 26.0%

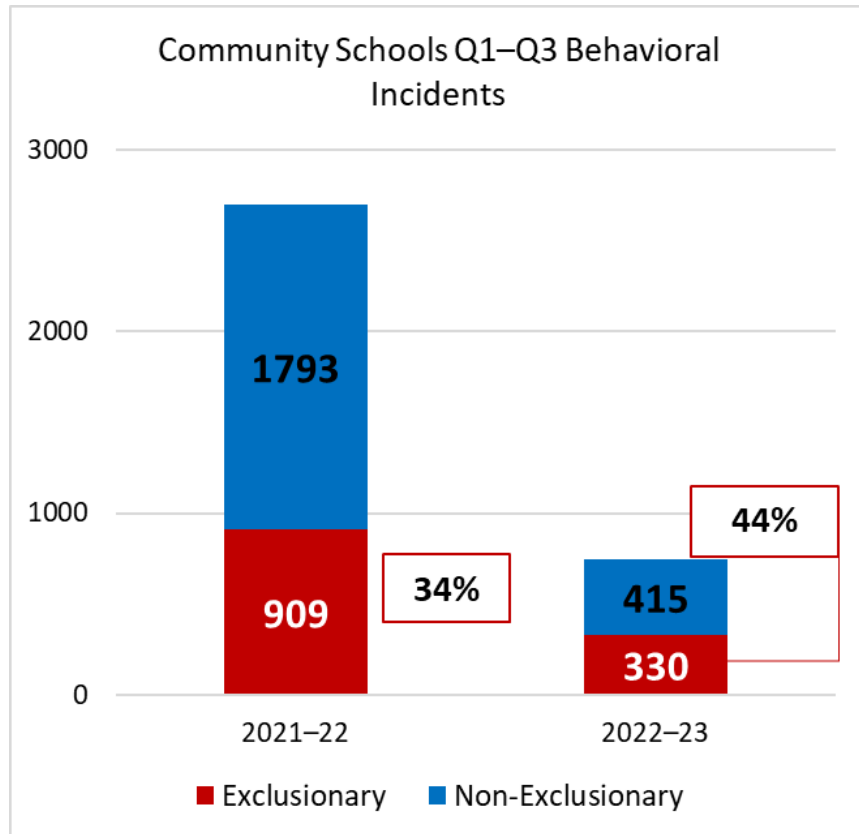


Data pulled from PowerBI on 3/21/23. Data reported is for Q3 of both years for the 8 schools. Current school flag 0 & 1.

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

# Community Schools- KPIs Behavior

Quarter 3



- **Community schools have decreased their suspension rates by 4.4 percentage points compared to 2021–22 (2022–23: 5.6%).**
  - District Q3- 5.5%
- **There are fewer total discipline incidents for Q1–Q3 this year.**
- **However, a larger percentage of disciplinary actions taken this year are exclusionary.**
  - 2021–22: 33.6% exclusionary [District- 40.5%]
  - 2022–23: 44.3% exclusionary [District- 37.2%]

Data pulled from PowerBI on 3/21/23. Data reported is for Q3 of both years for the 8 schools. Current school flag 0 & 1.

# Community Schools- KPIs

## Extracurricular Activities

### Quarter 3



- One of the four pillars of community schools is **expanded and enriched learning time and opportunities**.
- "Enrichment activities **emphasize real-world learning and community problem solving**. After-school, weekend, and summer programs provide academic instruction and individualized support."\*
- MSCS Community Schools have **over 30 clubs with 1,014 students participating** in these extracurricular activities during Quarter 3.



Data was not collected prior to Q3, so it is considered a baseline.

\* Partnership for the Future of Learning (N.D.). Community Schools Playbook: A Practical Guide to Advancing Community Schools Strategies

Increase percentage of students participate in school-based extracurricular activities



# Community Schools- KPIs

## Tutoring

### Quarter 3



- Community Schools are utilizing the tutoring program to engage students academically.
- **905 students have participated in after school tutoring with an average attendance rate of 98.2%.**
  - The current, active enrollment is 492 with an attendance rate of 96.3%.
  - The Math K–8 enrollment dipped for semester 2, since several math tutoring sections were only offered in Q1.
- 76% of the active tutoring is happening in ELA, 16% in Math, and 8% in ACT.

Increase use of before/ afterschool tutoring



Data pulled from PowerBI on 3/21/23. During the data tutoring is not included in the counts.

# Community Schools- KPIs

## Workshops & Courses

### Quarter 3



#### Parent Workshops

- 5 schools provided parent workshops (71%) and averaged 2.4 workshops ( $n = 12$ ) in Q3.
- On average, 18 parents attended each workshop.

#### Career Readiness Courses

- 2 schools provided 1 career readiness courses each where 25 total parents attended (12.5 average).
- The Community School team is actively looking for Community partners, internal/external, to provide workshops/courses.

Increase the number of parent workshops	●
Increase the attendance rate at parent workshops	●
Increase the number of Career Readiness courses provided	●
Increase the attendance rates for Career Readiness courses provided	●

Data was not collected prior to Q3, so it is considered a baseline.

# Community Schools- KPIs

## Support Services

### Quarter 3



- 4 schools had a total of **370 people visit their resource centers** (92.5 average) in Q3.
- **Community schools offer 92 support services to parents** in addition to those available through the Drive the Dream database (average 13 per school).
- **62 referrals were made inside the Drive the Dream platform** to outside community services for those who visited the resource centers.
- **5 support programs are offered across 4 schools.**
  - Sud Laundry = 1
  - Family Wellness Centers = 2
  - Food Pantry = 1
  - Community Grocery Store = 1

Increase the # of support services for parents	●
Increase the # of services for the community offered outside of school hours	●
Increase the number of visits to the Resource Centers by Parents, Students, School Staff, and Community Members	●
Increase the number of referrals to community partners	●

Data was not collected prior to Q3, so it is considered a baseline.