

ESSER KPIs: December 2022





K-2 Specialized Education Assistants

**2021-22
Program
Evaluation**

Program Overview:

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

Program Goals:

- Improve iReady performance
- Improve Grade 2 TCAP performance
- Decrease office referrals for behavior/disciplinary concerns
- Decrease K-2 teacher vacancies

Evaluation Questions:

- Does an SEA in the classroom have an impact on K-2 academic progress?
- Does an SEA in the classroom have an impact on behavior/disciplinary concerns resulting in office referrals?

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The SEA program was conceptualized as pairing one SEA with each K–2 core teacher explicitly to help support classroom instruction.

Context:

- At some schools, the SEA program was not implemented as conceptualized for a variety of reasons. Some factors include:
 - **Filling SEA positions was challenging** causing vacancies at some schools.
 - **Too few SEA positions** for all the K–2 classrooms in the building required some teachers to share an SEA.
 - **SEAs being hired as K–2 teachers** during the school year creating SEA vacancies.
 - SEAs were leveraged to **support the school in non-academic ways** (e.g., lunchroom monitor, bus duty).

Results and findings should be interpreted with these context comments in mind.

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SEA Service Models:

- **Full-Day Full Year (FDFY)** - Teachers had a full-day SEA in their classroom for 175 days or more
- **Part-Day Full Year (PDFY)** - Teachers had SEA services for part of the day for 175 days or more (e.g., ½ day SEA support, full-day SEA support for 2–3 days per week, pull-out SEA support)
- **No SEA** – No SEA worked with the teacher over the course of the school year

Excluded: SEAs assigned less than 175 days or those who were not able to be assigned to one of the three models.

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Number of K–2 Teacher/SEA paired participants

SEA Model	Overall	ELA	Math
Full-Day Full Year	319	288	263
Part-Day Full Year	109	94	88
No SEA	134	84	98
Total	562	466	449

- The ELA and Math columns contain a subset of the overall column. Most K–2 teachers taught both subjects; however, some teachers were departmentalized.

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Question 1: SEA Impact on Academic Progress Summary of Findings - iReady

- **ELA**
 - Students in the **Full-Day Full Year model demonstrated more growth** than students in the Part-Day Full Year model ($p = .002$).
 - There were no statistically significant differences between the No SEA model and either the FDFY or PDFY models.
- **Math**
 - There were no statistically significant differences in Math.

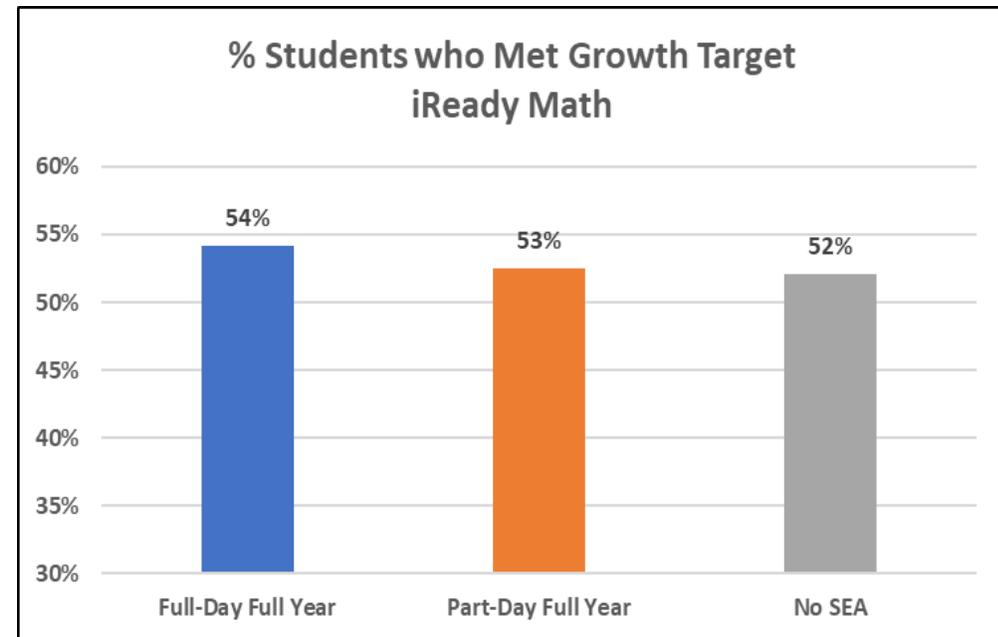
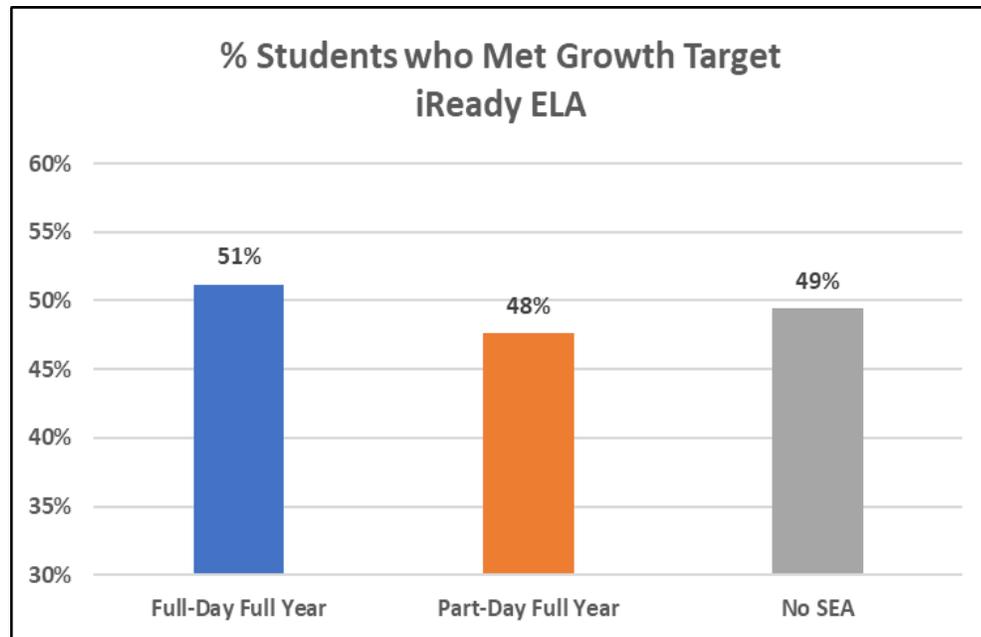
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Question 1: SEA Impact on Academic Progress Summary of Findings - iReady

About half the students met their growth target in ELA, regardless of SEA model. A slightly higher percentage met their growth target in Math.



*The growth target is the difference between a student's spring and fall scores divided by the fall Annual Typical Growth measure which is provided by iReady for each student based the fall score. A score of 1 or greater indicates the growth target was met.

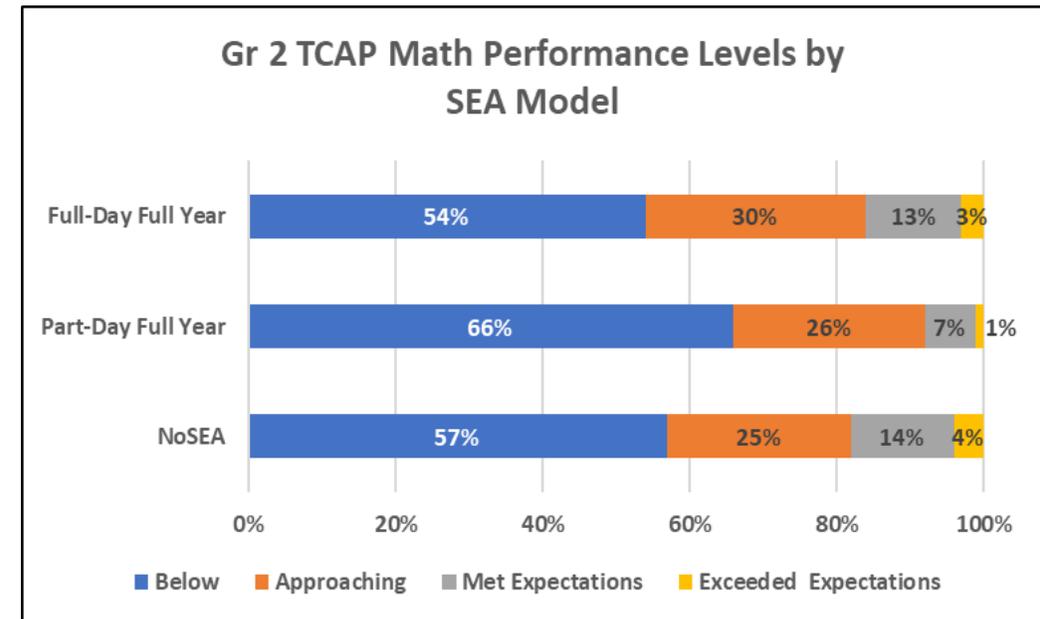
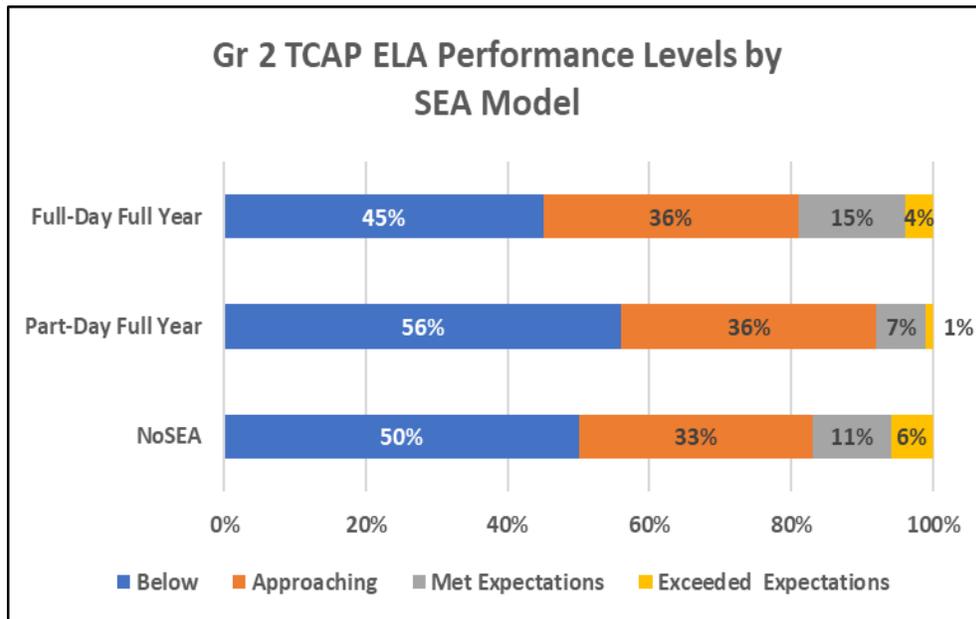
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Question 1: SEA Impact on Academic Progress Summary of Findings – Gr 2 TCAP

- In both ELA and Math, students in the **FDY model** and the **No SEA model** demonstrated **higher TCAP scale scores than students in the PDFY model**.
- There were no significant differences between No SEA and FDFY in ELA or Math.
- The PDFY model had the most second graders in the below category in ELA and Math.



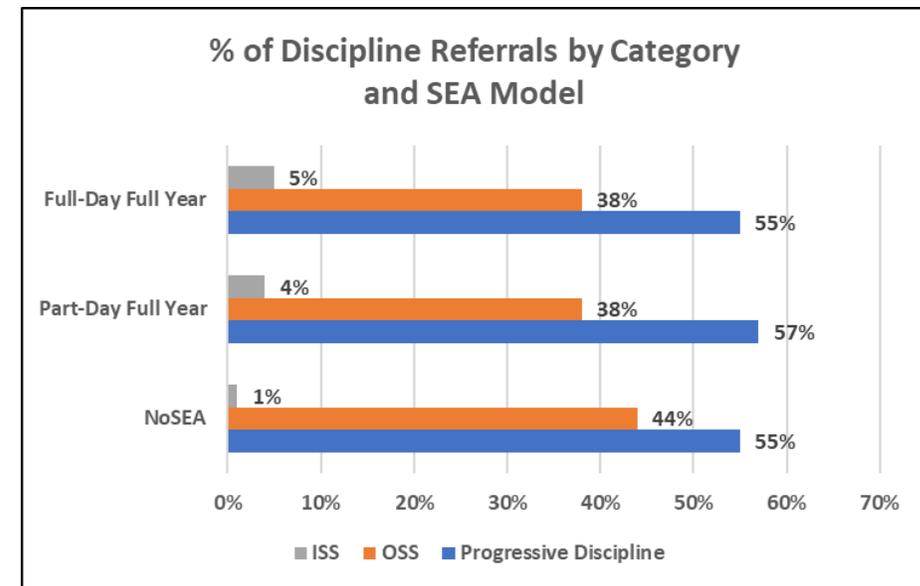
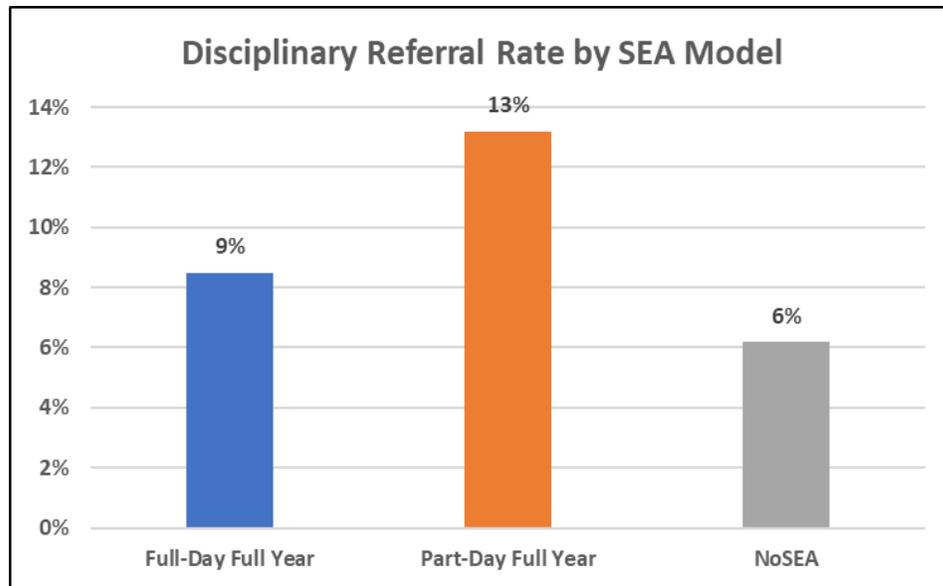
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Question 2: SEA Impact on Behavior Summary of Findings – Disciplinary Referrals

The **PDFY** model had **higher rate of disciplinary referrals** compared to the FDFY and No SEA models. However, **over half** of all disciplinary actions **were progressive discipline** regardless of SEA model.



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Summary, Recommendations, & Next Steps

- Students served by the **PDFY** SEA model **performed least well academically** compared to the FDFY and No SEA models. **This is especially noted in Grade 2 TCAP performance.**
- Since it appears that the **PDFY model is the least effective at supporting academic progress**, moving forward efforts should be made to **assign SEAs to K–2 teachers on a full-day basis.**
- Further, principals, teachers, and SEAs should all understand that **SEAs are assigned to support classroom instruction and should not be asked to support the school in non-academic ways** (e.g., bus duty, lunchroom monitor) as was reported in 2021–22 survey results.

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Appendix



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Data notes:

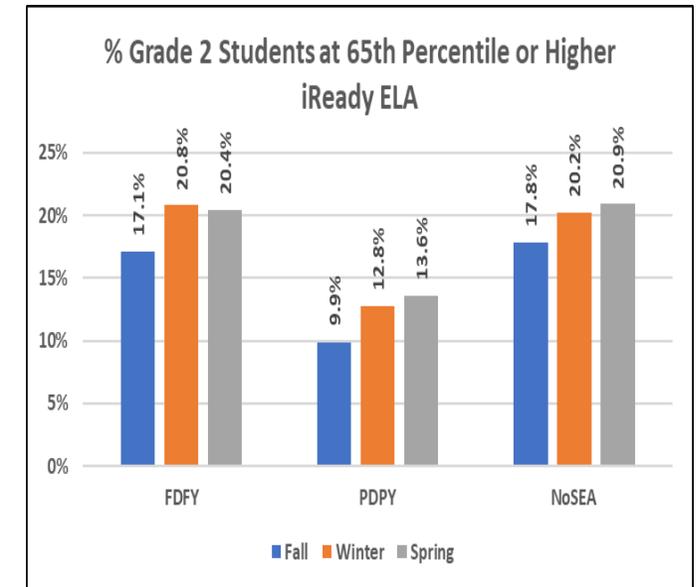
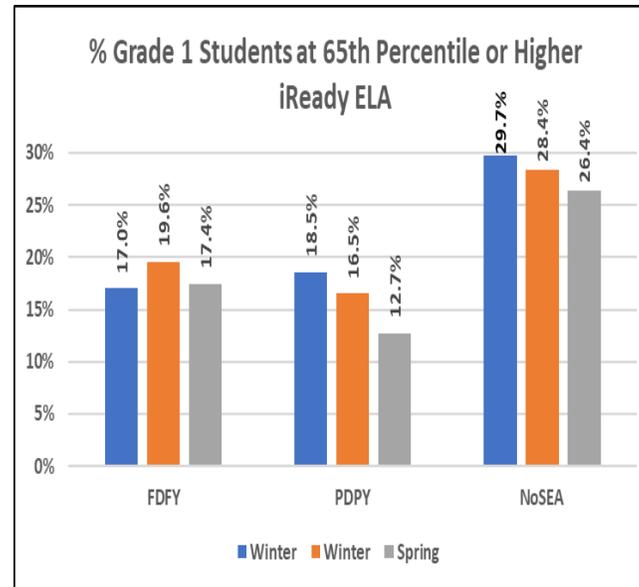
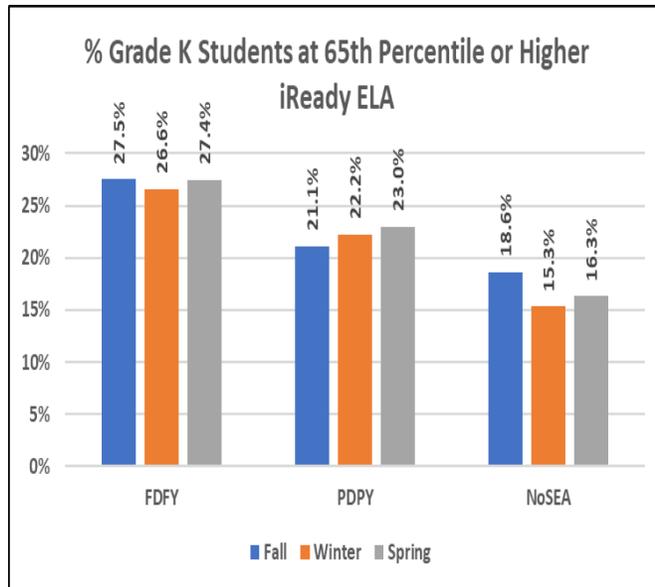
- Principals at 86 District-managed elementary/K–8 schools were asked to pair the SEAs assigned to the school with their K–2 teachers
- SEAs were not paired with teachers of support/elective classes or teachers of special populations (e.g., SWD, EL students)
- 5 schools were excluded from the analyses due to lack of or uncertainty about data (e.g., lack of information for follow up questions)
- Teachers who worked as co-teachers for ELA or Math were excluded from the analyses because SEAs serving co-teachers would affect the student-adult ratio differently and those serving teachers working individually
- Teachers who were served by SEAs for fewer than 175 days were excluded from the analyses

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iReady ELA

Percentage of Students at 65th Percentile or Higher by Grade and SEA Model

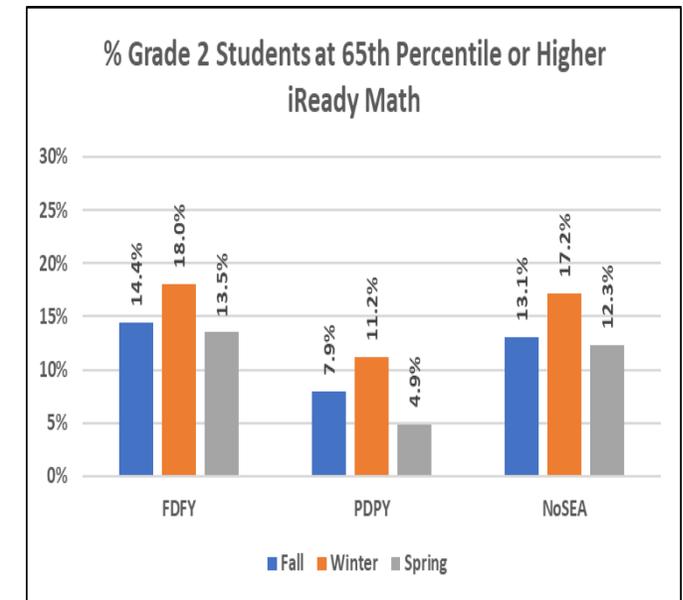
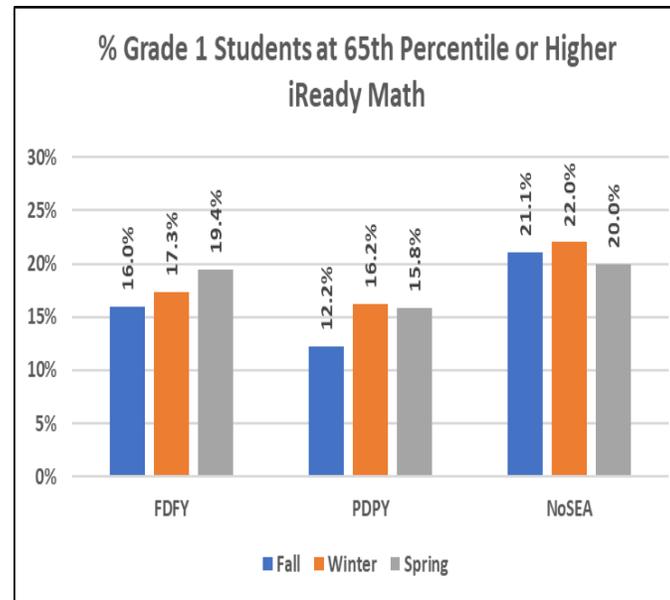
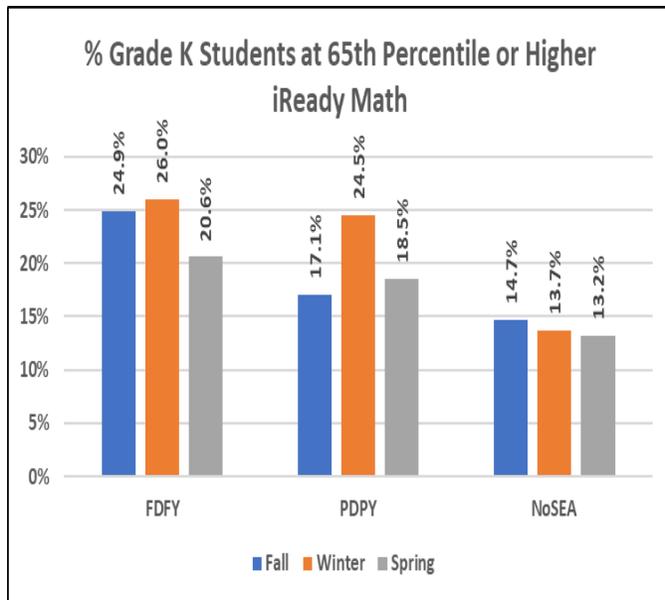


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iReady Math

Percentage of Students at 65th Percentile or Higher by Grade and SEA Model



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Question 1: SEA Impact on Academic Progress Summary of Findings – Gr 2 TCAP

- In both **ELA and Math**, students in the **FDFY model and the No SEA model demonstrated higher TCAP scale scores than students in the PDFY model** (all *p-values* < .01).
- There were no statistically significant differences between No SEA and FDFY in ELA or Math.

	Gr 2 TCAP Mean Scale Scores by SEA Model	
SEA Model	ELA (N=4,050)	Math (N=3,858)
Full-Day Full Year	336.52	318.17
Part-Day Full Year	329.91	308.03
No SEA	335.56	315.16

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- **Student level may have impacted outcomes.**
- Students in the PDFY and No SEA groups had lower median percentile scores in iReady in fall in ELA and Math.
- All SEA models showed comparable **decreases in median ELA percentiles** and **increases in median Math percentiles** from fall to spring.

	iReady ELA Median Percentile		iReady Math Median Percentile	
SEA Model	Fall	Spring	Fall	Spring
Full-Day Full Year	29	27.5	28	30
Part-Day Full Year	25	22	23	25
No SEA	27	26	23	24

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SEA Retention

817 people hired into an SEA position throughout the year (includes those hired to fill vacancies that occurred due to SEAs transitioning out)

- 7% transitioned into MSCS teacher roles
- 5% transitioned into non-teaching roles in the District
- 14% left the District
- 74% remained as SEAs

