

ESSER KPIs: August 2022



Key Performance Indicators: New Teacher Bridge Program

Program Overview: New teachers receive targeted professional development on curriculum, the science of reading, RTI, and instructional strategies to engage all learning styles. The program serves as an extra layer of support to help prepare and support teachers for and through their first year of teaching.

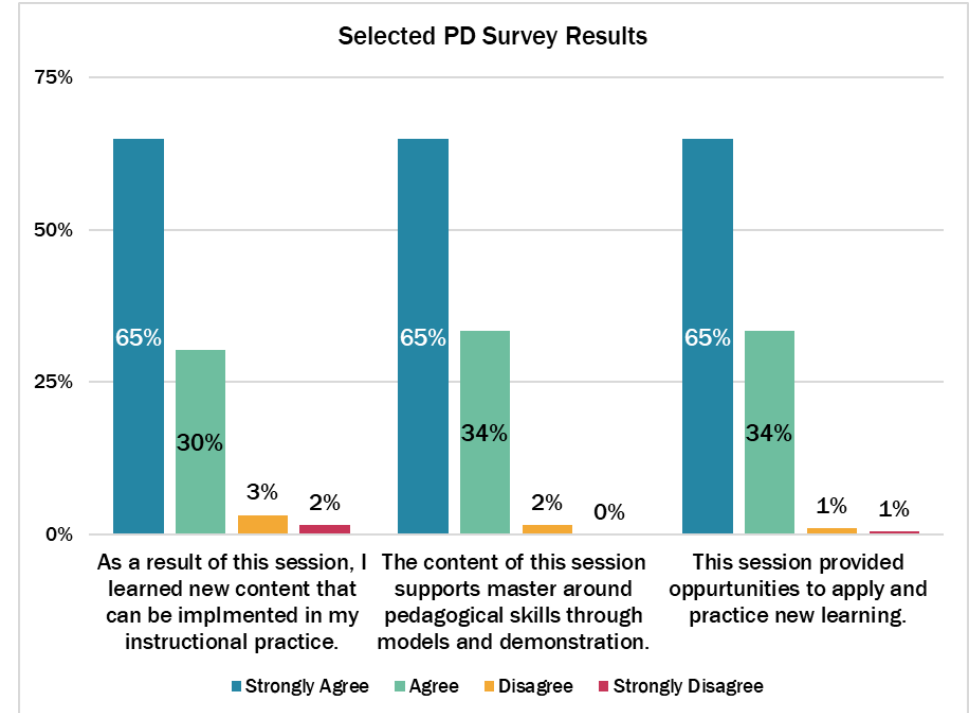
Participation: 61 teachers from 38 schools participated in the year-long New Teacher Bridge Academy professional development series. New teachers were categorized into 3 groups 1) no participation, 2) low participation (1–3 sessions), or 3) high participation (4–6+ sessions).

Key Performance Indicators	Status
10% retention rate increase for new teachers in year 1.	●
Increase on Insight Survey Sections (Hiring Process sections- e.g., onboarding, professional development)	●
Improved new hire turnover cumulative over the course of the year.	●

Key Performance Indicators: New Teacher Bridge Program

PD Sessions

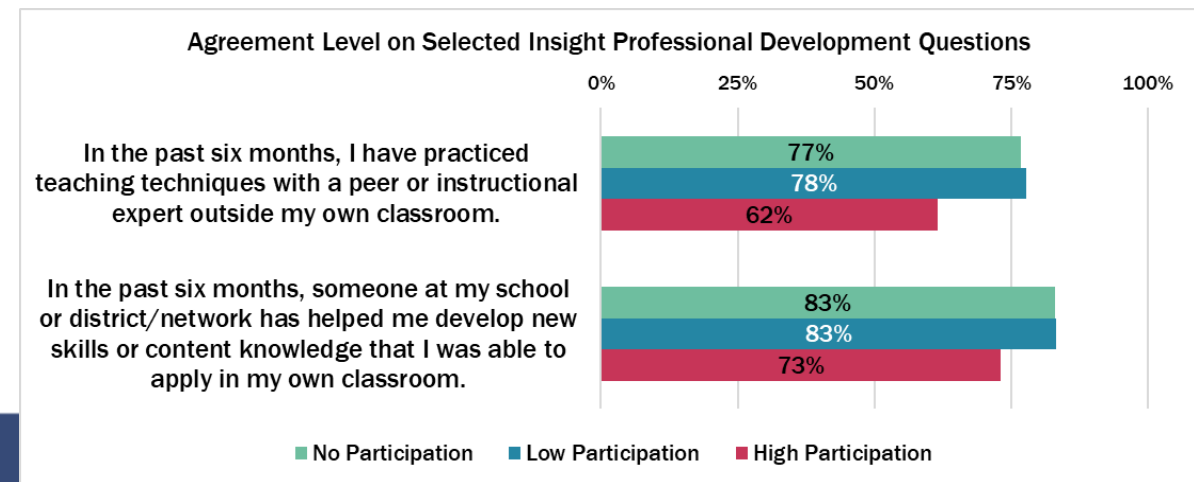
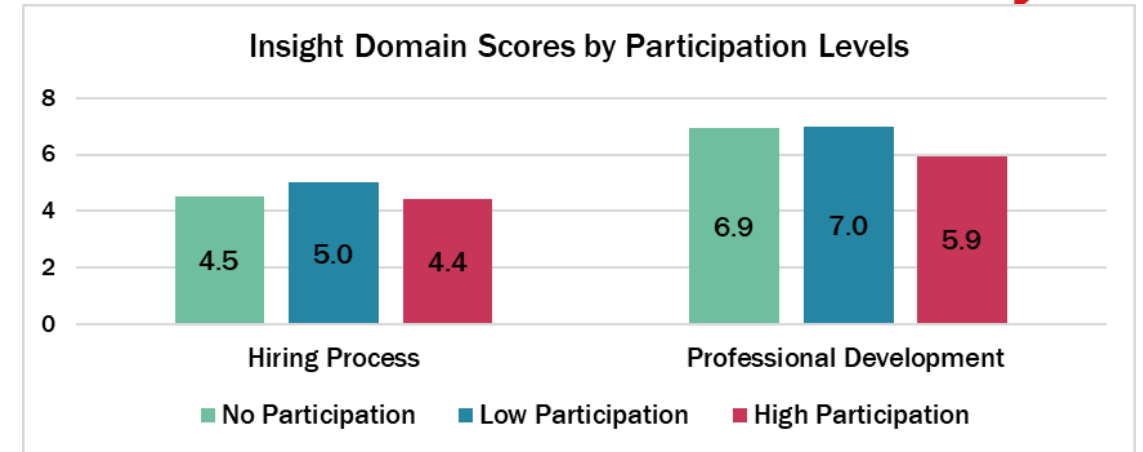
- Overall, the PD sessions offered received **4.63 stars** (out of 5).
- 90.1% of participants would **recommend this professional development series to a friend.**
- Novice teachers felt that they were **able to learn new content, develop pedagogical skills,** and provided an opportunity to **practice new learning.**



Key Performance Indicators: New Teacher Bridge Program

Insight Survey Results

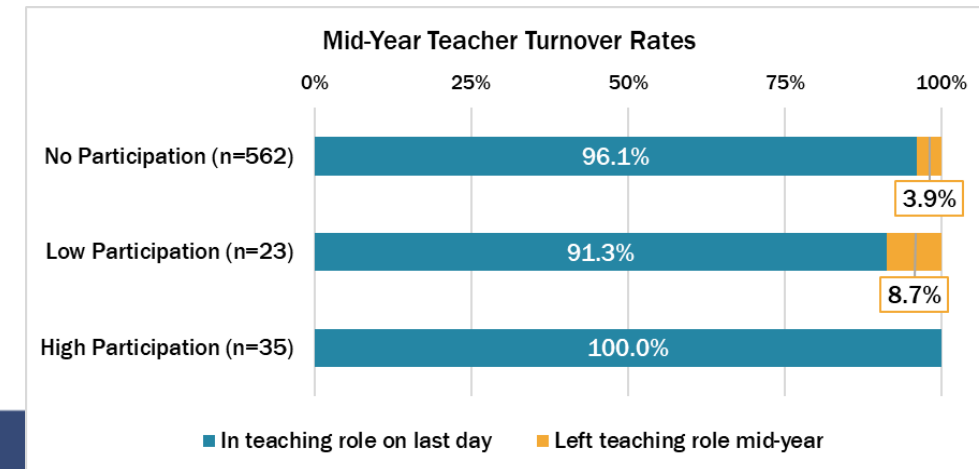
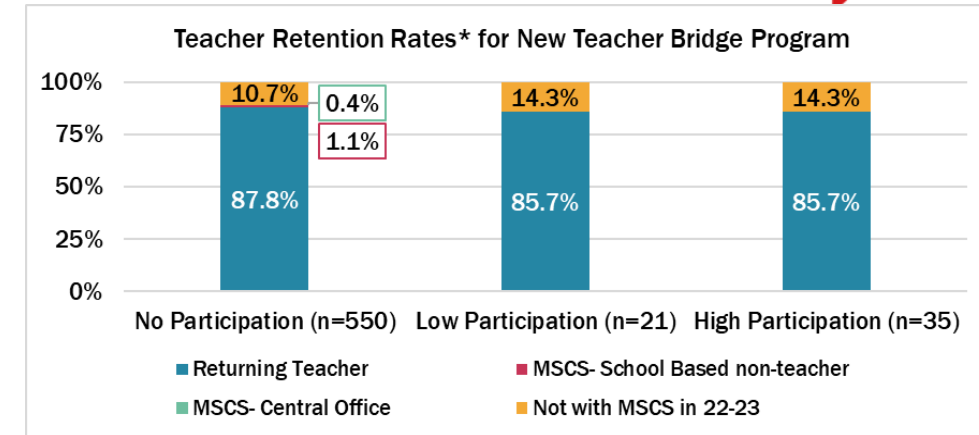
- Teachers in the low participation group (1–3 session) had the highest Insight scores.
- Two Insight Items were non-school specific. On these items, "**low participation**" teachers had the highest level of agreement or tied with the teachers who did not participate.



Key Performance Indicators: New Teacher Bridge Program

Retention & Turn-over

- Teachers who participated in the New Teacher Bridge Academy during the 2021–22 school year **were retained at a lower rate** than new teachers who did not participate.
- 100% of teacher with high participation were in a teaching role on the last day of school.**
- 3.9% of teachers who did not participate and 8.7% of low participation teachers left mid-year.



* Retention is based off signed contracts as of 7/26/22

Key Performance Indicators: K–2 Specialized Educational Assistants

Program Overview: All K-2 classrooms received a full-time specialized ed. assistant who received on-going, targeted professional development on foundational skills instruction and best instructional practices. These additional educators supported the implementation of small group instruction and interventions.

Survey Goal: Gauge how well the program is going, and are SEAs being leveraged well in the classroom.

Survey Cadence and Responses:
Surveys sent out **quarterly** to SEAs, K-2 Teachers, & Principals of schools with K-2 classrooms

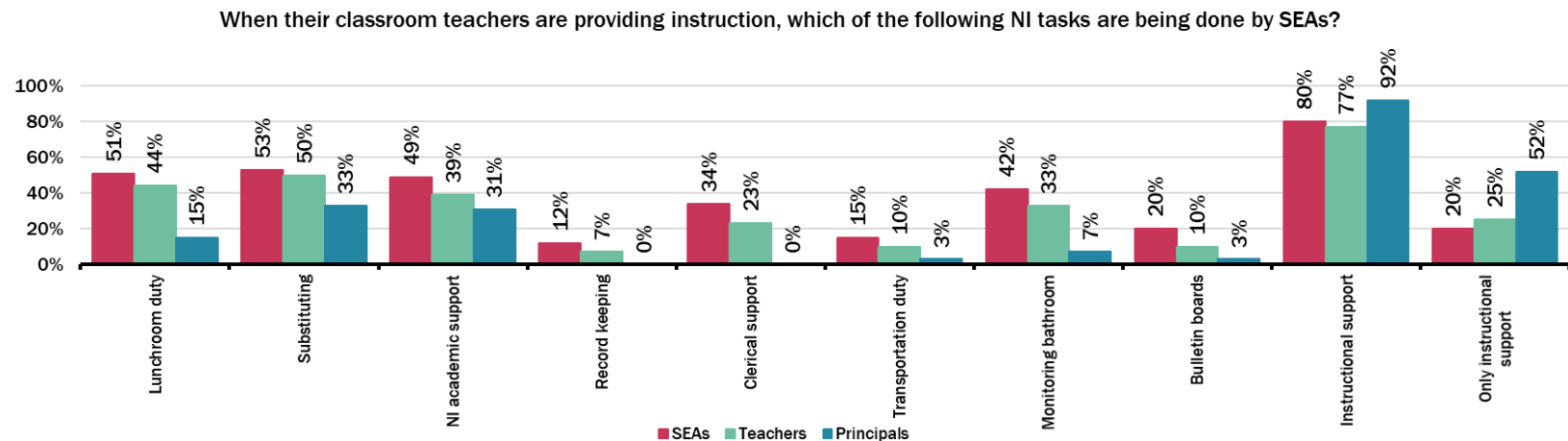
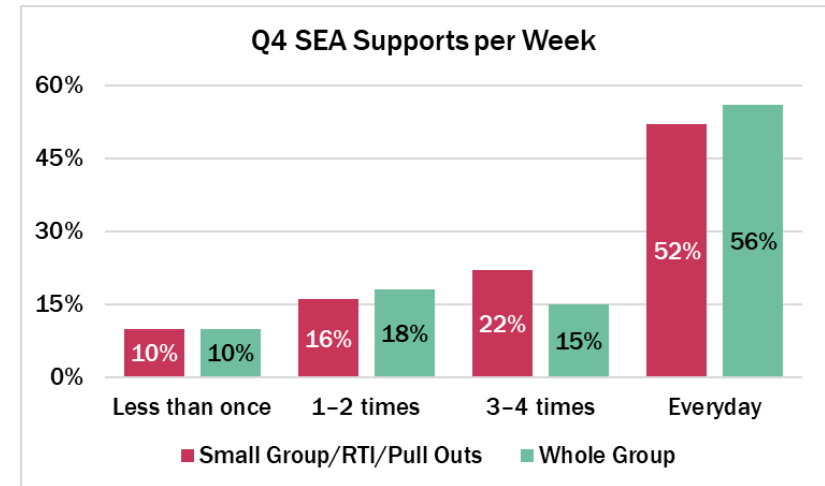
Response Rate by Role & Quarter				
Role	Q1	Q2	Q3	Q4
Principals	78%	80%	95%	70%
Teachers	43%	31%	33%	36%
SEAs	45%	44%	54%	51%



Key Performance Indicators: K–2 Specialized Educational Assistants

SEA Supports

- **52% and 56% of teachers reported that SEAs supported their students daily** with small-group and whole-group instruction, respectively.
- **SEAs primarily provided instructional support** when the classroom teacher was providing instruction.
- However, **other non-academic tasks were often assigned.**



Key Performance Indicators: K–2 Specialized Educational Assistants

Program Successes

Principals:

- “If fully staffed and assigned to classrooms at the start of the year, **this position can be a game changer**. SEAs are equipped to serve our students and many are ready for the next level.”
- “The SEAs are a critical part of the classroom instruction. They assist the students with building knowledge and **help the teachers work in a more intentional manner.**”
- “Smaller class sizes have led to more students being provided with **improved small group instruction.**”

Teachers:

- “There were tremendous achievement in student's learning. The SEA was well aware of deficiencies students had and **readily addressed those deficiencies** until the **student mastered** it.”
- “I love how she can support students while I support other students **at the same time**. I love how she **makes teaching easier** for me by making sure students are on task.”
- “[My SEA] has done amazing work supporting my students that were in danger of not earning all their points for 3GC. **These students have made their points!!**”

Key Performance Indicators: K–2 Specialized Educational Assistants

Challenges

- **67% of principals experienced turnover** with SEAs. However, **many SEAs transitioned to fill classroom teacher vacancies.**
- **42% of SEAs mentioned:**
 - having to **substitute** for other classrooms,
 - work with students in **other grades**, or
 - **do other tasks** that take them out of their assigned classroom.

Next Steps:

- Data reconciliation
- Academic end of year report detailing the impact of SEAs on formative assessments and behavioral incidents.

