WEC *Supporting* PreK-12

Wisconsin
Evaluation
Collaborative

Milwaukee Partnership Schools

Year 5 (2019-20) Evaluation Report

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UNIVERSITY OF WISCONSIN–MADISON

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Education Research
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About the Wisconsin Evaluation Collaborative

The Wisconsin Evaluation Collaborative (WEC) is housed at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. WEC's team of evaluators supports youth-serving organizations and initiatives through culturally responsive and rigorous program evaluation. Learn more at http://www.wec.wceruw.org.

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Copyright Information

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Section 1

Introduction

Introduction

The Wisconsin Evaluation Collaborative (WEC), housed within the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, is pleased to submit this Year 5 External Evaluation report for the Milwaukee Partnership Schools initiative, addressing progress toward key goals of the initiative during and up through the 2019-20 school year. The Partnership initiative continues to represent a collaborative effort among Milwaukee Public Schools (MPS), City Year, the Boys & Girls Clubs of Greater Milwaukee (BGCGM), UW-Milwaukee, and external funders to provide a coordinated set of supports designed to improve outcomes for students at four MPS schools. George Washington Carver Academy (Carver), Mitchell School (Mitchell), and Rogers Street Academy (Rogers) have been part of the initiative since the beginning (the 2015-16 school year), while Clarke Street School (Clarke) joined the Partnership initiative during Year 3 (2017-18).

Numerous aspects of this year's report were significantly impacted by the COVID-19 pandemic that spread rapidly across the U.S. and the world during early 2020. Most notably, school districts across the country (including MPS) closed schools in mid-March and transitioned (with very little advance notice and preparation) to virtual learning. Among many other implications, this meant that schools stopped collecting many types of data in the spring that have been key components of our evaluation reports from prior years, including measures of student engagement (attendance and discipline) and performance (such as the spring STAR assessment).[1] These changes from prior years in terms of data availability impacted many of the analyses in this report, which we have attempted to explain separately in each case below. While we were regrettably unable to conduct our annual spring in-person visits to each of the Partnership sites to see and hear firsthand from key stakeholders how the initiative is working, we were fortunate in being able to conduct virtual or telephone interviews with most of these key informants.

As has been the case for our prior reports, the Year 5 report is organized to inform three key questions regarding the Partnership initiative: Fidelity of Implementation/ Program Participation, Stakeholder Perceptions, and Outcomes. These are outlined on page 6.

Our Year 5 report, similar to prior years, is organized into three main sections. The first section summarizes the methodology and data sources used to answer each of the evaluation questions noted above. The second section provides a description of the different components of the Partnership initiative and relevant outcomes, including the close relationships that exist in some cases between Partnership-funded work and other initiatives operating in the four Partnership sites. The third section summarizes key findings from Year 5, along with implications for sustainability.

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1 We do have winter STAR assessment data for all years as one measure of student progress during fall semester, and use Fall-Winter growth for many of the comparisons in this year's report rather than Fall-Spring.

Evaluation Questions

1.

### Fidelity of Implementation/ Program Participation

What are the key components of the Partnership initiative (including the different types of programming, staffing, and other supports provided through the grant), how have they changed over the course of the initiative, and at what level of fidelity (including student participation levels) were they implemented during the 2019-20 school year?
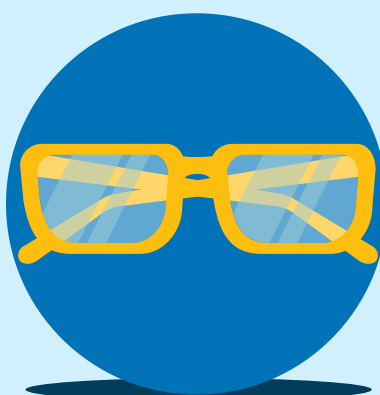
2.

Stakeholder Perceptions

How do key stakeholders (from both MPS and partner organizations) involved in the Partnership initiative perceive progress during Year 5, including successes, challenges, and suggestions for improvement? To what extent do key stakeholders believe that effective coordination and communication is occurring, both within and across school sites and partner organizations? To what extent are Partnership organizations and individual program components devoting attention to the issue of sustainability?
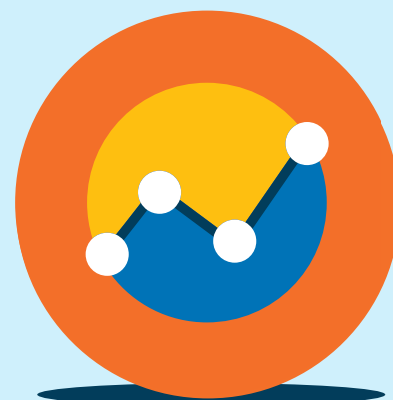
3.

Outcomes

To what extent are changes in key outcomes being observed at Partnership sites, including (but not limited to) improvements in school climate, student engagement, and academic performance? Are students receiving services under individual components of the initiative showing increased performance on relevant outcomes compared to those not receiving such services?

Methodology and Data Sources

Methodology and data sources used for the Year 5 report are similar to prior years, and are closely aligned to the Partnership Schools logic model found in Appendix A. There are two main categories of project data, as described below.

Qualitative Data: Interviews and Focus Groups

As noted above, the collection of qualitative data for the Year 5 evaluation report was impacted in a significant way by the COVID-19 pandemic. In prior years, the external evaluation team (with logistical and scheduling support from MPS) placed a high priority on having full-day in-person site visits at each of the Partnership schools, in order to conduct focus groups and interviews with key stakeholders from both MPS and partner organizations. With schools closing in mid-March and moving to virtual instruction, site visits were no longer an option, so we instead scheduled (again with MPS assistance) virtual and phone interviews with most of the key stakeholders with whom we would have spoken in-person had site visits occurred. The two key roles we were not able to conduct full sets of interviews with this year were SPARK program managers and BGCGM Club managers. They were placed on furlough after schools closed (with the exception of the SPARK Senior Program Manager and a BGCGM Club manager at one site). Appendix B shows the full list of interview questions for each stakeholder group, which included the following roles this year:

- Academic intervention teacher
- Social-Emotional Learning (SEL) implementation teacher
- City Year impact manager

We were fortunate and pleased again this year to include the perspective of teachers from each of the Partnership sites, even though COVID-related school closures precluded us from visiting school sites in-person. This was accomplished through teacher focus groups and individual interviews conducted virtually during May. As in prior years, teacher focus group and interview topics included familiarity with the Partnership grant, communication and collaboration across participating organizations, perceived benefits of the Partnership initiative, and sustainability. A full list of teacher focus group and interview questions appears as Appendix C.

Quantitative Data: Collection and Analysis

Quantitative analyses to inform Evaluation Questions 1 and 3 are based on data obtained from MPS and partner organizations, including the following:

- MPS data:
    - Student demographics/enrollment, 2014-15 through 2019-20
    - Student attendance, 2014-15 through 2019-20
    - Student disciplinary records, 2014-15 through 2019-20
    - Academic intervention records, 2015-16 through 2019-20
    - SEL records, 2016-17 through 2019-20
    - STAR assessment results, 2015-16 through 2019-20
    - Spatial-Temporal (ST) Math records, 2015-16 through 2019-20
    - Essentials of School Culture and Climate (ESCC) survey, 2014-15 through 2019-20
- BGCGM data:
    - SPARK tutoring records, 2015-16 through 2019-20
    - SPARKBright records, 2016-17 through 2018-19 [2]
    - Afterschool attendance records, 2015-16 through 2019-20
- City Year data:
    - Focus list intervention records, 2015-16 through 2019-20

Quantitative data files received from MPS and partner organizations were examined initially for completeness, then linked to other data sets for analysis. Analyses used to describe fidelity of implementation (Evaluation Question 1) and outcomes (Evaluation Question 3) used the same general methodology for cleaning and matching, with a few noteworthy differences. Analyses of program participation used official Third Friday of September enrollment records as a base sample of students. This allowed for easy linking (based on MPS student IDs) to other district data files. In order to evaluate the impact of Partnership-supported programming, we again restricted the outcome analysis sample to students who participated in programming by keeping only students who remained in the same school for the entire semester, based on Third Friday of September and January enrollment records.

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2 BGCGM staff indicated that implementation of SparkBright in Partnership sites was somewhat uneven during the 2019-20 school year, leading to incomplete data that were not included in the Year 5 report.

As in prior years, our Year 5 report compares selected measures of student academic performance in Partnership sites across all years of the initiative (2015-16 through 2019-20) to results from a control group. These comparative analyses of student outcomes employ a quasi-experimental design intended to approximate an experimental study by identifying a comparison group of students who are similar to students in Partnership schools in terms of key factors such as prior achievement and demographic characteristics. The specific methodological framework used to identify comparison students was a two-stage matching process. During the first stage, Partnership schools were matched through a procedure known as "binning" to non-Partnership schools on similar characteristics such as enrollment size, student demographics, academic achievement, and academic growth. Following identification of *similar schools*,[3] the second stage utilized a statistical procedure called propensity score matching to identify *similar students* within comparison schools based on pretest scores and demographics. In an additional step to make comparisons between Partnership students and their matched peers more of an "apples to apples" comparison, we also matched students based on length of time enrolled in their school: students who were enrolled in a Partnership school for all years were matched with students who were in a non-Partnership school in all years, students enrolled in Partnership schools only in Year 5 were matched to students in non-Partnership schools only in Year 5, and so on for a total of 15 possibilities.[4] In addition to matching on length of time enrolled, we also matched on assessment language in Math (as Spanish and English STAR scores are not equated).[5] After matching, characteristics of Partnership and comparison students were examined for suitable initial (baseline) equivalence between groups.

From the matched sample of Partnership and non-Partnership students, we conducted two analyses of Math and English Language Arts (ELA) performance. The first was a longitudinal comparison of STAR test scores at selected points in time (Fall and Spring in each year of the initiative, with the exception of Year 5[6]), while adding additional controls for student demographics and prior performance to account for any remaining differences in student characteristics after matching and to avoid omitted variable biases. This analysis allowed for students to be mobile between years. Students remained in the sample if they were in either a Partnership or comparison school for at least one of the five years. Students who were in Partnership schools for only part of the time period, or were in comparison schools in any of the other years of the Partnership initiative, were dropped. This year the first analysis also includes Clarke, which serves as a Partnership school in Years 4-5 and a control school in Years 1-3 (prior to joining the Partnership initiative). The second analysis was a dosage analysis that examined the impact of the program for students that had one, two, three, four, and five years of treatment to determine the additional impact of each year. This analysis only includes students starting in the first year of the program to allow for similar comparisons across time to the longitudinal analysis. The dosage analysis also added controls for student demographics and performance. As Clarke is relatively new to the program, the dosage analysis does not include this site this year. A technical appendix addressing the longitudinal analyses is available upon request.

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3 The comparison schools included Carson Academy, Doerfler, Eighty-First Street, Grant, Greenfield, Hayes Bilingual, Longfellow, Manitoba, Morgandale, Thoreau, Vieau, and Westside Academy.

4 The 15 dosage possibilities are as follows: Year 1 only, Year 2 only, Year 3 only, Year 4 only, Year 5 only, Years 1 and 2, Years 2 and 3, Years 3 and 4, Years 4 and 5, Years 1 – 3, Years 2 – 4, Years 3 – 5, Years 1 – 4, Years 2 – 5, and Years 1 – 5. Other combinations of dosage had too few students to conduct matching.

5 In order to match MPS assessment policies on appropriate languages for assessing students (English vs. Spanish), our analysis only used Math Spanish scores for EL students in Grades 1 – 5.

6 Due to the COVID-19 school closures, there was no STAR test administered in the spring of 2020, so our analysis for Year 5 is Fall-Winter rather than Fall-Spring.

Limitations

The COVID-19 pandemic represents a significant and obvious limitation for the Year 5 report, as noted previously. We were unable to conduct annual spring in-person site visits to each school, and were not able to do phone interviews with most SPARK and BGCGM site managers due to furloughs. From a data availability perspective, there were fall and winter STAR testing but no spring in MPS this past year, and several key data sources (such as attendance and student disciplinary data) were not collected after mid-March. More broadly, the sudden interruption of the school year, and the switch to virtual instruction with no advance warning, cast a larger pall over the entire school year that was very evident during our virtual interviews with key stakeholders in May. Staff felt disconnected from each other and from their students, and uncertainty about what the 2020-21 school year holds was definitely on the minds of everyone – as was lingering uncertainty about funding, not just for the Partnership initiative but for MPS, public education, and public services in general. The disruptive impact of COVID-19 is difficult to overstate, in other words, and influences virtually all aspects of the Year 5 evaluation report.

An ongoing challenge and limitation that we have noted in prior years' reports (which was present again in Year 5) is the "initiative overlap" challenge: each of the Partnership sites also has other (non-Partnership) initiatives in operation that have at least somewhat similar objectives (such as improving student engagement and academic performance). Carver's involvement with the "5 in 1" Collaborative effort, which began in 2013 and involved MPS, Northwestern Mutual, Schools that Can Milwaukee, Teach for America, and City Year, offers a good example here. Other examples of initiative overlap include MPS's "Commitment Schools" effort, under which selected schools receive additional instructional support, and the federally-funded 21st Century Community Learning Centers (CLC) program. As in prior years, the point to be made here is that disentangling the effects of one program from another is an ongoing challenge in evaluating the Partnership initiative. With this in mind, we emphasize here and throughout the report that any claims around causality should be made with great caution, since changes in outcomes at Partnership sites (in either a positive or negative direction) cannot be directly attributed to the Partnership initiative in a causal manner (i.e., we cannot

definitively conclude that observed changes are <u>caused</u> by the initiative).

As in prior years, we also note that for some analyses, MPS academic intervention data lack "dosage" information, meaning that while the data show *which* students received intervention, we do not always know *how often* these interventions occurred. Our outcome analyses are also restricted to full-semester students (i.e., those continuously enrolled between Third Friday counts in September and January) in order to minimize the impact of student mobility (which schools typically do not control).

A final limitation worth noting again this year is that while our analyses attempt to control for selection bias by matching students and by controlling for demographic and academic characteristics, there may be omitted variables (e.g., characteristics of students that we cannot measure) that could impact results. A related issue, as noted above in the discussion of "initiative overlap," is that there may be programs or initiatives operating in comparison sites that have similar goals to the Partnership initiative. This not only makes it challenging to disentangle the impacts of Partnership support from other initiatives, but the presence of any such programs could also influence findings (i.e., Partnership students' results would be less favorable than would be the case if there were no such overlapping initiatives).

Findings

Findings

This section presents major findings from Year 5 of the Partnership initiative. Findings are presented in order in accordance with each of the three evaluation questions from above: fidelity of implementation and program participation; stakeholder perceptions; and selected outcomes related to school climate, student engagement, and student academic performance.

As one piece of background/contextual data, Table 1 shows selected characteristics of each of the four Partnership schools for the 2019-20 school year, with MPS and statewide figures provided for comparison purposes. Enrollment in grades K-8 at Partnership sites ranges from 242 at Clarke to approximately 580 at both Mitchell and Rogers, with two sites (Carver and Clarke) comprised of mostly African American students while Mitchell and Rogers enroll primarily Latinx populations (with around 40% classified as English Learners). Nearly all students at all four sites qualify for free and reduced price school lunches, and around 20-30% are students with IEPs.

Table 1: Selected Site Characteristics
by Partnership Site for 2019-20

SITE	GRADES	TOTAL ENROLLMENT	K-8 ENROLLMENT	% BLACK	% LATINX	% WHITE	% OTHER	% FRPL	% EL	% SPED
Carver	K3-8	486	448	94.7%	2.9%	0.6%	1.9%	98.2%	0.0%	20.4%
Clarke	K4-8	265	242	93.2%	1.9%	0.4%	4.5%	98.6%	0.0%	28.7%
Mitchell	K3-8	673	580	10.6%	82.0%	2.2%	4.5%	96.6%	45.2%	22.7%
Rogers	K3-8	643	582	8.4%	86.0%	3.3%	0.7%	96.7%	38.3%	19.0%
MPS	K3-8	74,683	67,631	51.0%	27.4%	10.1%	11.5%	83.8%	12.4%	19.8%
Wisconsin	K3-8	854,959	798,621	9.0%	12.6%	68.8%	9.6%	42.3%	6.1%	14.0%

Staffing and Program Supports/ Participation

This next section summarizes the staffing and programmatic supports that the Partnership grant provides for each of the four participating sites. Included here, as relevant and appropriate, is a description of the major supports provided by the grant, their level of implementation during Year 5 and prior years, and levels of student participation, or the "reach" of the initiative. Also included are comparisons of actual to intended participation levels, wherever data were available and appropriate, as well as comparisons of job duties across sites for key staff roles. Regarding staffing of key positions that Partnership funding helps support, Table 2 provides a historical overview of the key positions (for both MPS and partner organizations) supported by Partnership funding. We present this information not only to demonstrate the impressive array of resources that Partnership funding provides for the four participating schools, but also to portray the year-to-year stability across both schools and staff roles. **It has become increasingly clear from conversations with key stakeholders (not just in Year 5, but also in prior years) that people, more so than programs, are the "secret sauce" of the Partnership initiative.** In other words, the primary "input" provided by Partnership funding is a unique combination of staff (employed by both MPS and partner organizations) who work closely with each other, and with existing school staff, to provide wraparound supports for students in need. These staff need to clearly understand what others do and communicate regularly with each other about which supports individual students are receiving (and how they are working). When turnover in these key roles occurs, stakeholders have repeatedly described how there is almost inevitably a "starting over" period in which new staff learn not just about the expectations associated with their new role, but also develop relationships with other staff with whom they work closely. Again and again over the years we have heard key stakeholders say things like "It took a while at the beginning of the school year for me to get used to working with X" and "I had developed a pretty good system of communication with X and then after s/he left I needed to re-create a similar system with his/her replacement."

With this context in mind, Table 2 shows not just which specific staff have held which roles since the Partnership initiative began, but also includes for the first time a "turnover index" for each school, staff role, and year in an attempt to quantify the level of stability. The turnover index is simply the number of *actual* changes in key staff roles (including vacancies) compared to the number of *potential* changes; calculation and interpretation are as follows:

- For *schools*, the number of potential changes in key staff roles is 24 at Carver and Mitchell (six key staff positions[7] across four separate years, from 2016-17 through 2019-20), six at Clarke (six positions for one year, from 2018-19 to 2019-20), and 28 at Rogers (seven positions for four years[8], 2016-17 through 2019-20). Lower numbers reflect less turnover; in other words, Carver and Mitchell would have a score of 24 (maximum turnover) if each of the six key positions was filled by a different person every year, and a score of 0 (minimum turnover) if the same people had filled each of these roles every year. School-level turnover rates (across all key positions) were very similar across schools: 33.3% at Carver, Clarke, and Mitchell, and 25.0% at Rogers.

- For *roles*, turnover rates showed greater variation. For each of the six key staff roles, there are 13 potential instances of turnover (four each at Carver, Mitchell, and Rogers, and one at Clarke due to that site joining the Partnership initiative in 2018-19), with the exception of the Success Academy Coordinator position (which exists only at Rogers and has four potential instances of turnover). Turnover rates by role include:

  - Principal: 2 instances of turnover/13 potential instances (15.4%)

  - Academic Interventionist: 7/13 (53.8%)

  - SEL intervention teacher: 5/13 (38.5%)

  - BGCGM Club Manager: 4/13 (30.8%)

  - BGCGM Success Academy Coordinator: 0/4 (0.0%)

  - City Year Impact Manager: 5/13 (38.5%)

  - SPARK Manager: 2/13 (15.4%)

- For *years*, turnover is measured by the total number of changes in each key staff role across all years of the Partnership. The denominator here differs by year due to Clarke being a Partnership site for only the two most recent years. Turnover rates by year are as follows:

  - 2015-16 to 2016-17: 5/18 (27.7%)

  - 2016-17 to 2017-18: 7/18 (38.9%)

  - 2017-18 to 2018-19: 4/18 (22.2%)

  - 2018-19 to 2019-20: 8/24 (33.3%)

Clearly, it is not realistic to expect 0% turnover, and there is no reason to believe that staff turnover rates in Partnership sites are out of line with data for other schools in MPS nor with urban schools nationwide. By showing the "turnover index" our intent is certainly not to imply that staff who are unhappy in their role, or not a good fit, should be retained purely for the sake of continuity. It is also unfortunate, although clearly not within the control of principals or project leadership, that MPS policies prohibit school-to-school transfers within the year; this policy made it challenging to fill mid-year departures of the academic interventionist at Clarke and the SEL teacher at Rogers. The point, rather, is that **key stakeholders (from both MPS and partner organizations) have repeatedly emphasized the importance of building relationships and trust, familiarity with routines and procedures, and effective modes of communication among staff, and that these become much more challenging when frequent turnover in key staff roles occurs.**

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7 The principal role is included here, even though this position is not paid for with Partnership funding, since the principal's role as the leader of the school is of such obvious importance to the success of the initiative.

8 The seventh position at Rogers is the Success Academy Academic Coordinator, which is unique to that site.

## Table 2: Milwaukee Partnership Schools Staffing History
by Key Roles ("Turnover Index") for 2015-16 through 2019-20

SCHOOL	POSITION	2015-16	2016-17 (5/18 OR 27.7%)	2017-18 (7/18 OR 39%)	2018-19 (4/18 OR 22%)	2019-20 (8/24 OR 33%)
Carver (8/24)	Principal (1/4)	Janel Hawkins	Kristin Hinds			
	Academic Interventionist (1/4)	Sarah (Hively) Larkin				Kali Topczewski
	SEL Interventionist (2/4)	Kira Wuellner		Bryson Green		Angela Brown
	BGCGM Club Manager (1/4)	Monica Hackney		Alvin James		
	CY Impact Manager (2/4)	Angela Meadows		Jacqui Cheney		Shannon Poon
	SPARK Manager (1/4)	Jorie Melby		Jan Kaufman		
Clarke (2/6)	Principal (0/1)	Not a Partnership Site			Shunda Davis	
	Academic Interventionist (1/1)				Shamika Johnson	Vacant
	SEL Interventionist (1/1)				Isla Singletary	Season Marron
	BGCGM Club Manager (0/1)				Sophia Hatchett	
	CY Impact Manager (0/1)				Haley Woods	
	SPARK Manager (0/1)				Lynne Green	
Mitchell (8/24)	Principal (1/4)	Juan Baez	Kim Malacara			
	Academic Interventionist (3/4)	Heidi Hilby	Melinda Paredes		LaDonna Leazer	Melissa Rickey
	SEL Interventionist (1/4)	Eileen Navarre-Stewart			Jean Guzman	
	BGCGM Club Manager (1/4)	Adriana Salgado			Ana Magana	
	CY Impact Manager (2/4)	Jorge Perez		Kayla (Jeffery) Stephan		Yaphet Morales
	SPARK Manager (0/4)	Bea Whalen				
Rogers (7/28)	Principal (0/4)	Ramon Cruz				
	Academic Interventionist (2/4)	Yamilka Hernandez		Yamilka Hernandez/Claudia Guerrero		Claudia Guerrero/Bernarda Santos
	SEL Interventionist (1/4)	Nicole Janzen				Vacant (half-year)
	BGCGM Success Academy Academic Coordinator (0/4)	Claribel Rodriguez				
	BGCGM Club Manager (2/4)	Dominica Johnson-Tirado		Edwin Aleman		Myles Hecimovich
	CY Impact Manager (1/4)	Paola Felix Encarnacion		Ebony Kirkendoll		
	SPARK Manager (1/4)	Jenieve Duffy		Alice Galiszewski		
All Schools	Teacher Leader	Mary Kasten				

KEY: ☐ 1ST STAFF IN ROLE   ☐ 2ND STAFF IN ROLE   ■ 3RD STAFF IN ROLE   ■ 4TH STAFF IN ROLE

Figure 1: Full-Time Teacher Continuity
by Sites for 2015-16 through 2018-19*
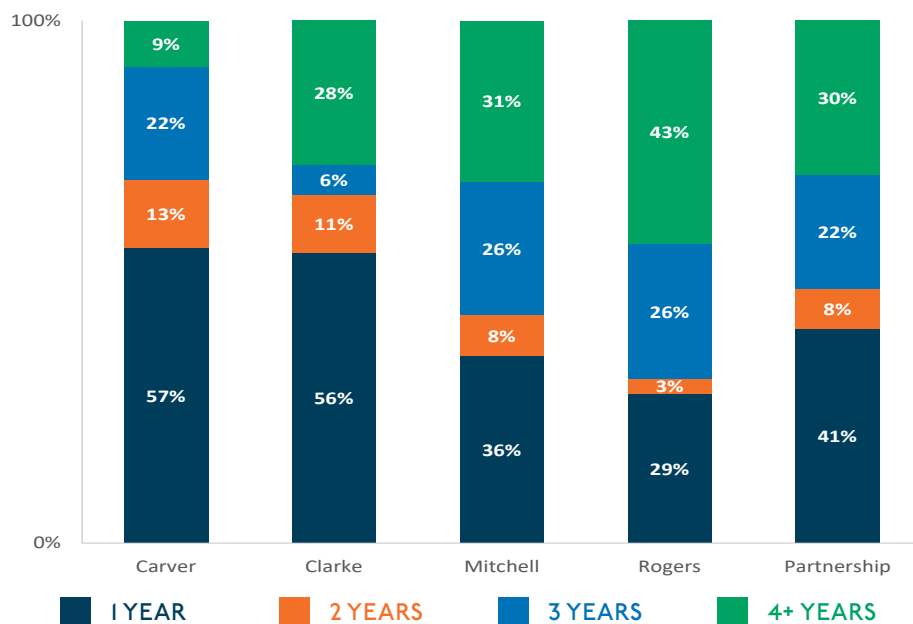
* 100% FTE Only in Total
Source: DPI All-Staff data files

Figure 2: All Teacher Continuity
by Sites for 2015-16 through 2018-19*
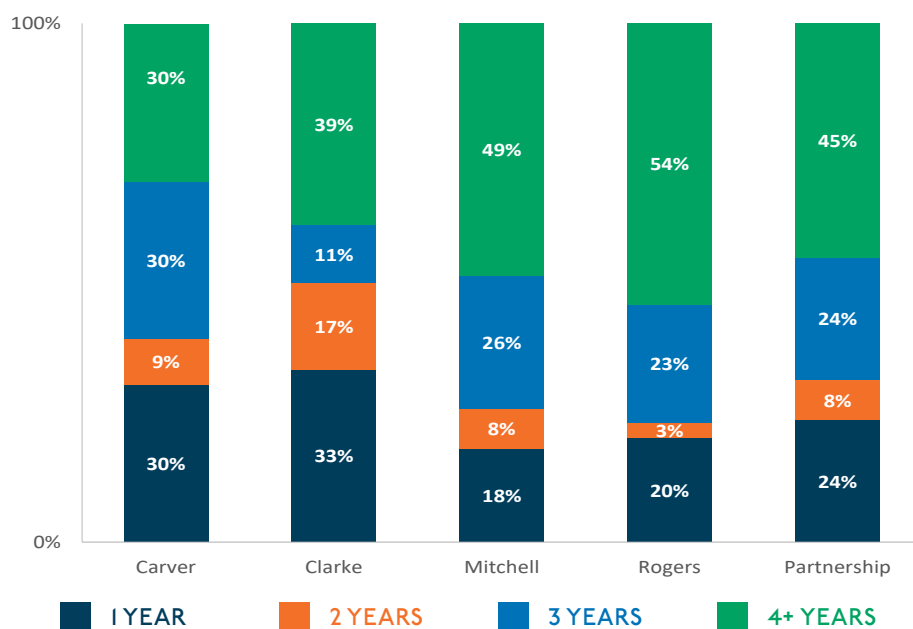
*100% FTE in 2018-19, all FTE Levels in Prior Years
Source: DPI All-Staff data files

To provide additional context on the topic of staffing continuity/turnover, we were interested in documenting *teacher continuity* at each Partnership site, since many stakeholders over the years have spoken about the importance of forming good relationships and communication structures. To do so, we reviewed the length of time for which full-time (100% FTE) teachers in 2018-19 at each site had been teachers in their schools; we use 2018-19 as the base year because 2019-20 public school staffing data are not yet available from DPI. Figure 1 shows the number of years that full-time 2018-19 teachers in Partnership sites (n=115) had been in their same school *as full-time teachers*, while Figure 2 shows the number of years that full-time 2018-19 teachers had been in their same school as *teachers at any effort level*. Rogers had the highest percentage of teachers (42.9%) who had been in their building for four years or more as full-time teachers as of 2018-19 – although this obviously means that more than half of teachers had been in the building less than four years as full-time teachers. Carver and Clarke had more teachers who were newer to their respective buildings (although not necessarily new to teaching), as fewer than half of the full-time 2018-19 teachers in both buildings had been full-time teachers in those sites during the previous year.

MPS Academic Interventionists

Each of the four Partnership sites continues to receive funding to support one full-time equivalent (FTE) academic interventionist. The specific roles that these staff play vary somewhat across sites, but their core role is to support classroom instruction through a combination of (a) working directly with targeted students (either individually or in small groups) in reading and/or mathematics, and (b) providing support to classroom teachers through instructional coaching and professional development. As shown in Table 2, the academic interventionist role had the highest rate of turnover among the key positions; this included new staff in 2019-20 at three sites (Carver, Mitchell, and Rogers) and a position that was vacant for most of the year at Clarke.[9]

As with previous years, we observed differences in Year 5 across the Partnership sites with respect to the day-to-day work of the academic interventionists (for example, the amount of time these staff devoted to working directly with students versus coaching classroom teachers). All academic interventionists, as was true for prior years, reported that they worked directly with students providing academic support in Year 5. In addition to their academic support work, however, some academic interventionists took on other roles as well. One served as the building assessment coordinator, for example, while another helped run ST Math reports and worked on attendance improvement initiatives.

In general, we continue to observe what appears to be a reasonable and appropriate balance in the academic interventionists' work between providing direct support for students and supporting classroom teachers via coaching and professional learning. Unlike previous years, however, there was no formal cross-site collaboration between the academic interventionists in 2019-20. One academic interventionist noted that continuation of this collaboration would have been beneficial, in order to learn about promising practices being used in other schools. Re-starting this role-alike collaboration in 2020-21, to the extent possible given the uncertainty related to COVID-19, seems to be a very useful goal considering that three of the four interventionists were new to the role in 2019-20 and at least one (the vacant interventionist position from 2019-20 at Clarke) will be new in 2020-21.

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9 The academic intervention teacher at Clarke left on short notice in early October, and MPS policy does not allow for school-to-school transfers within the school year, so Clarke was without an academic intervention teacher for most of the year. The position has been filled for 2020-21, however.

While data on the number of academic interventions provided to students are incomplete, we are pleased to be able to provide, for the first time in this year's report, data on the extent and types of instructional coaching provided by academic interventionists to teachers, based on coaching logs maintained by the interventionists during the 2019-20 school year. Table 3 shows the number of teachers receiving coaching sessions from academic interventionists, the average number of interventions each teacher received, the average duration of these sessions, and the type of support provided. The number of individual teachers supported by the academic interventionists, as well as the average number of sessions per teacher and the topics/types of

coaching support provided, varied by school, with coaching sessions typically lasting 30-60 minutes. It should be noted that in addition to one-on-one coaching support, academic interventionists also provided support on occasion to groups of teachers or all teachers within a building; these types of support sessions are not reflected in Table 3. It is interesting to observe that at Carver, most of the coaching support was on training, while the coaching supports at Mitchell and Rogers included modeling, co-teaching, and classroom observations. No data are available for Clarke since the academic interventionist position was vacant for most of 2019-20.

Table 3: Interventionist-Provided Instructional Coaching Supports
by Partnership Site for 2019-20

SCHOOL	NUMBER OF TEACHERS COACHED	AVERAGE NUMBER OF SESSIONS	AVERAGE MINUTES PER SESSION	TYPES OF COACHING:				
				#1	#2	#3	#4	#5
Carver	8	6.0	29	90%	0%	0%	0%	8%
Mitchell	30	2.2	33	9%	14%	32%	26%	56%
Rogers	13	14.5	59	44%	35%	49%	48%	52%

Type of coaching codes: 1 (Providing Training); 2 (Modeling); 3 (Co-Teaching); 4 (Observing); 5 (Meeting/Consulting/Reviewing).
Source: 2019-20 Academic Interventionist coaching logs.

Social-Emotional Learning Implementation Teachers

A second key staff role supported through Partnership funding is one full-time Social-Emotional Learning (SEL) implementation teacher at each of the schools. Turnover among the SEL teachers is a bit lower than for academic intervention teachers, but still relatively high at 38.5%. This includes a vacancy for half of the 2019-20 academic year at Rogers, which was created when the SEL teacher assumed a new district-level position.

The role of the SEL implementation teacher continues to include a mix of direct work with students in need of extra SEL support (either individually or in small groups) and SEL-focused support for classroom teachers. MPS continues to use the Second Step curriculum as an SEL resource, although tracking data for lesson completion was not available for 2019-20 as it had been for 2018-19. As in prior years, specific activities that SEL teachers conduct include leading Social Academic Instructional Groups (SAIG) or other small groups for students with high SEL needs, implementing a check-in/check-out (CICO) system with students, running mindfulness sessions, coordinating schoolwide announcements and assemblies, supporting students' and/or teachers' use of meditative practices, providing professional development, communicating with parents, and serving on committees related to SEL such as Behavior Intervention Teams and Positive Behavioral Interventions & Supports (PBIS) committees. Several SEL teachers reported innovative practices at their sites. For example, one school ran regularly occurring classroom SEL programming with incentives for behavior and academics. In another school, the SEL teacher provided mediation with families and students around conflicts that occurred within the school.

Table 4: Students Receiving Interventions
by Type and Partnership Site for 2017-18 through 2019-20

TYPE	SCHOOL	METRIC	2017-18	2018-19	2019-20
Behavioral	Carver	Enrollment	394	381	449
		% Participating in CICO	15%	7%	6%
		% Participating in SAIG	1%	3%	7%
	Clarke	Enrollment	n/a*	271	242
		% Participating in CICO	n/a*	7%	6%
		% Participating in SAIG	n/a*	1%	2%
	Mitchell	Enrollment	587	601	580
		% Participating in CICO	9%	5%	5%
		% Participating in SAIG	2%	1%	1%
	Rogers	Enrollment	580	590	582
		% Participating in CICO	5%	2%	5%
		% Participating in SAIG	3%	1%	2%
	Partnership	Enrollment	1561	1843	1853
		% Participating in CICO	9%	5%	6%
		% Participating in SAIG	2%	1%	3%
Attendance	Carver	Enrollment	394	381	449
		% Participating in CICO	16%	25%	12%
		% Participating in SAIG	5%	8%	1%
	Clarke	Enrollment	n/a*	271	242
		% Participating in CICO	n/a*	2%	32%
		% Participating in SAIG	n/a*	0%	2%
	Mitchell	Enrollment	587	601	580
		% Participating in CICO	23%	13%	19%
		% Participating in SAIG	0%	0%	2%
	Rogers	Enrollment	580	590	582
		% Participating in CICO	5%	2%	27%
		% Participating in SAIG	1%	5%	2%
	Partnership	Enrollment	1561	1843	1853
		% Participating in CICO	14%	10%	22%
		% Participating in SAIG	1%	3%	2%

*Clarke Street Partnership began in 2018-19
Note: Enrollment includes only students covered under the Partnership initiative (K-8).
Source: 2017-18 through 2019-20 MPS Third Friday enrollment data and attendance intervention data.

In an effort to quantify student participation in SEL interventions (a measure of "reach"), we draw upon two data sources. The first is MPS data on behavioral and attendance interventions, specifically CICO and SAIG participation. CICO is an initial intervention designed to impact both attendance and behavior, in which the student checks in briefly each morning and afternoon with a teacher or other staff member to discuss progress and receive feedback. If a student is not meeting goals with CICO, s/he is typically recommended to SAIG, where appropriate behaviors are taught in a small circle format with restorative practices. These interventions are provided in many cases (but not always) by the SEL teacher. The second source of data was the SEL teachers directly; these included coaching logs documenting the teachers with whom they worked during Year 5.

The number of students enrolled in Partnership-supported grades (K-8), along with the proportion of enrolled students who received either behavioral or attendance interventions, are shown here in Table 4. The data show that these interventions, by design, involve a relatively small number of students at Partnership sites.

Table 5 shows coaching sessions provided by SEL teachers to other teachers within their buildings. Sessions varied in length across sites, as did the types of SEL coaching support, with one site focusing mostly on observing (#4) while others were on co-teaching (#3) and meeting/consulting/reviewing (#5).

Table 5: SEL Coaching Support for Teachers
by Partnership Site for 2019-20

SCHOOL	NUMBER OF TEACHERS COACHED	AVERAGE NUMBER OF SESSIONS	AVERAGE MINUTES PER SESSION	TYPES OF COACHING:				
				#1	#2	#3	#4	#5
Carver	12	4.0	10	0%	0%	0%	100%	0%
Clarke	9	2.9	56	23%	0%	46%	12%	19%
Mitchell	31	4.3	47	1%	31%	22%	5%	30%
Rogers	11	2.8	45	6%	3%	55%	13%	42%

Type of coaching codes: 1 (Providing Training); 2 (Modeling); 3 (Co-Teaching); 4 (Observing); 5 (Meeting/Consulting/Reviewing).
Source: 2019-20 SEL data.

SPARK Early Literacy

The SPARK program provides literacy tutoring through the Boys & Girls Clubs of Greater Milwaukee to students in grades K-3. The program is designed to improve students' reading comprehension through one-on-one and small group literacy tutoring combined with parent outreach. SPARK was already operating in all Partnership sites for at least three years prior to the formal launch of the initiative in 2015-16, but Partnership support expanded SPARK substantially by funding a Program Director (0.2 FTE), Program Manager (1.0 FTE), up to ten tutors (10.0 FTE), and a Parent Partner (0.5 FTE) at each site. Stability among SPARK Site Managers has been relatively high, with a turnover index of only 15.4%.

Figure 3: SPARK Participation Rates

As a Percentage of Enrollment (K-3) for Partnership Sites, for 2015-16 through 2019-20
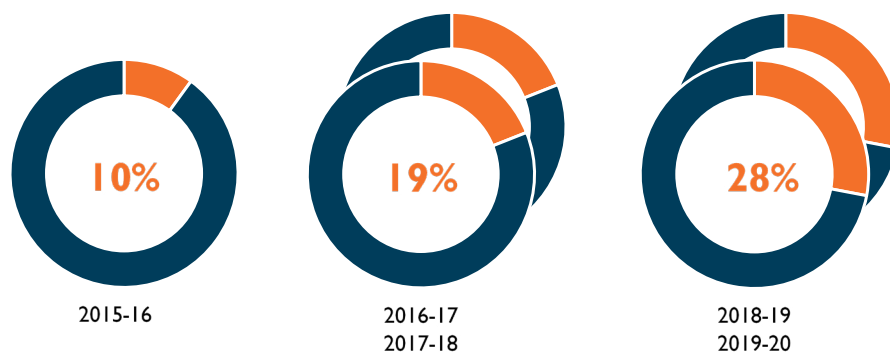
10%	**19%**	**28%**
2015-16	2016-17 2017-18	2018-19 2019-20

Source: 2015-16 through 2019-20 MPS Third Friday enrollment data and BGCGM SPARK participation data.

Figure 4: Site Level SPARK Participation Rate

by year for 2015-16 through 2019-20

CARVER   CLARKE   MITCHELL   ROGERS

Source: 2015-16 through 2019-20 MPS Third Friday enrollment data and BGCGM SPARK participation data.

In contrast to many other components of the Partnership initiative, implementation of SPARK looks essentially the same at each site: low-performing students are identified based on STAR Reading or Early Literacy assessments and/or teacher or interventionist recommendations. Each site has approximately 5-10 tutors who provide either one-on-one or small group (2-3 students) tutoring, with the small group format launching in Year 4 (2018-19) in an effort to serve more students with the same number of tutors. In Year 5, SPARK formalized the split between group size, with one-on-one tutoring occurring in kindergarten and first grade and small group tutoring occurring in second and third grade.

SPARK participation by Partnership site over time is shown in Figure 3 and Figure 4. **SPARK continues to have a large impact at Partnership sites, as nearly 30% of K-3 students across all sites combined participated in SPARK tutoring in 2019-20, including nearly half at Carver (41%) and Clarke (46%).**

Table 6 shows the frequency of participation in SPARK. The average number of tutoring sessions per week across all Partnership sites increased from 1.8 in 2018-19 to 2.0 in 2019-20, which remains somewhat below the targeted participation level of three sessions per week. While the average number of sessions dropped in Year 5, this is likely attributable to in-person school (and thus SPARK tutoring sessions) ending in mid-March. Tutoring session data for 2018-19 and 2019-20 reflect small group tutoring sessions and one-on-one tutoring sessions combined. Prior to 2018-19, all SPARK students were scheduled to receive three sessions each week. Starting in 2018-19, SPARK students

began receiving three sessions each week, and then in January, Program Managers (PM) assess how each student is performing. If the PM is confident the student will reach their year-end goal, sessions are reduced to one or two per week.

We have reported in prior years on SPARKBright, which is an afterschool model intended to grow both Reading and SEL skills for younger students (grades K-3) that was added at Partnership sites in either 2016-17 or 2017-18. The program implementation was somewhat uneven at Partnership sites during the 2019-20 school year, leading to incomplete data which are not included in this year's report.

Table 6: Frequency of SPARK Tutoring Sessions
by Site and by Tutoring Session Metrics for 2015-16 through 2019-20

SCHOOL	TUTORING SESSIONS	2015-16	2016-17	2017-18	2018-19	2019-20*
Carver	Average	55	53	55	48	34
	Average Per Week	2.0	2.0	2.1	2.1	2.2
Clarke	Average	n/a	n/a	n/a	33	32
	Average Per Week	n/a	n/a	n/a	1.3	1.9
Mitchell	Average	57	55	52	47	30
	Average Per Week	1.9	2.0	2.0	1.6	2.2
Rogers	Average	65	73	55	45	34
	Average Per Week	2.1	2.2	1.9	1.8	2.0
Partnership	Average	59	59	54	44	33
	Average Per Week	2.0	2.0	2.1	1.8	2.0

*Average number of sessions may be lower for 2019-20 due to school closures (COVID-19) in March.
Source: 2015-16 through 2019-20 MPS Third Friday enrollment data and BGCGM SPARK participation data.

Table 7 and Table 8 below show cross-tabulations of changes in STAR Reading proficiency between the Fall 2019 and Winter 2020 test administrations for SPARK students based on their fall proficiency level.[10] The purpose was to see how many SPARK students change proficiency categories, both overall and based on different levels of "dosage" (number of tutoring sessions). Results are included for all students in the four Partnership sites who had at least one SPARK tutoring session and both a fall and winter STAR reading test (n=116). Table 7 shows results for all SPARK students combined (regardless of number of tutoring sessions), while Table 8 breaks out results into three dosage categories based on the following cutoffs (which roughly divide students into three equally-sized groups), based on the number of tutoring sessions each student had between their fall and winter STAR test dates:

- Low dosage is students with 15 or fewer sessions (n=51);

- Medium dosage is students with 16-26 sessions (n=56);

- High dosage is students with 27-54 sessions (n=54)

Looking at results for all SPARK students regardless of tutoring sessions (Table 7), counts of students that improved by at least one proficiency level between fall and winter are shown in italics. For example, among the 63 students who were Significantly Below on STAR Reading for Fall 2019, 29 (46.0%) improved at least one proficiency category by winter (while the other 34 stayed at Significantly Below). Across all proficiency categories combined, and combining all dosage levels, 75 of the 161 SPARK students (46.6%) improved by at least one proficiency category.

When looking at results broken out by the three different categories of SPARK tutoring dosage (Table 8), we see that for the Low dosage category (1-15 tutoring sessions between the fall and winter STAR), 47.1% of students improved at least one proficiency category, compared to 53.6% of students in the Medium dosage category and 35.2% of students in the High dosage category.

10 STAR uses five proficiency levels: Significantly Below, Well Below, Below, On Target, and Significantly Above Target.

Table 7: Cross-tabulation of STAR Reading Levels
by Fall/Winter Testing Windows for All Sites & Tutoring Dosage Levels Combined

		WINTER					
		SIGNIFICANTLY BELOW	WELL BELOW	BELOW	ON TARGET	SIGNIFICANTLY ABOVE	TOTAL
	Significantly Below	34	20	6	0	3	63
	Well Below	4	13	29	1	5	52
Fall	Below	0	6	28	7	4	45
	On Target	0	0	1	0	0	1
	Significantly Above	0	0	0	0	0	0
Total		38	39	64	8	12	161

Note: Orange font indicates counts of students that improved by at least one proficiency level between fall and winter.

Table 8: Cross-tabulation of STAR Reading Levels by Dosage Level
by Dosage Level & by Fall/Winter Testing Windows for All Sites

		WINTER					
		SIGNIFICANTLY BELOW	WELL BELOW	BELOW	ON TARGET	SIGNIFICANTLY ABOVE	TOTAL
Low Dosage							
Fall	Significantly Below	12	8	2	0	0	22
	Well Below	0	7	12	0	1	20
	Below	0	2	5	0	1	8
	On Target	0	0	1	0	0	1
	Significantly Above	0	0	0	0	0	0
Total		12	17	20	0	2	51
Medium Dosage							
Fall	Significantly Below	9	9	2	0	2	22
	Well Below	2	2	11	1	3	19
	Below	0	0	11	4	0	15
	On Target	0	0	0	0	0	0
	Significantly Above	0	0	0	0	0	0
Total		11	11	24	5	5	56
High Dosage							
Fall	Significantly Below	13	3	2	0	1	19
	Well Below	2	4	6	0	1	13
	Below	0	4	12	3	3	22
	On Target	0	0	0	0	0	0
	Significantly Above	0	0	0	0	0	0
Total		15	11	20	3	5	54

Note: Orange font indicates counts of students that improved by at least one proficiency level between fall and winter.

In addition to providing direct support to students through tutoring, SPARK also engages with families. Table 9 shows the number of different types of family engagement activities provided through SPARK at each Partnership site while school was in session during the 2019-20 school year (September through mid-March). Nearly 700 actual contacts with families of SPARK students from Partnership sites were made in 2019-20 (in the form of in-person meetings, phone conversations, text messages or emails that were returned, etc.), in addition to more than 5500 instances of parent outreach (invitations to events, flyers sent home with students, etc.) and 17 family events. Family engagement efforts continued after MPS switched to "Safer at Home" (virtual instruction) due to COVID-19. From the period of March 14 - May 15, over 400 additional contacts were made through more than 2100 additional attempts.

Table 9: Frequency of SPARK Family Engagement Activities
by Partnership Site for 9/1/19-3/13/20

SCHOOL	PARENT CONTACTS	PARENT OUTREACH	HOME VISITS	FAMILY EVENTS
Carver	138	1984	1	5
Clarke	32	874	3	4
Mitchell	66	779	0	3
Rogers	434	1918	0	5
Partnership Total	670	5555	4	17

City Year

City Year's Milwaukee chapter, founded in 2010, recruits and trains AmeriCorps members (typically recent high school graduates or current college students) to serve full-time in elementary and middle schools as "student success coaches," providing individual, small group, and classroom support to students in grades 3-8. As in previous years, the Partnership initiative funded the following City Year positions at each school in Year 5: Impact Manager (1.0), Impact Director (0.25), Senior Impact Director (0.12), Service Director (0.25), Training & Evaluation Manager (0.25), and 8-15 Corps Members. From Table 2, we note that the turnover rate among Impact Managers has been 38.5% (five instances of turnover among 13 possible instances across the four sites between 2015-16 and 2019-20).

City Year leadership has implemented a number of steps to evaluate and improve retention of Corps Members, including the following:

- Collecting and examining data on why Corps Members leave the program;
- Investing in wellness initiatives to improve Corps Members' experience;
- Expanding the experience of Corps Members to include a second year of service;
- Developing a Corps-led committee on retention

Efforts to improve recruitment and retention are occurring in conjunction with City Year's efforts to help build a stronger educator pipeline in Milwaukee. This includes purposeful pairing of Corps Members and teachers, in addition to mentoring activities.

The specific types of supports provided by Corps Members in the four Partnership schools during Year 5 were largely consistent across sites, and school staff once again expressed near-unanimous appreciation for the assistance they provided (see below). Working in conjunction with their Impact Manager, Impact Director, and school staff, Corps Members use student data to create "focus lists" of students who need extra support in ELA, Math, attendance, or behavior. Corps Members are generally paired with one teacher and support individual focus list students in that teacher's classroom in addition to providing some whole-class support (and in some cases assisting with afterschool activities conducted by BGCGM). Corps Members typically have upwards of 20 unique focus list students. Once student focus lists are prepared in the fall, Corps Members begin providing interventions for focus list students in at least four different ways: pull-out, small group sessions, one-on-one tutoring, and checking in with students on individual attendance and behavioral goals. Students generally remain on focus lists for the entire year unless they leave the school. Student progress is tracked using data such as attendance rates, STAR scores, and the DESSA student behavior assessment.

Figure 5 and Figure 6 show the proportion of students at each site on the four different focus lists in recent years. With the exception of attendance over the last three years, **between 10-20% of students in targeted grades (which vary by school) have been on focus lists in each year.** Attendance and behavior focus lists tend to be smaller compared to ELA and Math focus lists.

Figure 5: Participation on ELA and Math Focus Lists
by Site for 2015-16 through 2019-20

Legend: ■ ELA ■ MATH

Grades served by City Year varied across time. In 2015-16 these were grades 3-5 at Carver and Mitchell and grades 5-8 at Rogers. In 2016-17 and 2017-18 these were grades 3-8 at Carver and Mitchell and grades 5-8 at Rogers. In 2018-19 these were grades 3-8 at Carver, Clarke, and Mitchell, and grades 5-8 at Rogers. In 2019-20 these were grades 3-6 at Carver, grades 3-8 at Clarke and Mitchell, and grades 4-8 at Rogers.

Source: 2015-16 through 2019-20 MPS Third Friday enrollment data and City Year participation data.

Figure 6: Participation on Attendance and Behavior Focus Lists

by Site for 2015-16 through 2019-20

| | 25% | 20% | 15% | 10% | 5% | 0% | | 0% | 5% | 10% | 15% | 20% | 25% |

2015-16
Carver
Mitchell
Rogers
Partnership

2016-17
Carver
Mitchell
Rogers
Partnership

2017-18
Carver
Mitchell
Rogers
Partnership

2018-19
Carver
Clarke
Mitchell
Rogers
Partnership

2019-20
Carver
Clarke
Mitchell
Rogers
Partnership

ATTENDANCE   **BEHAVIOR**

Grades served by City Year varied across time. In 2015-16 these were grades 3-5 at Carver and Mitchell and grades 5-8 at Rogers. In 2016-17 and 2017-18 these were grades 3-8 at Carver and Mitchell and grades 5-8 at Rogers. In 2018-19 these were grades 3-8 at Carver, Clarke, and Mitchell, and grades 5-8 at Rogers. In 2019-20 these were grades 3-6 at Carver, grades 3-8 at Clarke and Mitchell, and grades 4-8 at Rogers.
Source: 2015-16 through 2019-20 MPS Third Friday enrollment data and City Year participation data.

Table 10 and Table 11 show both the *average number of interventions* received by focus list students at each school as well as the *average number of hours of intervention*, respectively; these potentially tell a different story since the amount of time can differ by the type of intervention. Note that data on the number of hours of intervention were not available for 2015-16. The average number of both interventions and intervention hours decreased in 2019-20 compared to the prior year, although this is likely attributable to in-person school ending in mid-March.

Table 10: Average Number of City Year Interventions Per Student
by Site and by Focus List for 2015-16 through 2019-20

SCHOOL	SUBJECT / TOPIC	2015-16	2016-17	2017-18	2018-19	2019-20*
Carver	ELA	49	46	49	24	13
	Math	36	38	33	32	13
	Attendance	11	17	18	21	10
	Behavior	16	15	14	34	12
Clarke	ELA	n/a	n/a	n/a	30	22
	Math	n/a	n/a	n/a	30	22
	Attendance	n/a	n/a	n/a	15	17
	Behavior	n/a	n/a	n/a	24	10
Mitchell	ELA	36	37	39	36	24
	Math	34	37	39	31	22
	Attendance	21	30	34	15	7
	Behavior	20	27	34	10	6
Rogers	ELA	34	39	42	41	21
	Math	30	35	35	29	22
	Attendance	27	15	30	12	10
	Behavior	21	16	33	31	15
Partnership	ELA	40	41	42	34	21
	Math	33	37	36	30	20
	Attendance	21	24	28	15	10
	Behavior	19	20	28	20	9

*Averages may be lower for 2019-20 due to school closures (COVID-19) in March.
Source: 2015-16 through 2019-20 City Year participation data.

Table 11: Average Hours of City Year Interventions Per Student
by Site and by Focus List for 2016-17 through 2019-20

SCHOOL	FOCUS LIST	2016-17	2017-18	2018-19	2019-20*
Carver	ELA	25.8	27.9	14.9	9.8
	Math	20.8	22.1	18.6	9.2
	Attendance	1.2	1.1	2.1	1.6
	Behavior	1.6	5.1	3.1	2.6
Clarke	ELA	n/a	n/a	22.9	11.1
	Math	n/a	n/a	19.3	10.9
	Attendance	n/a	n/a	1.2	1.5
	Behavior	n/a	n/a	1.6	0.8
Mitchell	ELA	29	28	26.5	16.2
	Math	29.1	27.5	22.3	14.9
	Attendance	3.1	3.2	1.6	0.7
	Behavior	3.0	4.0	1.9	1.1
Rogers	ELA	27.6	29.9	33.8	13.2
	Math	25.1	25.3	22	13.1
	Attendance	1.7	3.2	1.1	0.8
	Behavior	2.4	4.2	3.7	1.9
Partnership	ELA	27.5	28.6	25.1	13.3
	Math	25.1	25.3	20.8	12.8
	Attendance	2.4	2.6	1.4	1
	Behavior	2.4	4.4	2.3	1.4

*Averages may be lower for 2019-20 due to school closures (COVID-19) in March.

Source: 2016-17 through 2019-20 City Year participation data.

Boys & Girls Clubs of Greater Milwaukee Afterschool

The Boys & Girls Clubs of Greater Milwaukee (BGCGM) continues to provide afterschool programming as a significant component of the Partnership initiative at all four sites, in addition to more than 30 additional (non-Partnership) sites across MPS. Most afterschool sites received federal Community Learning Center (CLC) funding to provide programming prior to the Partnership initiative, although Clarke is the only site that received additional federal funding starting in 2019-20 school year. Partnership funding has provided additional support at each site for a Club Manager (1.0 FTE), Program Manager (0.25), Academic Coordinator (0.15), Program Staff (3.5), and security (0.4), along with student transportation. From Table 2, we note that turnover has been slightly lower among Club Managers compared to several other key staff roles, although it is still 30%. In addition to outright turnover, as noted previously, three of the four Club Managers at Partnership sites were furloughed shortly after MPS sites closed in mid-March due to the COVID-19 pandemic.

While we were only able to interview one of the Club Managers due to furloughs, the basic structure of afterschool programming was similar to prior years, and mostly consistent across the Partnership sites in Year 5, at least through mid-March when school sites closed. Afterschool programming generally runs for 3-4 hours each afternoon, and includes recreation time, academic enrichment, and homework help. All sites have procedures in place for supporting students to complete their homework including incentives like providing tickets for drawings for prizes. Each program also offered a snack or dinner for students, and provided additional opportunities for students to use ST Math.

Figure 7: Rates Attending Afterschool
of School Enrollment by Site for 2015-16 through 2019-20
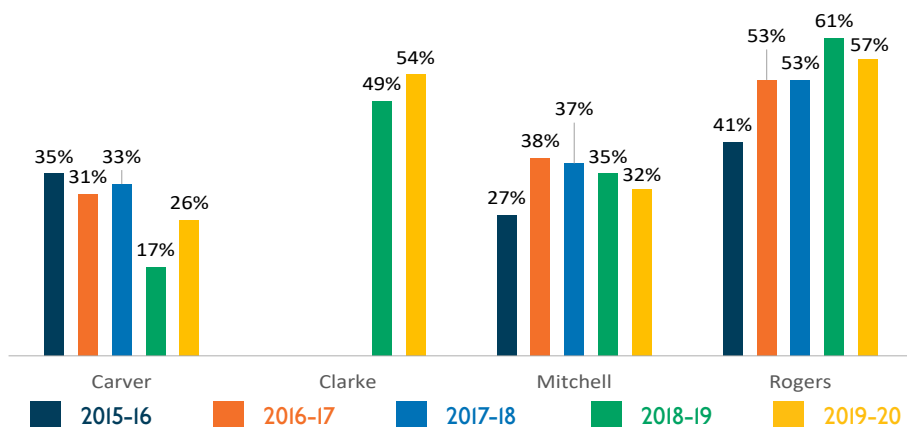
Note: Enrollment includes only students covered under the Partnership initiative (grades K-8).
Source: 2015-16 through 2019-20 MPS Third Friday enrollment data and BGCGM afterschool data.

Table 12: Afterschool Attendance Days
Averages by Partnership Site for 2015-16 through 2019-20

SCHOOL	2015-16	2016-17	2017-18	2018-19	2019-20*
Carver	66	65	79	86	57
Clarke	n/a	n/a	n/a	130	94
Mitchell	103	84	85	102	76
Rogers	101	101	112	96	70
Partnership	92	88	96	103	74

*Averages may be lower for 2019-20 due to school closures (COVID-19) in March.
Source: 2015-16 through 2018-19 BGCGM afterschool data.

Overall levels of afterschool participation (across all Partnership sites) have remained stable in recent years (Figure 7), based on the proportion of students at each Partnership site that attended afterschool at least once. **More than 40% of students across all sites had at least some participation in afterschool in these years (up eight percentage points from 2015-16).** For 2019-20, Carver and Clarke experienced increases in participation rates, while Mitchell and Rogers experienced slight decreases. Clarke and Rogers had the highest afterschool participation rate, with more than half of enrolled students in Partnership-serving grades attending at least once.

The average number of days of afterschool attendance at each site by year is shown in Table 12. On average, students attended 74 days in 2019-20, a decrease from the previous year due to the COVID-19 shutdown. In addition to having a higher percentage of students attending afterschool (from Figure 7), Clarke's average days of afterschool attendance substantially exceeded those of the other three sites.

ST Math

Partnership sites continue to provide ST Math as a Tier I intervention for all students. ST Math is an interactive computer program designed to improve student mathematical skills and conceptual awareness, and each Partnership site receives funding for licenses, staff training, and 60 Chromebooks for students. Students use ST Math in their regular classrooms and in afterschool programs, ideally for 60 to 90 minutes per week.

The proportion of students in Partnership sites with at least one ST Math login each year (along with total student enrollment) is shown in Table 13. **Given its status as a Tier I intervention (core instruction) at Partnership sites, all students at these sites should be using ST Math, and we are pleased to observe that this goal has essentially been met for the past three years.** In addition to participation information, ST Math records also provide "dosage" data in the form of number of logins and student progress, which is defined as the percentage of the curriculum that a student completes. Table 13 also shows both dosage indicators by site across all years. Across all sites, both the average number of logins for each ST Math student and the average progress decreased, although this was again likely attributable to the transition to online instruction in mid-March. On average, students progressed through over one-third of the ST Math curriculum in Year 5.

Table 13: ST Math Participation
by Site and Metric for 2015-16 through 2019-20

SCHOOL	METRIC	2015-16	2016-17	2017-18	2018-19	2019-20*
Carver	School Enrollment	405	432	394	381	449
	% Participating in ST Math	86%	82%	98%	95%	99%
	Average ST Math Logins	62	94	98	128	91
	Average ST Math Progress	27%	36%	41%	56%	36%
Clarke	School Enrollment	n/a	n/a	n/a	271	242
	% Participating in ST Math	n/a	n/a	n/a	96%	99%
	Average ST Math Logins	n/a	n/a	n/a	109	76
	Average ST Math Progress	n/a	n/a	n/a	35%	31%
Mitchell	School Enrollment	603	612	587	601	580
	% Participating in ST Math	90%	89%	99%	99%	100%
	Average ST Math Logins	87	101	88	101	82
	Average ST Math Progress	46	41%	50%	53%	42%
Rogers	School Enrollment	600	577	580	590	582
	% Participating in ST Math	94%	93%	99%	99%	100%
	Average ST Math Logins	81	101	105	113	66
	Average ST Math Progress	45%	48%	52%	54%	32%
Partnership	School Enrollment	1608	1621	1561	1843	1853
	% Participating in ST Math	91%	89%	99%	98%	99%
	Average ST Math Logins	78	99	97	111	78
	Average ST Math Progress	41%	42%	48%	51%	37%

*Averages may be lower for 2019-20 due to school closures (COVID-19) in March.
Note: Enrollment includes only students covered under the Partnership initiative (grades K–8).
Source: 2015-16 through 2019-20 MPS Third Friday enrollment data and ST Math data.

The recommended goal for ST Math is that students reach 30% progress in order to see academic benefits. Table 14 shows the percentage of students at each site meeting this benchmark by grade for 2019-20. Despite the COVID-19 shutdown, more than half of students met this goal, although substantially lower rates of progress were observed in the middle grades (6-8). As noted previously, school staff report that student interest wanes somewhat among middle school students due to the perception that ST Math is designed more for younger students (although schools report that some middle school students do enjoy the program).

Table 14: Percentage of Students Attaining 30% ST Math Progress
by Site and by Grade for 2019-20

SCHOOL	K	1	2	3	4	5	6	7	8	TOTAL
Carver	61%	79%	52%	57%	58%	62%	30%	23%	77%	54%
Clarke	92%	73%	38%	44%	30%	30%	29%	17%	28%	42%
Mitchell	86%	88%	93%	81%	83%	65%	16%	21%	25%	56%
Rogers	89%	72%	75%	64%	57%	48%	15%	24%	36%	51%
Partnership	80%	79%	72%	65%	61%	54%	21%	22%	39%	52%

Source: 2019-20 ST Math data.

Stakeholder Perceptions

We are pleased again in our Year 5 report to feature an entire section that summarizes the perceptions of teachers, leadership, other school staff, and partner organizations regarding the Partnership initiative. Findings in this section are based on data collected during virtual focus groups and interviews with staff from each of the four Partnership sites in May 2020. We begin by summarizing overall stakeholder insights into key topics such as coordination and collaboration, successes, challenges, and sustainability, and then delve into perceptions related to each major Partnership component.

Overall Perceptions

The overarching theme emerging yet again in Year 5 from conversations with stakeholders across Partnership sites was **a profound sense of appreciation for the supports (both staff and programmatic) provided by the grant, and a strong belief that these supports are positively impacting student engagement and academic performance, in addition to school culture and climate.** In the words of a teacher from Clarke:

> "I just think that the Partnership is just wonderful and it's a great benefit to our community and to our children, for the future. And I just hope [this work] keeps going at it, and growing it, and making it available to all the schools that want to participate because, like the gains that I've seen from my kids, especially, have been very significant. And it's all because of the Partnership."

Stakeholders continued to identify improvement in student outcomes and growth, and tied their success in academics to Partnership activities and supports. One teacher indicated that "students are making great growth in math," and that a handful of students had advanced to the next grade's curriculum in ST Math, which had never happened before. Another teacher stated that "…kids that came to me [who] were like, really, really struggling mathematically… and then [after they started] working with the ST math program, they were able to make significant gains on the STAR test." Numerous instances of schools holding events

for students and/or families with Partnership funding were also noted; one example here is the ST Math and Literacy night at Rogers.

Communication was another common theme emerging from interviews and focus groups, with this being specifically identified as an area of strength and improvement both *within* and *across* Partnership sites. An academic interventionist noted that "…the communication piece has been really good [from] the administration," while another stakeholder stated that **"…communication is the strongest feature of the Partnership grant. One of the reasons our program run[s] smoothly is that the teachers believe in us and they keep an open line of communication. Anything that we need with a kid, it is all open ears right away."** Teachers had positive impressions about communication as well, with one describing communication as "clear" and another noting that **"…I feel that some of the more formal communication, where we sit down once a month and hash everything out, has led to these relationships we've built, we're able to better communicate with Boys & Girls Clubs of Greater Milwaukee staff [and] City Year staff we may not see otherwise."** Indeed, collaboration goes hand-in-hand with communication; as one teacher remarked, "…I think I talked to my City Year [coordinator] every single day… it was just an easy kind of flow of things, and flow of communication where it's clearly open and we knew what was going on." Stakeholders also tied communication and collaboration to broader Partnership priorities. For example, one academic interventionist felt their school "…is doing a really nice job of bringing all the pieces together and keeping that communication open so that we are improving our student success, which is the overall big picture," while a teacher from a different school said that "…if there's something that needs to be worked out, we sit down together as a team and discuss it, and make sure everything is [for] the betterment of our community." **We note that this theme of effective and improved communication is a relatively recent development that began to emerge in Year 3; in fact, the lack of effective communication was a prominent theme from our earlier reports.**

One new aspect that stood out in this year's round of interviews and focus groups was stakeholders' increased recognition of, and appreciation for, the "nuts-and-bolts" resources that Partnership funding has allowed them to acquire, above and beyond extra staff positions and ST Math licenses. Chromebooks are one obvious example here, and stakeholders identified other examples as well. As one teacher said, "I went to school through MPS and didn't have the resources my students have in my classroom, and I think it's really incredible to be able to say, I think my students would really benefit from this." Teachers at one school described obtaining books for their libraries; at another school, a teacher talked about being able to use technology to help address behavioral issues.

Along with successes and accomplishments, stakeholders identified ongoing challenges again in Year 5 that are not associated with any specific component of the Partnership initiative. One example here is a policy (evidently new for 2019-20) that limited the amount of time teachers could remain in the building after the school day. This policy was seen as making it difficult for staff from partner organizations to schedule meetings with teachers for common planning purposes. *Staffing turnover* was also identified as a challenge at some sites; staff from several schools reported having many new teachers and administrators in 2019-20 (which we are not able to confirm with DPI data, which lag a year behind in terms of public reporting), and one stakeholder described the effect of new staff as **"…we have all of these ideas, all of the ways that we plan to carry them out, put them in place, get everyone on board, collaborate, everybody's ready. And then the next year it [staffing] changes over and then we start again. So we're losing some of that momentum for where our full vision really was."** Another stakeholder expressed a similar idea: "It doesn't mean that the new staff isn't on board, it is just a new learning curve. People have to learn how the process works." In one school, not all new teachers had the correct licenses, and teachers at a different school mentioned not having enough staff support for both instruction and for a broader vision for the program. A third common concern related to *family engagement*, with one stakeholder saying, "I do think that there's a lack of awareness in general about what exactly the mission is of it [the Partnership initiative] is, especially with our parents," and another noting their school could "do better" with parent interaction and scheduling parent-teacher conferences. A different stakeholder likewise stated

that "…more parent involvement would make our jobs easier." On the other hand, stakeholders also noted SPARK's positive efforts toward communication and engagement with families.

As in prior years, we asked stakeholders for their impressions on the sustainability of the initiative. Overall, school staff seemed less worried about sustainability this year, although we speculate that this may be due to more immediate concerns with the COVID-19 pandemic's impact on both the recently-concluded and upcoming school years. An SEL interventionist noted that their school "…is heading in the [right] direction to make sure we're meeting [our] goals, to make sure that everything is sustainable." A teacher at Rogers mentioned the sustainability of the relationships that Partnership has fostered: "…now that we know the Clubs [BGCGM], we know all these people, and we're comfortable, it will be much easier to sustain that without a formalized partnership." On the other hand, keeping those relationships and supports intact requires resources; while a teacher at Mitchell said that resources and supports such as ST Math, City Year, and BGCGM afterschool help promote sustainability, "…if those were taken away, we'd need to figure out how to keep it going."

Finally, we added questions to our interview and focus group protocols to collect stakeholder perceptions on the effects of COVID-19, both at the end of the 2019-20 school year and for 2020-21. Staff expressed frustration with the district and uncertainty about 2020-21, but did not hold Partnership leadership at all responsible. On the contrary, one teacher noted that Mary Kasten "has been a big support" with efforts to plan for next year, and another praised their school's SEL and Academic Interventionists for maintaining relationships with their students after schools had closed. Several informants, quite understandably, expressed concern about students' emotional well-being due to the lack of interactions with friends or adults resulting from school closures.

SEL Implementation Teachers and SEL Supports

Stakeholder perceptions specific to the SEL implementation teachers focused again in Year 5 around the many different (and highly valued) roles that these staff play, including direct work both with students and supporting staff. These roles included coaching teachers, leading professional development, facilitating use of the Second Step curriculum (sometimes by modeling lessons for teachers), supporting mindfulness practices for students and staff, running small intervention groups for students with high SEL needs, providing one-on-one support to students, and leading school meetings and assemblies. While there continues to be variation across the Partnership sites in terms of time that SEL teachers dedicate to each of these roles, it is encouraging to note that SEL teachers themselves did not mention challenges associated with managing multiple roles and responsibilities in Year 5.

Another positive note is that *role fidelity* **for SEL teachers appears to have stabilized.** In the past, SEL teachers noted that among the many responsibilities they have were some (such as test proctoring) that were not directly related to their role as an SEL implementation teacher. It appears that schools have made progress in "protecting" SEL teachers' ability to focus on SEL-related tasks. A related development we note from Year 5 is around the many positive ways that SEL teachers communicate; as one noted, "…Not only did I meet with the students and mediate, I would always follow up with the staff, so the staff would know what's going on, what measures I took, if parents would call, if a suspension was needed. I always communicated that with the teachers." Carver teachers emphasized the effectiveness of communication with their SEL teacher, with one giving an example of how the SEL teacher would come in to her classroom and "piggyback off the lessons, too."

Stakeholders also noted that while SEL implementation teachers are pulled in many directions, this range of responsibilities allows them the flexibility and autonomy to take action that they feel is more important and relevant. One SEL teacher gave the example that around mid-school day, the same group of students was consistently getting into trouble, and that she had both the opportunity and flexibility to help staff "wrap ourselves around these children and put some things in place to start seeing this [behavior] decline." The SEL teachers emphasized that

there is no "script" to follow when working with students or parents, but that they have generally been able to thrive based on the relationships they have built with students, teachers and families. One noted that "…there was no certain intervention thing that I followed – a lot of it was just my natural instinct and my relationship that I had with kids." We note with encouragement that there appears to be an improved balance between SEL teachers having the flexibility to adapt their roles and daily work to best fit their school's context and the usefulness of having at least some roles and functions in common across sites, in order to promote sharing of best practices. This balance was not nearly as evident in earlier years of the Partnership and represents a good example of the increased "maturity" of the initiative.

In Year 5, SEL implementation teachers took on a number of new responsibilities that made them more visible in the school and more available to students and teachers. For example, one hosted high-interest/high-need groups; one ran a drumming camp; one created and implemented Camp Mitchell (a monthly SEL reinforcement activity for students in grades 1-8); and one rewarded students by eating lunch with them. The SEL implementation teachers are highly involved in Second Step implementation (which again was mentioned as a positive program in Year 5), implementing attendance policies, and PBIS. One teacher expressed gratitude that the SEL teachers are a mechanism that allows students' many SEL needs to be addressed systematically.

One notable challenge in Year 5 was the loss of the Rogers SEL implementation teacher midway through the school year. While the departure clearly was not anyone's fault, the school definitely felt the loss; one Rogers teacher noted that "…some kids were really angry she was gone. We had to really work out some new structures for people, for support." Another teacher emphasized the "void" that was left when the SEL teacher left, especially with regard to the encouragement, reminders, and reinforcement of Second Step. This underscores not only the importance of the SEL role and the many different types of supports it makes available in Partnership sites, but also the importance of having stability and continuity in this (and other) roles – a theme we have noted previously, both in this year's report as well as in prior years.

Academic Interventionists

Academic intervention teachers continued to play a critical role in supporting the goals of the Partnership initiative in Year 5. **While the specific roles performed on a day-to-day basis by these staff continues to vary somewhat across sites, there was again widespread support and appreciation expressed in Year 5 for the critical role that the academic intervention teachers play in Partnership schools.** Interview participants reported a roughly equal amount of support provided to both teachers and students through the academic interventionist role. Teachers (especially newer ones) reported strong appreciation for the academic interventionists, and continued growth in collaboration across the group of interventionists was also reported. Monthly partnership meetings were cited as one effective way for promoting collaboration; one academic interventionist noted that at these gatherings, "…each person or section lets us know what they are working on and how it all fits together. I have a better sense of what goes on now than in prior years." Another of the interventionists shared that "…the way we collaborate is the way it should be happening. We have buy-in, it feels great." Across sites, transparency and communication related to the academic interventionist role was greatly appreciated, and has contributed to the widespread feeling of all of the partnership pieces "fitting" better.

One new challenge involving the academic interventionist role (and others) was a change in MPS policy allowing teachers to leave their building after school ends and participate in planning time from home, rather than at school. This change made it challenging for interventionists to find meeting times with teachers - and if they were able to find a common time, they often had to combine meetings with other partnership roles. One interventionist shared that they had to "fight for time a lot," and that meetings with teachers had been "watered down to one meeting per week, whereas last year I believe it was 2-3 meetings per week." Another shared challenge involved getting programming started at the beginning of the school year; one interventionist (who was new in Year 5) reported feeling that she was playing "catch-up" later in the year for things that should have started in September.

ST Math

ST Math remains extremely popular across all sites. One teacher described ST math as "our go-to… it's built into our schedule." Beyond students' love of ST Math as something they "go crazy over" and "look forward to every single day," multiple teachers also noted the ways that the program allows students to "…think critically and problem-solve without being given specific directives." Teachers also noted that ST Math "…forces kids to have perseverance… and we see that correlates to their STAR data." Importantly, teachers across sites shared ways that ST Math can be differentiated and work for students with IEPs, English Learners (EL students), or students who are new to the school. Teachers are appreciative that ST Math is available for all students, not just for struggling students (as is the case in other MPS sites).

One encouraging development in Year 5 was noted by teachers at Carver and Rogers in particular: students benefit from the continuity of having ST Math in both their classrooms and in afterschool. A Rogers teacher noted that "…even in the afterschool program, ST Math, the communication about the kids – every student had that through the Partnership." At Carver, a teacher noted that the afterschool director "…made sure that the students were always doing what they were supposed to do," and she often heard the afterschool coordinator telling students to "…get a Chromebook…you need to be on ST Math." This communication and coordination has helped ST Math become, according to a Carver teacher, "…like a well-oiled machine…we've got to work together because in afterschool, they're doing ST Math, which is also in the classroom." Communication and coordination related to ST Math extends to City Year Corps Members, who use data from the program as one piece of information in identifying students for Math Focus Lists. Finally, ST Math was identified as a useful tool during the transition to online learning, as students were still able to access and continue the program.

City Year

As in past years, it is encouraging to note that stakeholders who interacted with City Year in Year 5 continue to report that the program is well run and an extremely valuable resource. Corps Members were seen as being even more fully integrated in classrooms and afterschool programming than in previous years, providing an important "bridge" for staff and students. A Carver teacher shared the following:

> *"Every school wants to be able to say that their afterschool program is following through with what's going on in their day school, and to be able to connect the two. Carver can actually do that with the help of City Year. There is the continuity, there is the consistency, and that is really one of the major pieces of change that I have seen at Carver."*

Additional appreciation for City Year was clearly evident from other interviews as well. A staff member at Rogers shared that "…City Year definitely provides a person that's in the classroom every day and can discuss students of concern, academic pieces that they're working on. They're really a great level of support in that regard." The transition at Rogers from having afterschool programming provided separately by City Year to a shared environment with BGCGM was also praised, with one interviewee noting that this has led to "…a more efficient use of people, space, and better collaboration." With the transition to online learning in March, it was encouraging to hear one interviewee note that at least some Corps Members were able to continue as useful resources by being added to teachers' Google classrooms.

Turnover among Corps Members (CMs) emerged as one area of challenge this year, particularly by interviewees at Carver and Rogers. One informant at Carver reported a "ridiculous" number of CMs leaving for personal reasons this year; at one point, there may have been only two CMs available when the school would normally have as many as ten. This sentiment may have been exacerbated by high levels of teacher turnover at some sites (such as Carver), as the combined flux among CMs and teachers made it challenging to establish familiarity and routines. In addition, scheduling challenges related to the new MPS policy around teachers being allowed to do planning from home (rather than in-person after school) led to difficulties with finding meeting times. City Year leadership has begun to implement changes to reduce turnover among Corps Members as described previously.

BGCGM Afterschool

Stakeholder perceptions of BGCGM afterschool programming are again high in this year's report, although we note that we were unable to speak directly with most of the Club Managers themselves since most were furloughed due to the pandemic. Several stakeholders highlighted the homework help that BGCGM provides as a particularly valuable resource. The one Club Manager we spoke to noted that "…we don't force anybody to do their homework, but at the same time, we're here to support. We have a lot of different tools to be able to do that." An SEL interventionist described how afterschool staff know what students' homework expectations are, and teachers from two different schools also talked separately about the homework-related benefits of partnering with BGCGM.

School staff also identified improved collaboration and communication with BGCGM as a continuing development in Year 5. In the words of one teacher, "…One of the goals this year was to improve the homework help, the Clubs side, [and] improving communication with that partner. This year it has definitely improved." Another teacher (at a different school) noted that "…I could always reach out to [the BGCGM Manager] to keep an eye on certain kids and [have them] let me know how they're doing." An SEL interventionist stated that **"…if there's a problem in the BGCGM in the evening with one of our kids, they let us know about it the next day. So it's just a good connection that I can tell that's working."** Additionally, at Rogers, BGCGM staff have been hired as teacher assistants, further demonstrating the strong relationship between partners. The BGCGM coordinator we interviewed identified several strategies for effective collaboration, such as meeting with the School Support Teacher (SST) and other interventionists, as well as enhancing their relationship with City Year. Aligning schedules is a persistent challenge, as is finding enough time for communication during busy days.

Challenges identified by stakeholders with afterschool were similar to previous years, including the difficulty of getting some students to attend regularly due to the academic component. According to the BGCGM coordinator, "…in full transparency, some [students] think of it as an extended school day right away, but [eventually] they learn that it can be fun, we try to make it as fun as possible." A teacher echoed the same sentiment, noting that "…sometimes it's hard…kids don't want to do stuff after school or at the Club." Another teacher brought up a persistent concern – students who want to attend afterschool but do not have transportation – although this was not mentioned as a challenge as often as in prior years.

SPARK

Staff at Partnership sites reported again in Year 5 that they appreciate the SPARK tutoring program and the additional support it provides for students in need of additional reading assistance. One SEL teacher noted that **"…I love how they work with our students. They pick them up, they greet them, they never disrupt our classrooms. They're always professional and kind when they're in our building and our space. Kids seem to enjoy spending that time with them."** Many teachers also noted that their students "could not wait to get picked up" and "some even ask to join SPARK." Aside from students' enjoyment of the program and teachers' appreciation for it, one teacher observed that "…kids' attitude about reading really improves…they know the other [non-SPARK] kids are doing better, but they really try hard and take risks when they work with their tutor." We were also pleased to hear that after schools switched to online learning in mid-March, SPARK tutors were able "…to create take home activities and to enhance the vocabulary for each of the short reads to make it more user-friendly for the kids."

In Year 5, two challenges related to SPARK emerged from stakeholder interviews, both of which were familiar to some extent. The first was the desire to serve even more students, which would obviously require more tutors and more space (no minor challenges), and the second was an interest in having more data on student effects. In previous years, we noted that challenges associated with SPARK as identified by stakeholders tended to focus on tutor recruitment and retention, but in Year 5 the hiring process appears to have been quicker, as most of the tutors were in place at or near the beginning of the year. The shift from

exclusively 1-to-1 tutoring to a hybrid model (featuring some 1-to-1 along with some 2-to-1) was identified as a challenge in our Year 4 report, after this change was made in an effort to serve more students. Year 5 was the second year implementing the 2-to-1 model, and stakeholders appear to be mostly in agreement that things have gone more smoothly. One SPARK site manager noted that they have figured out that the 2-to-1 model "…works best with second and third graders because they have the foundational skills. The K5 and first [graders] really do well with the 1-to-1 model. So, this year we kept the K5 and the first at 1-to-1 unless we noticed a strong child."

One beneficial change related to SPARK in Year 5 that emerged from stakeholder interviews is the addition of a monthly "backbone meeting" between SPARK and Partnership directors. This meeting was established in order to provide a space for them to "put [their] heads together," and to help develop "a guide for if we were ever fortunate to expand the partnership…to learn from our mistakes and what they should know at a new school to start." We are also pleased to note that stakeholders reported that communication has also increased between schools and SPARK with regard to family engagement; at Rogers, for example, it was reported that school staff and SPARK collaborate around planning family events (which was described as being "super nice"), and a Rogers teacher observed that "…people in [SPARK] literacy, they call people on the phone, they have parties, they meet families, they bring families in. That community outreach helps bring the culture of the school together…[that is] when you get people who are getting together regularly, have personal relationships." SPARK hosted "very popular" monthly parent events at Rogers that were described as getting "60 to 70 people participating every month."

Outcomes

The next section presents an overview of selected outcomes for Partnership schools and their students. As in prior years, we recognize that the work of the Partnership initiative cannot in some cases be easily quantified by traditional measures of school and student performance. There are not, for example, reliable measures of the relationships built between staff and students (although climate survey data provide a bit of insight), nor enjoyment of learning, nor the level of coordination and collaboration that exists between staff from MPS and partner organizations. At the same time, it remains important to report again this year on a consistent set of selected outcome measures that address school and student engagement and performance. As in prior years' reports, specific outcome measures examined in the following section of our Year 5 report include the following:

- School climate and culture (MPS climate survey)
- Student engagement:
  - Attendance
  - Discipline
- Student academic performance:
  - STAR attainment in mathematics and reading
  - STAR growth in mathematics and reading
  - STAR performance over time
  - Selected metrics from the State Report Card
- ST Math student performance

Unlike in previous years, state assessments were not given in the spring of 2020 due to the pandemic. Therefore, we will not be able to supplement our report with assessment results or updated Report Card data in the fall. However, we are again including a summary of selected metrics from the state Report Card as contextual information on student progress.

School Climate and Culture

MPS administers the Essentials of School Climate and Culture (ESCC) survey to students in grades 4-12 and staff each spring as one way of measuring key aspects of climate and culture within schools. ESCC is adapted from the well-known 5Essentials survey developed at the University of Chicago, and measures stakeholder perceptions in five key areas (domains) which have been shown in prior research to be correlated with high levels of school performance:

- Effective Leadership
- Involved Families
- Supportive Environment
- Collaborative Teachers
- Ambitious Instruction

ESCC domains are assessed through a block of questions (see Appendix D) that are answered by either students (Ambitious Instruction and Supportive Environment) and/or staff (who provide input on all of the domains except for Supportive Environment). MPS and UW-Milwaukee have created school-level summary reports which were again made available for the Year 5 evaluation report. Response rates of at least 30% (lower than the 50% threshold in prior years) are required in order for reports to be generated. While this helps ensure that survey responses are reasonably representative of the school overall, it is important to keep in mind that survey results can be influenced by *how many* and *which* people respond, particularly when results are being compared across time. In other words, the respondents at a particular school (students and staff) are not necessarily the same from year to year.

In addition to a lowered threshold for response rates, MPS shortened the ESCC window considerably for 2019-20. Previously, the survey opened in late January and was open through March, but for 2019-20 MPS opted for a much shorter window for the student survey, along with the designation of a point person at each school to coordinate survey administration. The staff survey was left open through May due to COVID-related school closures. **ESCC survey response rates for 2019-20 (Table 15) were lower in most cases compared to prior years, and several constituencies had response rates that were too low to generate reports.** These included staff at Carver and students in Grades 4-5 at all four Partnership sites (in addition to older students in Grades 6-8 at Rogers).

Several ESCC questions are directly relevant to the goals and activities of the Partnership initiative, and as such have been of particular interest for annual evaluation reports. In particular, three ESCC domains (Supportive Environment, Ambitious Instruction, and Involved Families) are identified in the Partnership Schools logic model (Appendix A) as being aligned with activities supported by the initiative. However, selected questions from the other two domains (Collaborative Staff and Effective Leaders) also seem to be useful overall measures of progress for Partnership sites, and as such are included in the summary tables below. Results from 2014-15 (the year prior to the launch of the Partnership initiative) are compared to results from 2015-16 through 2019-20 (Years 1-5 of the Partnership initiative, respectively), even though several key components of the initiative (such as the hiring of SEL implementation teachers) were not completed until later in the 2015-16 school year. In most cases, data shown in the tables below reflect the percentage of respondents who selected either Agree or Strongly Agree with each statement, while others (noted with an asterisk* or double asterisk**) reflect the percentage of respondents who felt that the statement applied to either "Most" or "All," or "Most" or "Nearly All," respectively, of students or staff.

Table 15: ESCC Survey Response Rates
by Site and by Constituency for 2014-15 through 2019-20

SCHOOL	CONSTITUENCY	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Carver	Students (Grades 4-5)	0%	83%	85%	---	---	---
	Students (Grades 6-8)	0%	85%	82%	67%	n/a	34%
	Staff	43%	66%	78%	70%	60%	---
	Teachers	---	---	96%	89%	70%	---
Clarke	Students (Grades 4-5)	n/a*	n/a*	n/a*	n/a*	---	---
	Students (Grades 6-8)	n/a*	n/a*	n/a*	n/a*	---	80%
	Staff	n/a*	n/a*	n/a*	n/a*	60%	54%
	Teachers	n/a*	n/a*	n/a*	n/a*	78%	61%
Mitchell	Students (Grades 4-5)	42%	64%	84%	---	83%	---
	Students (Grades 6-8)	42%	53%	78%	56%	76%	67%
	Staff	54%	70%	83%	64%	62%	41%
	Teachers	---	---	93%	84%	79%	55%
Rogers	Students (Grades 4-5)	55%	17%	89%	70%	92%	---
	Students (Grades 6-8)	55%	75%	84%	75%	86%	---
	Staff	56%	78%	61%	72%	79%	83%
	Teachers	---	---	78%	87%	91%	98%

*Clarke Street Partnership began in 2018-19

--- Supressed Due to Low Response Rates

Very limited ESCC data are available for Carver (Table 16) for 2019-20 due to low response rates for both staff and students. Just over half of students in grades 6-8 (51%) believe that "Most" or "All" of their peers feel it is important to come to school every day, continuing a downward trend for this question.

Table 16: Selected Carver ESCC Survey Results

% Agree or Strongly Agree (Unless Noted) for 2014-15 through 2019-20

CARVER ESCC RESULTS	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
DOMAIN: EFFECTIVE LEADERS (SCHOOL STAFF):						
Many special programs come and go at this school.	n/a	30%	59%	47%	47%	n/a
Once we start a new program, we follow up to make sure that it's working.	n/a	91%	71%	87%	67%	n/a
We have so many different programs in this school I can't keep track of them all.	n/a	41%	33%	29%	13%	n/a
DOMAIN: INVOLVED FAMILIES (SCHOOL STAFF):						
Staff at this school work hard to build trusting relationships with parents.	n/a	88%	82%	76%	77%	n/a
Teachers work closely with parents to meet students' needs.	n/a	57%	61%	62%	71%	n/a
This school regularly communicates with parents about how they can help their children learn.	n/a	91%	72%	83%	83%	n/a
DOMAIN: SUPPORTIVE ENVIRONMENT (GRADES 4-5 STUDENTS):						
How many students in your school feel it is important to come to school every day?*	n/a	82%	77%	n/a	n/a	n/a
DOMAIN: SUPPORTIVE ENVIRONMENT (GRADES 6-8 STUDENTS):						
How many students in your school feel it is important to come to school every day?*	n/a	87%	70%	58%	n/a	51%
DOMAIN: COLLABORATIVE STAFF (SCHOOL STAFF):						
How many staff in this school take responsibility for improving the school?**	n/a	71%	33%	65%	50%	n/a
How many staff in this school feel responsible that all students learn?**	n/a	88%	51%	70%	60%	n/a
I wouldn't want to work in any other school.	n/a	53%	47%	63%	37%	n/a
I would recommend this school to parents seeking a place for their child.	n/a	68%	35%	73%	37%	n/a
I usually look forward to each working day at this school.	n/a	85%	57%	77%	67%	n/a

Note: N/A indicates insufficient data (below response rate threshold of 30% for 2019-20 and 50% for prior years).

*Indicates percentage of respondents who selected "Most" or "All"

**Indicates percentage of respondents who selected "Most" or "Nearly All"

Source: 2014-15 through 2019-20 ESCC Survey Reports.

ESCC results for Clarke (Table 17) were reported for the first time last year (2018-19), and were generally less favorable in 2019-20. One bright spot is the 82% of staff who feel that they and their colleagues do a good job communicating with families.

Table 17: Selected Clarke ESCC Survey Results
% Agree or Strongly Agree (Unless Noted) for 2014-15 through 2019-20

CLARKE ESCC RESULTS	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Domain: Effective Leaders (School Staff):						
Many special programs come and go at this school.	n/a	n/a	n/a	n/a	88%	82%
Once we start a new program, we follow up to make sure that it's working.	n/a	n/a	n/a	n/a	50%	27%
We have so many different programs in this school I can't keep track of them all.	n/a	n/a	n/a	n/a	71%	64%
Domain: Involved Families (School Staff):						
Staff at this school work hard to build trusting relationships with parents.	n/a	n/a	n/a	n/a	82%	82%
Teachers work closely with parents to meet students' needs.	n/a	n/a	n/a	n/a	47%	45%
This school regularly communicates with parents about how they can help their children learn.	n/a	n/a	n/a	n/a	77%	64%
Domain: Supportive Environment (Grades 4-5 Students):						
How many students in your school feel it is important to come to school every day?*	n/a	n/a	n/a	n/a	n/a	n/a
Domain: Supportive Environment (Grades 6-8 Students):						
How many students in your school feel it is important to come to school every day?*	n/a	n/a	n/a	n/a	n/a	71%
Domain: Collaborative Staff (School Staff):						
How many staff in this school take responsibility for improving the school?**	n/a	n/a	n/a	n/a	48%	40%
How many staff in this school feel responsible that all students learn?**	n/a	n/a	n/a	n/a	84%	70%
I wouldn't want to work in any other school.	n/a	n/a	n/a	n/a	30%	32%
I would recommend this school to parents seeking a place for their child.	n/a	n/a	n/a	n/a	39%	28%
I usually look forward to each working day at this school.	n/a	n/a	n/a	n/a	58%	50%

Note: N/A indicates insufficient data (below response rate threshold of 30% for 2019-20 and 50% for prior years).

*Indicates percentage of respondents who selected "Most" or "All"

**Indicates percentage of respondents who selected "Most" or "Nearly All"

Source: 2014-15 through 2019-20 ESCC Survey Reports.

Results for Mitchell (Table 18) show improvement in most areas, from staff concern around "program churn" and program follow-up to communication and building trusting relationships with families. Most staff at Mitchell also agree that they take responsibility for improving the school and for helping all students learn, and are generally positive about the school in terms of recommending it to other parents, coming to work each day, and not wanting to work in other schools. Student perceptions around attendance continue to represent an opportunity for improvement, as Mitchell students remain somewhat ambivalent about their peers' commitment to coming to school each day.

Table 18: Selected Mitchell ESCC Survey Results
% Agree or Strongly Agree (Unless Noted) for 2014-15 through 2019-20

MITCHELL ESCC RESULTS	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
DOMAIN: EFFECTIVE LEADERS (SCHOOL STAFF):						
Many special programs come and go at this school.	54%	70%	35%	56%	65%	41%
Once we start a new program, we follow up to make sure that it's working.	58%	48%	67%	67%	60%	79%
We have so many different programs in this school I can't keep track of them all.	31%	59%	39%	36%	45%	26%
DOMAIN: INVOLVED FAMILIES (SCHOOL STAFF):						
Staff at this school work hard to build trusting relationships with parents.	84%	72%	79%	80%	73%	92%
Teachers work closely with parents to meet students' needs.	84%	49%	64%	75%	66%	80%
This school regularly communicates with parents about how they can help their children learn.	84%	76%	77%	80%	75%	89%
DOMAIN: SUPPORTIVE ENVIRONMENT (GRADES 4-5 STUDENTS):						
How many students in your school feel it is important to come to school every day?*	n/a	69%	73%	N/A	61%	n/a
DOMAIN: SUPPORTIVE ENVIRONMENT (GRADES 6-8 STUDENTS):						
How many students in your school feel it is important to come to school every day?*	n/a	59%	55%	62%	53%	54%
DOMAIN: COLLABORATIVE STAFF (SCHOOL STAFF):						
How many staff in this school take responsibility for improving the school?**	50%	54%	59%	60%	63%	72%
How many staff in this school feel responsible that all students learn?**	75%	79%	69%	73%	76%	81%
I wouldn't want to work in any other school.	46%	28%	42%	57%	61%	56%
I would recommend this school to parents seeking a place for their child.	51%	40%	50%	57%	68%	78%
I usually look forward to each working day at this school.	72%	62%	77%	79%	75%	71%

Note: N/A indicates insufficient data (below response rate threshold of 30% for 2019-20 and 50% for prior years).

*Indicates percentage of respondents who selected "Most" or "All"

**Indicates percentage of respondents who selected "Most" or "Nearly All"

Source: 2014-15 through 2019-20 ESCC Survey Reports.

Climate/culture survey data for Rogers (Table 19) for 2019-20 continue to be impressive in terms of staff perceptions of trust, commitment, and relationships with families. Particularly noteworthy is the high percentage of staff (nearly 90% or more) who would recommend the school to other parents, look forward to coming to work, and feel responsible for the learning of all children. It is disappointing to not have any student results for Rogers in 2019-20 due to low response rates.

Table 19: Selected Rogers ESCC Survey Results

% Agree or Strongly Agree (Unless Noted) for 2014-15 through 2019-20

ROGERS ESCC RESULTS	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
DOMAIN: EFFECTIVE LEADERS (SCHOOL STAFF):						
Many special programs come and go at this school.	66%	62%	55%	54%	43%	60%
Once we start a new program, we follow up to make sure that it's working.	62%	71%	81%	77%	68%	69%
We have so many different programs in this school I can't keep track of them all.	47%	60%	55%	67%	48%	46%
DOMAIN: INVOLVED FAMILIES (SCHOOL STAFF):						
Staff at this school work hard to build trusting relationships with parents.	90%	87%	89%	90%	80%	88%
Teachers work closely with parents to meet students' needs.	84%	75%	81%	70%	72%	77%
This school regularly communicates with parents about how they can help their children learn.	82%	83%	87%	94%	84%	100%
DOMAIN: SUPPORTIVE ENVIRONMENT (GRADES 4-5 STUDENTS):						
How many students in your school feel it is important to come to school every day?*	68%	n/a	71%	72%	51%	n/a
DOMAIN: SUPPORTIVE ENVIRONMENT (GRADES 6-8 STUDENTS):						
How many students in your school feel it is important to come to school every day?*	58%	45%	61%	55%	53%	n/a
DOMAIN: COLLABORATIVE STAFF (SCHOOL STAFF):						
How many staff in this school take responsibility for improving the school?**	58%	69%	71%	70%	66%	85%
How many staff in this school feel responsible that all students learn?**	85%	86%	78%	86%	89%	96%
I wouldn't want to work in any other school.	61%	70%	73%	75%	78%	89%
I would recommend this school to parents seeking a place for their child.	73%	82%	90%	86%	86%	89%
I usually look forward to each working day at this school.	84%	87%	85%	87%	84%	97%

Note: N/A indicates insufficient data (below response rate threshold of 30% for 2019-20 and 50% for prior years).

*Indicates percentage of respondents who selected "Most" or "All"

**Indicates percentage of respondents who selected "Most" or "Nearly All"

Source: 2014-15 through 2019-20 ESCC Survey Reports.

Student Stability and Engagement

Partnership sites continued to focus on improving selected measures of student stability and engagement during Year 5, as these measures often serve as predictors of academic performance. We report below on a key measure of "customer satisfaction" (the year-to-year student stability rate), followed by two important measures of engagement (attendance and discipline) over time.

Stability

The year-to-year (spring to fall) "rate of return" among students at Partnership sites provides a useful measure of customer satisfaction that we have featured in previous years' evaluation reports, and do so again in Year 5. This

measure is defined as the percentage of students enrolled at a particular school in the spring that are (a) eligible to return to that same school the following fall (e.g., excluding students that would usually be expected to attend other schools, such as those completing the highest grade level in a building); and (b) actually do return the following fall. Table 20 shows that **approximately four of every five students in Partnership sites who are eligible to return have actually done so in recent years**, a rate which is slightly higher than for MPS non-Partnership sites (albeit with a slight decrease for the most recent time period, from spring 2019 to fall 2019). Return rates continue to be highest at Mitchell and Rogers; Carver students are bused from all over the city, compared to Mitchell and Rogers drawing most students from their immediate neighborhoods.

Table 20: Student Stability Rates
by Site for Spring to Fall for 2015-16 through 2019-20

SCHOOL	SPRING 2015-16 TO FALL 2016-17	SPRING 2016-17 TO FALL 2017-18	SPRING 2017-18 TO FALL 2018-19	SPRING 2018-19 TO FALL 2019-20
Carver	73%	65%	71%	69%
Clarke	n/a	n/a	n/a	62%
Mitchell	83%	85%	83%	81%
Rogers	89%	87%	92%	88%
Partnership	83%	80%	83%	78%
Non-Partnership	77%	76%	76%	75%

Source: 2015-16 through 2019-20 MPS Third Friday enrollment data.

Table 21: September-February Attendance
by Site and Partnership Participation for 2017-18 through 2019-20

SITE	2017-18*	2018-19	2019-20
Carver	89.4%	89.3%	87.4%
Clarke	86.1%	85.6%	87.0%
Mitchell	92.3%	90.4%	92.4%
Rogers	94.3%	93.6%	93.5%
Partnership	92.3%	90.5%	90.9%
Non-Partnership K-8	92.1%	91.5%	91.9%

Source: 2017-18 through 2019-20 MPS monthly attendance data.
*Partnership total for 2017-18 excludes Clarke; Clarke data shown for context.

Table 22: Fall Semester Attendance
by Site and by Grade for 2017-18 through 2019-20

GRADE	2017-18*	2018-19	2019-20
K	89.5%	90.0%	85.5%
1	88.3%	91.3%	89.2%
2	91.4%	89.7%	88.8%
3	92.1%	90.5%	88.3%
4	92.7%	90.7%	89.5%
5	92.2%	92.2%	89.4%
6	91.6%	92.0%	89.1%
7	90.8%	90.5%	88.9%
8	88.0%	88.8%	88.2%

Source: 2017-18 through 2019-20 MPS monthly attendance data.
*2017-18 data exclude Clarke.

Attendance

Selected attendance metrics over time for Partnership sites are summarized below, including a comparison to non-Partnership MPS sites that do not operate on a year-round calendar. In order to make the most "apples to apples" attendance comparisons between 2019-20 (when schools closed in mid-March) and prior years, we have limited our attendance data in Table 21 to the September-February time period for the three most recent years (2017-18, 2018-19, and 2019-20), since attendance fluctuates somewhat by month (and since these are the only years for which we were able to obtain monthly, as opposed to annual, attendance data at the student level). Across all four Partnership sites combined (Table 21), we see that **attendance for the September-February period is up** slightly from 2018-19 and down from 2017-18, although we note that the 2017-18 figure for Partnership sites excludes Clarke (which became a Partnership site about halfway through the 2017-18 school year). Since attendance rates at Clarke have been somewhat lower in recent years, including this site in the Partnership total for 2017-18 would likely make the 92.3% figure somewhat lower. The gap between Partnership sites as a group and other (non-Partnership) MPS sites remained at one percentage point in 2019-20 (90.9% vs. 91.9%, respectively), which is unchanged from the previous year. To provide some sense of how much attendance rates vary by grade level, and how 2019-20 attendance differed from previous years, Table 22 shows fall semester attendance rates across all Partnership sites.

Figure 8: Monthly Attendance Rates
by Partnership and Non-Partnership Sites for 2017-18 through 2019-20
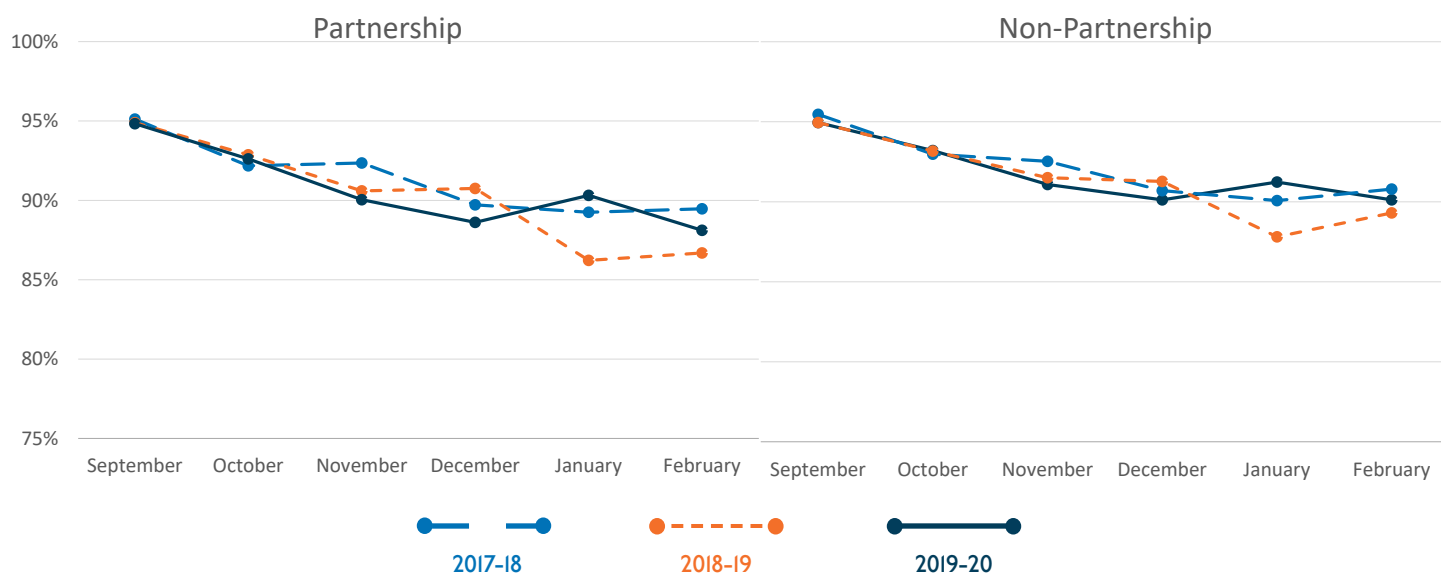
One theme that was raised by many stakeholders during last year's (Year 4) site visits to each of the Partnership sites was the impact of an unusually cold span of weather in January and February of 2019, which resulted in MPS being closed for a total of six days (compared to just one weather-related closure during all of 2017-18). Monthly attendance data across all four Partnership sites combined showed that attendance in January and February of 2019 was 2-3 percentage points lower than for the same months in 2018 before rebounding again for the March-May months, and this same trend held true for each of the four Partnership sites individually. There was no comparable period of extreme cold temperatures in January and February of 2020, so we would expect to see a less pronounced decline in January and February. This is in fact what the data show, both for Partnership sites overall (Figure 8) as well as for each site individually (Figure 9-Figure 12 on page 50 through page 51).

Figure 9: Carver Monthly Attendance Rates

for 2017-18 through 2019-20
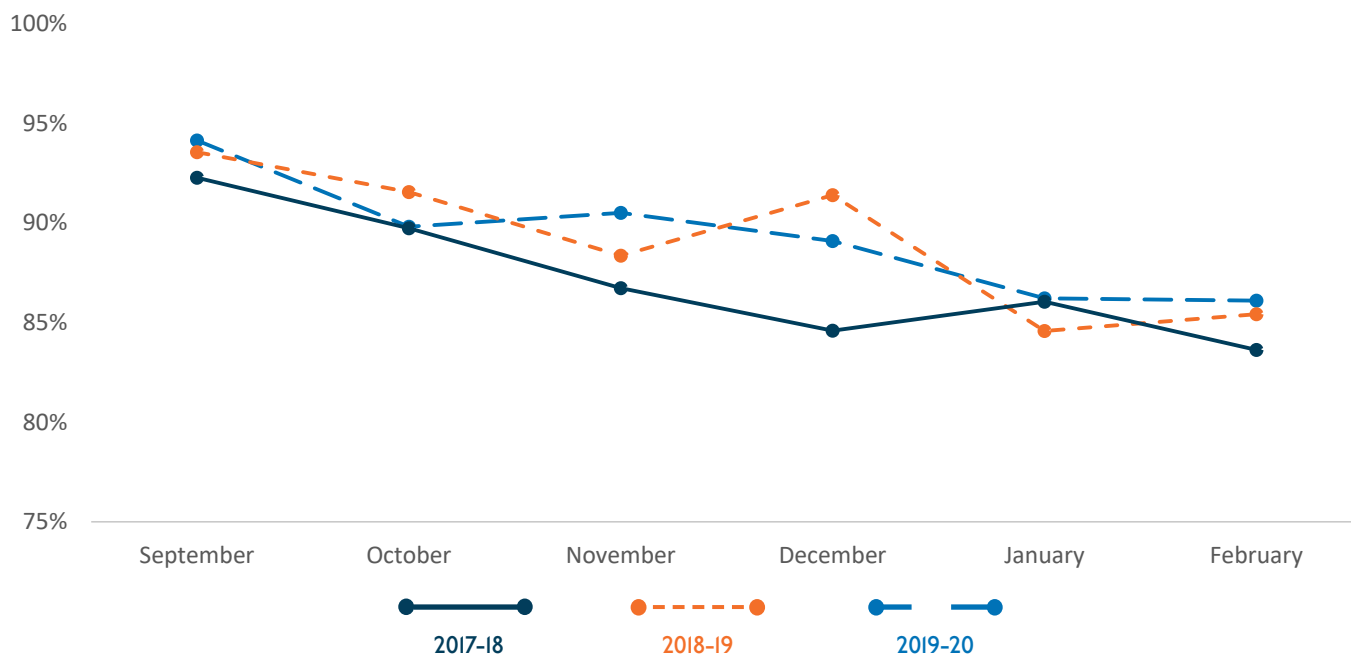
Figure 10: Clarke Monthly Attendance Rates

for 2017-18 through 2019-20
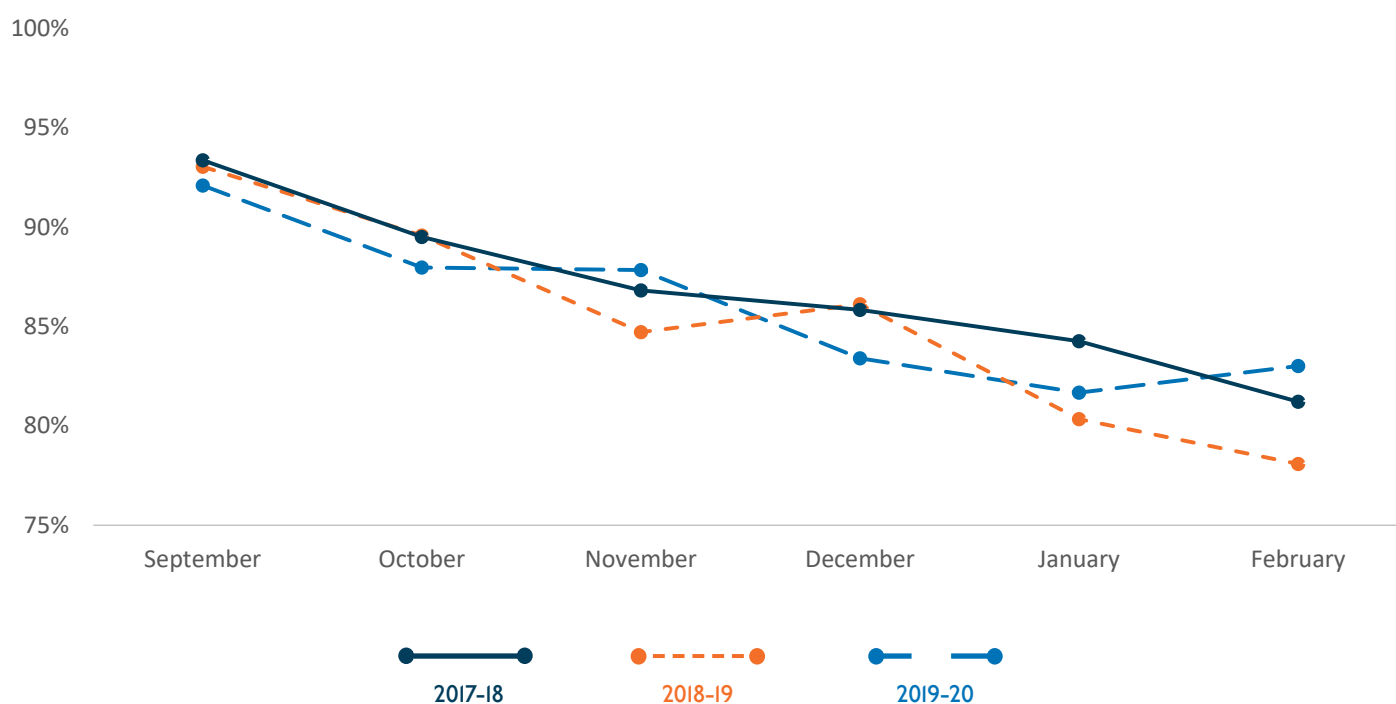
Figure 11: Mitchell Monthly Attendance Rates

for 2017-18 through 2019-20
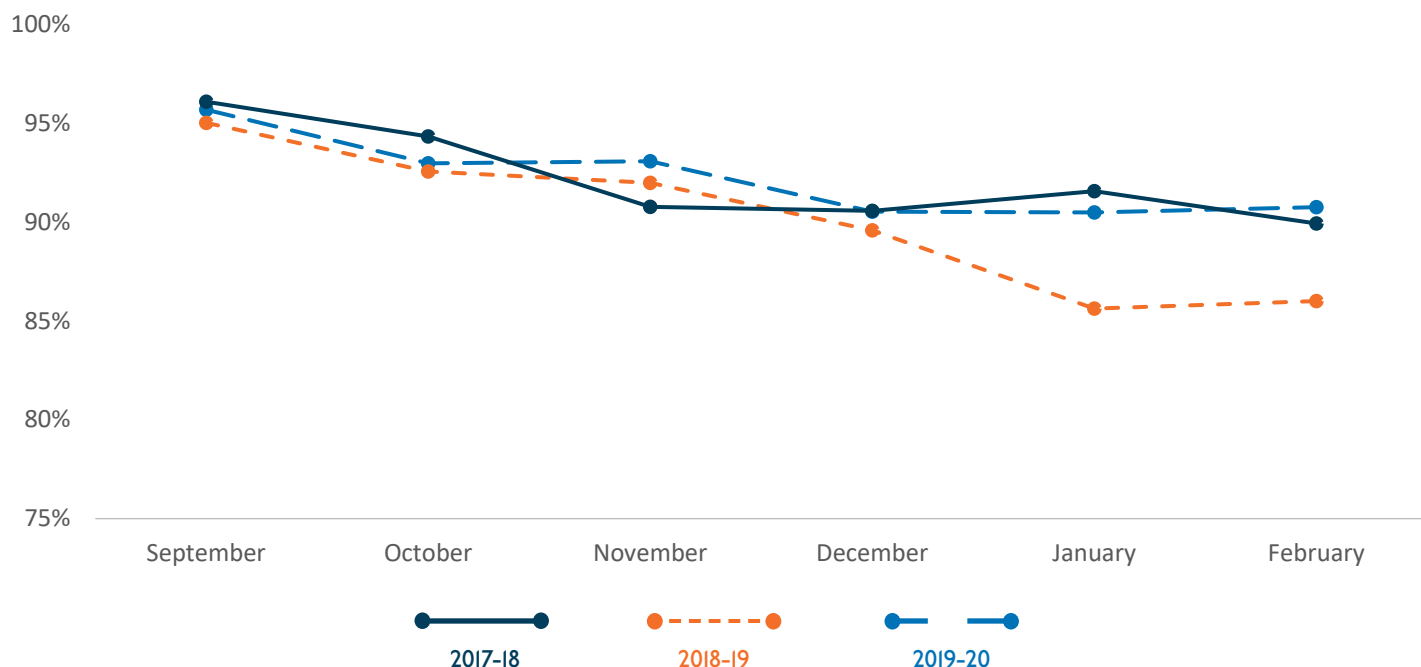
Figure 12: Rogers Monthly Attendance Rates

for 2017-18 through 2019-20
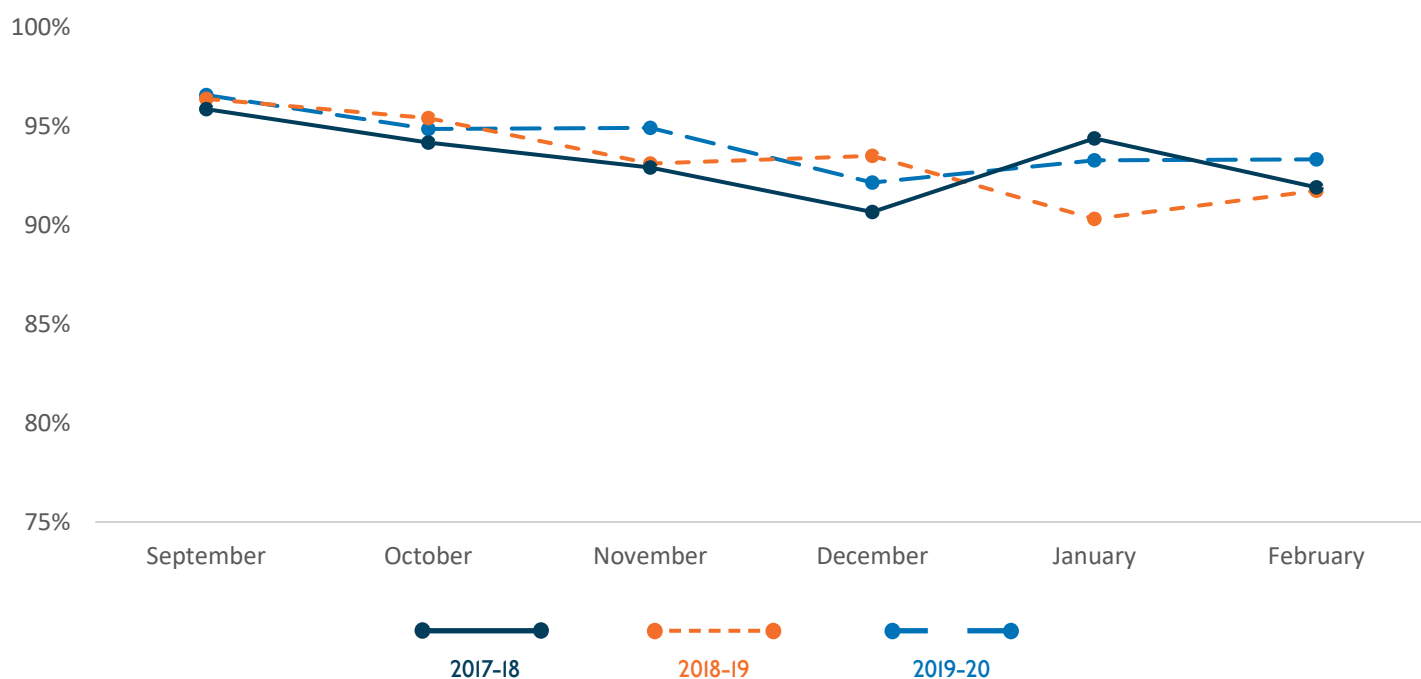
It is also useful to compare how many students in both Partnership and non-Partnership sites (grades K-8 only) had attendance rates of 90% or lower, as one measure of how schools' efforts to improve attendance among the lowest-attending schools are working. Looking again at fall semester attendance only, Table 23 shows that more than one-third of students in Partnership schools as a whole had attendance rates of 90% or lower in 2019-20, essentially unchanged from the prior year and six percentage points higher (worse than) non-Partnership sites districtwide. The percentage of low-attending students during fall semester varies considerably across Partnership sites, from around one-fourth at Mitchell and Rogers to around half at Carver and Clarke.

Table 23: Percentage of Students with < 90% Attendance
Fall Semester Partnership and Non-Partnership Students for 2017-18 through 2019-20

SCHOOL	2017-18*	2018-19	2019-20
Carver	43.7%	41.5%	51.5%
Clarke	51.0%	53.3%	49.1%
Mitchell	27.4%	38.3%	27.9%
Rogers	17.1%	20.0%	23.2%
Partnership	27.6%	35.0%	34.6%
Non-Partnership	26.7%	29.8%	28.6%

Source: 2014-15 through 2019-20 MPS attendance data.

Grades K-8 only

*Partnership total for 2017-18 excludes Clarke; Clarke data shown for context.

Behavior

We also examined, as in prior years, selected measures of student behavior in Partnership sites, particularly as relates to Office Disciplinary Referrals (ODRs), which represent a wider range of student behavior than simply focusing on suspensions and expulsions. In order to make data comparable across years due to COVID-related school closures in 2019-20, we restrict ODR data comparisons to the first 120 days of each school year, through roughly mid-March (although we are unable to do this for 2017-18 since the ODR data file for that year did not have dates attached to each incident). Table 24 shows the percentage of students across all Partnership sites combined, as well as for site individually, that had at least one ODR through the first 120 days of the school year. Data for 2019-20 across all Partnership sites combined show a slight increase compared to 2018-19, although the 2019-20 rate remained substantially lower than for the years 2014-15 through 2016-17. **Clear good news regarding ODR data is that the percentage of students across all Partnership sites combined with one or more ODRs through mid-March was again lower in 2019-20 (as it was in 2018-19) than in non-Partnership MPS sites, and the continued rate of decrease at Carver has been particularly encouraging.**

Table 24: Percentage of Students with 1+ Disciplinary Referrals
in First 120 Days of School by Site for 2014-15 through 2019-20

SCHOOL	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	CHANGE, 2014-15 TO 2019-20
Carver	44.7%	49.6%	48.1%	N/A	27.3%	23.9%	-20.8
Clarke	16.4%*	18.4%*	53.3%*	N/A	39.7%	44.3%	27.9
Mitchell	22.8%	28.9%	26.5%	N/A	9.0%	12.3%	-10.5
Rogers	13.7%	10.9%	8.1%	N/A	6.6%	8.7%	-5.0
Partnership**	24.7%	27.0%	25.2%	N/A	16.2%	17.7%	-7.0
Non-Partnership K-8	19.6%	20.7%	21.6%	N/A	17.7%	18.1%	-1.5

Source: 2014-15 through 2019-20 MPS behavioral incidence data.

*Clarke data prior to joining the Partnership (2014-15 through 2016-17) are shown for context.

**The Partnership group excludes Clarke in 2018-19 and 2019-20 for consistency across time.

Additional context on student behavior in Partnership sites is provided in Table 25, which tracks the average number of ODRs through the first 120 days of each school year among students who had at least one disciplinary incident in each year. Whereas Table 24 provides a measure of the "breadth" of disciplinary challenges at schools (how many students have at least one ODR), Table 25 offers a look at "depth" by comparing *how many* ODRs, on average, that students with disciplinary challenges have received. This measure provides insight, in other words, on the extent to which behavioral issues within a school are concentrated among a relatively small percentage of students, as well as how much behavior is improving among this subset of students.

From Table 25 we see that the average number of ODRs through the first 120 days of each school year (among students who had at least one) has continued to decline across Partnership sites overall, from 4.2 in the baseline year (2014-15) to just 2.7 in 2019-20. The Partnership figure for 2019-20 is lower than for non-Partnership sites in grades K-8, and three of the four Partnership sites have decreased since the base year (2014-15). **Taken together, the two ODR measures (Table 24 and Table 25) provide continued evidence that student behavior is improving overall at Partnership sites in terms of both "breadth" (the percentage of students with one or more ODRs) and "depth" (the average number of ODRs among students with at least one ODR).**

Table 25: Average Number of Disciplinary Referrals
in First 120 Days of School by Site for Students with at least 1 ODR for 2014-15 through 2019-20

SCHOOL	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	CHANGE, 2014-15 TO 2019-20
Carver	4.9	4.6	4.1	NA	2.5	2.6	-2.3
Clarke	2.2*	1.8*	4.6*	NA	4.1	3.8	1.6
Mitchell	4.4	4.8	3.6	NA	2.0	1.8	-2.6
Rogers	2.6	2.5	1.7	NA	1.8	2.3	-0.3
Partnership**	4.2	4.4	3.6	NA	2.9	2.7	-1.5
Non-Partnership K-8	3.7	3.6	3.8	NA	2.9	2.9	-0.8

Source: 2014-15 through 2019-20 MPS behavioral incidence data.

*Clarke data prior to joining the Partnership (2014-15 through 2016-17) are shown for context.

**The Partnership group excludes Clarke in 2018-19 and 2019-20 for consistency across time.

Academic Performance

The next section examines selected measures of student academic performance in Partnership schools over time. The STAR assessment, which MPS began administering three times each year (fall, winter, spring) in 2015-16 (the initial year of the Partnership initiative), provides one set of outcome measures for Reading and Math. STAR has been administered to nearly all students in grades 2-8 for Reading and in grades 1-8 for Math, and we include in our analyses students who were in the same school the third Fridays of both September and January and have valid fall and winter STAR scores. We use winter STAR scores more this year than in the past because MPS was not able to administer the spring 2020 STAR due to COVID-19 school closures.

We are unable to include data on median student growth percentiles (SGPs) for STAR assessments in this year's report since this information was only provided to MPS for the spring (but not the winter) STAR administration in 2019-20. SGP data provide a useful way to compare the growth of students with similar levels of prior achievement and will be re-included in future reports wherever possible.

Mathematics

STAR results in Reading and Math are reported in terms of scale scores as well as five categories of proficiency (Significantly Above Target, On Target, Below Target, Well Below Target, Significantly Below Target) that are used to project proficiency on state assessments. Table 27 shows the percentage of students (in both Partnership and non-Partnership sites) who were performing On Target or above in Math for the fall and winter STAR assessments in recent years; again, we use fall and winter (rather than fall and spring) because MPS was not able to administer the spring 2020 STAR due to COVID-19. In percentile terms, On Target for STAR Math means any student with a national percentile rank at or above 75. For grades 1-5, only non-EL students who took the English version of STAR are included in Table 26 and Table 27 (which represents a change from previous years' reports), while for grades 6-8 all students who took the English STAR are included, regardless of EL status (the same rules we applied to prior years' reports). Table 28 complements Table 26 by reporting separately the results for EL students at Mitchell and Rogers who took the newly-available (starting in 2017-18) Spanish version of STAR Math.

Table 26: Percentage of Students On Target in STAR Math
by Site, Test Season, and Grade for 2015-16 through 2019-20

SCHOOL	SEASON	YEAR	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Carver	2015-16	Fall	6%	2%	5%	8%	3%	0%	3%	0%	3%
		Winter	20%	9%	16%	12%	10%	5%	3%	0%	10%
	2016-17	Fall	5%	8%	4%	7%	7%	2%	7%	3%	5%
		Winter	5%	11%	8%	7%	17%	10%	4%	3%	8%
	2017-18	Fall	13%	2%	6%	6%	2%	7%	3%	6%	6%
		Winter	10%	4%	10%	8%	7%	16%	6%	3%	8%
	2018-19	Fall	7%	0%	3%	9%	4%	2%	8%	5%	5%
		Winter	12%	8%	18%	14%	9%	7%	13%	3%	10%
	2019-20	Fall	13%	4%	7%	8%	6%	4%	4%	10%	7%
		Winter	18%	8%	9%	6%	9%	5%	6%	5%	8%
Clarke	2015-16	Fall	21%	4%	0%	4%	3%	0%	4%	0%	5%
		Winter	18%	20%	9%	0%	0%	0%	4%	0%	8%
	2016-17	Fall	25%	15%	23%	0%	0%	0%	0%	4%	9%
		Winter	25%	10%	31%	0%	3%	0%	0%	13%	11%
	2017-18	Fall	16%	10%	19%	17%	0%	3%	0%	4%	9%
		Winter	9%	11%	7%	14%	5%	0%	0%	0%	9%
	2018-19	Fall	13%	7%	7%	6%	4%	0%	0%	0%	5%
		Winter	39%	11%	10%	6%	14%	0%	0%	0%	10%
	2019-20	Fall	10%	4%	18%	0%	4%	4%	0%	0%	5%
		Winter	29%	4%	25%	5%	4%	11%	0%	0%	9%
Mitchell	2015-16	Fall	12%	0%	18%	0%	4%	7%	4%	4%	6%
		Winter	28%	4%	12%	6%	27%	8%	16%	8%	13%
	2016-17	Fall	16%	4%	3%	19%	13%	9%	12%	10%	11%
		Winter	8%	4%	0%	23%	16%	12%	19%	10%	12%
	2017-18	Fall	18%	0%	7%	3%	10%	3%	7%	4%	6%
		Winter	36%	3%	14%	0%	17%	4%	2%	1%	7%
	2018-19	Fall	35%	12%	3%	4%	0%	5%	3%	4%	6%
		Winter	50%	20%	19%	19%	10%	5%	4%	3%	12%
	2019-20	Fall	15%	3%	18%	0%	8%	4%	3%	1%	4%
		Winter	30%	10%	27%	15%	21%	4%	6%	2%	8%
Rogers	2015-16	Fall	13%	3%	11%	24%	3%	3%	3%	6%	7%
		Winter	28%	12%	25%	9%	0%	6%	5%	10%	11%
	2016-17	Fall	32%	8%	19%	19%	17%	10%	3%	8%	12%
		Winter	32%	31%	28%	18%	27%	11%	6%	8%	17%
	2017-18	Fall	33%	4%	20%	17%	15%	3%	9%	2%	10%
		Winter	47%	27%	28%	24%	22%	9%	11%	9%	17%
	2018-19	Fall	21%	19%	29%	21%	8%	5%	5%	8%	11%
		Winter	15%	32%	40%	24%	13%	11%	6%	10%	15%
	2019-20	Fall	22%	8%	26%	7%	13%	11%	8%	6%	11%
		Winter	35%	17%	30%	28%	13%	12%	12%	13%	17%

*Clarke data prior to joining the Partnership are shown for context..
Source: 2015-16 through 2019-20 MPS STAR data.

Table 27: Percentage of Students on Target in STAR Math

for Partnership and Non-Partnership Sites, by Test Season and Grade for 2015-16 through 2019-20

GROUPING	SEASON	YEAR	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Partnership	2015-16	Fall	10%	2%	11%	10%	3%	4%	3%	4%	5%
		Winter	24%	9%	18%	9%	13%	6%	9%	7%	11%
	2016-17	Fall	15%	7%	8%	13%	11%	8%	8%	8%	9%
		Winter	14%	14%	12%	14%	20%	11%	11%	8%	12%
	2017-18	Fall	20%	2%	10%	9%	8%	4%	7%	4%	7%
		Winter	27%	9%	16%	11%	14%	9%	7%	5%	11%
	2018-19	Fall	21%	8%	12%	11%	4%	4%	4%	6%	8%
		Winter	25%	18%	26%	18%	11%	8%	7%	6%	12%
	2019-20	Fall	16%	6%	16%	6%	9%	6%	5%	4%	7%
		Winter	26%	13%	20%	14%	13%	7%	8%	6%	11%
Non-Partnership	2015-16	Fall	30%	16%	23%	19%	17%	12%	11%	10%	18%
		Winter	34%	21%	26%	22%	24%	16%	13%	10%	21%
	2016-17	Fall	33%	18%	27%	22%	19%	14%	15%	11%	20%
		Winter	41%	24%	29%	24%	24%	17%	17%	11%	24%
	2017-18	Fall	26%	15%	21%	16%	15%	11%	11%	11%	16%
		Winter	40%	23%	25%	21%	22%	15%	14%	12%	21%
	2018-19	Fall	22%	14%	21%	14%	14%	11%	10%	9%	14%
		Winter	36%	24%	26%	20%	21%	14%	12%	9%	20%
	2019-20	Fall	19%	14%	22%	15%	14%	10%	10%	8%	14%
		Winter	31%	22%	26%	20%	19%	12%	12%	8%	18%

Source: 2015-16 through 2019-20 MPS STAR data.

Table 28: Percentage of Students On Target in STAR Spanish Math
for Grades 1–5 English Learners by Site, Test Season, and Grade for 2017–18 through 2019–20

GROUPING	SEASON	YEAR	GR1	GR2	GR3	GR4	GR5	ALL GRADES
Mitchell	Fall	2017-18	37%	34%	17%	4%	15%	22%
		2018-19	19%	22%	12%	17%	20%	17%
		2019-20	8%	48%	34%	11%	28%	25%
	Winter	2017-18	57%	31%	20%	44%	33%	37%
		2018-19	46%	30%	12%	26%	35%	28%
		2019-20	72%	48%	16%	18%	45%	33%
Rogers	Fall	2017-18	9%	24%	43%	15%	21%	24%
		2018-19	34%	5%	37%	33%	22%	27%
		2019-20	15%	57%	22%	37%	36%	35%
	Winter	2017-18	58%	70%	43%	24%	33%	41%
		2018-19	52%	89%	41%	39%	42%	47%
		2019-20	32%	88%	22%	37%	52%	46%
Partnership	Fall	2017-18	29%	30%	30%	10%	19%	23%
		2018-19	27%	15%	21%	24%	21%	22%
		2019-20	11%	52%	31%	24%	31%	29%
	Winter	2017-18	58%	48%	31%	32%	33%	39%
		2018-19	49%	53%	22%	32%	39%	37%
		2019-20	53%	70%	17%	28%	48%	39%
Non-Partnership	Fall	2017-18	20%	25%	22%	19%	12%	20%
		2018-19	10%	24%	26%	21%	18%	20%
		2019-20	12%	22%	30%	20%	20%	22%
	Winter	2017-18	39%	37%	33%	27%	24%	33%
		2018-19	34%	34%	34%	25%	29%	32%
		2019-20	34%	31%	32%	28%	31%	31%

Source: 2017–18 through 2019–20 MPS STAR data.

Among the most notable trends regarding STAR Math On Target data from Table 26 through Table 28 are the following:

- Fall On Target rates across all Partnership sites combined have remained low across grade levels (with fewer than 10% of students across all grades performing On Target), and show no clear sign of improvement;

- Winter On Target rates across all Partnership rates combined improve marginally from Fall rates, but remain low (generally in the 10–15% range);

- On Target rates among Partnership MPS students are somewhat lower than for non-Partnership students for both Fall and Winter each year, but neither group has improved much (if at all) during the existence of the Partnership initiative;

- Somewhat higher rates of On Target performance are evident for the Spanish version of STAR among Partnership students in the elementary grades (1-5) at Mitchell and Rogers.

A final component of our examination of STAR Math performance involves two comparisons (which we included for the first time in last year's report) of the impact of students attending Partnership sites, both for specific, individual test growth intervals (fall-spring and fall-winter) as well over time. The first comparison is a point-in-time analysis across years of Partnership impact based on STAR growth calculated separately for each year of the initiative, using a matched comparison of students that accounts for baseline student characteristics and performance. To allow for a meaningful comparison of STAR scores across grades, assessment language, and time (since STAR scale scores differ by grade level and whether the assessment is in English or Spanish), this analysis uses a standardized transformation at each grade and time point for each assessment.

Figure 13: Partnership Program Impact on STAR Math
by Test Season for 2015-16 through 2019-20
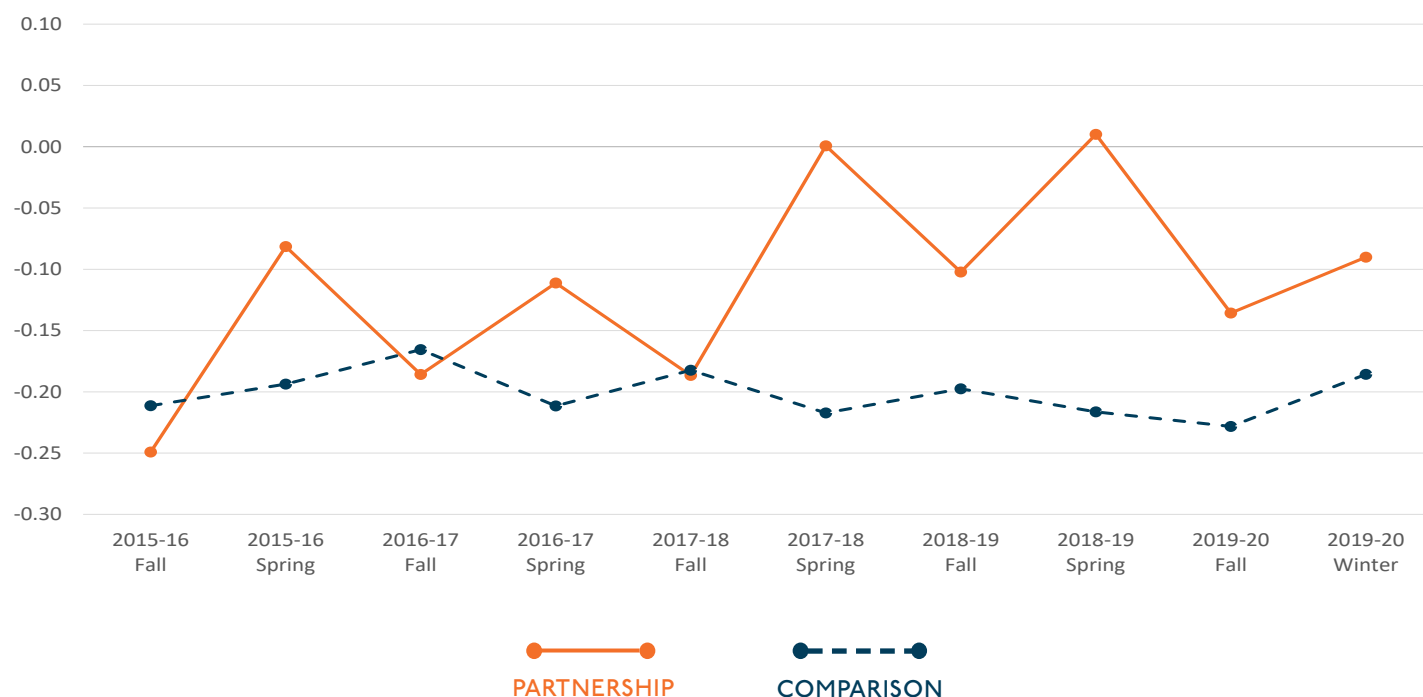
Notes: 1) The Standardized STAR Score has a mean of 0 and a standard deviation of 1 across all students in MPS. 2) Connecting lines between the dots were added to facilitate trend appreciations, but we are not making linear assumptions. 3) Between a given spring and its following fall, the sample of students is different and the lines are added for ease of interpretation. 4) Due to test availability, the analysis used 2019-20 Winter instead of 2019-20 Spring.
Source: 2015-16 through 2019- 20 MPS Enrollment and STAR data.

This analysis (Figure 13) shows that Partnership students had a similar average starting point in Math at the beginning of the Partnership initiative (Fall 2015-16) compared to matched students from non-Partnership sites. By the end of the first year, however, Partnership students scored over one-tenth of a standard deviation higher than the matched control group. Over the first summer (summer 2016), Partnership students experienced a dip (which makes the difference between Partnership and comparison students decrease), but Partnership students at the end of Year 2 had 0.10 standard deviations higher performance relative to the comparison sample. The second summer (summer 2017) showed another dip for Partnership students, but was again followed by large growth relative to the comparison sample (approximately one-fifth of a standard deviation). Year 4 (2018-19) showed a similar pattern with largest differences in performance between Partnership and comparison students with an average difference of 0.23 standard deviations. The most recent year (2019-20, Year 5) shows a slight decrease in the difference between Partnership and comparison students (0.09 standard deviations), although we note that the timeframe differs for Year 5 in that STAR growth is measured from Fall-Winter (rather than Fall-Spring) due to the lack of Spring 2020 test data. Table 29 shows this same information in the standardized scale for all time points, as well as the Partnership effect and its statistical significance. **Among the noteworthy findings from Table 29 is that the effect of attending Partnership sites on STAR Math growth has been positive and statistically significant (at the standard .05 level) for most of the growth intervals examined.**

Table 29: Partnership Program Impact on STAR Math
by Test Season for 2015-16 through 2019-20

	2015-16		2016-17		2017-18		2018-19		2019-20	
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	WINTER
Adjusted Comparison Average	-0.21	-0.19	-0.17	-0.21	-0.18	-0.22	-0.20	-0.22	-0.23	-0.19
Adjusted Partnership Average	-0.25	-0.08	-0.19	-0.11	-0.19	0.00	-0.10	0.01	-0.14	-0.09
Partnership Impact	-0.04	0.11	-0.02	0.10	0.00	0.22	0.10	0.23	0.09	0.10
P-Value	0.273	0.002	0.578	0.009	0.914	<0.001	0.016	<0.001	0.033	0.029

Notes: 1) The averages and impacts are in standardized STAR scores which have a mean of <.001 and a standard deviation of 1 across all students in MPS. 2) Due to test availability, the analysis used 2019-20 Winter instead of 2019-20 Spring.
Source: 2015-16 through 2019-20 MPS Enrollment and STAR data.

The second analysis of STAR Math performance for Partnership sites examined the cumulative effect of the Partnership program by comparing the growth of students who have attended a Partnership site for different lengths of time (one, two, three, four, and five years) to the growth of matched non-Partnership students (based on prior achievement and demographics) who have the same tenure in those (non-Partnership) sites. As with the preceding analysis, we examine impact across all grades combined using a standardized transformation scale to account for the different scales used across grade levels. Figure 14 shows results from this analysis, including a positive and statistically significant impact of the program on Math growth across all durations of Partnership participation (one, two, three, four, and five years). **These results suggest that attending a Partnership schools for** *one or two years* **provides approximately 0.14 standard deviations higher performance in Math compared to attending a non-Partnership site, attending for** *three years* **provides approximately 0.3 standard deviations higher performance, participation for** *four years* **provides the highest performance difference compared to non-Partnership students of approximately 0.4 standard deviations, and participation for** *all five years* **of the initiative to date provides 0.27 standard deviations higher performance.** This finding aligns to the gradual increase in Partnership effect over the course of the initiative shown in Figure 13 and Table 29.

Figure 14: STAR Math Cumulative Impact
by Length of Time in Partnership Sites

One Year — 0.14
Two Years — 0.13
Three Years — 0.29
Four Years — 0.39
Five Years* — 0.27

Notes: 1) Pvalue<.001 2)The impacts are in standardized STAR scores which have a mean of 0 and a standard deviation of 1 across all students in MPS.

*Impacts for five years are technically impacts for four and one-half years as the most recent test data is 2019-20 Winter.

Source: 2015-16 through 2019-20 MPS Enrollment and STAR data.

Reading

Our comparison of STAR Reading performance in Partnership sites follows the same pattern as the preceding STAR Math analyses, in that we begin with Table 30 and Table 31 by looking at the proportion of students in Partnership and non-Partnership sites who were performing On Target or above on STAR Reading as of fall and winter in each year of the initiative. The availability of a Spanish version of STAR has no impact on test coverage for the English version of the STAR Reading test in grades 3-8. In grade 2, however, EL students who previously took the English version were administered a Spanish version starting in 2018-19. Accordingly, Table 30 and Table 31 include non-EL students for grade 2. The main takeaways from looking at On Target data for Reading are similar to the storyline from Math: low percentages of students in Partnership sites are performing at the On Target level, modest fall-winter growth is observed in most instances, and On Target performance levels remain somewhat lower for Partnership sites compared to students in non-Partnership MPS schools.

Table 30: Percentage of Students On Target in STAR Reading
by Site, Test Season, and Grade for 2017-18 through 2019-20

SCHOOL	YEAR	SEASON	GRK	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Carver	2015-16	Fall	9%	21%	4%	8%	7%	3%	0%	5%	0%	6%
		Winter	18%	28%	7%	11%	7%	5%	5%	5%	3%	10%
	2016-17	Fall	14%	5%	10%	2%	5%	11%	7%	4%	6%	7%
		Winter	23%	28%	19%	12%	7%	4%	10%	2%	3%	12%
	2017-18	Fall	18%	14%	9%	8%	4%	4%	2%	7%	6%	7%
		Winter	27%	18%	11%	8%	6%	2%	9%	3%	8%	9%
	2018-19	Fall	22%	4%	4%	12%	5%	2%	7%	2%	3%	6%
		Winter	44%	15%	9%	12%	9%	2%	4%	3%	3%	10%
	2019-20	Fall	12%	17%	4%	2%	2%	0%	5%	4%	0%	5%
		Winter	18%	21%	8%	7%	4%	4%	2%	2%	2%	7%
Clarke	2015-16*	Fall	47%	33%	8%	0%	0%	3%	0%	4%	0%	9%
		Winter	65%	47%	13%	7%	4%	4%	0%	12%	0%	16%
	2016-17*	Fall	43%	30%	7%	9%	4%	0%	0%	0%	5%	10%
		Winter	52%	52%	13%	9%	4%	0%	0%	0%	8%	14%
	2017-18*	Fall	12%	12%	15%	3%	3%	0%	0%	0%	0%	5%
		Winter	65%	24%	12%	3%	3%	0%	0%	0%	0%	9%
	2018-19	Fall	6%	22%	4%	3%	0%	4%	0%	0%	0%	4%
		Winter	35%	36%	13%	7%	3%	4%	0%	0%	0%	11%
	2019-20	Fall	14%	10%	13%	9%	10%	0%	4%	0%	4%	7%
		Winter	50%	18%	13%	18%	10%	0%	4%	5%	4%	13%
Mitchell	2015-16	Fall	15%	20%	7%	8%	11%	5%	7%	4%	4%	8%
		Winter	57%	48%	14%	7%	9%	14%	5%	7%	4%	12%
	2016-17	Fall	48%	28%	22%	2%	19%	3%	5%	9%	4%	11%
		Winter	59%	40%	11%	10%	19%	10%	6%	10%	5%	14%
	2017-18	Fall	32%	23%	7%	7%	0%	8%	0%	7%	3%	7%
		Winter	56%	48%	13%	12%	5%	13%	0%	7%	6%	12%
	2018-19	Fall	4%	32%	19%	2%	8%	3%	1%	1%	6%	6%
		Winter	33%	50%	19%	9%	12%	8%	1%	3%	6%	11%
	2019-20	Fall	12%	10%	16%	9%	8%	11%	3%	1%	1%	6%
		Winter	28%	25%	24%	7%	12%	11%	2%	3%	2%	9%
Rogers	2015-16	Fall	45%	48%	16%	13%	5%	10%	3%	6%	6%	13%
		Winter	55%	64%	20%	12%	6%	8%	3%	9%	9%	15%
	2016-17	Fall	42%	59%	11%	16%	16%	8%	10%	8%	12%	17%
		Winter	57%	67%	16%	22%	21%	11%	13%	9%	22%	21%
	2017-18	Fall	21%	48%	21%	13%	7%	10%	5%	9%	2%	11%
		Winter	62%	76%	48%	15%	11%	15%	6%	11%	3%	19%
	2018-19	Fall	18%	28%	32%	13%	11%	6%	8%	12%	8%	12%
		Winter	55%	31%	32%	23%	19%	8%	9%	8%	8%	17%
	2019-20	Fall	13%	19%	11%	14%	18%	12%	5%	15%	7%	12%
		Winter	24%	56%	8%	14%	20%	10%	10%	15%	7%	16%

*Clarke data prior to joining the Partnership are shown for context.
Source: 2015-16 through 2019-20 MPS STAR data.

Table 31: Percentage of Students On Target in STAR Reading
for Partnership and Non-Partnership Sites, by Test Season and Grade for 2015-16 through 2019-20

| SCHOOL	YEAR	SEASON	GRK	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Partnership	2015-16	Fall	9%	21%	4%	8%	7%	3%	0%	5%	0%	6%
		Winter	18%	28%	7%	11%	7%	5%	5%	5%	3%	10%
	2016-17	Fall	14%	5%	10%	2%	5%	11%	7%	4%	6%	7%
		Winter	23%	28%	19%	12%	7%	4%	10%	2%	3%	12%
	2017-18	Fall	18%	14%	9%	8%	4%	4%	2%	7%	6%	7%
		Winter	27%	18%	11%	8%	6%	2%	9%	3%	8%	9%
	2018-19	Fall	22%	4%	4%	12%	5%	2%	7%	2%	3%	6%
		Winter	44%	15%	9%	12%	9%	2%	4%	3%	3%	10%
	2019-20	Fall	12%	17%	4%	2%	2%	0%	5%	4%	0%	5%
		Winter	18%	21%	8%	7%	4%	4%	2%	2%	2%	7%
Non-Partnership	2015-16	Fall	47%	33%	8%	0%	0%	3%	0%	4%	0%	9%
		Winter	65%	47%	13%	7%	4%	4%	0%	12%	0%	16%
	2016-17	Fall	43%	30%	7%	9%	4%	0%	0%	0%	5%	10%
		Winter	52%	52%	13%	9%	4%	0%	0%	0%	8%	14%
	2017-18	Fall	12%	12%	15%	3%	3%	0%	0%	0%	0%	5%
		Winter	65%	24%	12%	3%	3%	0%	0%	0%	0%	9%
	2018-19	Fall	6%	22%	4%	3%	0%	4%	0%	0%	0%	4%
		Winter	35%	36%	13%	7%	3%	4%	0%	0%	0%	11%
	2019-20	Fall	14%	10%	13%	9%	10%	0%	4%	0%	4%	7%
		Winter	50%	18%	13%	18%	10%	0%	4%	5%	4%	13%

Source: 2015-16 through 2019-20 MPS STAR data.

Our examination of STAR Reading performance also includes the same two analyses from the Math section above. The first is a comparison of the point-in-time Reading growth for Partnership students to a matched control sample from non-Partnership sites. The same standardized scale (with mean set to 0 and standard deviation of 1) is used to account for differences in the test scale across grades. Figure 15 shows that Partnership students had essentially the same starting point in Reading compared to matched students at the beginning of the initiative (Fall 2015), and then grew at roughly the same rate as the matched comparison sample of non-Partnership students across all time intervals (fall-spring each year except for 2019-20 when fall-winter growth is used). This same information is shown in Table 32, with **the main takeaway being that STAR Reading growth for Partnership students was very similar to non-Partnership students; differences between the two groups were small and not statistically significant.**

Figure 15: Partnership Program Impact on STAR Reading
by Test Season for 2015-16 through 2019-20
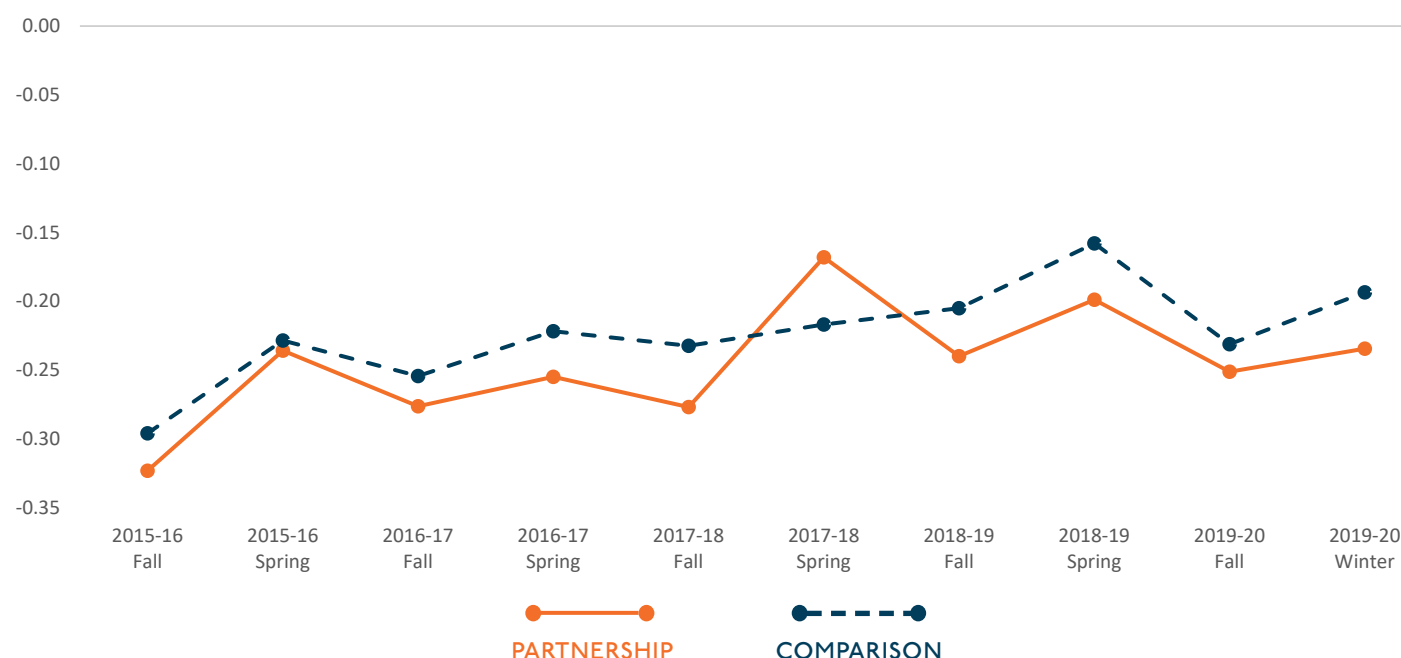
Notes: 1) The Standardized STAR Score has a mean of 0 and a standard deviation of 1 across all students in MPS. 2) Connecting lines between the dots were added to facilitate trend appreciations, but we are not making linear assumptions. 3) Between a given spring and its following fall, the sample of students is different and the lines are added for the readers. 4) Due to test availability, the analysis used 2019-20 Winter instead of 2019-20 Spring.
Source: 2015-16 through 2019-20 MPS Enrollment and STAR data.

Table 32 : Partnership Program Impact on STAR Reading
by Test Season for 2015-16 through 2019-20

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	WINTER
Adjusted Comparison Average	-0.30	-0.23	-0.25	-0.22	-0.23	-0.22	-0.21	-0.16	-0.23	-0.19
Adjusted Partnership Average	-0.32	-0.24	-0.28	-0.25	-0.28	-0.17	-0.24	-0.20	-0.25	-0.23
Partnership Impact	-0.03	-0.01	-0.02	-0.03	-0.04	0.05	-0.03	-0.04	-0.02	-0.04
P-Value	0.299	0.795	0.441	0.257	0.144	0.103	0.256	0.203	0.534	0.205

Notes: 1) The averages and impacts are in standardized STAR scores which have a mean of 0 and a standard deviation of 1 across all students in MPS. 2) Due to test availability, the analysis used 2019-20 Winter instead of 2019-20 Spring.
Source: 2015-16 through 2019-20 MPS Enrollment and STAR data.

Figure 16: STAR Reading Cumulative Impact
by Length of Time in Partnership Sites (p-value)

One Year	0.02
Two Years	0.00
Three Years	0.05
Four Years	-0.03
Five Years*	-0.01

Notes: 1) p-values not significant (>.05). 2) The impacts are in standardized STAR scores which have a mean of 0 and a standard deviation of 1 across all students in MPS.
*Impacts for five years are technically impacts for four and one-half years as the most recent test data is 2019-20 Winter.
Source: 2015-16 through 2019-20 MPS Enrollment and STAR data.

We also examine the *cumulative and longer-term effects* on STAR Reading of students attending Partnership sites over different lengths of time (one, two, three, four, and five years) compared to a matched set of non-Partnership students. Figure 16 shows very small (and not statistically significant) effects (several of which were slightly negative) on STAR Reading of attending Partnership sites across all different lengths of time (1-5 years).

State Report Card Data

Selected student outcome measures from recent state Report Cards (produced annually by the Wisconsin Department of Public Instruction) are shown below in Figure 17 through Figure 20 on page 67 through page 69 to provide additional context for student performance in Partnership sites. It bears repeating that Report Card data

have clear limitations as measures of student performance, and should by no means be considered the final word on how schools are performing. State assessment results in Reading and Math that comprise a substantial portion of the Report Card data are administered only once a year (and were not administered at all for grades 3-8 in the spring of 2020), and are clearly only a small portion of the knowledge and skills that MPS expects students to have. Report Card data are obviously a lagging set of indicators as well, with the most recent data available as of this writing (for inclusion in the Year 5 report) coming from the 2018-19 school year. Report Card data are still useful to review, however, both because (a) the results provide a "common measuring stick" for comparison to MPS and the state; and (b) a host of federal and state initiatives and supports are based at least in part on Report Card data.

Figure 17: State Report Card ELA Achievement Scores
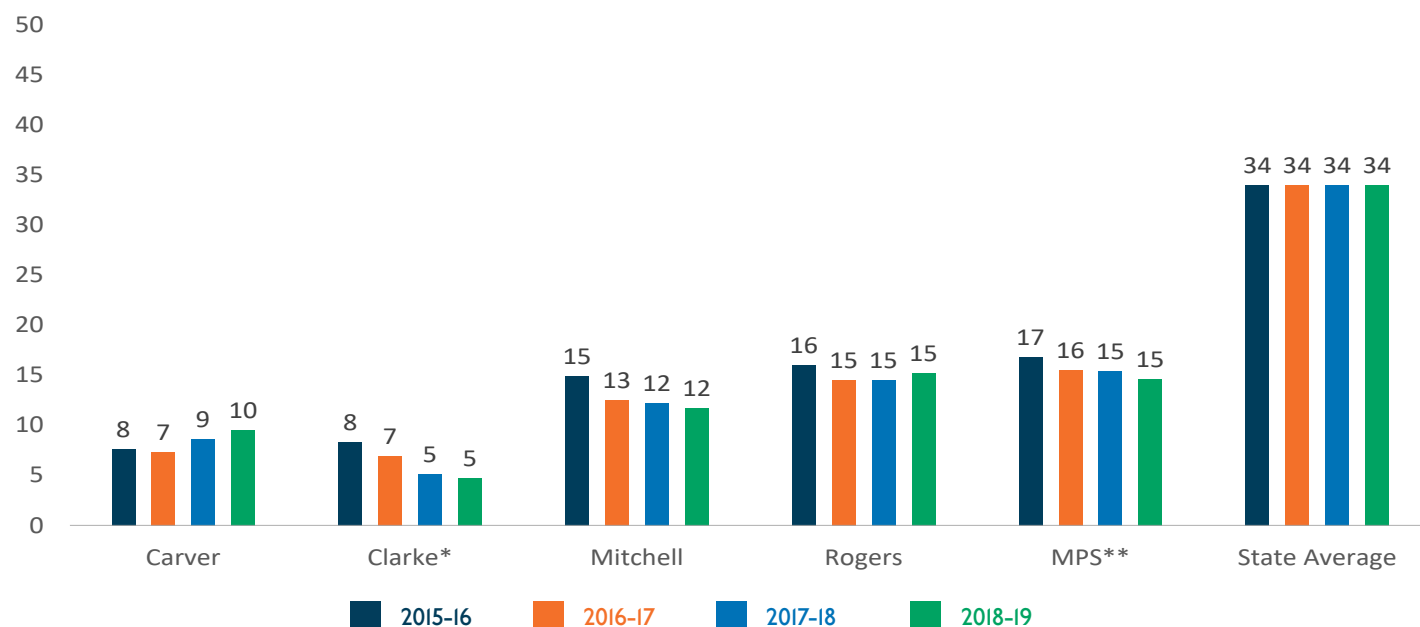by Site for 2015-16 through 2018-19
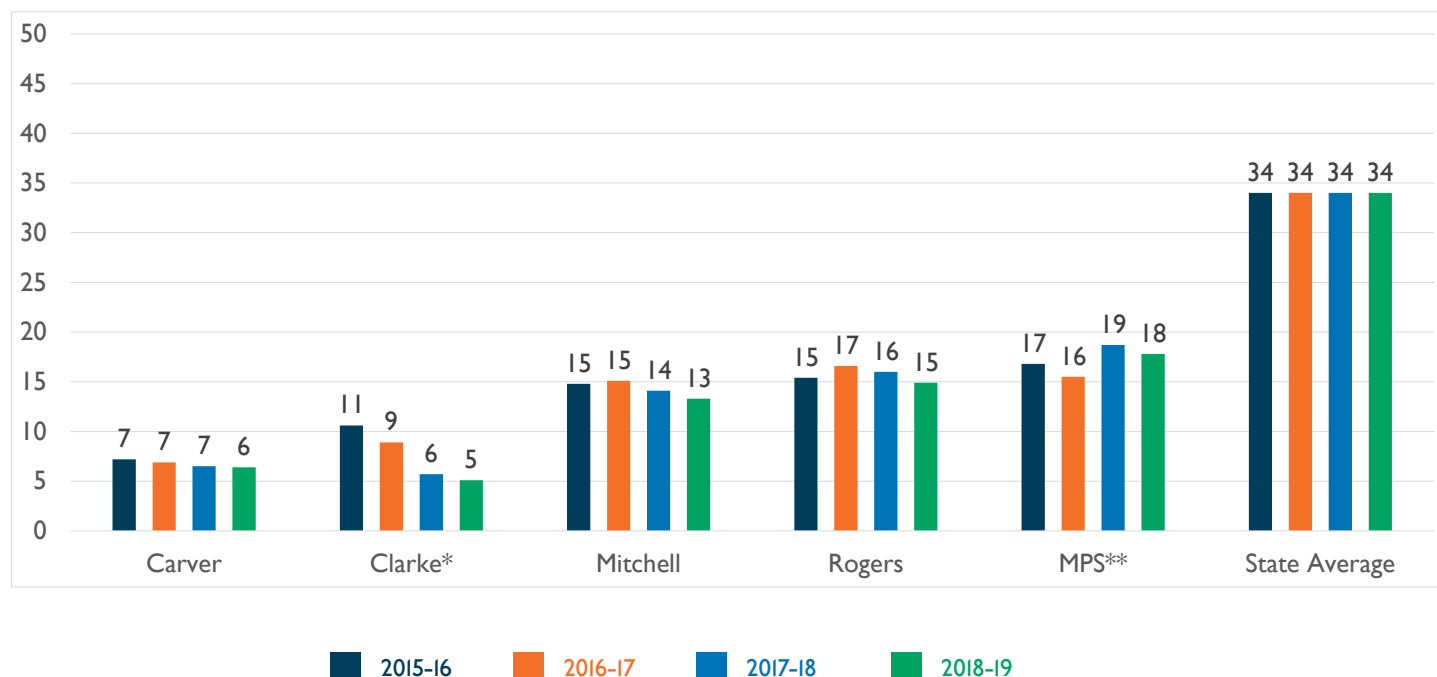
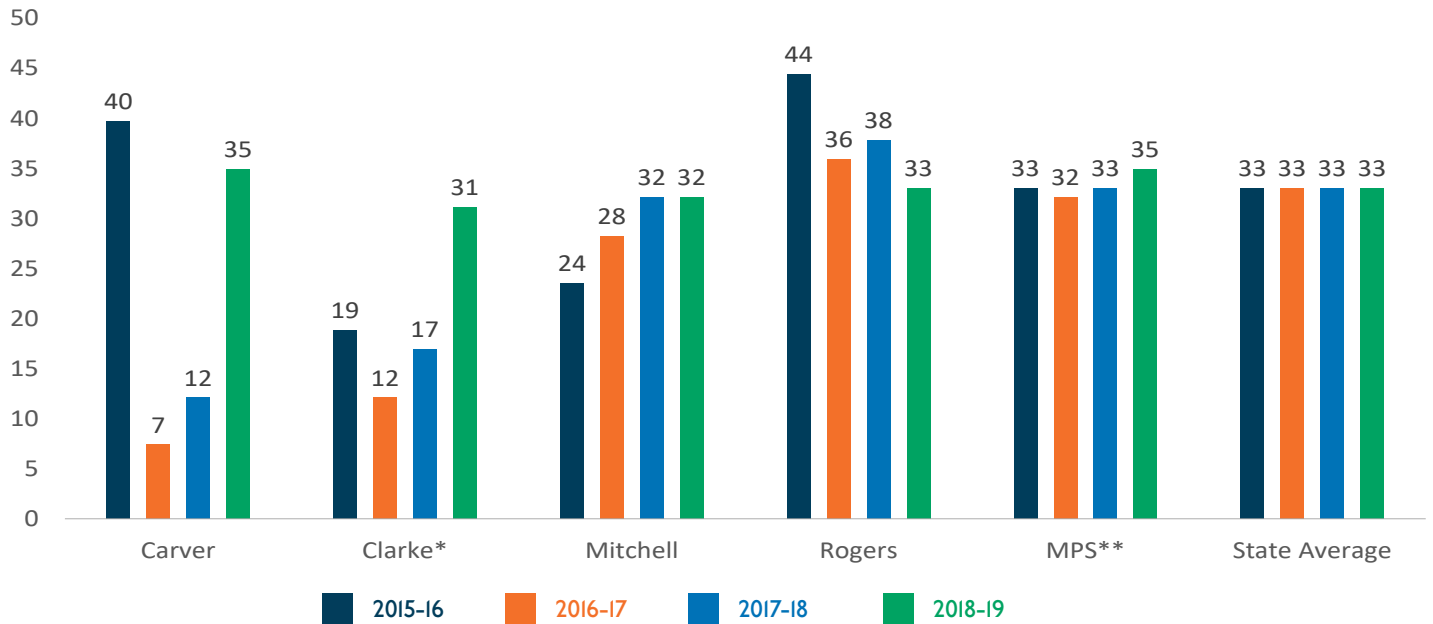*Clarke data prior to joining the Partnership are shown for context.

**MPS average includes the four Partnership schools.

Included in Figure 17 and Figure 18 are Student Achievement data (proficiency levels) for ELA and Math, respectively, and in Figure 19 and Figure 20 are Student Growth measures for ELA and Math, respectively. The latter measure arguably offers a more useful way of examining progress in Partnership sites, since it controls for students' prior achievement and selected demographic characteristics (poverty, disability status, English proficiency, gender, and race/ethnicity) rather than simply reporting proficiency rates (which, unfortunately, remain highly correlated with poverty levels and other social and economic factors over which schools have little control). The Student Growth measure produces a meaningful, "apples to apples" comparison of how much growth students in Partnership sites have made in recent years relative to similar students in other schools, both within MPS as well as across the state. Both the Student Achievement and Student Growth measures from the state Report Cards are 0-50 index scores based on the three most recent years of state assessment data.

Figure 18: State Report Card Math Achievement Scores
by Site for 2015-16 through 2018-19

	Carver	Clarke*	Mitchell	Rogers	MPS**	State Average
2015-16	8	8	15	16	17	34
2016-17	7	7	13	15	16	34
2017-18	9	5	12	15	15	34
2018-19	10	5	12	15	15	34

*Clarke data prior to joining the Partnership are shown for context.

**MPS average includes the four Partnership schools.

Looking at Student Achievement data (Figure 17 and Figure 18 for ELA and Math, respectively), scores for Partnership sites remain below the district average for both ELA and Math, and have unfortunately shown no discernable pattern of improvement since the initiative began in either ELA or Math. The four sites were selected for participation in the initiative precisely *because* they were lower-performing, of course, and research suggests that it takes time (perhaps 3-5 years) for educational interventions to impact student achievement. Student Growth data (Figure 19 and Figure 20 for ELA and Math, respectively) present a much more varied picture, including substantial year-to-year fluctuation at the school level which is unfortunately not uncommon for standardized growth measures. **Student growth at Carver and Clarke using the State Report Card was up significantly in 2018-19 for both ELA and Math compared to the prior year, while Mitchell and Rogers have been more stable.** It is also encouraging to see that the ELA Student Growth measure for MPS as a whole in 2018-19 was above the state average after being at or near the state average in previous years.

Figure 19: State Report Card ELA Growth Scores
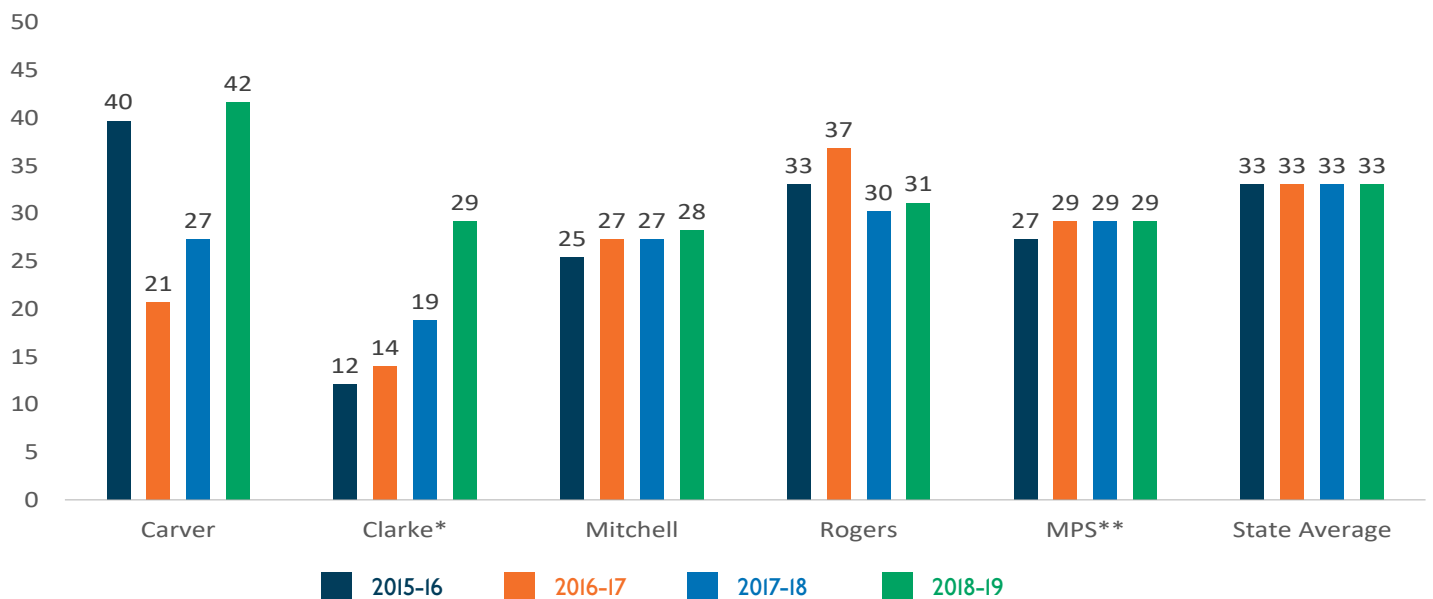by Site for 2015-16 through 2018-19

Legend: 2015-16, 2016-17, 2017-18, 2018-19

*Clarke data prior to joining the Partnership are shown for context.

**MPS average includes the four Partnership schools.

Figure 20: State Report Card Math Growth Scores
by Site for 2015-16 through 2018-19

Legend: 2015-16, 2016-17, 2017-18, 2018-19

*Clarke data prior to joining the Partnership are shown for context.

**MPS average includes the four Partnership schools.

ST Math Performance

A final metric in the student outcomes section that we have included in prior years' reports looks at the effects of participation in ST Math upon several other measures of performance. Since nearly all students at Partnership sites participate in ST Math (given its status as a Tier I intervention), we are able to again provide selected comparisons of outcomes in Partnership sites based on "dosage" (ST Math participation level) in relation to similar MPS students who attend other sites.

STAR Math Attainment and Growth

As in prior years, we divide students who attend Partnership sites into three groups of roughly equal size based on their level of ST Math participation each year:

- The Low group includes students with *less than 30% progress* through the ST Math curriculum;
- The Medium group includes students with *30-50% progress*;
- The High group includes students with *more than 50% progress.*

An initial comparison of interest is the relationship between how much students progress through the ST Math curriculum each year and how they perform on the STAR Math assessment (Figure 21). We would expect to see a positive association: more ST Math progression is associated with higher performance on STAR Math. Selected results are shown in Table 33, and we see that despite relatively few students enrolled in Partnership sites being On Target (shown previously in Table 26, Table 27, and Table 28), higher levels of ST Math participation are indeed associated with higher probability of being On Target on STAR Math. In particular, being in the High category of ST Math participation (50% progress or greater through the ST Math curriculum) is clearly associated with higher probability of being On Target. **We are careful to note that this is an association rather than causal inference (since we cannot determine that ST Math participation level by itself is causing higher STAR Math performance), but it does appear to be the case again in Year 5 that the more ST Math that students complete, the more likely they are to be On Target on STAR Math assessments.**

Figure 21: Rates of Students On Target or Above on STAR Math
by ST Math Progress Level and by Test Season for 2015-16 through 2019-20
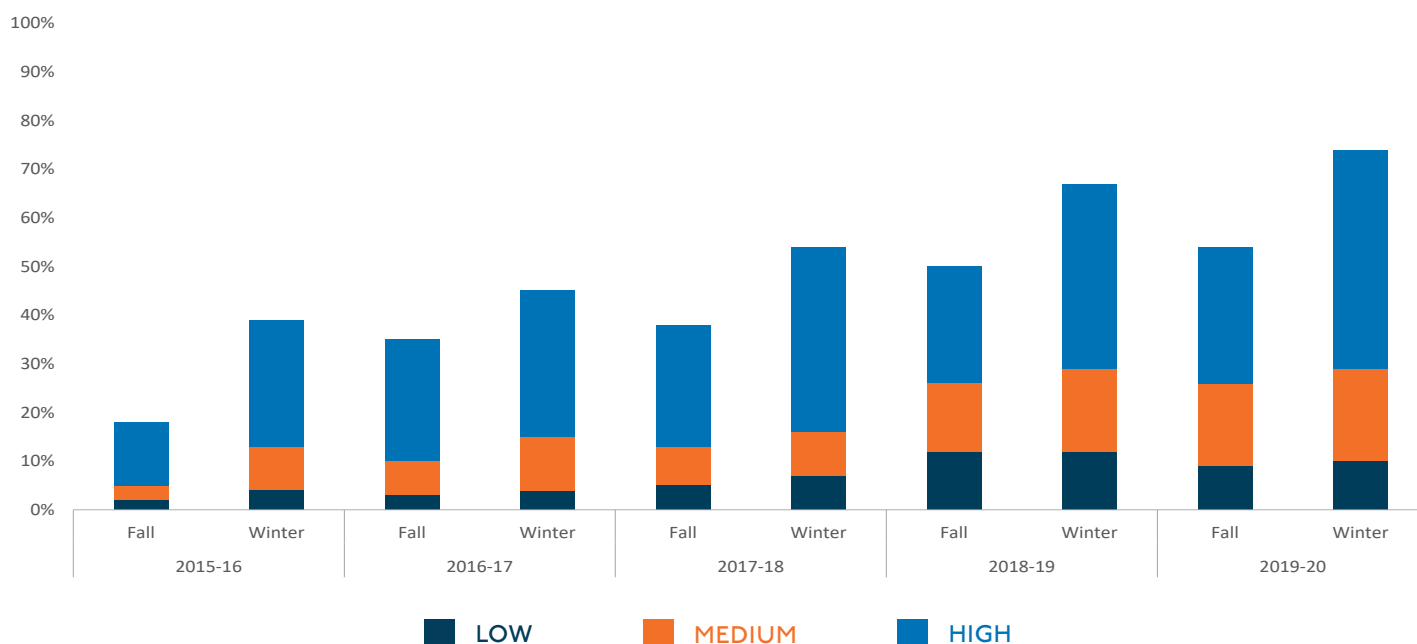
Table 33: Percentage of Students On Target or Above on STAR Math
by Site, ST Math Progress Level, and Test Season for 2015-16 through 2019-20

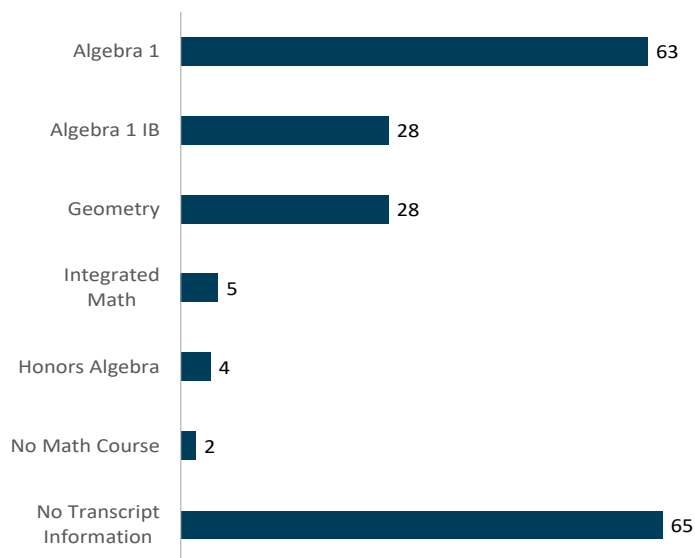| SCHOOL	ST MATH PROGRESS LEVEL	2015-16		2016-17		2017-18		2018-19		2019-20	
		FALL	WINTER	FALL	WINTER	FALL	WINTER	FALL	WINTER	FALL	WINTER
Carver	Low	1%	3%	2%	3%	1%	3%	1%	1%	2%	3%
	Medium	3%	7%	3%	10%	3%	3%	4%	8%	7%	5%
	High	12%	35%	14%	16%	12%	17%	7%	15%	13%	17%
	Overall	3%	8%	5%	8%	5%	8%	5%	10%	7%	8%
Clarke	Low	n/a	n/a	n/a	n/a	n/a	n/a	0%	0%	1%	2%
	Medium	n/a	n/a	n/a	n/a	n/a	n/a	2%	5%	4%	7%
	High	n/a	n/a	n/a	n/a	n/a	n/a	16%	33%	19%	39%
	Overall	n/a	n/a	n/a	n/a	n/a	n/a	5%	10%	5%	10%
Mitchell	Low	1%	4%	5%	7%	6%	7%	16%	17%	3%	3%
	Medium	4%	8%	8%	9%	8%	8%	15%	21%	8%	12%
	High	13%	24%	22%	28%	24%	36%	26%	37%	28%	45%
	Overall	6%	13%	11%	14%	15%	21%	21%	28%	13%	20%
Rogers	Low	4%	4%	1%	2%	8%	10%	21%	18%	22%	22%
	Medium	3%	10%	10%	14%	13%	16%	25%	24%	37%	42%
	High	14%	24%	35%	41%	33%	53%	37%	57%	43%	69%
	Overall	7%	12%	15%	19%	20%	30%	29%	37%	31%	38%
Partnership	Low	2%	4%	3%	4%	5%	7%	12%	12%	9%	10%
	Medium	3%	9%	7%	11%	8%	9%	14%	17%	17%	19%
	High	13%	26%	25%	30%	25%	38%	24%	38%	28%	45%
	Overall	6%	11%	11%	14%	14%	21%	18%	25%	16%	22%
Non-Partnership	Overall	18%	21%	20%	24%	16%	21%	14%	20%	14%	18%

Source: 2015-16 through 2019-20 MPS STAR data and ST Math participation data.

Ninth Grade Mathematics Performance

Given the emphasis on ST Math as a Tier I intervention (available to all students) in Partnership sites, we include again in our Year 5 report an examination of the association between students' ST Math participation levels as 8th graders at one of the Partnership sites and their Math course grades the following year as first-time 9th graders. Low pass rates for high school Math courses – and in particular, for Algebra I among first-time 9th graders – have been a chronic challenge for MPS for years, so it makes sense to see if there is a relationship between ST Math participation among 8th graders and their probability of passing Algebra I and other courses as 9th graders the following year. It is possible, of course, that there is selection bias inherent in this comparison, in the sense that students who complete more ST Math as 8th graders are already of higher ability levels than their peers who complete less ST Math (and are thus more likely to do well in 9th grade Math courses), but we note here that we are looking simply at
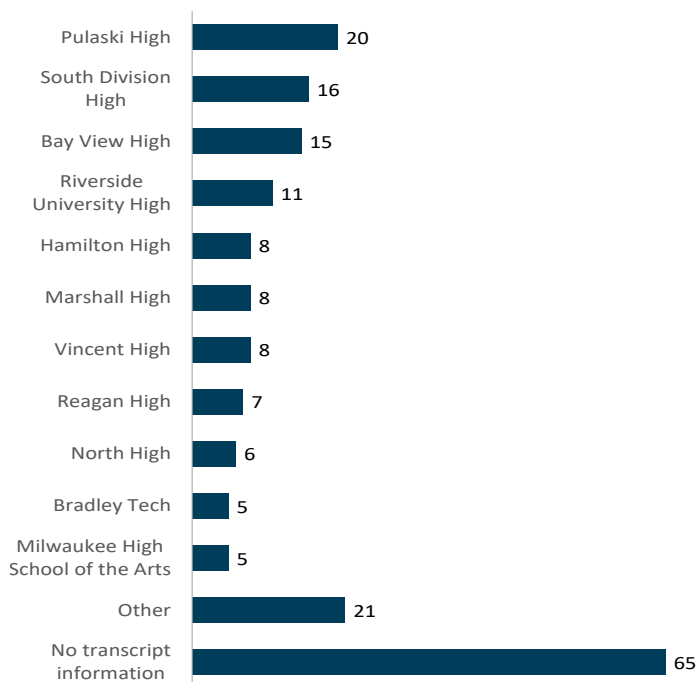
Figure 22: 9th Grade Math Courses

for Semester I 2019-20 for 8th Grade Partnership Students from 2018-19

Course	Value
Algebra 1	63
Algebra 1 IB	28
Geometry	28
Integrated Math	5
Honors Algebra	4
No Math Course	2
No Transcript Information	65

Source: 2018-19 ST Math data and 2019-20 MPS transcript data.

Figure 23: High Schools Attended

for 2019-20 9th Grade for 8th Grade Partnership Students from 2018-19

School	Value
Pulaski High	20
South Division High	16
Bay View High	15
Riverside University High	11
Hamilton High	8
Marshall High	8
Vincent High	8
Reagan High	7
North High	6
Bradley Tech	5
Milwaukee High School of the Arts	5
Other	21
No transcript information	65

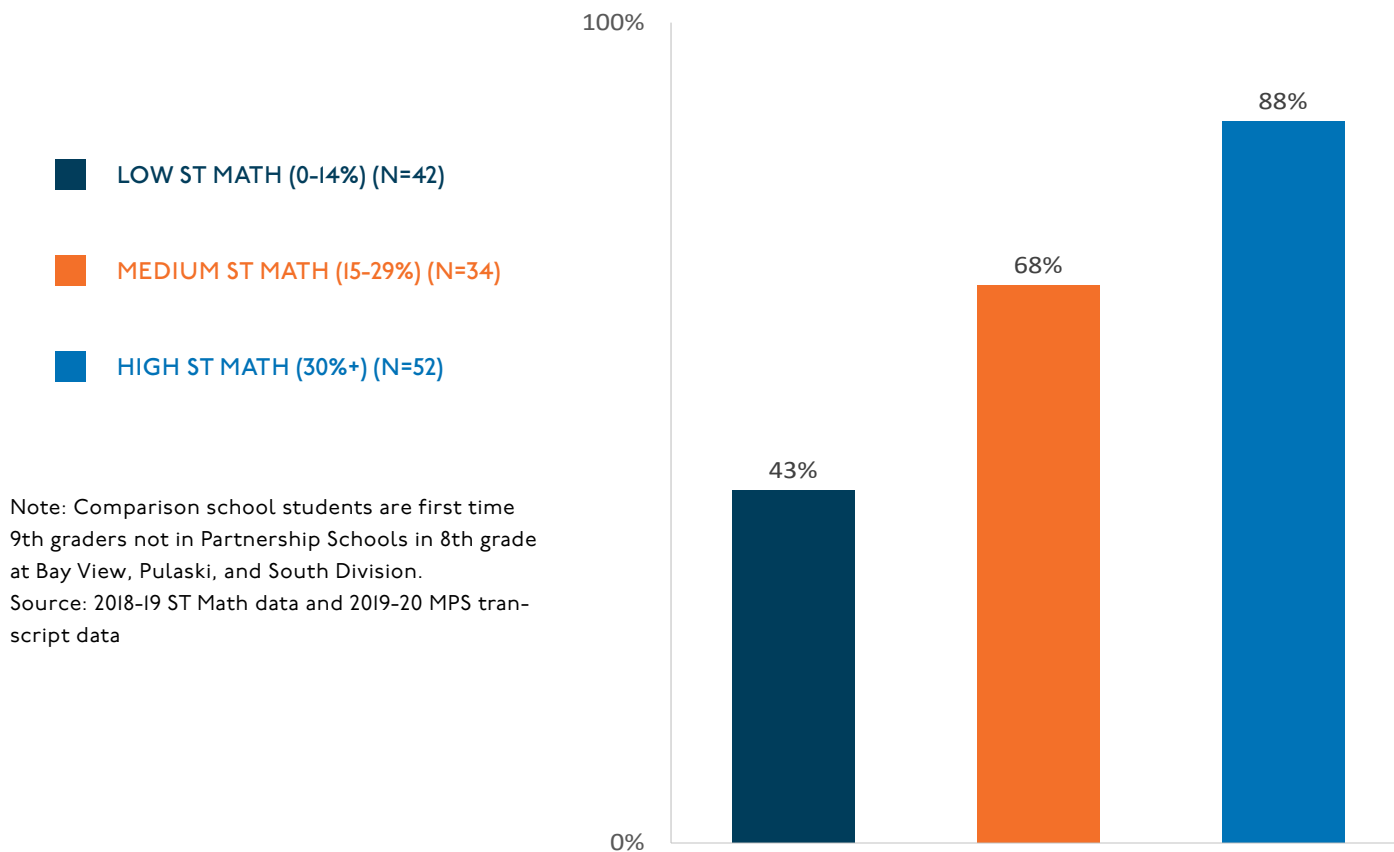Source: 2018-19 ST Math data and 2019-20 MPS transcript data.

associations rather than claiming that ST Math participation as an 8th grader has a causal impact on 9th grade Math course grades.

As in our Year 4 report, we begin by identifying students enrolled in Partnership sites as 8th graders in 2018-19 (n=195) that were enrolled in MPS as 9th graders in 2019-20 (n=130), and then determining which Math course(s) these students took during their first semester as 9th graders. One-third of the 8th grade Partnership sample (65 students) had no 9th grade Math transcript information, indicating that these students were not enrolled in an MPS high school as 9th graders in 2019-20. Figure 22 shows that the most commonly-taken 9th grade Math class among this subgroup of Partnership students (8th graders in 2018-19 who we know remained in MPS as 9th graders in 2019-20 and took at least one Math course) was Algebra I (as expected), with the next-largest group taking Algebra I IB (most often at Riverside or Reagan high schools) or Geometry. Among students who completed 8th grade in one of the Partnership sites in 2018-19, the most commonly-attended high schools as 9th graders in 2019-20 were Pulaski, South Division, and Bay View (Figure 23). To provide a comparison group for 9th grade Math final marks analysis (see below), we used first-time 9th grade students (who completed 8th grade in a non-Partnership school) from these three high schools.

Figure 24: 9th Grade Math Pass Rate

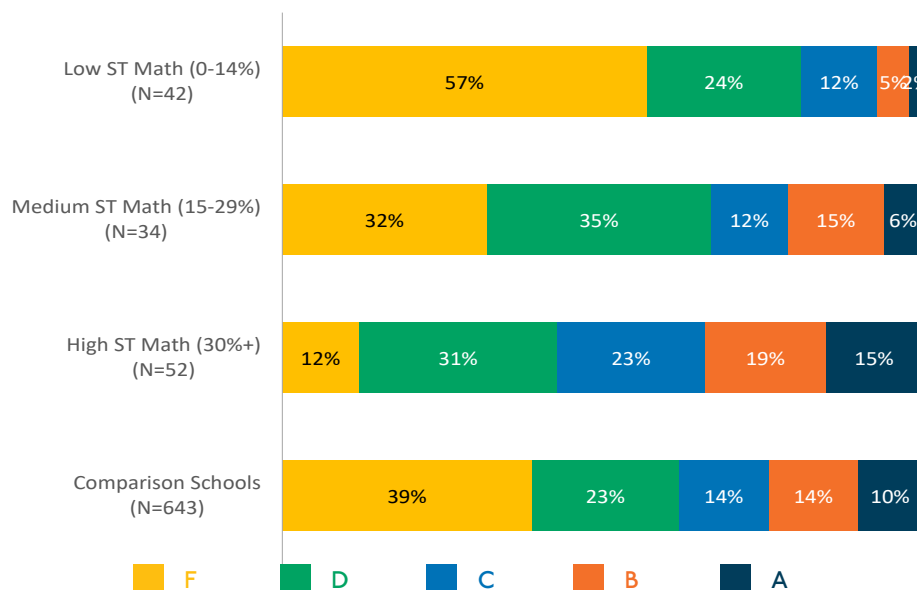## for Semester I 2019-20 by 8th grade ST Math Progress level from 2018-19

■ LOW ST MATH (0-14%) (N=42)

■ MEDIUM ST MATH (15-29%) (N=34)

■ HIGH ST MATH (30%+) (N=52)

Note: Comparison school students are first time 9th graders not in Partnership Schools in 8th grade at Bay View, Pulaski, and South Division.
Source: 2018-19 ST Math data and 2019-20 MPS transcript data

[Bar chart: 43% (Low), 68% (Medium), 88% (High), with y-axis from 0% to 100%]

In Figure 24, we show 9th grade fall semester pass rates for 2019-20 in Math courses for students who participated in varying levels of ST Math as 8th graders at Partnership sites in 2018-19, as well as the Math pass rates for comparison students (first-time 9th graders at Bay View, Pulaski, and South Division who completed 8th grade at non-Partnership sites). To account for smaller sample size and overall lower levels of participation in ST Math among 8th grade students, we adjusted the thresholds for ST Math participation level from what we used previously in Table 33. Figure 24 shows these new categories: Low is now classified as students who had 0-14% ST Math progress as 8th graders in 2018-19

(42 total students); Medium is students with 15-29% ST Math progress as 8th graders (34 total students), and High is students with 30% or higher ST Math progress as 8th graders (52 total students). **As we found in our Year 4 report, higher levels of ST Math participation as 8th graders in 2018-19 are associated with higher pass rates in 9th grade Math classes in 2019-20, and both the Medium and High ST Math groups had higher 9th grade Math pass rates than did all first-time 9th graders at the three comparison high schools.**

Figure 25: 9th Grade Math Marks

for Semester I 2019-20 for 8th Grade Partnership Students from 2018-19 by ST Math Progress Level

	F	D	C	B	A
Low ST Math (0-14%) (N=42)	57%	24%	12%	5%	2%
Medium ST Math (15-29%) (N=34)	32%	35%	12%	15%	6%
High ST Math (30%+) (N=52)	12%	31%	23%	19%	15%
Comparison Schools (N=643)	39%	23%	14%	14%	10%

Note: Comparison school students are first time ninth graders not in Partnership Schools in 8th grade at Bay View, Pulaski, and South Division. No ST Math progress level not included due to a low number of students.

Source: 2018-19 ST Math data and 2019-20 MPS transcript data.

Figure 26: 9th Grade Math Final Marks

for Semester I 2019-20 for 8th Grade Partnership Students from 2018-19, by Average ST Math Progress Level

F (N=41)	D (N=38)	C (N=21)	B (N=17)	A (N=11)
18%	31%	38%	40%	50%
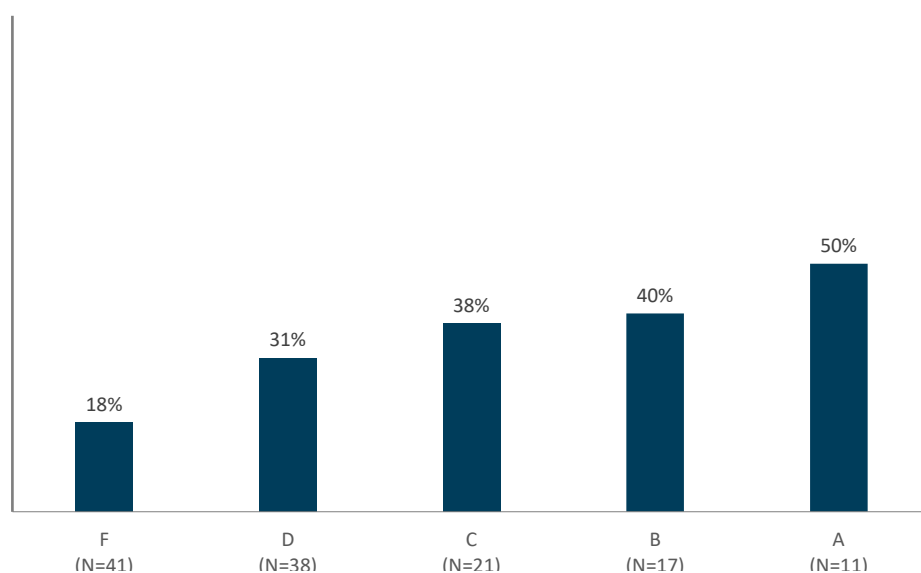
Source: 2018-19 ST Math data and 2019-20 MPS transcript data.

The distribution of 9th grade Math course final grades by ST Math participation level as 8th graders is shown in Figure 25, with the same general pattern evident: **students in the High ST Math participation category were more likely to get grades of A or B in their 9th grade Math classes, and less likely to get a D or F.** Figure 26 shows the number of students who received each potential Math grade (A-F) in Fall of 9th grade along with the average level of ST Math progress each group made as 8th graders during the previous year. The same general trend is observed, in that students who got better math course grades (A, B, or C) as 9th graders had made more ST Math progress as 8th graders. Sample sizes are small, and results should be considered with caution (particularly as relates to claims of causality), but the data again show a generally positive association between ST Math participation as 8th graders and 9th grade Math course grades. Since these results in Year 5 generally mirror results from our Years 3 and 4 reports, one implication we again raise for consideration again is how Partnership sites might increase rates of ST Math participation and progress specifically among 8th grade students, given that higher ST Math participation is associated with more favorable 9th grade Math course outcomes. This was obviously a challenge in Year 5 when schools closed early due to COVID-19, but hopefully Partnership sites can re-prioritize ST Math progression for all students – and for 8th graders in particular – when school resumes (whether online or in-person) in fall 2020.

Summary

Summary of Key Findings

Five themes stand out as significant from our Year 5 report:

INTERRUPTION AND
INCOMPLETENESS,
THEN
UNCERTAINTY AND
EQUITY CONCERNS

THEME 1

CONTINUED
AWARENESS AND
APPRECIATION
OF PARTNERSHIP
SUPPORTS

THEME 2

CONTINUED
GROWTH AND
MATURITY OF
THE PARTNERSHIP
INITIATIVE

THEME 3

TURNOVER IN
KEY STAFF ROLES
REMAINS A
CHALLENGE

THEME 4

KEY OUTCOME
MEASURES
CONTINUE TO
SHOW MIXED
RESULTS

THEME 5

Theme 1: Interruption and Incompleteness, then Uncertainty and Equity Concerns

The dominant theme of the 2019-20 school year for Partnership sites – as is the case with schools across MPS, Wisconsin, and the country as a whole – is the abrupt end of in-person instruction in mid-March due to the COVID-19 pandemic, followed by the transition to online instruction. With virtually no advance warning, the four Partnership sites had their routines, processes, and procedures turned upside down as schools closed – for what was initially thought to be only a temporary basis, but later for good. This was followed by the district's slow – and by many accounts, awkward and problematic - transition to online instruction. MPS and partner staff alike described this as an unprecedented and very challenging time, with numerous "ripple effects" on both an immediate and delayed basis. MPS staff described a sense of interruption and incompleteness at not being able to finish the school year, as well as deep concern about students being isolated at home and falling behind academically, as some have limited access to reliable internet service and MPS expectations around virtual learning were unclear. Guidance from MPS Central Office was slow to develop, and many students wound up with minimal instruction for a period of nearly six weeks as the district worked to distribute Chromebooks and staff (many of whom had minimal, if any, training on delivery of virtual instruction) figured out how to design and deliver online instruction. This proved to be a particular challenge for staff who worked with children of younger ages and those with special needs. Staff from partner organizations (BGCGM and City Year) faced similar challenges, including some who lost their jobs (hopefully temporarily) due to furloughs.

A substantial degree of uncertainty remains as of this writing around what school will look like in the fall, with MPS having recently announced a plan to begin the school year online and then transition to a hybrid model featuring both in-person and virtual instruction. It is entirely possible, furthermore, that unexpected changes will occur within the year, with in-person instruction replaced on short notice by a return to virtual instruction depending on health conditions locally and nationally. One trend that seems likely to continue, unfortunately, is that existing challenges around educational equity will be magnified, with opportunity and achievement gaps widening (rather than narrowing) across and within schools. This has played out across the country, state, and Milwaukee area in recent months, as districts and schools with more resources have generally made the transition to virtual instruction more quickly and effectively than larger districts with more low-income and students of color. This includes details such as more affluent schools and districts having higher expectations and requirements of staff regarding the amount of instructional time and frequency of contact with students, the amount of work expected of students, and closer and more frequent monitoring of students' academic progress. Within schools, early research from the COVID-19 era is documenting that students from families with flexible work schedules, higher levels of education and English proficiency, reliable internet access (and access to newer laptops and other devices rather than just smartphones), and other advantages are adjusting more quickly and effectively than students from families with fewer of these resources and advantages. Families of younger students, and those with special needs, face even greater challenges, magnified by the disproportionate impact that COVID-19 and its accompanying job losses have had in communities of color in Milwaukee and across the country.

Theme 2: Continued Awareness and Appreciation of Partnership Supports

If not for the COVID-19 pandemic, among the most prominent themes from the Year 5 report would be the continued awareness of, and deep appreciation for, the supports and resources that the Partnership initiative provides. Again and again, school-based staff shared during spring virtual interviews how well-established the Partnership initiative has become, and how much they recognize and appreciate the array of supports and resources that help improve opportunities and outcomes for all students, either directly or indirectly. From social-emotional learning and academic interventionist staff positions to City Year Corps Members in classrooms, expanded afterschool and SPARK tutoring offerings, and ST Math licenses for all students, staff in the Partnership sites are keenly aware that their schools have access to a unique set of resources that other MPS schools unfortunately do not (yet) have, and have come to depend on these resources and supports in their daily work.

Theme 3: Continued Growth and Maturity of the Partnership Initiative

In addition to awareness and appreciation of Partnership supports and resources, we observed continued growth and maturity of the initiative itself during Year 5, in the sense that staff (from both MPS and partner organizations) are increasingly familiar with each other's routines, processes, and procedures. It is clear that many of these routines and procedures have become embedded within the schedule and culture of the schools, from regular partner meetings to improved mechanisms for sharing students' homework needs between the regular school day and afterschool (which is attended by a large share of students in Partnership sites).

Theme 4: Turnover in Key Staff Roles Remains a Challenge

Notwithstanding the impressive degree of cohesion and collaboration we have observed among the different "moving parts" of the Partnership initiative in Year 5, a theme we have noted in previous years remains an ongoing challenge: turnover among key staff positions supported by Partnership funding that are critical to the success of the initiative. We have quantified turnover for the first time in our Year 5 report, in the form of a "turnover index" for staff positions, schools, and years. Turnover levels are approximately equal across schools and years (at about 30-33%), while turnover has been more varied for some positions than others, ranging from 15% to more than 50%. This trend is increasingly important and concerning as the Partnership initiative matures, because the unique combination of staff whose daily work forms the core of the Partnership initiative depends on staff (from both MPS and partner organizations) knowing about each other's work. Staff, and their ability to work effectively with each other in addressing students' unique needs, are clearly the most important resource that the initiative brings, but continued turnover in key staff roles inevitably brings some degree of "starting over" that hinders progress rather than building upon existing success. We make no attempt to assign blame for turnover in key staff roles, and recognize that with 25 positions to be filled each year across Partnership sites, some degree of turnover is inevitable. We would imagine that project leadership, and/or staff from individual schools and partner organizations, may have ideas for promoting greater stability that are allowable under MPS rules, and would encourage trying out these ideas for specific roles and schools if possible.

Theme 5: Key Outcome Measures Continue to Show Mixed Results

Above and beyond the largely positive perceptions of key stakeholders regarding most components of the Partnership initiative in Year 5, we highlight several promising developments related to student outcomes in this year's report, including the following:

- Stability: around three-fourths of students eligible to return to Partnership sites from one year to the next have done so in recent years, providing an important measure of "customer satisfaction" for these four sites;

- Office Disciplinary Referrals (ODRs) continue to show promising decreases, both in terms of the number of students with at least one ODR during the first 120 days of the school year (a useful measure of breadth) as well as the average number of ODRs among students with at least one infraction (a measure of depth);

- We find again this year a positive (and statistically significant) effect of attending Partnership sites on STAR Math performance (compared to similar students who attend non-Partnership sites); this holds true for both one test administration to the next as well as over the long term (with increasingly positive effects the longer students remain enrolled in Partnership sites);

- Higher levels of participation in ST Math have a continued positive impact on both 9th grade Math course outcomes and STAR Math performance, providing an important measure of validation for the decision to make this a Tier I resource available to all students in Partnership sites.

At the same time, other outcome measures show less evidence of improvement:

- Selected measures of school climate, as measured by the MPS Essentials of School Climate and Culture (ESCC) survey, are inconsistent across Partnership sites and years;

- Attendance at Partnership sites overall for the September-February time period showed minimal improvement, and remain lower than both non-Partnership MPS sites as well as the district goal of 95%. More than one-third of students in Partnership sites have attendance rates lower than 90%, furthermore, including two sites where around half of students are below this key threshold;

- No clear improvement is observed across Partnership sites in terms of the overall percentage of students who are On Target in either STAR Math or Reading, notwithstanding the positive effects observed for higher levels of participation in ST Math.

The external evaluation team looks forward to a "return to normalcy" in Partnership sites in the 2020-21 school year (although in all likelihood not right away), and to continued collaboration with project leadership and staff (from both the four school sites and partner organizations) in evaluating progress during the upcoming year.

Appendices

Appendix A: Milwaukee Partnership Schools Logic Model

SCHOOL CHANGE COMPONENT	STRATEGIES	OUTPUTS		OUTCOMES – IMPACT	
		IMPLEMENTATION TARGET METRICS	SHORT (1-YEAR)	LONG (3YEARS)
High quality instruction and learning connecting day school to after school	Students (K–9th grade) receive aligned reading and/or math support during the day and after school (SPARK, ST Math, City Year, MPS Intervention Teachers, BGCGM/City Year After School Programming). Partners (including school staff) meet regularly to ensure alignment and student progress. Teachers and partners share information to aid students' progress.	Students' needs and interventions are tracked and shared with all partners. At least 90% of identified students receive interventions. Each school creates an effective meeting structure and documents meetings. "Communication log" is used for teachers and partners to share information.	Students receiving additional academic support close gap to proficiency by 10%. Essentials for School Culture and Climate Survey "Ambitious Instruction" scores increase.	Schools close gap to proficiency by 10% each year
Culture & Climate	Students and staff receive aligned support in SEL (social emotional learning) during the day and after school (MPS PBIS, Second Step, City Year, BGCGMGM/City Year After School Programming). Schools implement tiered system of support for attendance. BGCGM implements incentive program for after school, City Year implements check in/check out.	SEL support is delivered with fidelity by all partners. Each school documents, shares, and tracks comprehensive attendance plan; BGCGM implements after school incentive plan; CY implements 26 check in/check outs with focus students.	Devereux Student Strengths Assessment (DESSA) scores increase for City Year focus students and Developmental Assets Profile (DAP) scores increase for students participating in after school programming. Essentials for School Culture and Climate Survey "Supportive Environment" scores increase. 50% of CY focus students with 90% or lower attendance improve by 2%, 35% of students move from below 90%. Clubs members attend at least 52 times/year.	School-wide suspension decreases School-wide attendance increases Increase in parent participation in school activities and improved parent satisfaction
Family Engagement	Partners work collectively (Parent Partners, Parent Coordinators, City Year corps members, Teachers) to engage in partnerships with families through meetings, events & phone calls	Schools and partners document collective planning for family engagement. Schools and partners document contact with families and attendance at family events.	Families attending at least 1 event increases 10% each year. Majority of families express satisfaction on CLC survey. Essentials for School Culture and Climate Survey "Involved Families" scores increase.	Milwaukee Partnership Collaboration Rubric scores increase to full collaboration
Collaboration for Collective Impact	Partners meet at least monthly with school leaders to align project and the school improvement plan. In school and after school staff meet at least monthly to align program implementation. Steering committee & executive leadership committee engage in continuous improvement.	9 school-based partner meetings; 9 in school and after school leader meetings. 9 steering committee meetings with project data updates, 3 leadership committee meetings with project update reports.	Milwaukee Partnership Collaboration Rubric (filled out by school staff, partners, and steering committee) guide reflection process and scores increase to middle or full collaboration.	

Source: Rachel Lander, School of Education, UW-Milwaukee

Appendix B:
Site Visit Interview
Protocol

Intro: Describe our role as External Evaluator (and relationship to Developmental Evaluation/Rachel). We expect each interview to take approximately 30 minutes. We understand that COVID-19 had a significant impact on your work toward the end of the year...we have a few questions specific to that toward the end, but for all other questions please respond regarding your pre-COVID work this year.

Overall Questions (for all interviews)

1. (Clarke or new staff only) How would you describe overall knowledge of and familiarity with the Partnership Schools grant at this school?

   a. Returning staff: Has awareness of the initiative changed over the past three years? If so, how?

   b. Returning staff: Have there been any new efforts to raise awareness of the initiative this year?

2. Has your role at the school changed this year? If so, how?

3. What professional development (if any) have you received related to your activities under the partnership schools initiative? How would you describe this professional development? How useful was it?

4. How would you describe the implementation of the Partnership Schools grant in your school this year?

   a. Returning staff: Has the implementation of Partnership Schools changed at all this year? If so, how?

5. What have the biggest successes and challenges of the Partnership Schools grant been this year? (Probe for specific examples)

6. How would you describe communication and coordination among the different components of the Partnership Schools grant this year?

   a. What specific communication structures related to the Partnership grant are in place at this school?

      i. Returning staff: Have those communication structures changed this year? If so, how?

   b. What are the biggest strengths related to communication and coordination among Partnership components at this school? What improvements could be made in communication and coordination, if any?

7. In a general sense, would you say that things in this school are headed in the right direction, and why/why not? Do you think this has to do with the Partnership Schools initiative?

   a. What effects has the Partnership Schools grant had on this school this year? (Probe for specific examples)

      i. Returning staff: Over the entire course of the grant?

   b. What effects has the Partnership Schools grant had on students, in particular, this year? (Probe for specific examples)

      i. Returning staff: Over the entire course of the grant?

   c. What are the most important components of the Partnership Schools grant, in your opinion? Why?

   d. What would you improve about the Partnership Schools grant, if anything?

8. What advice would you have for new schools starting the Partnership Schools program?

9. What has your school been doing with respect to the Partnership initiative since school switched to virtual instruction in mid-March – that is, have any of the Partnership activities continued?

10. Any sense what Partnership activities will look like in the fall? (Obviously this depends on a lot on whether school is back to in-person vs. Online…)

Interviewee Specific Questions – SEL Interventionist & Academic Interventionist

1. What does your job involve (trying to get a sense of whether they work primarily with staff vs. working more with students, or maybe a combination of both)?

   a. What is a typical day like for you?

      i. Returning staff: Has your role changed this year? If so, how?

2. What kind of support is provided to students in the area of social/emotional health and learning, and how are students chosen to receive this additional support?

   a. Returning staff: have those supports changed at all this year? If so, how?

3. What are the formats of intervention? (Are interventions typically one-to-one or small group?

   a. Returning staff: have intervention formats changed at all this year? If so, how?

4. What occurs in a typical intervention? Is there a standard protocol?)

5. How well are these supports working, and how do you know?

    a.   What effects have SEL/academic interventions had on students? On the school as a whole? (Probe for specific examples).

6.   What is the extent of cross-site collaboration to coordinate efforts?

7.   How (if at all) have you been able to continue providing SEL-related supports since COVID-related school closure?

Interviewee Specific Questions – SPARK Program Manager and City Year Impact Manager

1.   What occurs in a typical support session, and how often do they occur?

    a.   Returning staff: Have support sessions changed at all this year? If so, how?

    b.   (For SPARK) Is tutoring occurring in groups larger than one to one? If so, how is that going?

2.   What is your target student? Academic level? Behavior?

3.   Describe your efforts toward parent engagement. Give examples of successes and/or challenges related to parent engagement?

    a.   Has the introduction of the Partnership Schools grant impacted parent engagement at this school? If so, how?

       i.   Returning staff: Has anything changed with your parent engagement efforts this year? If so, what has changed?

4.   How often/how effective is the communication between you the classroom teachers?

    a.   Returning staff: have you noticed any changes in communication this year?

5.   Is your work with students in this school making a difference, and how do you know?

6.   What is the extent of cross-site collaboration to coordinate efforts?

7.   (Only for SPARK) How is SPARKBright working? Is it occurring for the intended students? Are you seeing any impact?

Interviewee Specific Questions – Boys & Girls Clubs of Greater Milwaukee Site Manager

1.   What occurs in after-school programming? Is there a process to inform what programming a student will receive on a given day? Has anything changed since last year?

    a.   What happens in a typical after-school session?

2.   What has been the response to afterschool programming (from school stakeholders: students, staff, families)?

3.   How would you describe communication between after-school staff and regular day school staff?
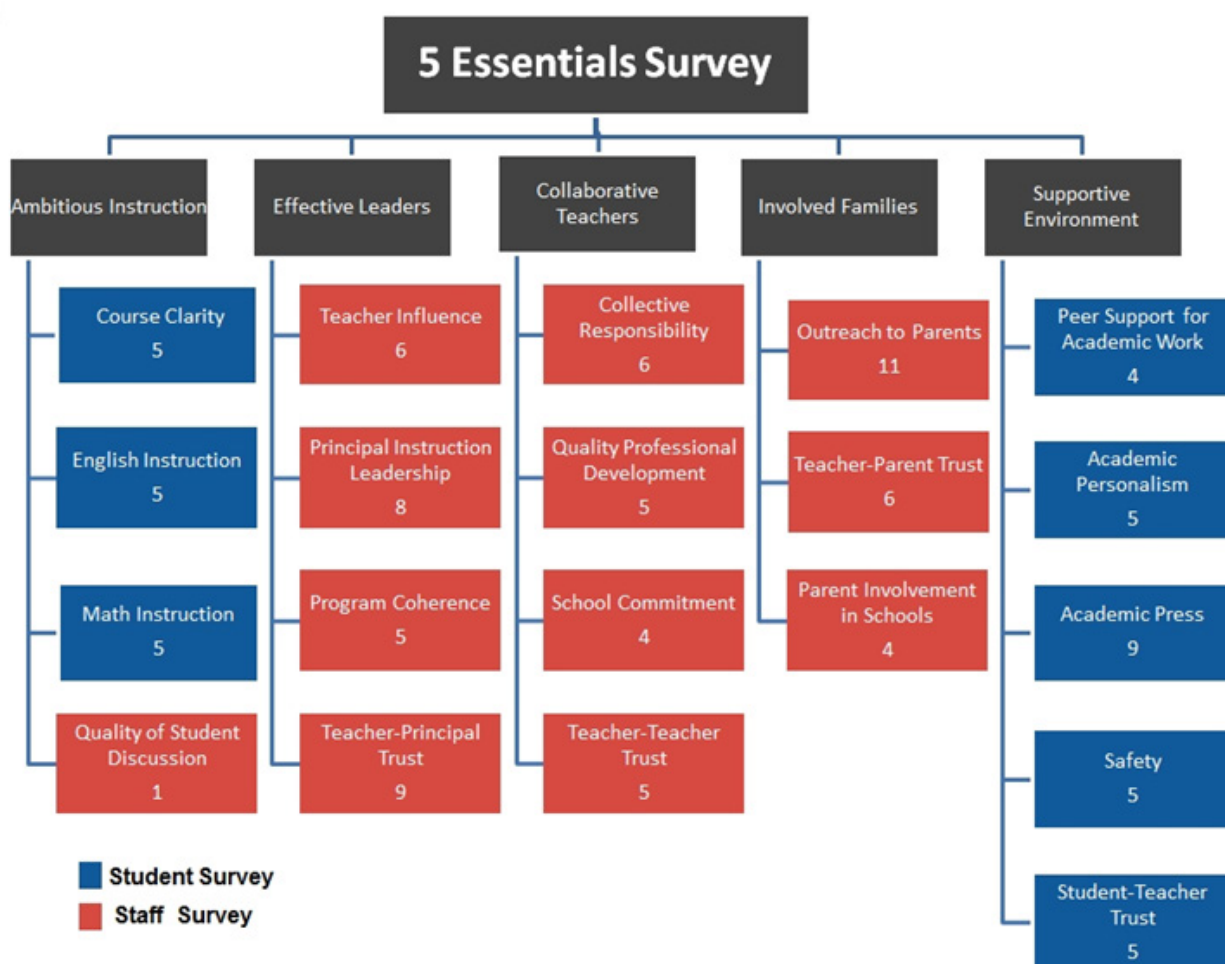
Appendix C: Site Visit Focus Group Protocol

Intro: This outline describes selected topics we hope to cover during an approximate 45-minute interview in the three current Partnership school sites in spring of 2019. We'll start by very briefly describing our role as the External Evaluators.

Probably a good icebreaker (and useful for us) to get a sense what grades/subjects that focus group attendees teach, and how long they've been at the school. Emphasize that this is just for our general awareness, not because we'll be quoting them by name. We understand that COVID-19 had a significant impact on your work toward the end of the year...we have a few questions specific to that toward the end, but for all other questions please respond regarding your pre-COVID work this year.

1. (Clarke Only) What is your overall familiarity with the Milwaukee Partnership grant (see if teachers are highly familiar, vaguely familiar, or had never heard of it)? Would you say your familiarity with the Partnership Schools initiative has changed this year? If so, how? Are you aware of any efforts to raise awareness of the initiative? If so, have they been effective?

2. For those with at least a general awareness of the initiative, what's your general sense of how implementation has gone this year? Has implementation of the Partnership grant changed this year? If so, how?

3. Please describe your understanding of what the SEL interventionist within your building does and how often/how closely you've interacted with this person during the year? Do you meet with and/or refer students to the SEL, and if so, what's your general impression of how this arrangement is working (could be sensitive to ask about this if it's perceived as a teacher evaluating the SEL's performance?) Has this arrangement changed at all this year? What effect would you say the SEL interventionist has on the school? How has Second Step been going?

4. What kinds of impact (if any) have you observed for your students from partnership efforts? For the school as a whole? (Probe for specific examples). How closely aligned are after-school activities, City Year corps members, and interventionists to what you do in your classroom (to what extent do they support your students' needs and what you're doing in the classroom on a daily basis)? Have any of these components had a particularly important impact on your students, and why? (For math teachers) What benefits have you observed for your students as a result of ST Math? Have you seen any changes related to the Partnership grant and its effects this year? If so, what are they? What would you say are the biggest successes and challenges of the Partnership grant at this school? What would you change about the Partnership grant, if anything?

5. How would you describe communication among the different components of the Partnership grant? What processes/structures are in place to aid communication between school staff, program staff, and interventionists? How have those processes changed this year, if at all? Are there any new processes in place this year? Have any existing processes improved? Who is responsible for initiating communication and overseeing these processes? How are student needs communicated between teachers, programs, and intervention staff? Are there regular meetings to bring these people together? How often? What is discussed at these meetings? Do you view these meetings as productive? What would you change about communication related to the Partnership grant, if anything?

6. How would you describe the overall direction of the school? (Probe for specifics about why they think that). What effects would you say the Partnership grant has had on this school, and why?

7. Would collaboration and coordination among these partners continue to occur if funding for the Partnership no longer occurred? Which components would live on if the funding were no longer in place?

8. What advice might you have for new schools staring with this initiative?

9. What has your school been doing with respect to the Partnership initiative since school switched to virtual instruction in mid-March –that is, have any of the Partnership activities continued?

10. Any sense what Partnership activities will look like in the fall? (Obviously this depends on a lot on whether school is back to in-person vs. Online...)

Appendix D:
Essentials of School Culture and Climate Survey Components

5 Essentials Survey

Ambitious Instruction	Effective Leaders	Collaborative Teachers	Involved Families	Supportive Environment
Course Clarity 5	Teacher Influence 6	Collective Responsibility 6	Outreach to Parents 11	Peer Support for Academic Work 4
English Instruction 5	Principal Instruction Leadership 8	Quality Professional Development 5	Teacher-Parent Trust 6	Academic Personalism 5
Math Instruction 5	Program Coherence 5	School Commitment 4	Parent Involvement in Schools 4	Academic Press 9
Quality of Student Discussion 1	Teacher-Principal Trust 9	Teacher-Teacher Trust 5		Safety 5
				Student-Teacher Trust 5

■ Student Survey
■ Staff Survey

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Supporting PreK-12