WEC Wisconsin Evaluation Collaborative

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Milwaukee Partnership Schools

Year 7 (2021-22) Evaluation Report

WISCONSIN UNIVERSITY OF WISCONSIN–MADISON

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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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Section 1

Introduction

Introduction

The Wisconsin Evaluation Collaborative, housed within the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, is pleased to present this report to the Milwaukee Public Schools (MPS) and partner organizations summarizing Year 7 of the Partnership Schools initiative, covering the 2021-22 academic year. The Partnership initiative continues to represent a collaborative effort among MPS, City Year Inc., the Boys and Girls Club of Greater Milwaukee (BGCGM), UW-Milwaukee, and external funders to provide a coordinated set of supports and resources intended to improve outcomes for students at four MPS elementary schools. Three of these sites (Carver, Mitchell, and Rogers) have been part of the Partnership initiative since the beginning (the 2015-16 school year), while Clarke Street School joined during Year 3 (the 2017-18 school year).

Whereas the findings and stakeholder perceptions presented in last year's report were dominated by MPS students having spent almost the entire 2020-21 school year (as well as the last quarter of 2019-20) restricted to virtual instruction, the dominant themes from this year's report center (perhaps predictably) around the return to in-person schooling, and all that was both hopeful and challenging about efforts to "return to normal." From the standpoint of our external evaluation report, there was indeed much to be hopeful and appreciative about in 2021-22 as relates to the Partnership initiative, starting with stakeholders' continued appreciation for the array of supports and resources that the initiative makes available to students in the four participating sites, including academic interventionist and social-emotional learning teacher positions, City Year Corps members, afterschool support provided by the Boys and Girls Club, and ST Math. These supports were widely viewed as critical to supporting MPS's efforts to keep students engaged during virtual instruction during 2020-21, and were appreciated in a different (but no less sincere) way as schools attempted to return to normal in 2021-22. We are also pleased to re-include many sources of data featured in previous years' evaluation reports that were either unavailable completely last year (such as STAR testing and MPS climate survey data) or were not comparable to previous years (such as attendance and student behavior data). We were also able to resume in-person site visits to each school this year, which is certainly preferable to collecting all of our qualitative data via video conferencing and phone interviews, as was the case the prior two years.

Data and findings summarized in this year's report also make clear, however, that a host of challenges associated with students returning to in-person learning was a defining characteristic of the 2021-22 school year. Academically, we describe in the Outcomes section how data from the STAR assessment (comparing Fall 2021 to the two previous pre-pandemic years) show that students in Partnership schools, and across the district in general, lost around a year's worth of academic growth in both Reading and Math at most grade levels, which is consistent with findings from other urban districts around the country. Many of these students were already below grade level prior to the pandemic, which only magnifies the significance of learning losses. Attendance rates at all four Partnership sites were down sharply compared to both 2020-21 (during the pandemic and virtual instruction) and pre-pandemic years –and not just at the beginning of the 2021-22 school year, as might have been expected, but across the year. Much higher shares of students in Partnership sites had attendance rates of 90% or lower than in previous years. Stakeholders also reported high levels of anxiety and emotional and mental health issues among both students and staff, exacerbated by the pandemic and the isolation it brought, which combined with recurring (pre-pandemic) challenges such as frequent turnover in several of the key staff positions supported by Partnership funding to create elevated levels of stress. None of these challenges as evident in the data and described by stakeholders represent a surprise, but rather serve to illustrate the urgency of the Partnership initiative and related efforts to continue meeting the needs of students.

Evaluation Questions

The 2021-22 report is organized around the same three key questions that have guided our evaluation work in prior years:

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 2021-22 school year?

2.

Stakeholder Perceptions

How do key stakeholders (from both MPS and partner organizations) involved in the Partnership initiative perceive progress during the 2021-22 school year, including successes, challenges, and suggestions for improvement? Given the number of different organizations and types of programming supported by the Partnership initiative, 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?

Data Sources and Methodology

Data sources used in the writing of the 2021-22 report fall into two main categories (qualitative and quantitative), as described below.

Qualitative Data: Interviews and Focus Groups with Key Stakeholders

We were pleased for the 2021-22 evaluation report to resume in-person site visits to each of the Partnership sites for the first time since spring 2019 (pre-COVID). Individual interviews were held with the following stakeholders (with a full list of stakeholder interview questions appearing as Appendix B):

- Principal and (where relevant) Assistant Principal
- Academic intervention teacher
- Social-Emotional Learning (SEL) implementation teacher
- City Year Inc. Impact Manager
- Boys and Girls Club Manager
- SPARK Program Manager
- SPARK Family Engagement Coordinator

As in prior years, we also place high value in this year's report on including teacher voice from each of the four Partnership sites, in the form of in-person focus groups conducted as part of our site visits to each school in April/May 2022. More than 25 teachers across the four sites shared their perspectives on the return to in-person school during the 2021-22 school year, along with their views on how individual components of the Partnership initiative have been implemented. A full list of teacher focus group questions appears as Appendix C.

Quantitative Data: Collection and Analysis

Quantitative data used in our 2021-22 report to inform Evaluation Questions 1 and 3 above were obtained again this year from MPS and partner organizations (BGCGM and City Year Inc.), and included the following:

- MPS data:
  - Student demographics/enrollment, 2014-15 through 2021-22
  - Student attendance, 2014-15 through 2021-22
  - Student disciplinary records, 2014-15 through 2021-22
  - Academic intervention records, 2015-16 through 2021-22
  - SEL records, 2016-17 through 2021-22
  - STAR assessment results, 2015-16 through 2019-20 and 2021-22
  - Spatial-Temporal (ST) Math records, 2015-16 through 2021-22
  - Essentials of School Culture and Climate (ESCC) survey, 2014-15 through 2019-20 and 2021-22
- BGCGM data:
  - SPARK tutoring records, 2015-16 through 2021-22
  - SPARK family engagement records, 2019-20 through 2021-22
  - Afterschool attendance records, 2015-16 through 2021-22
- City Year data:
  - Focus list intervention records, 2015-16 through 2021-22

One notable change to the available data in 2021-22 was STAR assessment results in Kindergarten. MPS changed its early childhood screener assessment in Kindergarten in 2021-22 from STAR to Brigance Screens III. As a result, there were no STAR results available for Kindergarten. MPS treated the first year of implementation of the new early childhood screener as a gradual rollout, so comprehensive results for all Kindergarten students across the entire school year were not available. The evaluation looks forward to examining Brigance results in future reports.

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 as in prior years. 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 year, based on Third Friday of September and May enrollment records.

New to the 2021-22 report is an analysis that examines whether the Partnership initiative may have helped to mitigate COVID-related learning losses that occurred between 2019-20 and 2021-22. This analysis employs a difference-in-differences methodology which compares a "treatment" sample of students in Partnership schools to a control group of students who are similar in terms of key factors such as prior achievement and demographic characteristics, but with statistical controls applied for prior test score growth patterns. This approach compares the growth of both groups of students (treatment and control) over two-year time periods, to account for the fact that there are no STAR scores for MPS students from the 2020-21 school year. The first group of Partnership and control students attended school from the Fall of 2017-18 to the Fall of 2019-20, and the second group attended school from the Fall of 2019-20 to the Fall of 2021-22. The difference-in-differences of the growth between the two periods of time at Partnership (treatment) and control schools provides the estimated impact of the Partnership on STAR Reading and Math growth between Fall of 2019-20 and the Fall of 2021-22, the period of time in which any possible COVID-related learning loss may have occurred. Since this analysis requires examining a pre-COVID period of growth as a comparison from Fall 2017-18 to Fall 2019-20, Clarke is excluded from the analysis as this site did not begin full participation in the Partnership initiative until 2018-19.

The equation describing the difference-in-differences approach is as follows:

$$DiD = (Partnership_{after\ COVID} - Partnership_{before\ COVID}) - (Control_{after\ COVID} - Control_{before\ COVID})$$

The methodological framework used to identify comparison students was a two-stage matching process. During the first stage, Partnership schools were matched to non-Partnership schools through a procedure known as "binning" on similar characteristics such as enrollment size, student demographics, academic achievement, and academic growth. Following identification of these similar schools,[1] the second stage utilized a statistical procedure called propensity score matching to identify similar students within the comparison schools based on prior achievement scores and demographics. Partnership students in the first, before-COVID cohort starting in the Fall of 2017-18 were matched to non-Partnership students in the same year, and Partnership students in the second, during-COVID cohort starting in the Fall of 2019-20 were matched to non-Partnership students in the same year. In addition, we also matched on assessment language in Math (as Spanish and English STAR scores are not equated).[2] After matching, characteristics of Partnership and comparison students were examined for suitable initial (baseline) equivalence between the two groups.

From the matched sample of Partnership and non-Partnership students across two cohorts, we conducted a multivariate regression with the outcome being the Fall STAR test score at the end of the growth period (either Fall 2019-20 for the before-COVID cohort or Fall 2021-22 for the during-COVID cohort) while controlling for cohort, starting grade level, student demographics, and student test scores at the beginning of the growth period. While some of these characteristics were used for matching students, we included them again in the regression analysis for "double robustness." The analysis allowed for students to be mobile between years as long as Partnership students remained in any of the Partnership schools or control students remained in any of the control schools during their growth period. Students who were in Partnership schools for only part of the time period, or switched between Partnership and comparison schools, were dropped. A technical appendix addressing this analysis in more detail is available upon request.

Limitations

As in prior years' reports, we acknowledge at least two potential limitations associated with the data and methodology used to evaluate the Partnership initiative. A first is the issue of "initiative overlap," which refers to the fact that each of the four Partnership sites has had, and in some cases continues to have, other (non-Partnership) initiatives of varying size and duration that have at least somewhat similar objectives, such as improving student engagement and academic performance. Some of these are initiatives we are aware of (such as Carver's involvement with the "5 in I" Collaborative), while there are almost certainly others that we are not familiar with. As relates to our work evaluating the Partnership initiative, the point to be emphasized here is that "initiative overlap" makes it very difficult to disentangle the effects of one initiative from others, and may also result in Partnership schools' results looking more favorable than they actually are. Accordingly, we emphasize again this year that claims around causality are not warranted, as outcomes may have changed at Partnership sites for reasons not directly related to Partnership activities or funding.

Also as in prior years, we note a second potential limitation, which is that for some analyses, MPS academic intervention data lack "dosage" information, meaning that while the data show which students received interventions, we do not always know how often these interventions occurred, nor how long they lasted. Our outcome analyses are also restricted to full-year students (i.e., those continuously enrolled between Third Friday counts in September and May), in order to minimize the impact of student mobility (over which schools typically have limited control).

1 Comparison schools for the COVID analysis included Carson Academy, Doerfler, Greenfield, Longfellow, Thoreau, and Vieau.

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

Section 2

Findings

Findings

This section summarizes major findings from the 2021-22 school year, organized in accordance with the three guiding evaluation questions described above (fidelity of implementation/program participation; stakeholder perceptions; and outcomes).

Student Enrollment and Selected Demographic Characteristics

Table 1 presents a "snapshot" of each Partnership site at the beginning (third Friday) of the 2021-22 school year in terms of total enrollment and selected student demographics, with comparisons to MPS and statewide enrollment also included. **All four Partnership sites, as well as MPS as a district, have had substantial declines in enrollment since the COVID-19 pandemic began, with Carver down 160 students (32.9%) from Fall 2019 to Fall 2021 third Friday enrollment counts, Clarke down 40 students (17.8%), Mitchell down 87 students (13.0%), Rogers down 63 students (9.8%), and MPS overall down 5,568 students (7.5%).** Mitchell and Rogers remain the largest sites in terms of total enrollment based on Fall 2021 third Friday enrollment counts, and have predominantly Hispanic/Latinx student populations which include substantial numbers of English Learners. Student enrollment at Carver and Clarke, by comparison, is nearly all Black and includes no English Learners. High percentages of students at all four sites (as well as the district overall) are eligible for free and reduced price lunch (FRPL), and all sites except Rogers have a higher share of students with IEPs (receiving Special Education services) compared to the MPS districtwide figure.

Table 1: Selected Student Enrollment Data
by Partnership Site, MPS, and Wisconsin for 2021-22

SITE	TOTAL	% BLACK	% HISPANIC/LATINX	% WHITE	% OTHER	% FRPL	% EL	% SpEd
Carver	326	95%	2%	0%	2%	93%	0%	20%
Clarke	225	95%	2%	0%	3%	95%	0%	25%
Mitchell	586	16%	77%	2%	5%	86%	44%	24%
Rogers	580	8%	86%	3%	3%	84%	37%	19%
MPS	69,115	50%	27%	10%	12%	77%	13%	19%
Wisconsin	829,935	9%	13%	68%	10%	40%	6%	15%

Note: Abbreviations are as follows: FRPL=Free/Reduced Price Lunch; EL=English Learner; SpEd=Special Education

Staffing and Program Supports/Participation

The 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 2021-22 and in prior years, and levels of student participation, which help describe the "reach" of the initiative. Also included, where available, are comparisons of actual to intended participation levels, as well as comparisons of job duties across sites for key staff roles.

We begin this section by updating our historical look at staffing of key positions that are funded by the Partnership grant. Specifically, Table 2 shows a summary of which staff have filled key positions over the course of the initiative. As in previous years, it was very clear in 2021-22 that the ability of the adults who work for different organizations (MPS, City Year, BGCGM) to form and sustain effective working relationships in order to meet students' academic and social-emotional needs is critical. **Stakeholders who work in and with Partnership sites continued to report this year that the biggest "input" by far that Partnership support brings is additional people and their ability to work together on behalf of students. Accordingly, when turnover in key roles occurs, stakeholders have repeatedly described to us how this creates a "ripple effect" and a "starting over" period, in which new staff face a learning curve and adjustment period that involve not just the expectations and routines associated with their new role, but also the need to develop relationships with students and other staff.** Again and again over the years, we have heard key stakeholders say things like "X was new in their role this year, so it took a while for me to get used to working with them" and "I had developed a pretty good system of communication with X, and then after they left I needed to re-create a similar system with their replacement."

With this background in mind, Table 2 shows not just which specific staff have held which roles since the Partnership initiative began, but also a turnover rate for each school, role, and year, as one way of quantifying how much turnover has occurred. The turnover rate is simply the number of actual changes in key staff (broken out by school, role, and year) compared to the number of potential changes, with calculation and interpretation are as follows:

- For schools, the number of potential changes in key staff roles across all years of the Partnership is 42 at Carver and Mitchell (seven key staff positions[3] across six separate years[4]), 21 at Clarke (seven positions across three years), and 48 at Rogers (eight positions[5] across six years). Carver and Mitchell, in other words, would have the maximum possible turnover rate of 100% (42/42) if each of the seven key positions was filled by a different person in each of the six possible cross-year transitions (or was vacant), and would have the minimum turnover rate of 0% (0/42) if the same person filled each of the key roles every year. Actual turnover rates (across all key positions and possible years) at each site are as follows. **Across all four sites combined, turnover in key staff roles has occurred in more than one out of every four possible instances over the life of the Partnership initiative (42/153, or 27%), with Clarke continuing to experience the highest rate of staff turnover:**
  - Carver: 11 instances of turnover among 42 potential instances (26%)
  - Clarke: 9/21 (43%)
  - Mitchell: 10/42 (24%)
  - Rogers: 12/48 (25%)
- For roles, there are six potential instances of turnover at Carver, Mitchell, and Rogers (between the base year 2015-16 and each successive year through 2021-22) and three potential instances at Clarke (between base year 2018-19 and 2021-22). **Aggregated across schools, we continue to observe high rates of stability (minimal turnover) among principals and SPARK managers, and much lower rates of stability (higher turnover) among academic interventionists and SEL intervention teachers:**
  - Principal: 2 instances of turnover/21 potential instances (10%)
  - Academic Interventionist: 9/21 (43%)
  - SEL intervention teacher: 10/21 (48%)
  - BGCGM Club Manager: 5/21 (24%)
  - BGCGM Success Academy Coordinator (Rogers only): 1/6 (17%)
  - City Year Inc. Impact Manager: 8/21 (38%)
  - SPARK Manager: 3/21 (14%)
  - SPARK Family Engagement Coordinator: 4/21 (19%)

3 Key staff roles are listed in Table 2 and include seven staff each at Carver, Clarke, and Mitchell and eight at Rogers. We include the principal as a key role at each site even though this position is not paid for with Partnership funding, since the principal's role is of obvious importance.

4 For Carver, Mitchell, and Rogers, the "base" year (i.e., the first year of the Partnership) was 2015-16, so the six potential instances in which staff turnover could occur for each position were between 2015-16 and 2016-17, between 2016-17 and 2017-18, between 2017-18 and 2018-19, between 2018-19 and 2019-20, between 2019-20 and 2020-21, and between 2020-21 and 2021-22. For Clarke, the "base" year is 2018-19, so the potential instances of turnover were between 2018-19 and 2019-20, between 2019-20 and 2020-21, and between 2020-21 and 2021-22.

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

- For years, turnover is measured by the number of actual changes across all key staff roles and schools between each pair of years compared to the number of potential instances of change. Between 2015-16 (base year for Carver, Mitchell, and Rogers) and 2016-17, for example, there were 22 potential role changes ([7 roles x 2 schools] + [8 roles x 1 school]), while Clarke joining the Partnership (base year 2018-19) increased the number of potential role changes per year to 29 ([7 roles x 3 schools] + [8 roles x 1 school]). Turnover rates by year are as follows; **2021-22 was comparatively low in terms of turnover compared to prior years, with seven of the 29 key staff positions (24%) held by a person who was new to that role or newly vacant (and five of those seven instances occurring at a single school, Clarke):**
    - 2015-16 to 2016-17: 6/22 (27%)
    - 2016-17 to 2017-18: 7/22 (32%)
    - 2017-18 to 2018-19: 5/22 (23%)
    - 2018-19 to 2019-20: 9/29 (31%)
    - 2019-20 to 2020-21: 8/29 (28%)
    - 2020-21 to 2021-22: 7/29 (24%)

We reiterate that a substantial body of research has documented that staff turnover rates are higher in high-poverty schools, and we understand that zero percent turnover is clearly not a realistic goal for Partnership sites. By calculating and reporting on turnover rates, our intent is certainly not to imply that staff who are unhappy in their role, or not a good fit, should be encouraged to stay strictly for the sake of continuity, as bringing on new staff can certainly be a useful way of injecting new ideas and energy into a school community. We also note here the unfortunate MPS district policy which evidently prohibits school-to-school transfers for certain staff positions from occurring within a school year; key stakeholders have told us that this policy has made it challenging to fill mid-year departures, and has resulted in vacancies in key Partnership-funded positions, sometimes for prolonged periods of time. The point from this discussion is that **key stakeholders (from both MPS and partner organizations) have consistently emphasized how important it is that staff build trust, establish familiarity with each other's routines and procedures, and develop effective modes of communication amongst themselves in order to support student needs. Accomplishing these goals becomes unquestionably more challenging when frequent turnover in key staff roles occurs. There is clearly good news across Partnership sites in terms of continuity in key roles (most notably, principals), but there also continue to be positions plagued by substantial turnover (such as the SEL role at Carver, with five different staff filling that role over the seven years of the Partnership initiative) and/or vacancies (such as the academic interventionist position at Clarke, which has been vacant in two of the four years the school has been a Partnership site).**

Table 2: Milwaukee Partnership Schools Staffing History for Key Roles with Turnover Rate by School, Role, and Year

SCHOOL AND % TURNOVER	POSITION TYPEAND % TURNOVER	2015-16 (BASE YEAR; NO TURNOVER)	2016-17 (27%)	2017-18 (32%)	2018-19 (23%)	2019-20 (31%)	2020-21 (28%)	2021-22 (24%)
Carver (26%)	Principal (17% turnover)	Staff 1	Staff 2					
	Academic Interventionist (17%)	Staff 1				Staff 2		
	SEL Interventionist (67%)	Staff 1		Staff 2		Staff 3	Staff 4	Staff 5
	BGCGM Club Manager (17%)	Staff 1				Staff 2		
	CY Impact Manager (50%)	Staff 1	Staff 2			Staff 3	Staff 4	
	SPARK Manager (17%)	Staff 1	Staff 2					
	SPARK Family Eng. Coordinator (0%)	Staff 1						
Clarke (43%)	Principal (0% turnover)	Not a Partnership Site			Staff 1			
	Academic Interventionist (100%)				Staff 1	**Vacant**	Staff 3	**Vacant***
	SEL Interventionist (67%)				Staff 1	Staff 2		**Vacant**
	BGCGM Club Manager (0%)				Staff 1			
	CY Impact Manager (33%)				Staff 1			Staff 2
	SPARK Manager (33%)				Staff 1			Staff 2
	SPARK Family Eng. Coordinator (67%)				Staff 1		Staff 2	Staff 3
Mitchell (24%)	Principal (17% turnover)	Staff 1	Staff 2					
	Academic Interventionist (50%)	Staff 1	Staff 2		Staff 3	Staff 4		
	SEL Interventionist (33%)	Staff 1			Staff 2		Staff 3	
	BGCGM Club Manager (17%)	Staff 1			Staff 2			
	CY Impact Manager (33%)	Staff 1	Staff 2		Staff 3			
	SPARK Manager (0%)	Staff 1						
	SPARK Family Eng. Coordinator (17%)	Staff 1				Staff 2		
Rogers (25%)	Principal (0% turnover)	Staff 1						
	Academic Interventionist (33%)	Staff 1		Staff 2		Staff 3		
	SEL Interventionist (33%)	Staff 1				**Vacant**	Staff 3	
	BGCGM Success Academy Academic Coordinator (17%)	Staff 1	Staff 2					
	BGCGM Club Manager (50%)	Staff 1		Staff 2	Staff 3		Staff 4	
	CY Impact Manager (33%)	Staff 1		Staff 2				Staff 3
	SPARK Manager (17%)	Staff 1		Staff 2				
	SPARK Family Eng. Coordinator (17%)	Staff 1					Staff 2	

*Second Semester

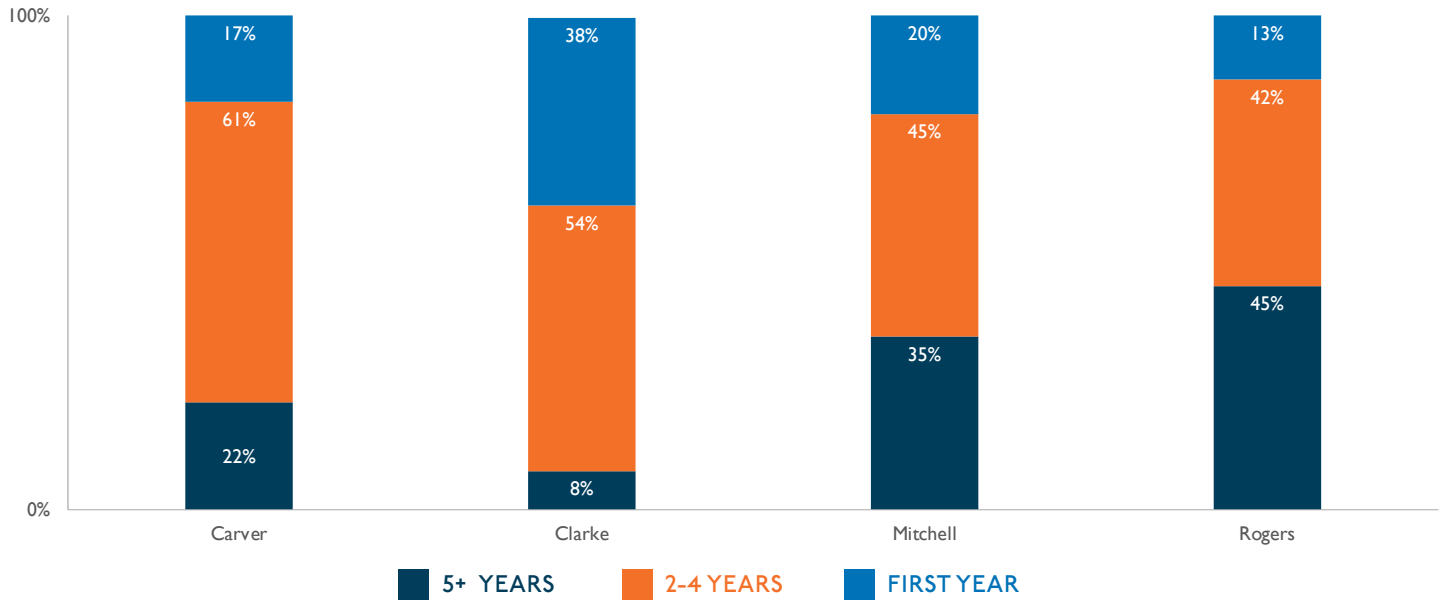
LOW TURNOVER 0-32% MEDIUM TURNOVER 33-65% HIGH TURNOVER 66-100%

An additional indicator of staff continuity within Partnership sites is provided by looking at the distribution of classroom teachers (who are not funded by Partnership dollars in most cases) by their tenure within the building. Since a substantial number of full-time teachers working in Partnership sites during the 2021-22 school year worked at a different (less than full-time) level in one or more prior years, we show data below for both full-time teachers in all years (Figure 1) and all teachers (100% FTE in 2021-22 but any FTE level before that dating back to 2015-16; Figure 2). This year, we simplify the tables and figures by separating teacher tenure into three categories: first year in the school, two to four years of tenure in the building, and five or more years of tenure in the building.

Overall, the percentage of full-time teachers at Partnership sites who were in their first year of teaching in their respective buildings in 2021-22 was slightly higher than in 2020-21 (20% in 2021-22 versus 16% in 2020-21), with a corresponding slight decrease in teachers with over five years of experience in their buildings for all sites except Carver (Table 3 displays these year-to-year differences).

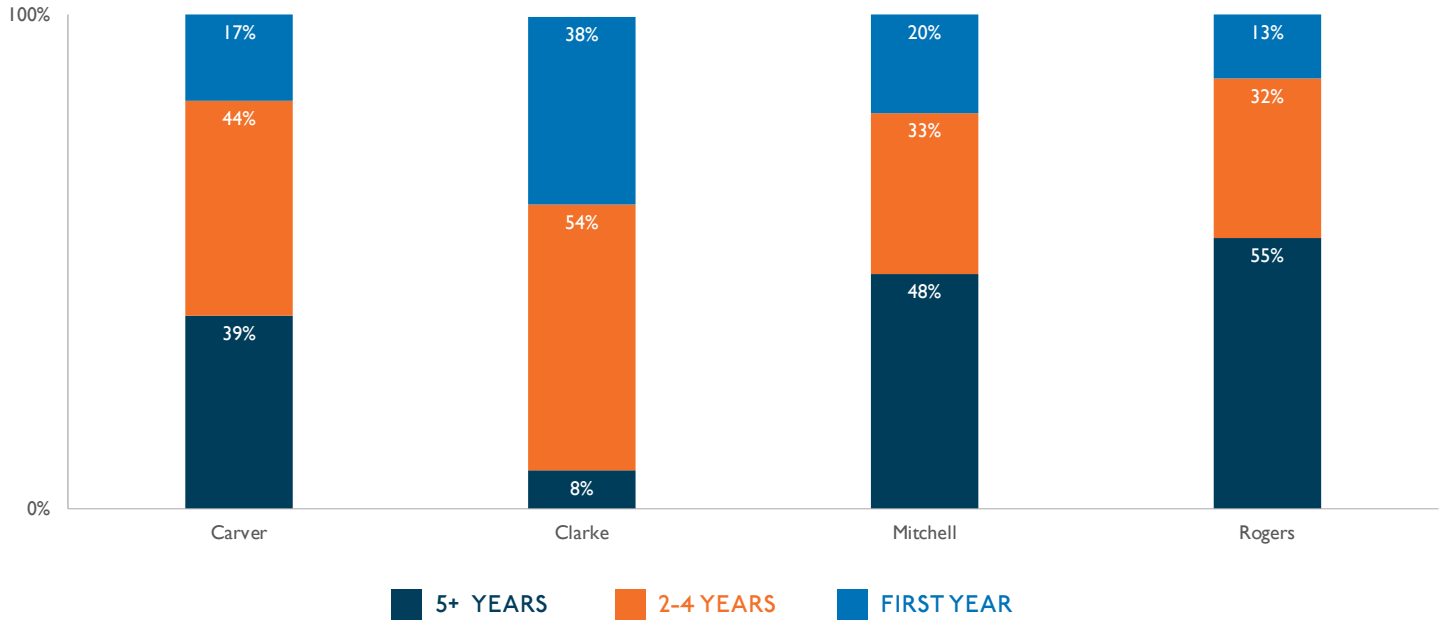
While the research on the association between teacher experience and teacher effectiveness has been a topic of significant debate over the years, and having younger teachers can certainly bring new energy and ideas to a school's faculty, it is generally accepted that schools which have a large percentage of initial educators may face greater challenges. Rogers and Mitchell continued to have the highest share of more experienced teachers (those with five or more years of experience in the building), while Clarke had the highest percentage of teachers in their first year in the building. While the research on the association between teacher experience and teacher effectiveness has been a topic of significant debate over the years, and having younger teachers can certainly bring new energy and ideas to a school's faculty, it is generally accepted that schools which have a large percentage of initial educators may face greater challenges. Rogers and Mitchell continued to have the highest share of more experienced teachers (those with five or more years of experience in the building), while Clarke had the highest percentage of teachers in their first year in the building.

Figure 1: Teacher Tenure by School in 2021-22, Only 100% FTE in All Years



Source: DPI all-staff data files.

Figure 2: Teacher Tenure by School in 2021-22, 100% FTE in 2021-22 and All FTE Percentages in Prior Years



Source: DPI all-staff data files.

Table 3: First-Year and 5+ Year Teacher Tenure

by Partnership Site, 2020-21 and 2021-22

		CARVER		CLARKE		MITCHELL		ROGERS		TOTAL	
	YEAR	N	%	N	%	N	%	N	%	N	%
First year	2020-21	6/26	23%	6/17	35%	4/39	10%	2/31	7%	18/113	16%
	2021-22	4/23	17%	5/13	39%	8/40	20%	4/31	13%	21/107	20%
5+ years*	2020-21	8/26	31%	4/17	24%	23/39	59%	18/31	58%	53/113	47%
	2021-22	9/23	39%	1/13	8%	19/40	48%	17/31	55%	46/107	43%

*Full time FTE in report year, any FTE in prior years.

MPS Academic Interventionists

Each of the four Partnership sites received funding in 2021-22, as in prior years, to support a 1.0 full-time equivalent (FTE) academic interventionist. As shown above in Table 2, the academic interventionist role has experienced some degree of turnover across years, and this position was vacant at Clarke during the second semester of the year. **Specific roles that academic interventionists play continue to vary somewhat across sites, but their core duties include supporting 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, walkthroughs, mentoring, and professional development.** While opportunities for cross-site collaboration between academic interventionists continues to be limited overall, the coaching cohort consisting of academic interventionists, SEL implementation teachers, and other staff did continue meeting in 2021-22, and participants seemed to generally regard these monthly meetings as providing a good opportunity for collaboration and professional learning.

As in prior years' reports (particularly those from pre-pandemic years), we include below several measures which help to illustrate the "reach" of the academic interventionist role. One such measure is the number of students receiving academic interventions during 2021-22, which we derived from logs maintained by each site showing which students participated in various interventions and from intervention data drawn from MPS administrative data systems. Table 4 shows the percentage of students participating in selected academic interventions as recorded in MPS administrative data in Math, Reading, and Spanish. Math interventions consisted mainly of Response to Intervention (RTI) time, while Reading interventions included RTI time, interventions administered by the academic interventionist or classroom teacher, Corrective Reading, and iReady. The main Spanish intervention was iStation.[6] **Nearly one-fifth of students across all Partnership sites combined received Reading interventions during 2021-22, while less than one percent received Math interventions. Both of these figures were also true for the 2020-21 school year, which lends credence to anecdotal information we received for both years indicating that MPS in general, and the Partnership initiative in particular, has prioritized Reading as the primary area of focus for academic interventions.** This may, at least in part, be because ST Math is available in Partnership sites as a Tier I intervention for all students. We also note that the low share of students receiving academic interventions at Clarke is likely related to the academic interventionist position being vacant for the second semester.

Table 4: Percentage of Students Receiving Selected Academic Interventions
by Partnership Site for 2021-22

SCHOOL	MATH	READING	SPANISH
Carver	0%	4%	n/a
Clarke	0%	2%	n/a
Mitchell	0%	43%	7%
Rogers	<1%	10%	0%
Partnership	<1%	19%	2%

Source: 2021-22 MPS Third Friday enrollment data, academic intervention data, and Partnership intervention rosters.

6 iReady and iStation are online educational technology programs through which students may receive academic interventions.

As one measure of academic interventionists' work providing support to teachers, Table 5 summarizes 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 2021-22 school year. Specifically, Table 5 shows the total number of teachers at each site who received coaching sessions from academic interventionists, the average number of coaching sessions each teacher received, the average duration (in minutes) of the coaching sessions, and the type of coaching support provided. Some sites (such as Rogers) focused on coaching supports for smaller numbers of teachers (but for longer duration), while others included more teachers for shorter duration. Similarly, some sites placed greater emphasis in their coaching support to teachers on training and modeling (at Carver), while others emphasized co-teaching support and meetings. 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. Clarke did not provide coaching logs for 2021-22; had they done so, this information would have only covered the first half of the school year since the position was vacant during spring semester.

Table 5: Interventionist-Provided Instructional Coaching Supports

by Partnership Site for 2021-22

				TYPES OF COACHING:				
SCHOOL	NUMBER OF TEACHERS COACHED	AVERAGE NUMBER OF SESSIONS	AVERAGE MINUTES PER SESSION	#1	#2	#3	#4	#5
Carver	18	6.9	24	38%	42%	2%	23%	27%
Mitchell	31	3.2	30	3%	20%	16%	15%	64%
Rogers	9	12.7	67	5%	11%	17%	38%	42%

Type of coaching codes: 1 (Training); 2 (Modeling); 3 (Co-Teaching); 4 (Observing); 5 (Meeting/Consulting/Reviewing)

Source: 2021-22 Academic Interventionist coaching logs.

Social-Emotional Learning Implementation Teachers

A second position within each site that continues to be supported by Partnership funding is a 1.0 FTE Social-Emotional Learning (SEL) implementation teacher. As is true for the academic interventionist position, **the role of the SEL implementation teacher continued in 2021-22 to vary somewhat across sites, although a common set of duties 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. 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, coaching of teachers, assisting in classrooms, Second Step implementation, facilitating restorative circles, engaging in mindfulness and meditation activities, and other activities to promote students' social-emotional learning in positive ways. As noted above in Table 2, the SEL role was filled by a new person at Carver this past year (the fifth different person in the seven years of the Partnership initiative), and was vacant at Clarke.

We summarize below, as in prior years' reports, two measures of the "reach" of the SEL teacher's role across Partnership sites. Table 6 shows the percentage of students participating in CICO and SAIG interventions for both behavior and attendance, based on MPS administrative records and SEL logs maintained by the SEL teachers for students they worked with during the school year. CICO is an early-stage intervention in which a 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. By design, these types of interventions focus on a relatively small subset of students at each site, and data from the 2020-21 school year should be considered with caution given that students were online for most of the year. **We cannot conclude with any degree of confidence that the reduced focus on attendance interventions that is evident in the data in Table 6 is responsible for the drop in attendance observed in the Outcomes section below, as the return to in-person schooling after students were at home for more than a year almost certainly plays a major role. The data do suggest, however, that a renewed focus on attendance is appropriate given the declines observed during 2021-22, and that a discussion about how the SEL implementation teachers' work can help support improved attendance (among the many other ways in which these key staff could be spending their limited time) is appropriate.**

Table 6: Percentage of Students Receiving SEL Interventions

by Type and Partnership Site for 2017-18 through 2021-22

SCHOOL	INTERVENTION	2017-18	2018-19	2019-20	2020-21	2021-22
Carver	Behavior CICO	15%	7%	6%	0%	3%
	Behavior SAIG	1%	3%	7%	0%	1%
	Attendance CICO	16%	25%	12%	0%	0%
	Attendance SAIG	5%	8%	1%	0%	0%
Clarke	Behavior CICO	n/a	7%	6%	3%	1%
	Behavior SAIG	n/a	1%	2%	0%	<1%
	Attendance CICO	n/a	2%	32%	0%	0%
	Attendance SAIG	n/a	<1%	2%	0%	0%
Mitchell	Behavior CICO	9%	5%	5%	0%	2%
	Behavior SAIG	2%	1%	1%	0%	<1%
	Attendance CICO	23%	13%	19%	0%	0%
	Attendance SAIG	0%	<1%	2%	0%	0%
Rogers	Behavior CICO	5%	2%	5%	0%	3%
	Behavior SAIG	3%	1%	2%	1%	2%
	Attendance CICO	5%	2%	27%	0%	2%
	Attendance SAIG	1%	5%	2%	0%	0%
Partnership	Behavior CICO	9%	5%	6%	<1%	2%
	Behavior SAIG	2%	1%	3%	<1%	1%
	Attendance CICO	14%	10%	22%	0%	1%
	Attendance SAIG	1%	3%	2%	0%	0%

Source: 2021-22 MPS Third Friday enrollment data, behavioral intervention data, and Partnership intervention rosters.

Table 7: Percentage of Students Receiving Additional SEL Interventions

by Partnership Site for 2021-22

SCHOOL	CHECK-IN	ONE-ON-ONE	GROUP COUNSELING
Carver	3%	2%	0%
Rogers	7%	17%	2%

Source: 2021-22 MPS Third Friday enrollment data and Partnership intervention rosters.

Table 8: SEL Teacher-Provided Instructional Coaching Supports

by Partnership Site for 2021-22

SCHOOL	NUMBER OF TEACHERS COACHED	AVERAGE NUMBER OF SESSIONS	AVERAGE MINUTES PER SESSION	TYPES OF COACHING:				
				#1	#2	#3	#4	#5
Carver	12	15.7	14	5%	1%	0%	79%	5%
Mitchell	23	7.3	44	0%	0%	95%	0%	5%
Rogers	56	20.0	19	4%	6%	20%	49%	22%

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

Source: 2021-22 SEL Teacher coaching logs.

SEL teachers also devoted a portion of their time to providing several other types of direct supports to students, in the form of check-ins, one-on-one meetings or counseling, and group counseling. Table 7 shows the percentage of students participating in these interventions during the 2021-22 school year at Carver and Rogers (the two sites providing information on additional forms of SEL interventions). At Carver, a small group of students received SEL check-ins or one-on-one supports, while at Rogers higher percentages of students participated in check-ins, one-on-ones, and group counseling.

Similar to the work of academic intervention teachers, SEL teachers also provided supports (to varying degrees) directly to teachers, in the form of instructional coaching. Table 8 shows the number of teachers receiving coaching sessions from SEL teachers, the average number of sessions each teacher received, the average duration of these sessions, and the type of coaching support provided. The sites again show variation on all three of these measures, with some sites focusing on fewer teachers at greater intensity and others spreading their SEL-related coaching across more teachers. We also note that in addition to one-on-one coaching support, SEL teachers also provided support on occasion to groups of teachers or all teachers within a building. Clarke did not provide SEL coaching logs for 2021-22, as their SEL position was vacant.

SPARK Early Literacy and Family Engagement

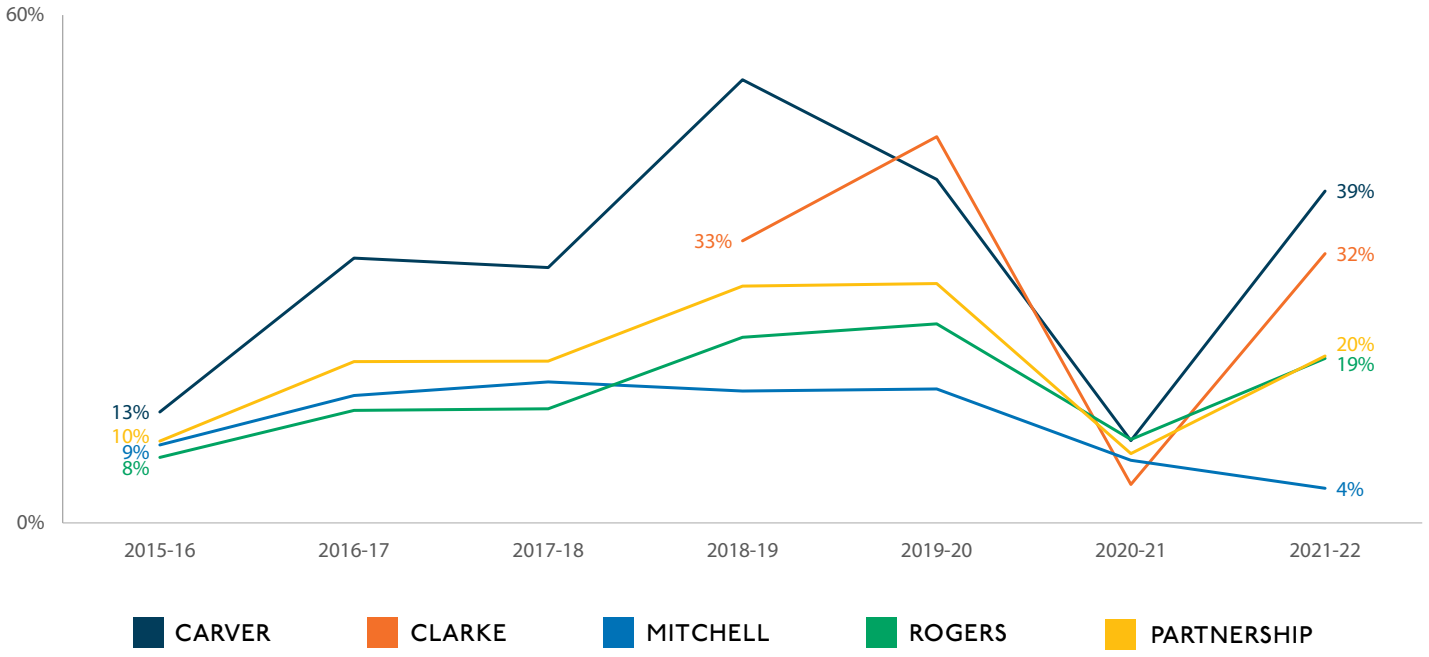
SPARK early literacy tutoring, provided through the Boys & Girls Club to students in grades K-3, returned to a hybrid format at Partnership sites for the 2021-22 school year utilizing both in-person and virtual one-on-one sessions. The program is designed to improve students' reading by increasing their foundational reading skills, comprehension, vocabulary, writing, and emotional well-being. And, SPARK Family Engagement Coordinators reach out to students' families on a regular basis sharing numerous resources and updates on their child's SPARK progress. SPARK was already operating in all four Partnership sites for at least one year prior to the formal launch of the initiative in 2015-16. SPARK management team consists of a Sr. Program Manager (.5 FTE) overseeing all four sites and each site staffs a licensed teacher as its Program Manager (1.0 FTE), a full-time Family Engagement Coordinator (1.0), and up to eight part-time tutors. Stability and continuity among SPARK Site Managers have been relatively high, with modest turnover shown previously in Table 2.

In contrast to other components of the Partnership initiative (such as the specific roles and duties of the academic intervention and SEL teachers), implementation of SPARK looks essentially the same at each site, with lower-performing students in grades K-3 identified for tutoring support at the beginning of the year based on STAR Reading or Early Literacy assessments and/or teacher or interventionist recommendations. Tutors continued to work with students in a one-on-one format in 2021-22 and continued the practice of having at least one virtual tutor to meet the needs of students.

Rates of student participation in SPARK tutoring over time are shown in Figure 3. Since SPARK focuses on grades K-3, participation rates are calculated based on enrollment for these grade levels only at each site. **Across all sites combined, one-fifth of students in grades K-3 participated in SPARK tutoring (at any level) in 2021-22, representing a healthy and expected rebound from 2020-21 (when all tutoring sessions were held online), although SPARK participation rates this past year did not reach pre-pandemic levels. Broken out by site, SPARK participation rates rebounded the most at Carver and Clarke.**

Figure 3: SPARK Participation

by Partnership Site for 2015-16 through 2021-22



Source: 2015-16 through 2021-22 MPS Third Friday enrollment data and BGCGM SPARK participation data.

Table 9 summarizes the intensity of students' participation in SPARK tutoring, as measured by the average number of tutoring sessions across the entire year and the average number per week. **Across all Partnership sites combined, the average number of sessions across the entire school year was 38, which is generally in line with previous years. This equates to 1.8 sessions per week in 2021-22, which is also consistent with previous years (although remains well below the stated SPARK program target of three sessions each week).**

Table 9: Frequency of Participation in SPARK

by Partnership Site for 2015-16 through 2021-22

SCHOOL	TUTORING SESSIONS	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Carver	Average	55	53	55	48	34	27	49
	Average Per Week	2.0	2.0	2.1	2.1	2.2	1.5	1.9
Clarke	Average	n/a	n/a	n/a	33	32	14	22
	Average Per Week	n/a	n/a	n/a	1.3	1.9	1.2	1.1
Mitchell	Average	57	55	52	47	30	43	47
	Average Per Week	1.9	2.0	2.0	1.6	2.2	2.1	2.7
Rogers	Average	65	73	55	45	34	26	36
	Average Per Week	2.1	2.2	1.9	1.8	2.0	1.7	1.8
Partnership	Average	59	59	54	44	33	30	38
	Average Per Week	2.0	2.0	2.1	1.8	2.0	1.8	1.8

Source: 2015-16 through 2021-22 MPS Third Friday enrollment data and BGCGM SPARK participation data.

The SPARK program also engages with families of students receiving tutoring. Table 10 summarizes the different types of family engagement activities provided through SPARK at each Partnership site in 2021-22, based on records maintained by SPARK staff at each site. Across all four sites combined, SPARK staff conducted more than 800 family contacts (which included virtual meetings, phone conversations, text messages or emails that were returned, etc.), more than 2,400 instances of family outreach (email newsletters, resources dropped off at homes, etc.), and 18 home visits, in addition to having 89 individuals attend a family event throughout the year. We note again that the counts reported in Table 10 are based on records maintained by staff at each site, and that we cannot independently confirm their accuracy.

Table 10: Frequency of SPARK Family Engagement Activities

by Partnership Site for 2021-22

SCHOOL	FAMILY CONTACTS	FAMILY OUTREACH	HOME VISITS	FAMILY EVENT ATTENDANCE
Carver	80	628	0	17
Clarke	9	662	3	0
Mitchell	332	613	13	56
Rogers	388	580	2	16
Partnership	809	2483	18	89

Source: 2021-22 SPARK family engagement data.

City Year Inc.

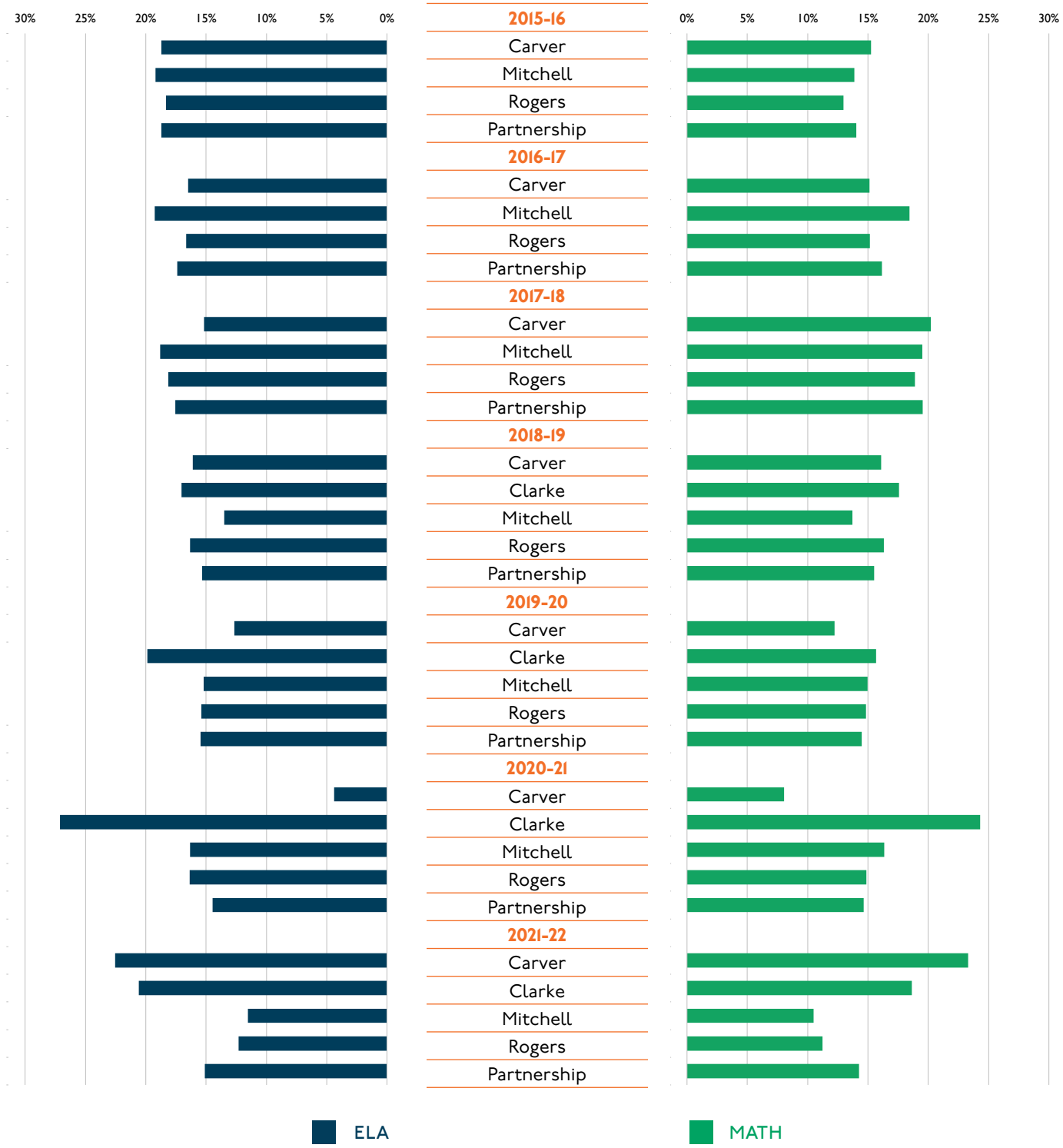
City Year Inc. recruits and trains AmeriCorps members (typically recent high school or college graduates) to serve full-time in elementary and middle schools in Milwaukee and other cities across the country as "student success coaches" who provide individual, small group, and classroom support to students (in Milwaukee, this includes grades 3-8). As in previous years, the Partnership initiative funded the following City Year Inc. positions at each school in 2021-22: Impact Manager (1.0 FTE), Impact Director (0.25), Senior Impact Director (0.12), Service Director (0.25), Training & Evaluation Manager (0.25), and 8-15 Corps members (CMs), although we note that the actual number of CMs varies across sites and is subject to change during the school year due to attrition. **While CMs were restricted to providing only virtual support during the entire 2020-21 school year (even after MPS students returned to in-person instruction at the end of the year), they resumed an on-site/in-person support role during the 2021-22 school year.**

Working in conjunction with their Impact Manager, Impact Director, and the teachers whose classrooms they support, CMs use student data to create "focus lists" of students who need extra support in ELA and Math. Unlike previous years, no focus lists for attendance or discipline were created this year. CMs are generally paired with one classroom 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). Once focus lists are prepared in the fall, CMs begin providing interventions for focus list students in at least three different ways: pull-out, small group sessions, and one-on-one tutoring. Students generally remain on focus lists for the entire year unless they leave the school, and student progress is typically tracked using data such as STAR scores.

Figure 4 shows the proportion of students at each site in grades served by City Year who were on ELA and Math focus lists over time. Data from 2020-21 are not directly comparable to other years since the role of the CM was limited to virtual support for the entire year. Across all four Partnership sites combined, ELA and Math focus list participation during 2021-22 was generally consistent with prior years, and rebounded nicely at Carver in particular. We note here for context that the sites reported varying levels of difficulty recruiting and retaining CMs during the school year, which likely helps explain some of the differences across sites in terms of the percentage of students on ELA and Math focus lists.

Figure 4: Participation on ELA and Math City Year Inc. Focus Lists

by Partnership Site for 2015-16 through 2021-22



Source: 2015-16 through 2021-22 MPS Third Friday enrollment data and City Year Inc. participation data.

As a complement to the percentage of students on ELA and Math focus lists, Table II shows the average number of interventions received by ELA and Math focus list students at each school. We note again for reference that there were no attendance or behavior focus lists created for the 2021-22 school year. The average number of focus list interventions in 2021-22 was up from the previous (pandemic) year, although notably lower in most cases than pre-pandemic levels. This likely reflects a shift in focus in the work of CMs, from working mostly (or even exclusively) with individual students to providing more whole-class support.

Table II: Average Number of City Year Inc. Interventions Per Student

by Partnership Site and by Focus List for 2015-16 through 2021-22

SCHOOL	SUBJECT / TOPIC	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Carver	ELA	49	46	49	24	13	5	11
	Math	36	38	33	32	13	1	12
Clarke	ELA	n/a	n/a	n/a	30	22	<1	17
	Math	n/a	n/a	n/a	30	22	<1	13
Mitchell	ELA	36	37	39	36	24	23	36
	Math	34	37	39	31	22	0	23
Rogers	ELA	34	39	42	41	21	3	10
	Math	30	35	35	29	22	5	9
Partnership	ELA	40	41	42	34	21	11	20
	Math	33	37	36	30	20	2	15

Source: 2015-16 through 2021-22 City Year Inc. participation data.

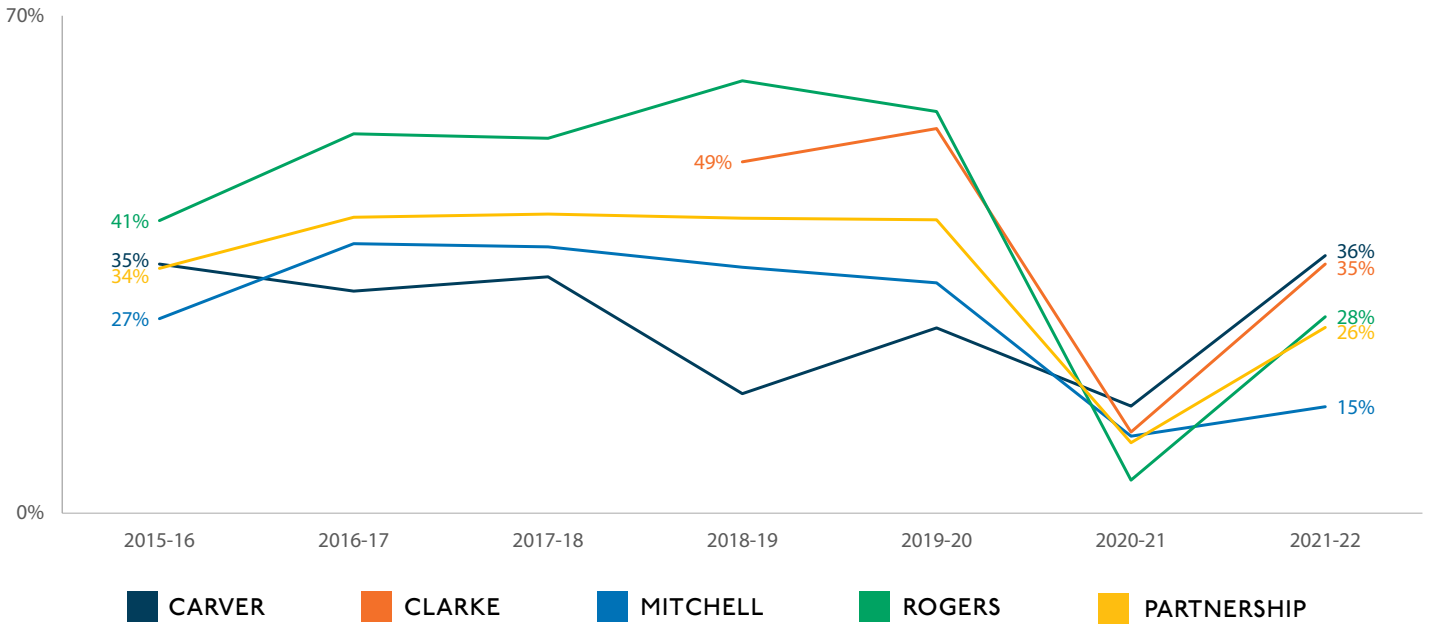
Boys and Girls Club Afterschool

Afterschool programming provided by the Boys & Girls Clubs of Greater Milwaukee (BGCGM) remained a key feature of the Partnership initiative during the 2021-22 school year. MPS receives funding each year through the Community Learning Center (CLC) initiative to provide programming at approximately 35 sites (including the four Partnership sites), although Partnership funding (in the form of a 1.0 FTE Club Manager, 0.25 FTE Program Manager, 0.15 FTE Academic Coordinator, 3.5 FTE Program Staff, and 0.4 FTE security, along with student transportation at each site) allows these sites to serve additional students.

Rates of student participation in afterschool in 2021-22 and previous years, as measured by the proportion of students attending at least once, are summarized in Figure 5. **Higher rates of afterschool participation are predictably observed at all four sites compared to the previous (pandemic-influenced) year, particularly at Carver and Clarke, which likely reflects the fact that afterschool capacity was significantly restricted by local health department guidelines in 2020-21.**

Figure 5: Participation in Boys and Girls Club Afterschool

by Partnership Site for 2015-16 through 2021-22



Note: Average daily attendance at Rogers in 2020-21 as reported by site staff was over 100. Data between MPS and BGCGM are not fully linked at this site, which explains the discrepancy between attendance as reported by site staff vs. data files provided to WEC.

Source: 2015-16 through 2021-22 MPS Third Friday enrollment data and BGCGM afterschool data.

Table 12 shows the average number of days of afterschool attendance at each site by year. **On average, students across all four Partnership sites combined attended 85 days in 2021-22, again reflecting a substantial increase from 2020-21 and generally in line with data from previous (pre-COVID) years.** Mitchell had the highest average days of afterschool attendance in 2021-22.

Table 12: Average Days of Boys and Girls Club Attendance
by Partnership Site for 2015-16 through 2021-22

SCHOOL	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Carver	66	65	79	86	57	27	77
Clarke	n/a	n/a	n/a	130	94	45	86
Mitchell	103	84	85	102	76	62	98
Rogers	101	101	112	96	70	10	83
Partnership	92	88	96	103	74	40	85

Source: 2015-16 through 2021-22 BGCGM afterschool data.

ST Math

The ST Math interactive computer program was provided again during 2021-22 at all four Partnership sites as a Tier I intervention for all students. The program is designed to improve student mathematical skills and conceptual awareness, and each Partnership site receives funding for licenses, staff training, and Chromebooks for students to access the program during the school day. Students use ST Math in their regular classrooms and in afterschool programs, ideally for 60-90 minutes each week, and students are encouraged to use the program from home as well.

Table 13 shows several measures of ST Math participation in Partnership sites in recent years, both for individual schools as well as across all sites combined. The top line of data shows the proportion of students with at least one ST Math login each year. Given its status as a Tier I intervention (core instruction) at Partnership sites, all students should be using ST Math, and we indeed observe participation rates around 90 percent for 2021-22, which are generally in line with prior years. Also shown in Table 13 (on the second line of data for each school) is the average number of ST math logins per student, which were substantially higher in 2021-22 compared to previous years.

The third and fourth lines of data show ST Math progress, which was measured differently beginning in 2020-21. From 2015-16 through 2019-20, student progress in ST Math was measured by average ST Math progress, which translated to the amount of progress through the program's syllabus. Starting in 2020-21, the metric for measuring ST Math progress switched to number of puzzles completed. In Grades K-1, 100% completion for the year is equivalent to 2,500 puzzles, while in Grades 2-8, 100% completion is equivalent to 3,000 puzzles. The average number of logins across all Partnership sites combined increased substantially in 2021-22 compared to the previous year, with Partnership students on average completing approximately 1,550 puzzles (an increase of about 600 over 2020-21). There was some degree of variation observed across sites, with Carver students having had the highest average puzzle completion.

Table 13: ST Math Participation

by Partnership Site and Metric for 2015-16 through 2021-22

SCHOOL	METRIC	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Carver	% Participating in ST Math	86%	82%	98%	95%	99%	98%	90%
	Average ST Math Logins	62	94	98	128	91	94	211
	Average ST Math Progress	27	36	41	56	36	n/a	n/a
	Average Puzzles Completed	n/a	n/a	n/a	n/a	n/a	1092	2469
Clarke	% Participating in ST Math	n/a	n/a	n/a	96%	99%	77%	87%
	Average ST Math Logins	n/a	n/a	n/a	109	76	39	142
	Average ST Math Progress	n/a	n/a	n/a	35	31	n/a	n/a
	Average Puzzles Completed	n/a	n/a	n/a	n/a	n/a	332	1090
Mitchell	% Participating in ST Math	90%	89%	99%	99%	100%	91%	94%
	Average ST Math Logins	87	101	88	101	82	76	126
	Average ST Math Progress	46	41	50	53	42	n/a	n/a
	Average Puzzles Completed	n/a	n/a	n/a	n/a	n/a	835	1479
Rogers	% Participating in ST Math	94%	93%	99%	99%	100%	97%	92%
	Average ST Math Logins	81	101	105	113	66	88	127
	Average ST Math Progress	45	48	52	54	36	n/a	n/a
	Average Puzzles Completed	n/a	n/a	n/a	n/a	n/a	1176	1296
Partnership	% Participating in ST Math	91%	89%	99%	98%	99%	93%	92%
	Average ST Math Logins	78	99	97	111	78	80	145
	Average ST Math Progress	41	42	48	51	37	n/a	n/a
	Average Puzzles Completed	n/a	n/a	n/a	n/a	n/a	946	1557

Source: 2015-16 through 2021-22 MPS Third Friday enrollment data and ST Math data.

ST Math's recommended goal is that students complete at least 800 puzzles in order to see academic benefits. Table 14 shows the percentage of students at each site meeting this benchmark by grade for 2021-22. Across all sites and grades, 76 percent of students in Partnership sites met the 800-puzzle goal, although somewhat lower rates of progress were observed in the middle grades (6-8) with the exception of Carver. As noted in previous years' evaluation reports, school staff report that student interest in ST Math tends to wane somewhat among middle school students due to the perception that the program is designed more for younger students, although we note that ST Math participation rates among middle school students in 2021-22 (as shown in Table 14 below) are higher than in previous years, and school staff also report that some middle school students do enjoy the program. **Given the strong associations we continue to observe between ST Math participation among 8th graders and how they perform in 9th grade Math classes the following year (as reviewed below in the Outcomes section), Partnership sites' continued efforts to maximize student participation and progress in ST Math should remain an area of emphasis.**

Table 14: Percentage of Students Completing 800+ ST Math Puzzles

by Grade and Partnership Site for 2021-22

SCHOOL	K	1	2	3	4	5	6	7	8	OVERALL
Carver	78%	70%	83%	86%	94%	89%	91%	94%	93%	87%
Clarke	47%	71%	90%	53%	75%	17%	43%	57%	80%	58%
Mitchell	90%	85%	90%	94%	87%	94%	69%	56%	56%	78%
Rogers	94%	87%	81%	72%	72%	62%	74%	78%	55%	74%
Partnership	83%	81%	86%	79%	79%	70%	73%	71%	66%	76%

Source: 2021-22 ST Math data.

Stakeholder Perceptions

A key component of our 2021-22 evaluation report, as in prior years, is collecting and summarizing the perspectives of key stakeholders who make time for individual interviews and focus groups to reflect on the school year and the Partnership initiative. For last year's report, stakeholder perceptions were dominated by the challenges of virtual learning during the COVID-19 pandemic and how those challenges were being addressed. Stakeholder perceptions as shared for this year's report, in turn, are dominated by MPS returning to in-person instruction, and in particular by the challenges that transition involved. Findings below are based on data collected during interviews and focus groups with staff from each site in April and May 2022, including the following key stakeholders:

- Principal and (where relevant) Assistant Principal
- Academic intervention teacher
- Social-Emotional Learning (SEL) implementation teacher
- City Year Inc. Impact Manager
- Boys and Girls Club Site Manager
- SPARK Program Manager
- SPARK Family Engagement Coordinator
- Teachers (in focus groups)

Our summary of stakeholder perceptions begins with a set of high-level observations that cut across roles and schools, and then turns to perceptions that are specific to key staff positions and programs that are supported by Partnership funding. We include, where available and relevant, direct quotes from stakeholders to illustrate key themes that surfaced during interviews and focus groups. We also attempt, in quoting stakeholders, to strike an appropriate balance between describing the role each quoted person plays (i.e., which staff position they fill) while preserving the anonymity that we pledged before starting each interview or focus group. For this reason, we generally avoid listing the school where quoted stakeholders are employed, with the exception of the first theme, which is necessary to differentiate the variation in school experiences in 2021-22.

Overall Perceptions

Four themes emerged in terms of stakeholder perceptions from the 2021-22 school year, each of which we proceed to discuss in more detail:

- Returning to in-person instruction: mixed perceptions by school
- Student academic and mental health challenges
- Appreciation for Partnership supports and resources
- Ongoing (pre-pandemic) challenges: turnover and communication

Returning to In-Person Instruction

After the vast majority of the 2020-21 school year was conducted virtually in MPS, the district (and the four Partnership sites) transitioned back to in-person instruction for the start of the 2021-22 school year. Not surprisingly, stakeholders had many opinions about the transition, and while all sites districtwide experienced a similar set of challenges, perceptions about the transition differed by school.

At Carver, stakeholders had mostly positive things to say, with one noting that "... there was an 'adult learning loss' as well [as student learning loss]...there was some adjustment." Several Carver interviewees noted that Partnership implementation and communication was strong and positive as the year progressed, with one participant referring to it as "...one of our best years." Another stated, "...I think it went really well [being back in-person]. It really hasn't changed over years past. We had to do a little bit of pivoting with COVID, but this year we were able to get back to our similar initiatives as in years past." A third noted that "...everything seems to be running smoothly. If it isn't broke, don't fix it." A possible reason for Carver's more positive transition could be the high level of integration and maturity of the different Partnership supports, combined with staff knowledge and familiarity with these supports. One teacher said that "...the Partnership has been around long enough to keep moving forward. It is kind of the norm; it is just what we do." Another teacher reported, "[Partnership] is an organic part of the staff. The parents know, the kids know. It is part of the school at this point."

Stakeholders at Mitchell described the transition back to in-person learning as having been more of a challenge this past year. Staff shortages and turnover have been one aspect of the challenge, with one stakeholder noting that "…we are so short-staffed with COVID and burnout. Scheduling changes have been abrupt, switches in staffing have been frequent and we have no advance warning, so it's been really hard to build any continuity." Of course, students also struggled to return to in-person schooling and follow attendance and behavior norms. As one stakeholder discussed, "…[we had] lots of adjustment to back to school routines. Lots of kids who couldn't 'do school' this year…even our bright kids really struggled with simple things like bathroom procedures [and] eating lunch."

For their part, Rogers and Clarke fell somewhere in the middle; stakeholders from these schools identified challenges in staffing and the pandemic's impact on both youth and adults, but were generally positive about their experiences with the program. For example, when a stakeholder at Clarke was asked about how the Partnership had helped them in their role, they said, "…there's a lot of things that I'm unaware about…I technically did, probably six months in-person, and everything else I've done virtual. So they really helped me out a lot…" At Rogers, teachers related in-depth challenges with student mental health (as covered in the next section) while praising the resources they could acquire to help their students, such as tables for group work.

Student Academics and Mental Health

The effects of the COVID-19 pandemic on children's academic performance, as well as on their social, emotional, and mental health, have been well-documented over the past year. Stakeholders from the four Partnership sites had a lot to say about these topics, starting with the issue of learning loss that accrued over the year-plus that students were physically out of school. One noted that "…the academic part is a definite challenge" and another said "…I've never seen anything like it – the number of students that are not at grade level for skills. It's more than we can tackle." However, stakeholders also viewed the Partnership as helping to address these kinds of academic concerns. A teacher at one site identified a success of the Partnership as "…getting the kids that might be lower the opportunity to build skills up…" and that they had "…seen tremendous growth." A principal also noted that "…we have had a couple of students go to another school and they are now not doing well and want to return."

On the social-emotional side, interviews and focus groups across all schools revealed substantial concern, as well. A principal discussed "…the mental health issues. Certain kids have a hard time. You see it in their attendance, interaction with other classmates." One teacher recounted, "…I'm never absent because I know my classroom will go into chaos. I can't be gone for even five minutes from the classroom before chaos sets in." Indeed, student mental health can affect teacher performance as well, with one teacher saying "…my class is so emotionally draining…all I do is teach behavior. It's been really hard this year." One site experienced a student suicide, with a staff member describing the following:

> "My class is really struggling with social-emotional. Even what they would call friends, they don't socialize or respond well. A lot of morning meetings, a lot of empathy. And then we took a big hit in February because one of [our] students committed suicide. We circled the wagons, and the kids have…it changed a lot. They still struggle with feeling. They don't know how to express – it's a lot of anger. It's a lot of physicality. It's a lot of fear through anger."

As with academics, stakeholders did indicate that Partnership's SEL supports can help with these issues. As one teacher stated, "…the student emotional needs were a bit higher this year. The more adults, it lowers your ratio and can get to kids faster. Whether it is academic, emotional, or just wanting to talk to somebody, it has been helpful to have more adults in the room this year." One principal said that "…you could do this or that with or without a grant, but sometimes when you are focused and…you have the SEL lens that undergirds a lot of stuff, and you try to do what you need to do in order to support those pieces." Another principal noted, "…kids have relationships with adults. Based on that, we know they are doing better mentally and academically. Maybe not through assessments, but we know." We discuss the SEL interventionist role in further detail below.

Appreciation for Partnership Supports and Resources

A third primary theme emerging from stakeholder perceptions in 2021-22, which mirrors sentiments from prior years, is a profound sense of appreciation for the supports (in the form of people, programming, and resources) provided by the grant, and a strong belief that these supports continue to positively impact student engagement, achievement, and school culture and climate. This level of appreciation was voiced by a Carver teacher, who said when asked about the most important piece of Partnership, "I don't know if there is one…They all work together. They bring the academic piece, the emotional piece, the personnel piece. How do you pick your favorite child?"

People

Stakeholders identified the extra staff provided by Partnership funding as a crucial support. In some cases, stakeholders described this support more generally, such as the academic interventionist who noted that "…I like that our school is lucky to have this additional support because our students really need it. The teachers also like that additional help, because it's just another resource for them." Another participant stated, "…All that [additional] staff is tremendous. Even if we didn't get [other] resources, if we just got funding for additional staff to support, that would have the biggest impact." A principal identified staffing as an area that differentiates them from non-Partnership schools: "…we are in a space where we have an advantage compared to other MPS schools because we have additional adults."

In other instances, stakeholders were more specific about the particular staff they found most helpful. As one teacher said, "…it would be really hard to function without the SEL Interventionist and Academic Interventionist. They are so ingrained, and if you take them out, none of this would be possible. That impact is massive." Another noted the importance of "…just having the staff [Academic Interventionist and SEL Interventionist] on hand. If we did not have those positions, it would be harder, as we wouldn't have as much help. It would be a huge struggle to function without those extra support positions." A principal also noted that adding specific staff through Partnership support has allowed them to extend efforts their school had already been working on: "We already had some mindfulness things going before we got a grant. But when we actually got the grant, and because we had that SEL position [via Partnership funding], we were able to be more creative and do more pushing." A City Year Impact Manager, to provide a final example, connected supports provided by Partnership-funded staff to students themselves: "I really get a sense of the wrap-around services. For students interacting with City Year and SPARK and [other] partners – the conversations we're able to have to support them best. [It's] amazing that these students have the opportunity to have all these resources funneled at them."

Incentives, Rewards, and Appreciation

Staff in Partnership schools have frequently mentioned over the years how much they appreciate the financial resources made available to provide incentives and rewards for students and families, as well as appreciation efforts for staff. This sentiment was expressed prior to the pandemic, during virtual learning, and again with the transition back to in-person learning in 2021-22. Several interviewees this year mentioned appreciation for various incentives and rewards they were able to provide for students and families via Partnership support. A principal described how they use incentives with parents: "…we're able to give some gift cards for them to explore some different dinner or alternatives with their families. So that was pretty good." Another principal described how they had "…incentivized our students with positivity this year. We were able to buy school supplies with carryover funding…These things really matter…staff do not get treated well most of the time…" In terms of recognition and appreciation for staff, a principal described recognizing teachers by having a staff member of the month (with a small award supported by Partnership funds) and allowing recognized staff to park in the principal's spot. Another principal described how helpful it has been this year "…being able to give a teacher of the month type of thing, and give like a $5 Starbucks gift card or something like that."

School Culture and Climate

Partnership supports also make a real and much-appreciated contribution to improving school culture and climate, and appreciation for these supports was very much evident in our conversations with stakeholders. One stake-holder described their school as a "pretty positive environment" as a result of participating in the program. A principal talked about enhanced staff-student relationships as a potential positive unintended consequence of the program: "…whether they intended it or not, it makes you take the time and pay attention and build those relationships with those scholars and give them opportunity." And a principal at a different school also discussed school culture and its effect on students, saying that "…one of the successes we've had is the fact that kids are really starting to get the sense of belonging to a community."

Stakeholders also discussed the implications of not having the Partnership initiative in the school, and how this might impact school culture and climate. One principal declared that "…I'd make it last forever…I don't want to think about if we don't have it." A teacher felt that not having Partnership would affect staff retention, saying that "… it would be sad without these pieces in place. It would be really challenging. We would lose a lot of staff if it went away. I think staff would leave." Another stakeholder lauded the continuity that the Partnership initiative provides, noting that "…the success is knowing I can consistently do things year to year, because I know those funds are available." These comments help illustrate how the possibility of *not* having Partnership support would adversely impact schools not just in terms of resource availability, but also in terms of culture and climate.

Ongoing Challenges

We again note two ongoing challenges that pre-date the pandemic and that surfaced in our conversations with stakeholders in 2021-22.

Staffing: In Table 2 and Figures 1 and 2 above, we reviewed turnover among key Partnership-funded positions and the distribution of classroom teachers by experience level, respectively, with the Figures providing one measure of how many new teachers are working in Partnership sites. (Mitchell does indeed have higher turnover than in years past, validating the concerns of their staff reported above.) Turnover can be disruptive to the collective institutional memory of staff at Partnership schools, and interviews and focus groups confirm that there is occasional lack of knowledge (especially among newer teachers) regarding which supports the Partnership initiative provides; as one teacher stated, "being new to the school, I didn't know what was what." When probed further, this teacher knew money was available, "…but not necessarily from who." Further, while staff turnover has often been a concern in the past, staff shortages (often due to COVID-related illness or mobility) have created problems. One teacher lamented, "…we are so short-staffed with COVID and burnout. Scheduling changes have been abrupt, switches in staffing have been frequent and we have no advance warning, so it's been really hard to build any continuity." A principal at a different school had a similar concern, stating "…what's been stressful is not having enough people in place."

Communication: We have reported on communication challenges in prior reports; in 2021-22, whether a stakeholder perceived communication as a success or challenge often depended on both their school and their role. Administrators tended to have more positive perceptions of communication; one stated that "…we are able to communicate effectively and have action steps and goals to affect behavior," and another said that "…we have great communication." A different administrator described "over-communicating" to families about Partnership. One City Year Impact Manager noted that "communication and collaboration" was the most important component of the grant. However, these positive feelings about communication were not universal. An interventionist indicated that "…the only real communication piece is when we have our partnership meetings in the afternoon once a month." A teacher felt they were "…in the dark. Who's involved?" And a Boys and Girls Club Manager said that "… communication will always be on my improvement plan."

Component-Specific Perceptions

Building off the previous section, which described stakeholder perceptions that cut across different components, roles, and initiatives supported by the Partnership initiative, the next section describes stakeholder perceptions that are specific to individual components of the initiative.

SEL Teachers and SEL Supports

Stakeholders described how SEL teachers continued to fill a variety of roles within their schools in 2021-22. As in years past, the SEL role has remained intentionally flexible, to allow each school to determine how this person's talents and interests can best meet students' needs. We note again in year's report, in fact, that this unique combination of roles that SEL teachers fulfill within Partnership sites continues to place them at the center of numerous collaborative networks of staff from both MPS and partner organizations.

Common roles and functions that SEL teachers reported doing on a regular basis included check-in/check-out; checking on students during rounds throughout the day; intervention time with specific students; Second Step implementation; facilitating restorative circles; engaging in mindfulness and meditation activities; promoting student of the month; facilitating reading groups; and playing games with students to help them have positive days. Additionally, SEL teachers continued working behind the scenes with staff in several ways. One SEL teacher reported that they "…give the teachers some strategies for how to help with particular types of behavior… giving them more tools on their tool belt." SEL teachers also work frequently with the academic interventionists and the administrative teams; as one principal described, "…[The SEL and the academic interventionist] look at a situation, we brainstorm, try to figure out how to support, and we just do. They go forward. When we meet, regularly, weekly, we talk about what's happening. Are we seeing progress, and if not, we brainstorm, what are other ways that we can better support?" Another common (cross-site) component of SEL teachers' jobs involves working with families, with the school's behavioral intervention (BIT) and PBIS teams, and with specific school staff such as the school social worker and school psychologist.

There were also numerous examples shared of roles and functions for SEL teachers that were more specific to an individual school. One SEL teacher, for example, created an initiative in response to student behaviors, noting that "… We noticed that we were having a lot of issues after lunch. So, we do a 'reset' after lunch, where teachers are resetting in a classroom, and then we have some students who really need a different kind of reset. They go to the social worker, the psychologist, and the parent coordinator…they have reset groups. And those are students that are a little more difficult in the afternoon, they have to really work with, to get them to the place where they can enter back into learning."

Regardless of how they allocated their time across different roles and tasks, a common theme as relates to stakeholder perceptions of the SEL teacher role this year is how heavily the schools leaned on these staff as one way to help "make up for lost time" resulting from the pandemic and the return to in-person instruction. An academic interventionist noted that "…Seeing the impact the pandemic has had on our kids, now more than ever we do need that social-emotional piece before the academics can kick in." Several stakeholders reported that SEL teachers prioritized spending their time on direct contact with students this year, particularly as the school year began. SEL teachers themselves, for example, described how they got "used to checking in on their students' mental health," and how they were able to "relate to them on a level that's not necessarily academic." Another stakeholder described how having the SEL component had "…helped improve culture and relationships in the building," adding that "…Because of the additional individual [SEL Interventionist], we can make changes quicker to make connections quicker to help students more quickly to get them back on track."

Similar to previous years, stakeholders described how turnover and vacancies in the SEL role remain a challenge to fulfilling the promise of this position. The SEL role at Clarke was vacant during the 2021-22 school year, and Carver had a new person in this role (the fifth different person to fill that role in the seven years of the Partnership initiative). Newer SELs continued to experience challenges in learning about their role, and expressed interest in having more collaboration with peers; as one noted, "…collaborating with the other SEL teachers…that is what is missing for me." While SELs reported appreciating the coaching cohort, several felt that they would like additional opportunities to talk to "people in a similar situation" and have the opportunity to "talk and plan [together]." Staff shortages in some buildings also impacted the SEL role, as they (the SEL teachers) were frequently pulled to do other duties, rather than focus on natural and intended roles such as Second Step implementation. A related challenge SEL teachers reported in 2021-22 was struggling to work with reluctant teachers, as one SEL teacher said, "…We do have some staff members who are not as receptive to that whole best practice, and to a certain degree, maybe it's the confusion of not knowing my role, why are you in my room, aren't you supposed to be with the kids?" The flexible nature of the SEL teacher role, similar to previous years, provides both benefits and drawbacks, such as classroom teachers being unaware of what their SEL teacher does.

Academic Interventionists

Academic interventionists in the four Partnership sites again played key roles within their schools in 2021-22. In terms of specific duties, academic interventionists reported (as in years past, with the exception of the COVID year 2020-21) that they devote a roughly equal amount of their time to supporting both teachers and students. Their work with teachers largely focused on coaching, mentoring, providing professional development, and helping with whatever else teachers might need. Providing assistance to teachers with the guided reading process emerged as a particular area of emphasis in 2021-22. Academic interventionists also reported spending a portion of their teacher-related time analyzing data for several assessments and interventions, including STAR, iReady, and ST Math.

In terms of academic interventionists' role working directly with students, they reported appreciating the flexibility to meet students' myriad needs in a variety of ways, especially as students returned to in-person learning. Their primary focus remained on supporting students' academic performance. Specific academic supports included working with small groups of students to "really give them what they need" and monitoring intervention time. The impact of academic interventionists' direct work with students was noted by several stakeholders, who reported various forms of success attributable to this key staff role. One interventionist noted that "…We are seeing STAR growth. We also see growth on their daily interactions. Their vocabulary has increased." A teacher reported that "…For math, they have grown in strategies throughout the year," and another reported, "I can see a lot of improvement happening for individual students." Two challenges reported by stakeholders as impacting the academic interventionist role were student attendance issues (which are corroborated by attendance data summarized below in the Outcomes section) and by intervention scheduling — when multiple classrooms have intervention time simultaneously, the academic interventionist cannot get to every classroom. At one site, for example, the academic interventionist described a "frustrating" situation in which about a third of the classrooms had intervention scheduled at the same time, which is higher than in previous years and made it very challenging to work with students who needed support.

Perhaps not surprisingly given the challenges of returning to in-person instruction, stakeholders also reported that the four Partnership sites leaned heavily on the academic intervention teachers to not only support students academically, but also behaviorally and emotionally. The academic interventionist role works closely with the SEL teacher, classroom teachers, and administrators to provide wrap-around support for students. One principal shared the belief that their academic interventionist is successful because "… she can relate to [students] and they can relate to her."

Academic interventionists also reported that the bi-monthly coaching cohort professional development meetings (facilitated by Paige Richards) are a valuable opportunity that (as one described it) "…provides a lot of resources to make coaching better and to help build teachers up." Providing opportunities such as this for the academic interventionists to collaborate with and learn from each other is critical, especially given the turbulence in this role (which was vacant at Clarke during the second half of the 2021-22 school year and has seen frequent turnover at other sites over the years).

ST Math

Stakeholders from Partnership sites remain very appreciative and supportive of ST Math as a learning resource for their students. Similar to pre-COVID times, ST Math in 2021-22 was implemented both during intervention time (as a Tier I resource) and during afterschool programming. Stakeholders observed that their students continued to enjoy and look forward to ST Math in most cases (particularly at the lower grade levels) and reported many benefits of student participation in ST Math. One teacher described the program's "…huge impact on our math achievement" and the foundation it provides for students, and an academic interventionist shared that "…It gets [our students] ready for high school algebra." Additional positives included increasing students' confidence and having the ST Math content match with "skills [students] are doing in math class."

Also evident in stakeholder comments about ST Math (aside from impacts on student achievement) was appreciation for its high degree of accessibility for all students. One stakeholder reported that ST Math is "great" because "…there aren't a lot of words in it," so both monolingual and multilingual students can "get the same math support." Another stakeholder conveyed that the ability to have ST Math as a Tier I intervention means that it is "…number one in terms of academics…almost all the school participates."

Several stakeholders also reflected this year about the consistency of ST Math implementation and usage over the past seven years, including during virtual learning in 2020-21. While in large part their reflections were positive and affirming of the importance of ST Math as a valuable resource, there were (as in prior years) some differences noted in terms of student engagement and motivation by students' age level, perhaps influenced by the pandemic and virtual instruction for most of the 2020-21 school year. One stakeholder noted that "…by the upper grades, they [students] are used to it and can do it on their own," although a teacher reported that their middle school students seemed to put "…less effort into [ST Math]" this year, potentially because "they've been doing it for so long." Another teacher commented that "…If there's not an immediate reward they feel is worthy, then it doesn't matter." To address this issue and keep students motivated, stakeholders shared a variety of competitions, goals, and rewards they have implemented.

City Year Inc.

As in prior years, stakeholders working at and with Partnership sites shared deep appreciation for the work of City Year Inc. in 2021-22. While challenges posed by the pandemic persisted, City Year Corps members (CMs) were able to be back in classrooms after being restricted to virtual support during the 2020-21 school year due to MPS policy. Turnover and recruitment challenges among CMs have been mentioned in the past as issues, and while this was not the case across all sites, it was mentioned at one site; as one manager shared, "We have capacity to have a team of 17…this year we started with 12, lost four during the year [to financial reasons and/or mental health challenges], and finished with eight." Teachers described making the most of the CMs they had, with many being used as an extra hand in the classroom, making phone calls home, and working on relationship-building with students and families. As one teacher shared, "… My [CM] has been really helpful…she's really 'with it.' She just pulls them in and takes care of it. If my [CM] wasn't here I'd lose my mind…she's helped me a lot."

In prior years, the work of CMs has primarily focused on supporting students individually or in small groups (for example, those on priority lists in Reading, Math, attendance, and behavior). However, in 2021-22, their support extended in several sites to also providing full classroom support, since so many students needed extra help (particularly at the beginning of the school year) to help make up for the effects of the pandemic and virtual instruction. A teacher shared that "…They [CMs] are in class the entire academic day. They used to be in and out all the time. Now it is like having an extra classroom teacher in the room." Other sites continued having CMs work mostly with individual students or small groups.

Stakeholders noted several improvements they observed in 2021-22 in terms of scheduling and logistics. As one Impact Manager shared, "...Compared to seven years ago, City Year is much better. It is more cohesive with our daily schedules than it used to be." The frequency of meetings between City Year staff and school staff (particularly the teachers whose classrooms CMs work in) was identified as one area that varied across the four Partnership sites. One site noted that they maintained regular meetings or check-ins between City Year staff and school staff, while other sites described a more "organic" and impromptu approach to meetings. While the organic approach was appreciated by some stakeholders, and perhaps provides a signal that the comfort level is such that CMs feel they can connect with teachers at any time, other stakeholders mentioned missing the structure of regular meeting times. As one manager shared:

> "I personally disagree with the organic meetings. I think the organized meetings need to come back. We used to have partner-teacher conferences. SPARK would meet with all of their teachers, and City Year would meet with all of their teachers. You had to bring data and there was a tracker. I think there was a higher level of accountability for City Year in those years. If you aren't as planned as [another teacher] and her [CM], I think those conversations were super beneficial. Everyone left the meeting with something to do. If we ever had an issue with City Year, for example, those meetings were really helpful. It felt like we had more common goals and more common data to hit those goals. This year I don't know if City Year is measuring math intervention scores. That had a huge impact on our STAR scores the year that we did that. I would like to see those meetings back."

City Year staff offered several ideas for how to build on successes realized in 2021-22. There were several calls for CMs to have more time available, including more time spent at Partnership sites. Several stakeholders also advocated for CMs to receive better pay, to reflect both the current wage scale as well as the challenging work they do. One teacher shared that "...I wish we had more incentives for City Year. They're here a long day, 7:00-5:00, and they don't get paid, they get a stipend." There is also interest in building up systems to better support the work of City Year. One manager shared, "...Looking at next year, I want to be more focused on data and systems. I think in general City Year systems have changed a little. We don't really have the tools to create systems." Another suggested it would be helpful to have CMs build specific areas of expertise, suggesting that they should identify "...opportunities to become really strong in fewer areas in addition to our broad knowledge. I'd love to see people who are really strong in [either] SEL or academics."

Boys and Girls Club Afterschool Programming

Afterschool programming provided by the Boys and Girls Club provided another component of the "return to normal" efforts undertaken at Partnership sites in 2021-22, following capacity restrictions and other challenges created by COVID-19 during the 2020-21 school year. Stakeholders expressed continued appreciation for the expanded opportunities made available by Partnership funding for families and students at the four sites to have safe and reliable afterschool care. Stakeholders at several sites described that while attendance at afterschool was low in relation to pre-pandemic numbers at the beginning of the 2021-22 school year, students gradually began returning as the fall semester progressed and as staff positions that had been vacant (when afterschool capacity was restricted by local health department guidelines) were filled. Appreciation for Partnership support of after-school programming abounded, with one manager noting the following:

> "We wouldn't be able to serve as many kids without the Partnership initiative...[and] we wouldn't maybe even be here at all? We haven't had to cut anything...baseball, soccer, music, dance...I've never been told I can't have a particular vendor I want to bring in. Students wouldn't have any of those opportunities...we're very grateful, this program is a great asset to our school."

Collaboration and coordination between BGCGM staff and teachers were generally strong in 2021-22. One manager shared that "...I collaborate with [school staff] on recruiting. If there are any openings, I let them know. Anytime they want me to come to the classroom to speak, I will." Many staff working at BGCGM also worked in the school during the regular school day as classroom assistants, which helped improve communication between day school and afterschool activities. At one site, a manager described how "...A lot of the teacher assistants then transition right to the afterschool program...out of the seven staff I have, five come from the day school." One obvious advantage this brings is that staff "...already have that contact and relationship with the kids." This sentiment was not necessarily felt across all sites and stakeholders, however. One manager shared that "...In years past we've been feeling really separate. We would hardly cross paths with other staff members, because they'd be gone by the time we came. This year, most especially, we feel so much more connected with the staff, the afterschool staff in the club." Another site manager shared that while there is connection with paraprofessionals from the day school (who also work at afterschool in most cases), these connections do not automatically extend to the classroom teachers, leaving BGCGM staff sometimes feeling disconnected.

In terms of other challenges associated with afterschool programming, several stakeholders identified transportation and low attendance during the school day. Transportation for students home from afterschool is evidently available at one Partnership site, but not others. A site manager shared that "...one of the biggest things preventing students from coming is transportation. In years past we had transportation take kids to their house. Now we cannot do that due to the pandemic." Lower attendance during the school day in 2021-22 (as reviewed below in the Outcomes section) was also mentioned as a challenge, as was staffing. One site manager noted that "...There are certain pieces that [we] aren't being able to [do] to their fullest due to staffing at the club." Another manager shared frustrations with the pay structure of MPS aides, and how that impacts afterschool staffing:

> "Our hours are 2-6pm, so not that many people apply for jobs. College kids often can't [apply] because then they couldn't take evening classes. We have several [MPS] paras who are in college now working on degrees, and they can't go to school if you work during the evening. Pay is the other big issue...para pay is determined by the district... they're worth a lot more [than what they get paid]. They're here for the kids...I really wish I could do more."

SPARK

The SPARK tutoring program, which utilizes Partnership funding to support the work of SPARK Program Managers, tutors, and Family Engagement Coordinators, rebounded to regular (pre-pandemic) programming in 2021-22 and remained widely appreciated by stakeholders for helping develop the reading skills of students in grades K-3.

Teachers were particularly positive, with one sharing that "...SPARK has really been helpful, having that extra practice of skills for [our] scholars, the rotation has been really consistent. [We] can see in the data and in the classroom that skills are improving." After tutoring was significantly limited during 2020-21 due to COVID restrictions, the return to in-person tutoring was described as having gone fairly smoothly, with one SPARK manager sharing that "... the majority of the kids we kind of keep going from year to year, so they were easily able to just get back in the swing of SPARK even though we had a year off." SPARK managers also described how incentives for students were utilized as a way of communicating progress to their families. One manager noted that "...I send home monthly attendance rewards, so parents see it when they get home." Another described how "...we'll take pictures and send them home. Kids will know mom/dad got a text with them at the desk."

Not surprisingly, the transition back to in-person tutoring under SPARK was not seamless. One challenge identified by a SPARK manager involved scheduling and collaboration between SPARK staff and classroom teachers:

> "...In years past, I think it's the school administration that has set aside specific time for partner-teacher conferences. This year, that wasn't put on the calendar. I wish that would be back. That's the one thing that really streamlined our efforts in past years. We just always had it on the calendar automatically. This year, everybody's busy. They're always open but it's uncomfortable sometimes – you feel like you're really taking away from time they have scheduled to do other things."

This sentiment was echoed at other sites, with SPARK managers expressing a desire to return to consistent and guaranteed meeting times with teachers. Obtaining parental consent for SPARK participation is another challenge that pre-dates the pandemic, and one in which SPARK managers hope to see improvement going forward. The current consent process is perceived as being quite lengthy, requiring completion of a long form before tutors can work with students.

Another scheduling-related consideration that was raised involved how many Partnership-related services students are getting within a particular school; as one SPARK manager shared:

> "We never have had anything in place to monitor when kids are brought into different programs, and how that looks as the whole picture of the student's day or the student's week. Recently, because of a Partnership meeting, we realized how overserved our students are. So, we created a document, a Google sheet I've shared with different partners in the school. I started with our roster and made columns for each of the services provided."

Outcomes

This section of the report provides a summary of selected outcomes related to student engagement and academic performance. We are pleased to re-insert several sub-sections of data that were either not available at all for last year's evaluation report or not available in a comparable manner due to the pandemic. The list of student engagement and academic indicators summarized below includes the following:

- School climate and culture (MPS climate survey)
- Student engagement:
  - Attendance
  - Behavior
- Student academic performance:
  - STAR attainment in Math and Reading
  - COVID learning losses and Partnership impact
  - Selected metrics from the State Report Card
  - ST Math performance

School Climate and Culture

We are pleased in this year's report to resume the reporting of selected results, for both individual Partnership sites as well as MPS overall, from the district's Essentials of School Climate and Culture (ESCC) survey. ESCC has been administered to staff and students (grades 4-12) each spring for nearly a decade, but paused for COVID during the 2020-21 school year before resuming for the 2021-22 school year. The survey itself is adapted from the University of Chicago's longstanding 5Essentials survey, 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

MPS reports ESCC results (see https://essentialsofschools.com/) for schools that meet requirements for minimum response rates (typically 50 percent of potential respondents), although we note that survey results can be influenced both by how many and which people respond, particularly when results are being compared across time. In other words, respondents at a particular school (students and staff) change from year to year, so results should be interpreted with caution – and in fact we note that as a general rule, results for many questions show considerable variability from year to year. Table 15 shows ESCC response rates for the four Partnership sites in recent years, and we note that each site (with the exception of Clarke) has been able to get at least 60 percent participation for both students and staff in most years.

Table 15: ESCC Response Rates

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2021-22
Carver	Students Elem	n/a	83%	83%	n/a	n/a	n/a	71%
	Students MS	n/a	85%	82%	67%	n/a	34%	79%
	Staff	43%	66%	78%	70%	60%	n/a	80%
Clarke	Students Elem	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Students MS	n/a	n/a	n/a	n/a	n/a	80%	n/a
	Staff	n/a	n/a	n/a	n/a	60%	54%	69%
Mitchell	Students Elem	42%	64%	84%	n/a	83%	n/a	78%
	Students MS	42%	53%	78%	56%	76%	67%	66%
	Staff	54%	70%	83%	64%	62%	41%	61%
Rogers	Students Elem	55%	17%	89%	70%	92%	n/a	82%
	Students MS	55%	75%	84%	75%	86%	n/a	85%
	Staff	56%	78%	61%	72%	79%	83%	69%

ESCC was not given in 2020-21 due to the pandemic.

Source: 2014-15 through 2021-22 ESCC Survey Reports.

Tables 16-19 present results for each of the four Partnership sites individually for a selected set of ESCC questions that we have tracked over time. These questions are both useful measures of climate and culture in Partnership sites and well-aligned with the goals and activities of the Partnership initiative. All of the figures in the tables reflect the percentage of respondents who expressed positive sentiment about each question in each year, which is calculated somewhat differently depending on the wording of the question. For many questions, positive sentiment is in a "positive" direction; for example, for the question that reads "Staff at this school work hard to build trusting relationships with parents," positive sentiment is the percentage of respondents who selected as their response either "strongly agree" or "agree." For other questions, positive sentiment is in a "negative" direction, such as with the question that reads "many special programs come and go at this school," where positive sentiment is the percentage of respondents who answered either "strongly disagree" or "disagree."

ESCC results for Carver (Table 16) show that staff generally give themselves positive marks for their efforts to communicate and build relationships with families, and also give mostly favorable (and improved in comparison to 2018-19) ratings of their own level of commitment to the school, in terms of the percentage who look forward to working each day and feel responsible that all children learn.

Table 16: ESCC Carver Results 2021-22

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
EFFECTIVE LEADERS							
Many special programs come and go at this school.	68%	41%	52%	50%	n/a	n/a	47%
Once we start a new program, we follow up to make sure that it's working.	90%	71%	88%	64%	n/a	n/a	60%
We have so many different programs in this school that I can't keep track of them all.	56%	63%	71%	86%	n/a	n/a	66%
INVOLVED FAMILIES							
Staff at this school work hard to build trusting relationships with parents.	88%	82%	76%	75%	n/a	n/a	81%
Teachers work closely with parents to meet students' needs.	57%	58%	63%	75%	n/a	n/a	68%
This school regularly communicates with parents about how they can help their children learn.	91%	72%	83%	81%	n/a	n/a	75%
SUPPORTIVE ENVIRONMENT (GRADES 4-5 STUDENTS)							
How many students in your school feel it is important to come to school every day?	82%	78%	n/a	n/a	n/a	n/a	67%
ENVIRONMENT (GRADES 6-8 STUDENTS)							
How many students in your school feel it is important to come to school every day?	63%	70%	58%	n/a	n/a	n/a	53%
COLLABORATIVE STAFF							
How many staff in this school take responsibility for improving the school?	69%	36%	67%	48%	n/a	n/a	49%
How many staff in this school feel responsible that all students learn?	88%	55%	72%	59%	n/a	n/a	69%
I wouldn't want to work in any other school.	50%	47%	62%	38%	n/a	n/a	52%
I would recommend this school to parents seeking a place for their child.	66%	35%	71%	35%	n/a	n/a	50%
I usually look forward to each working day at this school.	84%	58%	77%	65%	n/a	n/a	84%

ESCC was not given in 2020-21 due to the pandemic. Source: 2014-15 through 2021-22 ESCC Survey Reports.

Clarke data (Table 17) show few student ratings of their peers' sense of importance around attendance due to low response rates among both elementary and middle students. Staff at Clarke are generally positive about their col-leagues' commitment to communicating with families, although concern about "program churn" (in the form of many programs constantly starting and stopping) is a longstanding area of concern.

Table 17: ESCC Clarke Results 2021-22

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
EFFECTIVE LEADERS							
Many special programs come and go at this school.	30%	n/a	33%	13%	18%	n/a	30%
Once we start a new program, we follow up to make sure that it's working.	82%	n/a	62%	50%	27%	n/a	68%
We have so many different programs in this school that I can't keep track of them all.	61%	n/a	62%	29%	36%	n/a	74%
INVOLVED FAMILIES							
Staff at this school work hard to build trusting relationships with parents.	93%	n/a	93%	82%	82%	n/a	95%
Teachers work closely with parents to meet students' needs.	59%	n/a	52%	47%	45%	n/a	62%
This school regularly communicates with parents about how they can help their children learn.	93%	n/a	90%	76%	64%	n/a	86%
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	n/a
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	71%	n/a	n/a
COLLABORATIVE STAFF							
How many staff in this school take responsibility for improving the school?	86%	n/a	61%	48%	40%	n/a	45%
How many staff in this school feel responsible that all students learn?	86%	n/a	79%	85%	70%	n/a	62%
I wouldn't want to work in any other school.	64%	n/a	54%	31%	32%	n/a	59%
I would recommend this school to parents seeking a place for their child.	78%	n/a	46%	38%	27%	n/a	43%
I usually look forward to each working day at this school.	74%	n/a	75%	58%	50%	n/a	73%

ESCC was not given in 2020-21 due to the pandemic. Source: 2014-15 through 2021-22 ESCC Survey Reports.

Climate survey data for Mitchell (Table 18) show that students at both the elementary and middle grades perceive a modest commitment on the part of their fellow students to attending school regularly, and staff have ongoing concerns about program churn though they have a somewhat positive view of their ability to track effectiveness of different programs. Mitchell staff give themselves higher marks for their commitment to student learning and communicating/building trust with parents.

Table 18: ESCC Mitchell Results 2021-22

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
EFFECTIVE LEADERS							
Many special programs come and go at this school.	30%	36%	43%	33%	59%	n/a	27%
Once we start a new program, we follow up to make sure that it's working.	48%	61%	66%	59%	78%	n/a	63%
We have so many different programs in this school that I can't keep track of them all.	41%	43%	63%	57%	74%	n/a	51%
INVOLVED FAMILIES							
Staff at this school work hard to build trusting relationships with parents.	71%	80%	80%	71%	92%	n/a	86%
Teachers work closely with parents to meet students' needs.	49%	61%	74%	66%	80%	n/a	58%
This school regularly communicates with parents about how they can help their children learn.	76%	72%	82%	77%	88%	n/a	72%
SUPPORTIVE ENVIRONMENT (GRADES 4-5 STUDENTS)							
How many students in your school feel it is important to come to school every day?	68%	73%	n/a	61%	70%	n/a	54%
ENVIRONMENT (GRADES 6-8 STUDENTS)							
How many students in your school feel it is important to come to school every day?	n/a	55%	63%	52%	54%	n/a	48%
COLLABORATIVE STAFF							
How many staff in this school take responsibility for improving the school?	55%	58%	62%	63%	70%	n/a	62%
How many staff in this school feel responsible that all students learn?	81%	69%	74%	75%	73%	n/a	71%
I wouldn't want to work in any other school.	29%	45%	56%	60%	72%	n/a	41%
I would recommend this school to parents seeking a place for their child.	39%	47%	56%	67%	84%	n/a	51%
I usually look forward to each working day at this school.	62%	76%	78%	75%	82%	n/a	66%

ESCC was not given in 2020-21 due to the pandemic. Source: 2014-15 through 2021-22 ESCC Survey Reports.

Highlights from Rogers ESCC data (Table 19) include moderate perceptions of students of their peers' commitment to regular attendance and staff concerns (as with other Partnership sites) about program churn. Rogers staff have a high level of commitment to the school in the form of the large majorities who look forward to coming to work each day, would recommend the school to other parents, would not want to work in any other school, and feel responsible that all students learn.

Table 19: ESCC Rogers Results 2021-22

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
EFFECTIVE LEADERS							
Many special programs come and go at this school.	35%	n/a	47%	50%	41%	n/a	38%
Once we start a new program, we follow up to make sure that it's working.	71%	n/a	77%	67%	69%	n/a	90%
We have so many different programs in this school that I can't keep track of them all.	38%	n/a	38%	53%	54%	n/a	48%
INVOLVED FAMILIES							
Staff at this school work hard to build trusting relationships with parents.	85%	n/a	91%	81%	87%	n/a	95%
Teachers work closely with parents to meet students' needs.	76%	n/a	70%	70%	77%	n/a	84%
This school regularly communicates with parents about how they can help their children learn.	81%	n/a	94%	84%	100%	n/a	98%
SUPPORTIVE ENVIRONMENT (GRADES 4-5 STUDENTS)							
How many students in your school feel it is important to come to school every day?	n/a	71%	71%	50%	n/a	n/a	50%
ENVIRONMENT (GRADES 6-8 STUDENTS)							
How many students in your school feel it is important to come to school every day?	58%	61%	55%	53%	n/a	n/a	47%
COLLABORATIVE STAFF							
How many staff in this school take responsibility for improving the school?	66%	n/a	70%	65%	63%	n/a	78%
How many staff in this school feel responsible that all students learn?	84%	n/a	86%	89%	81%	n/a	95%
I wouldn't want to work in any other school.	70%	n/a	75%	77%	68%	n/a	78%
I would recommend this school to parents seeking a place for their child.	81%	n/a	86%	86%	81%	n/a	88%
I usually look forward to each working day at this school.	87%	n/a	86%	84%	80%	n/a	85%

ESCC was not given in 2020-21 due to the pandemic. Source: 2014-15 through 2021-22 ESCC Survey Reports.

Student Engagement

Student Stability

Tracking the year-to-year (spring to fall) rate of return, or stability rate, among students at Partnership sites provides a useful measure of customer satisfaction. Specifically, the stability measure is defined as the percentage of students enrolled at a particular school at the end of the 2020-21 school year who were both (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 did return the following fall.

Table 20 shows that 79 percent of students in Partnership sites who were eligible to return for the start of the 2021-22 school year actually did so. This figure is slightly lower than for MPS non-Partnership sites (81%) and lower than the stability rate for Partnership sites the previous year (90%), but generally in line with the pre-pandemic years. The unusually high 90 percent stability rate between the end of the 2019-20 and start of the 2020-21 school year may be due to the fact that instruction was virtual across MPS at both of these points in time, which presumably created less motivation for students to seek a transfer to a different school (since all schools were virtual). Stability rates continue to be somewhat higher at Mitchell and Rogers than for Carver and Clarke.

Table 20: Student Stability Rate

by Partnership Site

	2015-16 TO 2016-17	2016-17 TO 2017-18	2017-18 TO 2018-19	2018-19 TO 2019-20	2019-20 TO 2020-21	2020-21 TO 2021-22
Carver	73%	65%	71%	69%	89%	71%
Clarke	n/a	n/a	n/a	62%	86%	70%
Mitchell	83%	85%	83%	81%	90%	80%
Rogers	89%	87%	92%	88%	92%	89%
Partnership	83%	80%	83%	78%	90%	79%
Non-Partnership K-8	80%	81%	80%	77%	87%	81%

2019-20 to 2020-21 reflects data for Winter to Fall instead of Spring to Fall, due to COVID interruption. Non-Partnership schools are limited to K-8 schools and do not include Clarke in any year.

Source: 2015-16 through 2021-22 MPS Third Friday enrollment data.

Attendance

Student attendance data for 2021-22 and prior years are summarized in the tables and graphs below, although we begin with the caveat that these data are not entirely comparable across years. One consideration is that attendance data for the 2019-20 school year are limited to September-February since all MPS schools went virtual for the remainder of that year (March-June). A related consideration is that attendance definitions changed for 2020-21 due to the pandemic and virtual instruction. Guidance from DPI, for example, allowed districts across the state to count students as attending school during virtual instruction if their teachers had any interaction with them (which could have included participating in a class via a virtual platform like Google Meet, submitting an assignment electronically, or corresponding with teachers or classmates).

Across all four Partnership sites combined (Table 21), we see that 2021-22 attendance (82.7%) is down considerably from prior years, although much greater variation is observed across the Partnership sites compared to previous years. Attendance rate decreases from 2020-21 to 2021-22 ranged from around 4 percentage points at Clarke to 13 percentage points at Carver. Even compared to the most recent full pre-COVID year (2018-19), attendance rates were down anywhere from 5 percentage points (Mitchell) to 14 percentage points (Clarke). Compared to attendance rates for non-Partnership MPS sites, Partnership sites also saw greater declines (about 8 percentage points for Partnership versus 4 percentage points for non-Partnership).

Table 21: Student Attendance Rate

by Partnership Site for 2014-15 through 2021-22

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Carver	88.1%	90.8%	87.5%	87.7%	87.9%	87.4%	93.2%	80.1%
Clarke	90.3%	89.9%	87.1%	84.6%	83.9%	87.0%	74.1%	69.8%
Mitchell	91.3%	91.5%	90.2%	91.0%	89.9%	92.4%	92.7%	85.0%
Rogers	92.9%	93.6%	93.0%	93.7%	93.1%	93.5%	92.3%	86.5%
Partnership	91.2%	92.1%	90.6%	91.2%	90.7%	90.9%	90.4%	82.7%
Non-Partnership K-8	92.4%	92.8%	92.0%	91.6%	91.1%	91.9%	89.5%	85.6%

2019-20 reflects data for September through February, due to COVID interruption. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2014-15 through 2021-22 MPS attendance data.

Comparing attendance rates by month within each recent school year across all Partnership sites combined (Figure 6), we see that attendance was lower at all points during the 2021-22 school year compared to the two previous years, and that a particularly large decrease was observed as the fall semester of 2021-22 progressed. Attendance across all Partnership sites combined, as well for non-Partnership sites rebounded slightly as spring semester began and remained largely stable for the remainder of the year.

Figures 7-10 show monthly attendance data for each Partnership site individually for 2021-22 and the two prior years, and we observe substantial differences in the data across sites. At Carver (Figure 7), attendance rates for 2021-22 decreased markedly from November to December, then partially rebounded by February. Clarke (Figure 8) had lower overall attendance compared to prior years and other Partnership sites, along with noteworthy decreases this past fall semester and again in April. At Mitchell (Figure 9), attendance declined slightly between November and December, like other sites, before recovering somewhat in April and May, while at Rogers (Figure 10) attendance remained relatively stable with a slight dip in December.

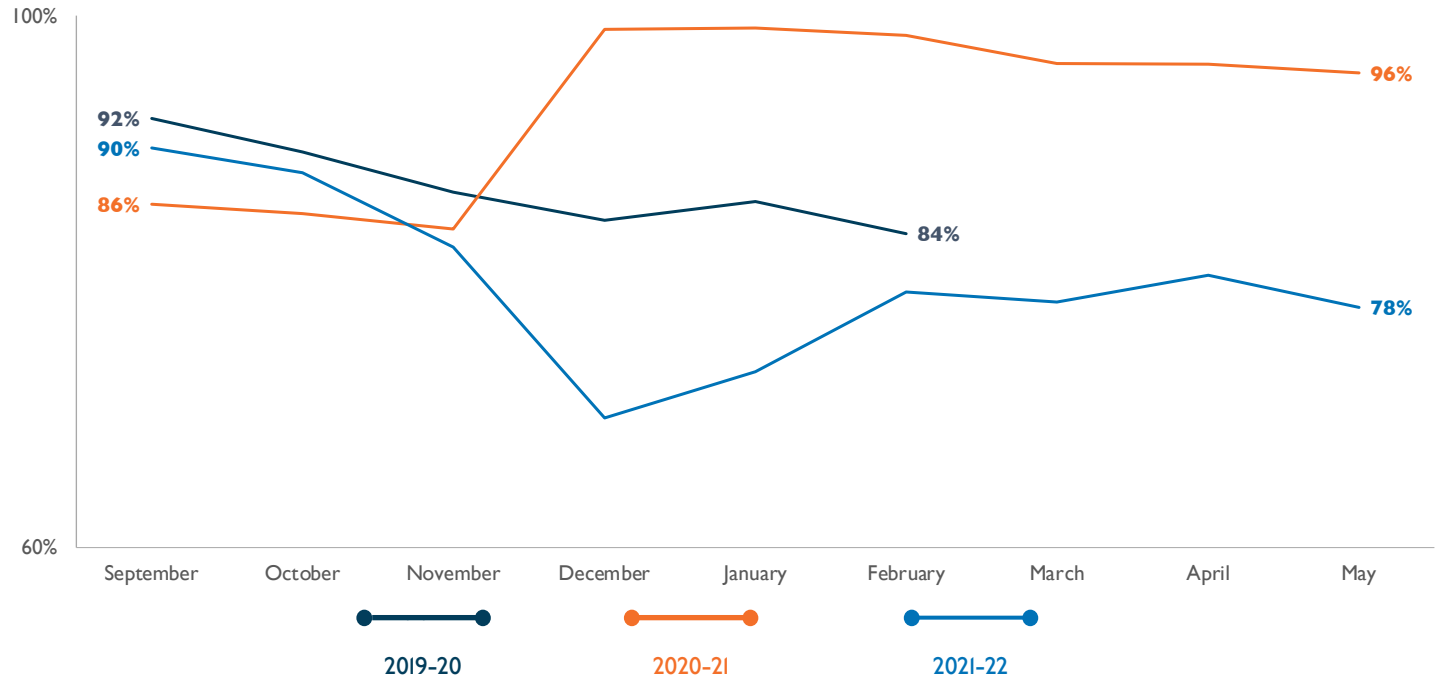
Figure 6: Monthly Student Attendance Rate

by Partnership Status for 2019-20 through 2021-22

Source: 2014-15 through 2021-22 MPS attendance data.

Figure 7: Monthly Student Attendance Rate for Carver

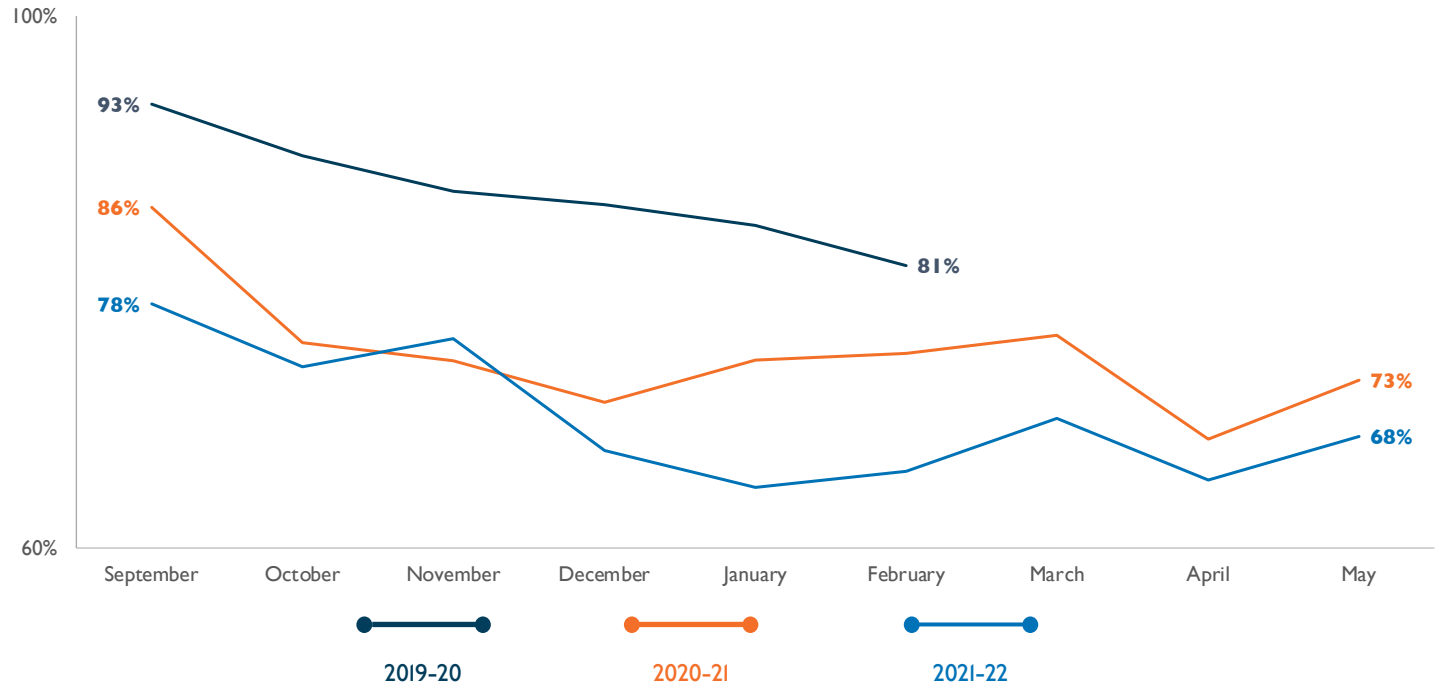
for 2019-20 through 2021-22



Source: 2014-15 through 2021-22 MPS attendance data.

Figure 8: Monthly Student Attendance Rate for Clarke

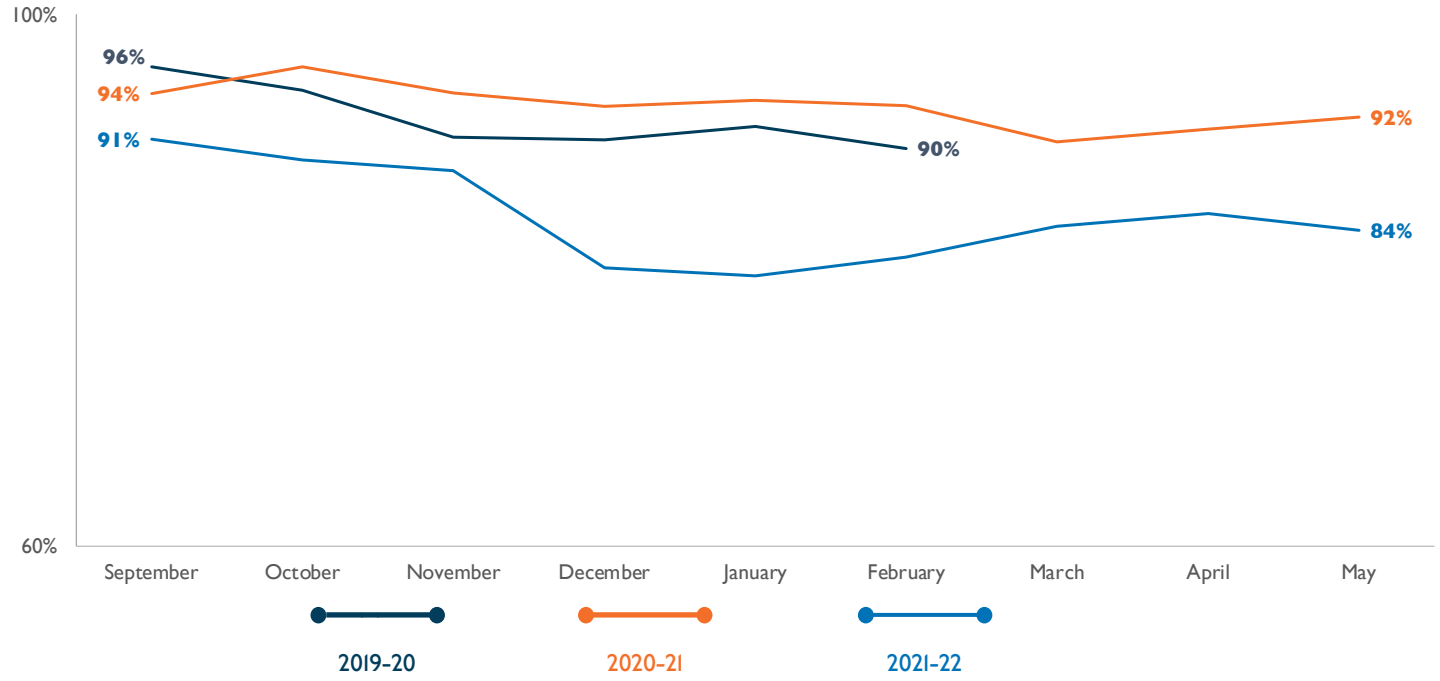
for 2019-20 through 2021-22



Source: 2014-15 through 2021-22 MPS attendance data.

Figure 9: Monthly Student Attendance Rate for Mitchell

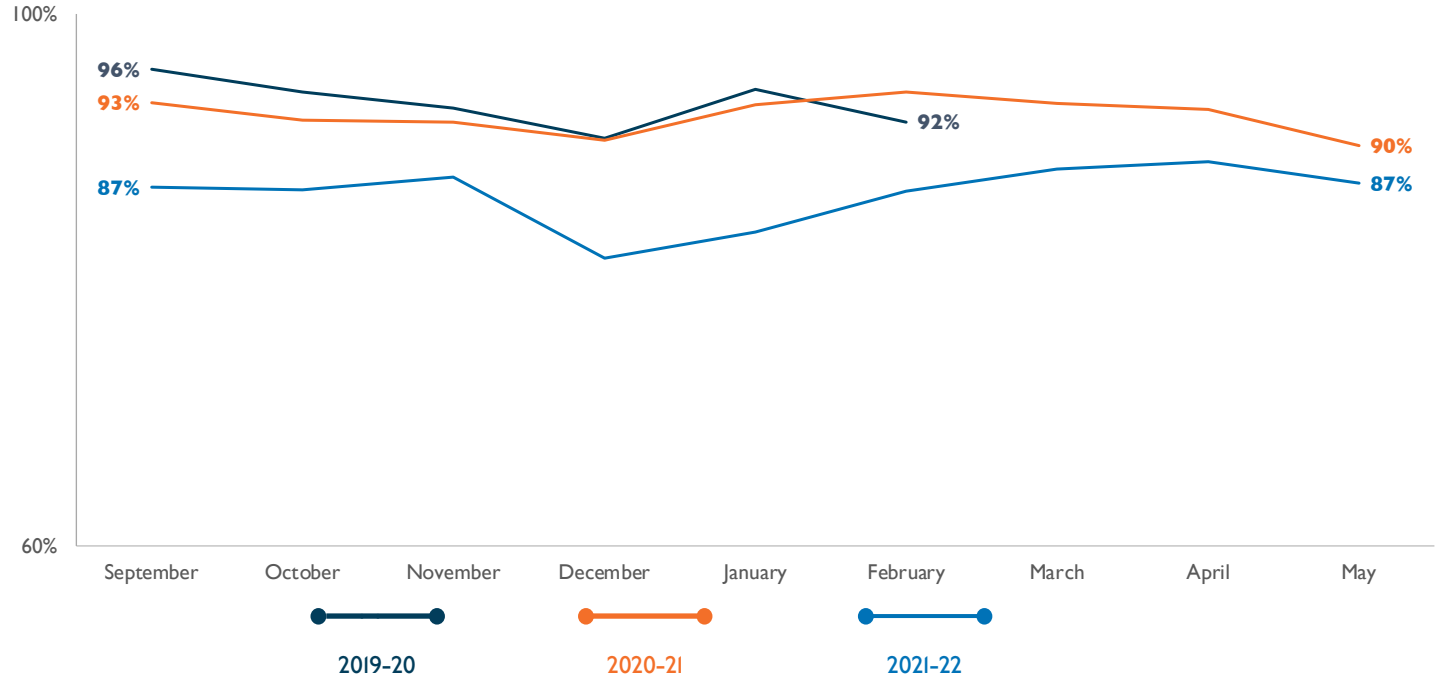
for 2019-20 through 2021-22



Source: 2014-15 through 2021-22 MPS attendance data.

Figure 10: Monthly Student Attendance Rate for Rogers

for 2019-20 through 2021-22



Source: 2014-15 through 2021-22 MPS attendance data.

As one measure of how successfully Partnership (and non-Partnership) schools are addressing attendance issues among their lowest-attending students, we also show in Table 22 the percentage of students in grades K-8 only that had attendance rates of 90% or lower. **It is concerning to note that 62 percent of students across all four Partnership schools combined had attendance rates of 90% or lower in 2021-22, which is 33 percentage points higher than the prior year (with the caveats noted above) and 11 points higher than non-Partnership sites districtwide during the most recent year.** The largest increase in students with attendance of less than 90% compared to previous years was observed at Carver. Clarke had the highest overall rate of students with attendance rates 90% of lower during 2021-22, at 86 percent.

Table 22: Percentage of Students (Grades K-8) with Attendance Rates 90% or Lower

by Partnership Site for 2014-15 through 2021-22

SCHOOL	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Carver	46%	36%	48%	53%	47%	52%	23%	77%
Clarke	34%	39%	49%	60%	63%	49%	72%	86%
Mitchell	30%	26%	34%	31%	36%	28%	23%	55%
Rogers	25%	20%	22%	17%	18%	23%	24%	51%
Partnership	32%	26%	33%	31%	32%	35%	29%	62%
Non-Partnership	25%	23%	27%	29%	30%	29%	30%	51%

2019-20 reflects data for September through February, due to COVID interruption. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2014-15 through 2021-22 MPS attendance data.

Behavior

We did not include student behavior data in the 2020-21 Partnership evaluation report since MPS students were under virtual instruction for most of the year, but are pleased to re-include this measure as part of this year's report. Specifically, we resume our analysis over time of Office Disciplinary Referrals (ODRs), which represent a wider range of student behavior than simply focusing on suspensions and expulsions. Table 23 shows that **one-fifth of students across all Partnership sites combined had at least one ODR during 2021-22, with rates ranging from 11 percent of students at Rogers to 41 percent of students at Clarke. The 20 percent ODR rate for 2021-22 was slightly higher than the non-Partnership rate of 18 percent for 2021-22, but consistent with the three previous pre-pandemic years.**

Table 23: Percentage of Students with 1+ Office Disciplinary Referral

for 2014-15 through 2021-22

SCHOOL	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2021-22
Carver	57%	59%	58%	35%	34%	24%	31%
Clarke	19%	24%	63%	62%	51%	44%	41%
Mitchell	27%	33%	29%	14%	12%	12%	15%
Rogers	18%	13%	9%	8%	9%	9%	11%
Partnership	31%	31%	29%	17%	21%	18%	20%
Non-Partnership	25%	26%	26%	25%	22%	18%	18%

2019-20 reflects data for the first 120 days of school, due to COVID interruption. 2020-21 behavior data are not shown as students attended school virtually due to the pandemic. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2014-15 through 2021-22 MPS behavioral incidence data.

As a complement to Table 23, which summarized the percentage of students with at least one ODR each year, Table 24 shows the average number of ODRs each year among students who had at least one such incident. In other words, Table 23 provides a measure of the *breadth* of disciplinary challenges at schools, while Table 24 offers a look at *depth*. For both measures, as noted above, we do not report data for 2020-21 since MPS was in virtual mode for most of the year and there were very few ODRs as a result.

Across all Partnership sites combined in 2021-22, students with at least one ODR in fact had 2.9 such incidents, on average. This figure is slightly higher than pre-pandemic figure of 2.7 from 2019-20, but generally consistent with the other pre-pandemic years dating back to 2017-18. Variation across Partnership sites is lower than in some prior years, with the average ranging from a low of 2.5 at Carver to a high of 3.3 at Clarke. We also note that the Partnership rate of 2.9 for 2021-22 is lower than the comparable figure for non-Partnership sites (3.4).

Table 24: Average Number of Office Disciplinary Referrals

for 2014-15 through 2021-22

SCHOOL	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2021-22
Carver	6.7	6.5	6.4	2.7	2.9	2.6	2.5
Clarke	2.4	2.0	6.8	6.7	5.0	3.8	3.3
Mitchell	5.3	6.5	5.0	2.3	2.0	1.8	2.8
Rogers	3.5	2.9	2.4	2.7	2.0	2.3	3.0
Partnership	5.6	5.9	5.3	2.6	3.3	2.7	2.9
Non-Partnership	4.9	4.7	5.0	4.4	3.4	2.9	3.4

2019-20 reflects data for the first 120 school days, due to COVID interruption. 2020-21 behavior data are not shown as students attended school virtually due to the pandemic. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2014-15 through 2021-22 MPS behavioral incidence data.

Student Academic Performance

We turn next in our analysis of student outcomes to selected measures of student academic performance in Partnership schools over time. We begin with data from the STAR assessment, which MPS began administering three times each year (fall, winter, and spring) in 2015-16 (the initial year of the Partnership initiative) in the subject areas of English Language Arts (ELA)/Reading and Math. For historical context, MPS paused STAR administration in the spring of 2019-20 due to the pandemic (i.e., in 2019-20 there were fall and winter STAR tests) and did not administer STAR at all during 2020-21. Another change for 2021-22 is that MPS changed its Kindergarten Reading assessment from STAR to Brigance. Due to Brigance's gradual rollout for 2021-22, this report does not include any Brigance results. We are also unable to include data on median student growth percentiles (SGPs) for STAR assessments (our typical measure of growth) for this year's report, since this information was not available for the 2021-22 school year. SGPs will hopefully be re-included in future reports when possible.

STAR Attainment in Math and Reading

Summaries of selected STAR data in Reading and Math are reported below in terms of scale scores as well as the 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 25 shows the percentage of students in both Partnership and non-Partnership sites who were performing On Target or above in Math in the Fall and Spring (except for 2019-20, when we use Fall and Winter since there was no Spring administration). We show data for the two most recent years (2021-22 and 2019-20), as well as the first year of the Partnership (2015-16) for context. 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-English Learner (EL) students who took the English version of STAR are included in Table 25, while for grades 6-8 all students who took the English STAR are included, regardless of EL status. Table 26 complements Table 25 by reporting separately the results for EL students at Mitchell and Rogers who took the Spanish version of STAR Math (which MPS began administering in 2017-18).

Among the noteworthy trends emerging from STAR Math results in Tables 25 and 26 across all grades combined are the following:

- Across all four Partnership sites combined, Fall On Target rates remain very low (4 percent for Fall of 2021-22) and lower than the pre-pandemic level of 7 percent from Fall of 2019-20. As one useful comparison point, the Fall On Target rate for the rest of the district (non-Partnership MPS schools) also declined over this same timeframe (from 14% to 8%). Both declines are highly suggestive of COVID learning loss, which we address in the next section of the report.
- Fall 2021-22 Math On-Target rates are similar for individual Partnership sites (3% to 5% at each site).
- Lower percentages of students in Partnership sites combined were On Target at both the beginning (Fall 2021) and end (Spring 2022) of the recently-completed school year compared to students in the rest of the district (non-Partnership sites combined).
- Within-year (Fall-Spring) improvement in terms of On Target rates across all Partnership sites was minimal during 2021-22, increasing only slightly from 4 percent to 5 percent.
- STAR Spanish Math results (which are relevant only at Mitchell and Rogers among the four Partnership sites; see Table 1) show a similar pandemic-related decline in terms of students scoring in the On Target category, with a decrease from 29 percent for Fall 2020-21 to just 11 percent for Fall 2021-22. Decreases were observed for both sites, as well as for the comparison group of non-Partnership students.

Table 25: Percentage of Students On Target in STAR Math

for 2015-16, 2019-20, and 2021-22

SCHOOL	YEAR	SEASON	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Carver	2015-16	Fall	8%	2%	6%	8%	3%	0%	0%	0%	3%
		Spring	18%	5%	17%	13%	15%	5%	18%	0%	11%
	2019-20	Fall	14%	4%	7%	8%	6%	4%	4%	10%	7%
		Winter	19%	9%	9%	6%	9%	5%	6%	5%	8%
	2021-22	Fall	13%	0%	4%	0%	4%	5%	0%	3%	4%
		Spring	9%	0%	4%	7%	7%	8%	0%	0%	4%
Clarke	2015-16	Fall	24%	6%	0%	4%	4%	0%	4%	0%	5%
		Spring	14%	17%	10%	0%	4%	0%	4%	0%	7%
	2019-20	Fall	10%	4%	17%	0%	4%	4%	0%	0%	5%
		Winter	29%	4%	24%	5%	4%	11%	0%	0%	9%
	2021-22	Fall	6%	10%	7%	0%	0%	0%	0%	0%	3%
		Spring	6%	0%	0%	0%	0%	0%	0%	6%	1%
Mitchell	2015-16	Fall	13%	0%	7%	0%	2%	7%	4%	4%	5%
		Spring	9%	8%	15%	3%	34%	9%	7%	4%	10%
	2019-20	Fall	15%	3%	18%	0%	8%	3%	3%	1%	5%
		Winter	25%	11%	27%	15%	21%	3%	6%	1%	9%
	2021-22	Fall	15%	0%	0%	10%	0%	0%	5%	0%	3%
		Spring	8%	0%	0%	5%	6%	2%	7%	1%	4%
Rogers	2015-16	Fall	14%	5%	13%	22%	3%	3%	3%	6%	7%
		Spring	17%	16%	19%	19%	12%	5%	11%	11%	12%
	2019-20	Fall	22%	8%	29%	8%	13%	12%	8%	6%	12%
		Winter	35%	17%	30%	28%	13%	12%	12%	13%	17%
	2021-22	Fall	N/a	0%	13%	8%	14%	5%	5%	3%	5%
		Spring	7%	14%	18%	21%	14%	7%	6%	7%	10%

2019-20 did not have a Spring STAR administration due to COVID; Winter is shown instead. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2015-16, 2019-20, and 2021-22 MPS STAR data.

Table 25: Percentage of Students On Target in STAR Math

for 2015-16, 2019-20, and 2021-22

SCHOOL	YEAR	SEASON	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Partnership	2015-16	Fall	11%	3%	9%	10%	3%	4%	3%	4%	5%
		Spring	15%	9%	17%	11%	21%	6%	11%	6%	11%
	2019-20	Fall	15%	5%	17%	5%	8%	6%	4%	4%	7%
		Winter	26%	11%	21%	13%	11%	7%	7%	6%	11%
	2021-22	Fall	12%	2%	5%	5%	4%	3%	4%	2%	4%
		Spring	7%	4%	6%	9%	7%	5%	5%	3%	5%
Non-Partnership	2015-16	Fall	26%	17%	23%	19%	17%	12%	11%	9%	17%
		Spring	26%	24%	20%	19%	22%	16%	13%	8%	19%
	2019-20	Fall	19%	15%	22%	16%	15%	10%	10%	8%	14%
		Winter	31%	23%	26%	20%	19%	12%	12%	8%	19%
	2021-22	Fall	14%	7%	11%	9%	7%	4%	5%	4%	8%
		Spring	22%	15%	15%	13%	13%	7%	7%	4%	12%

2019-20 did not have a Spring STAR administration due to COVID; Winter is shown instead. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2015-16, 2019-20, and 2021-22 MPS STAR data.

Table 26: Percentage of Students On Target in STAR Spanish Math

for 2019-20 and 2021-22

SCHOOL	YEAR	SEASON	GR1	GR2	GR3	GR4	GR5	ALL GRADES
Mitchell	2019-20	Fall	8%	48%	32%	11%	27%	25%
		Winter	72%	48%	15%	18%	40%	36%
	2021-22	Fall	19%	6%	4%	0%	8%	8%
		Spring	45%	35%	4%	30%	28%	28%
Rogers	2019-20	Fall	15%	57%	24%	38%	36%	35%
		Winter	32%	88%	24%	37%	48%	47%
	2021-22	Fall	27%	6%	19%	21%	5%	15%
		Spring	44%	53%	22%	14%	5%	26%
Partnership	2019-20	Fall	11%	52%	29%	24%	31%	29%
		Winter	53%	70%	18%	27%	44%	41%
	2021-22	Fall	22%	6%	9%	12%	7%	11%
		Spring	45%	44%	11%	21%	18%	27%
Non-Partnership	2019-20	Fall	13%	23%	30%	22%	22%	22%
		Winter	33%	32%	32%	29%	32%	31%
	2021-22	Fall	21%	11%	16%	11%	14%	15%
		Spring	33%	18%	15%	16%	20%	20%

2019-20 did not have a Spring STAR administration due to COVID; Winter is shown instead. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2015-16, 2019-20, and 2021-22 MPS STAR data.

Our comparison of STAR Reading performance in Partnership sites (Table 27) follows the same pattern as the preceding STAR Math results, in that we examine the proportion of students in Partnership and non-Partnership sites who were performing On Target or above during the first year of the initiative (2015-16), the pre-COVID year of 2019-20, and the "return to school" year of 2021-22. Table 27 shows the percentage of students who were performing On Target for STAR Reading (Grades 2-8) or STAR Early Literacy (Grade 1) for Fall and Spring (except for 2019-20, when Winter results are shown in lieu of the Spring assessment which was not given due to the pandemic). For grades K-2, only non-EL students who took the English version of STAR are included, while for grades 3-8 all students who took the English STAR are included, regardless of EL status. **Major takeaways from On Target data for Reading are similar to the storyline from Math: lower percentages of students at Partnership sites performing at the On Target level (suggesting possible further evidence of COVID learning loss), modest Fall to Spring growth, On Target percentages below those of non-Partnership sites, and Rogers showing both the highest percentage of students On Target as well as the largest increase from Fall to Spring.**

Table 27: Percentage of Students On Target in STAR Reading/Early Literacy

for 2015-16, 2019-20, and 2021-22

SCHOOL	YEAR	SEASON	GRK	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Carver	2015-16	Fall	9%	15%	5%	6%	8%	3%	0%	6%	0%	5%
		Spring	6%	33%	2%	8%	8%	2%	5%	3%	0%	8%
	2019-20	Fall	10%	17%	4%	2%	2%	0%	5%	4%	0%	5%
		Winter	18%	22%	9%	7%	4%	4%	2%	2%	2%	7%
	2021-22	Fall	n/a	12%	4%	13%	0%	4%	3%	3%	0%	5%
		Spring	n/a	13%	0%	4%	6%	4%	5%	7%	0%	5%
Clarke	2015-16	Fall	31%	17%	6%	0%	0%	4%	0%	4%	0%	6%
		Spring	56%	21%	3%	7%	0%	4%	8%	8%	0%	10%
	2019-20	Fall	13%	10%	13%	9%	10%	0%	4%	0%	4%	7%
		Winter	48%	18%	13%	17%	11%	0%	4%	5%	4%	13%
	2021-22	Fall	n/a	0%	0%	0%	6%	0%	0%	0%	6%	1%
		Spring	n/a	14%	6%	0%	0%	0%	0%	0%	6%	3%
Mitchell	2015-16	Fall	15%	21%	8%	8%	2%	2%	6%	3%	3%	5%
		Spring	29%	22%	8%	17%	6%	7%	7%	3%	4%	9%
	2019-20	Fall	12%	10%	17%	9%	8%	11%	3%	1%	1%	6%
		Winter	28%	25%	25%	7%	12%	11%	2%	3%	2%	9%
	2021-22	Fall	n/a	8%	4%	4%	11%	0%	6%	5%	0%	4%
		Spring	n/a	8%	4%	0%	14%	6%	4%	7%	3%	5%
Rogers	2015-16	Fall	39%	27%	13%	14%	5%	10%	3%	6%	6%	11%
		Spring	46%	17%	18%	16%	10%	12%	5%	8%	16%	14%
	2019-20	Fall	19%	22%	11%	14%	18%	12%	6%	15%	7%	13%
		Winter	25%	57%	8%	14%	20%	10%	10%	15%	7%	15%
	2021-22	Fall	n/a	4%	10%	3%	11%	8%	11%	2%	7%	7%
		Spring	n/a	33%	14%	8%	8%	10%	17%	11%	5%	12%

2019-20 did not have a Spring STAR administration due to COVID; Winter is shown instead. STAR Kindergarten Early Literacy was not administered in 2021-22. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2015-16, 2019-20, and 2021-22 MPS STAR data.

Table 27: Percentage of Students On Target in STAR Reading/Early Literacy

for 2015-16, 2019-20, and 2021-22

SCHOOL	YEAR	SEASON	GRK	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	ALL GRADES
Partnership	2015-16	Fall	23%	20%	8%	10%	4%	5%	3%	5%	4%	7%
		Spring	25%	25%	9%	15%	8%	8%	6%	5%	8%	10%
	2019-20	Fall	13%	15%	12%	9%	10%	7%	5%	6%	3%	8%
		Winter	27%	30%	14%	11%	12%	8%	5%	7%	4%	11%
	2021-22	Fall	n/a	6%	4%	5%	9%	3%	6%	3%	3%	5%
		Spring	n/a	18%	5%	3%	9%	6%	9%	8%	3%	7%
Non-Partnership	2015-16	Fall	35%	27%	24%	19%	19%	16%	16%	14%	12%	20%
		Spring	41%	38%	29%	23%	21%	18%	16%	15%	11%	23%
	2019-20	Fall	24%	25%	21%	19%	16%	14%	14%	14%	12%	17%
		Winter	38%	41%	29%	23%	21%	16%	14%	14%	13%	22%
	2021-22	Fall	n/a	12%	16%	14%	14%	13%	12%	11%	12%	13%
		Spring	n/a	25%	22%	19%	17%	14%	11%	11%	9%	16%

2019-20 did not have a Spring STAR administration due to COVID; Winter is shown instead. STAR Kindergarten Early Literacy was not administered in 2021-22. Clarke data prior to joining the Partnership are shown for context. Non-Partnership totals exclude Clarke in all years.

Source: 2015-16, 2019-20, and 2021-22 MPS STAR data.

COVID-Related Learning Loss and Possible Partnership Impact

As schools in Wisconsin and across the country transitioned from virtual to in-person instruction at various points over the past two years, substantial attention has focused on how much student learning may have regressed due to the challenges associated with virtual learning. To help shed light on this important topic within the context of MPS and the Partnership initiative, and to investigate specifically whether Partnership-sponsored supports may have mitigated learning loss, we showed in Tables 25-27 that Fall STAR On Target rates dropped from 2019-20 (pre-pandemic) to 2021-22 (return to school) across both Partnership sites and non-Partnership MPS schools. While we cannot say with certainty that these decreases would not have occurred anyway (i.e., without the pandemic and the pivot to virtual instruction for more than a year in MPS), it seems highly unlikely that this is the case.

Additional evidence suggesting that the pandemic and virtual learning are at least partially responsible for learning losses among MPS students is provided by Table 28, which looks at mean scale scores in STAR Reading/Early Literacy and Math (and the Spanish version of STAR Math) by grade level prior to the pandemic (Fall 2019) and as MPS students returned to school in Fall 2021 after more than a year of virtual learning. Here, the evidence of learning loss is perhaps even more stark than with STAR On Target rates: with very few exceptions, MPS students in both Partnership and non-Partnership sites in Fall 2021 were far below (20-80 points) where their same-grade peers had been as of Fall 2019.[7] This means that many MPS students (most of whom were already behind grade level) appear to have lost essentially an entire academic year in terms of their STAR scores. For context, the number of students with STAR data to inform these calculations in Partnership schools ranges from about 100-200 per grade level for Math and Reading and about 50 per grade level for Spanish Math (all of whom attended either Rogers or Mitchell).

7 Average Fall to Spring growth ranges from approximately 30-125 points in Math and 80-105 points in Reading depending on grade level.
Sources: Renaissance Learning, Inc. (2021). Star Assessments for Math Technical Manual. Renaissance Learning, Inc. (2022). Star Assessments for Reading Technical Manual.

Table 28: Average Fall Scale Scores on STAR

for 2019-20 and 2021-22

SCHOOL GROUP	GRADE	2019-20 MATH	2021-22 MATH	2019-20 SPANISH MATH	2021-22 SPANISH MATH	2019-20 READING/ EARLY LITERACY	2021-22 READING/ EARLY LITERACY
Partnership	1	253.8	218.2	228.5	220.9	584.5	506.2
	2	362.8	307.9	432.8	329.6	127.3	95.7
	3	457.9	404.1	479.3	415.2	201.1	133.0
	4	499.1	477.8	543.8	511.9	266.0	284.5
	5	560.1	519.7	600.2	539.3	358.2	328.4
	6	621.1	583.3	n/a	n/a	385.3	423.1
	7	658.7	629.5	n/a	n/a	494.2	466.3
	8	693.3	652.2	n/a	n/a	551.3	523.4
Non-Partnership	1	249.8	230.7	227.4	213.1	590.7	527.7
	2	371.2	321.9	364.2	316.7	149.7	126.1
	3	469.0	420.2	462.1	410.0	242.2	213.2
	4	535.2	487.2	540.3	484.5	328.2	303.5
	5	592.9	546.1	583.9	539.9	409.3	393.6
	6	644.8	599.3	n/a	n/a	497.7	477.7
	7	676.1	637.0	n/a	n/a	574.8	543.0
	8	702.8	677.9	n/a	n/a	640.9	635.5

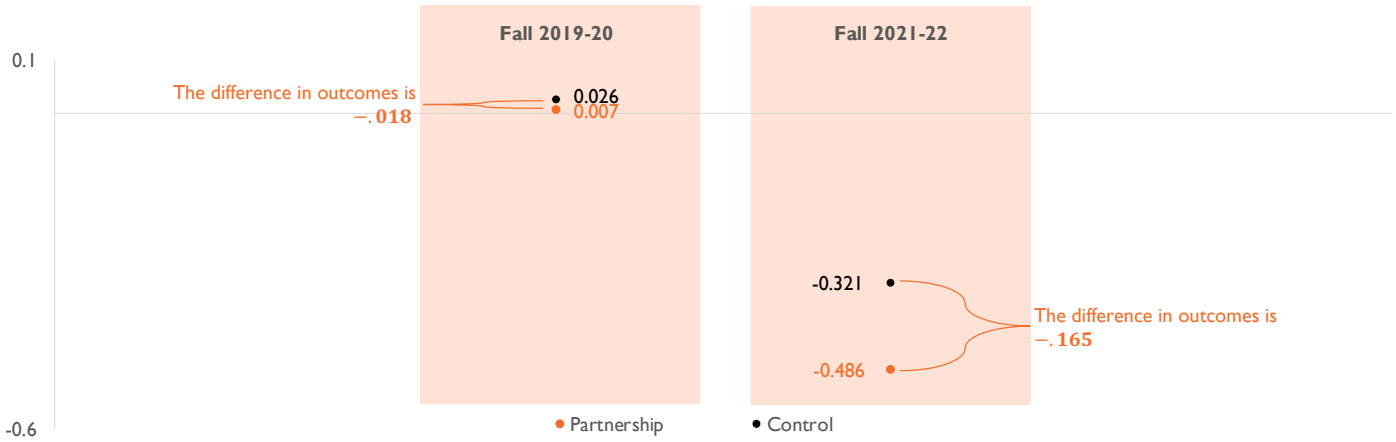
Source: 2019-20 and 2021-22 MPS STAR data.

Given the strong evidence suggesting an association between learning losses in MPS and the onset of the pandemic and virtual learning, a logical next step for this evaluation was to determine if the Partnership initiative appeared to mitigate these losses to any visible extent. To do this, we utilized a difference-in-differences methodology which compares a "treatment" sample of students in Partnership schools to a control group of students who are similar in terms of key factors such as prior achievement and demographic characteristics, but with statistical controls applied for prior test score growth patterns. This approach compares the growth of both groups of students (treatment and control) over two-year time periods, to account for the fact that there are no STAR scores for MPS students from the 2020-21 school year. The first group of Partnership and control students attended school from the Fall of 2017-18 to the Fall of 2019-20, and the second group attended school from the Fall of 2019-20 to the Fall of 2021-22. The difference-in-differences of the growth between the two periods of time at Partnership (treatment) and control schools provides the estimated impact of the Partnership on STAR Reading and Math growth between Fall of 2019-20 and the Fall of 2021-22, the period of time in which any possible COVID-related learning loss may have occurred. As this analysis requires examining a pre-COVID period of growth as a comparison from Fall 2017-18 to Fall 2019-20, Clarke is excluded from the analysis, since this site did not begin full participation in the Partnership initiative until 2018-19.

Figures 11 and 12 show results from the difference-in-differences analysis in Math and Reading, respectively. As shown in Figure 11, the difference in pre-COVID Math growth between the treatment group of Partnership students and a matched set of control group peers from non-Partnership sites was quite small (0.018 standard deviations). During the return-to-school period (ending in the Fall of 2021), however, the difference between the Partnership students and non-Partnership students increased, indicating that Partnership students experienced 0.147 standard deviations less Math growth compared to similar non-Partnership students during the pandemic. Figure 12 shows similar results for Reading, where the difference in outcomes increased during the pandemic, resulting in Partnership students experiencing 0.091 standard deviations less growth than similar non-Partnership students. Both of these differences in growth were statistically significant.[8] **There is some evidence from the difference-in-difference analysis, in other words, that students in Partnership schools actually experienced more COVID-related learning loss in Reading and Math than a set of similar peers who attended other (non-Partnership) sites over the same period.**

8 Statistical significance examined at the 0.05 level.

Figure 11: Analysis of COVID-Related Learning Loss -- STAR Math

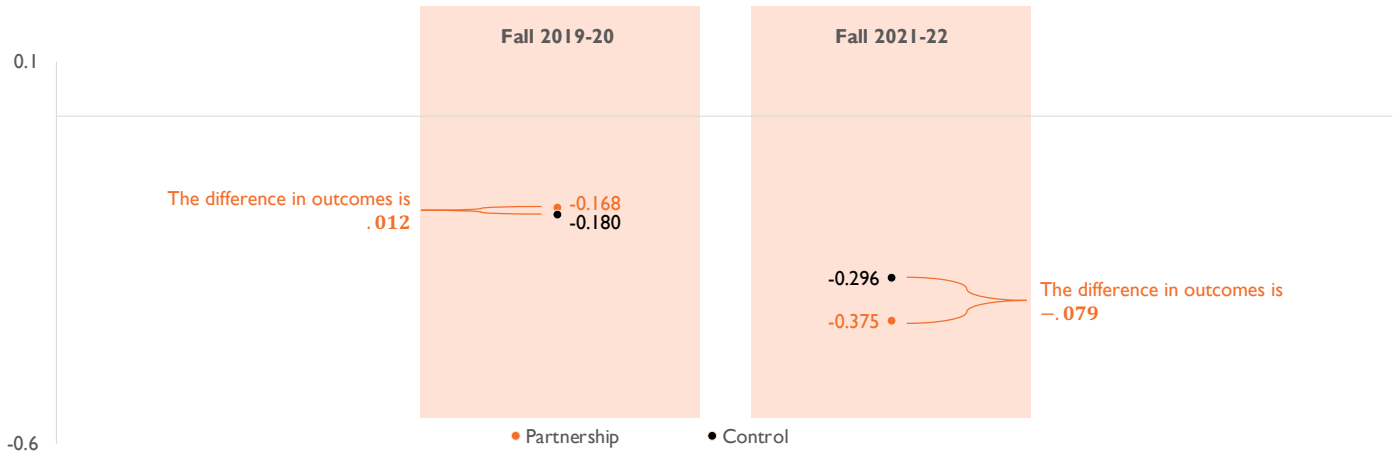


$-.165-(-.018)=-.147$

During the pandemic, **math growth at Partnership schools was .147** standard deviations less than growth for observably similar students in similar comparison schools.

Source: 2017-18 through 2021-22 MPS Enrollment and STAR data.

Figure 12: Analysis of COVID-Related Learning Loss -- STAR Reading



$-.079-.012=-.091$

During the pandemic, **reading growth at Partnership schools was .091** standard deviations less than growth for observably similar students in similar comparison schools.

Source: 2017-18 through 2021-22 MPS Enrollment and STAR data.

We offer several potential explanations for these observed outcomes. One, as noted previously, is that there were unobservable differences between Partnership and non-Partnership students prior to the period of interest that the evaluation was unable to control for. If true, this could cause statistical bias in the resulting differences in growth presented in Figures 11 and 12. For example, if similar non-Partnership students attended schools that were somehow better-equipped to transition to virtual instruction compared to Partnership schools, this might bias any possible impact of the Partnership downward.

An alternative explanation is that under normal (non-COVID) circumstances, the Partnership initiative does indeed benefit students, but that the initiative was not able during the pandemic (and virtual learning) to implement all of its various "moving parts" with enough fidelity to adequately provide those benefits. There is some evidence for this explanation. Looking only at differences in outcomes pre-pandemic (ending in Fall 2019-20), we see small (and non-statistically significant) differences between Partnership and non-Partnership schools, suggesting similar patterns in growth during this time (when implementation of the program was occurring as intended). As seen from the Implementation section of this report, during 2020-21 there were decreases in implementation for many of the components of the Partnership that likely resulted from virtual instruction and certain components of the initiative (such as the in-person presence of City Year Corps members) being substantially different. **The lack of full implementation of Partnership activities during the pandemic, in other words, may actually provide evidence of the positive impacts of the initiative, in the sense that this may not have happened had the full set of supports (including in-classroom support of City Year Corps members, full participation in afterschool, etc.) been in place during the pandemic.** To further examine this possible explanation, our evaluation reports in subsequent years will continue to track outcomes to see if growth patterns return to normal.

State Report Card

Another metric from previous years' Partnership evaluation reports that we re-include this year after a COVID-related pause is selected student outcome measures from recent state Report Cards produced annually by the Wisconsin Department of Public Instruction (DPI). Specifically, we include below a summary of two of the Priority Areas of the Report Card (Achievement and Growth) for ELA and Math for each of the four Partnership sites in relation to relevant district and state averages.

As in prior years' reports, we begin with the caveat that Report Card data have clear limitations as measures of student performance, including the fact that they are limited to data that DPI collects for all schools statewide, such as state assessments that are administered only once each year, attendance rates, and graduation rates. A second caveat is that test participation rates for some districts and schools were far lower for the Spring 2021 test compared to those of prior years. For MPS, which had virtual instruction for most of the 2020-21 school year (with students returning to in-person instruction in mid-April), Spring 2021 test participation rates for the district overall were around 37 percent for both ELA and Math (compared to a pre-COVID benchmark of 92 percent for Spring 2019), while Spring 2021 test participation rates for the four Partnership sites were approximately 25 percent for Clarke and 40 percent for Carver, Mitchell, and Rogers (compared to 95 percent or higher at each site for Spring 2019). Regrettably, this means that two consecutive state assessment windows produced either no data at all (Spring 2020) or incomplete data due to low participation rates (Spring 2021) for both MPS overall as well as for the four Partnership sites – although we note that both the Achievement and Growth scores on the state Report Card use data from three years (Spring 2021, Spring 2019, Spring 2018), with the latter two not impacted by COVID and lowered participation rates.

We also note that we have avoided reporting for Partnership sites (and for MPS overall) the summative ratings[9] assigned by DPI each year, since the cut scores used to make these determinations are not the same from year to year. At the same time, Report Card data are one useful way of comparing Partnership sites' performance against the MPS district average and against other public schools within the district and statewide on a common set of benchmarks. It also remains the case that metrics used in the Report Card are the most widely-used measures of school performance by the federal government (in determining schools in need of improvement), by state-level policymakers, and by the general public.

We begin by showing in Figures 13 and 14 Report Card Achievement data for ELA and Math, respectively. Achievement scores are reported on a 0-100 scale[10] in both subjects for all districts and schools statewide, and reflect how students are distributed among the four performance levels of the state assessment system (Advanced, Proficient, Basic, Below Basic). Having more students at the upper performance levels results in a higher achievement score, as a student is assigned 0 points for being Below Basic, 0.5 points for Basic, 1 point for Proficient, and 1.5 points for Advanced. To reduce the impact of year-to-year fluctuations in test scores, up to three years of most-recent testing data are used in order to improve the reliability of scores. For the most recent Report Card, the three most recent assessment data points are Spring 2021, Spring 2019, and Spring 2018, as the Spring 2020 assessment was canceled due to COVID.

For ELA Achievement (Figure 13), we see that all four of the Partnership sites have multi-year Achievement scores that are well below the MPS and state averages. The same is generally true for Math achievement (Figure 14), although Rogers is close to the district figure.

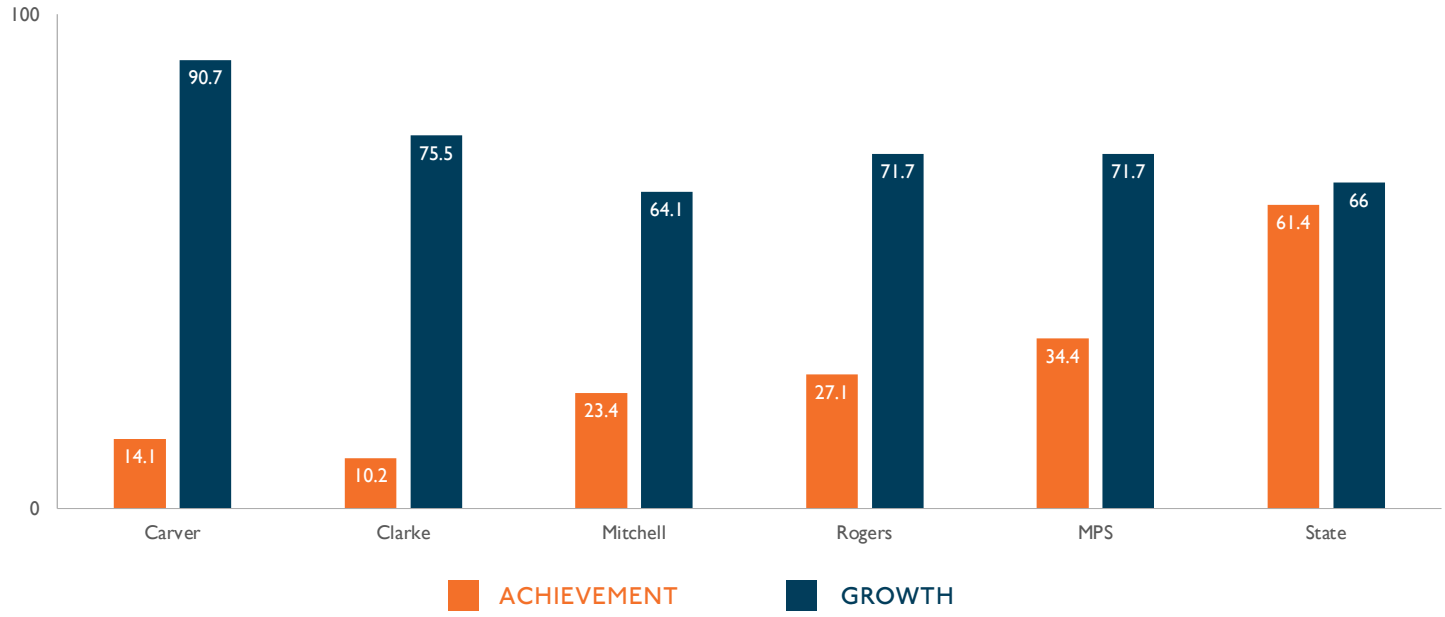
Figures 13 and 14 also show the multi-year Growth scores (measured on a 0-100 scale) from the Report Card for ELA and Math, respectively. The Growth score measures something fundamentally different from the Achievement score: Achievement is based on the levels of performance students have attained in a given year, while Growth measures changes in students' performance over time. Growth, in other words, quantifies the pace of improvement in students' performance in a school or district compared to the growth of similar students (as measured by prior achievement and student demographics) across the state. **In ELA (Figure 13), we observe that three of the four Partnership sites are either at or above the MPS figure (highlighted by very high growth at Carver), and all four are above the state average. In Math (Figure 14) all four Partnership sites are above the MPS figure, although three of the four are below the state average (with Carver again showing very high growth).**

9 DPI assigns each district and school a rating (Significantly Exceeds Expectations, Exceeds Expectations, Meets Expectations, Meets Few Expectations, Fails to Meet Expectations) based on data from four specific categories of data, two of which are Achievement and Growth in ELA and Math. More information is available at https://dpi.wi.gov/accountability/report-cards.

10 In prior years' versions of the Report Card, DPI reported scores for achievement and growth on a 0-50 scale, so we have eliminated comparisons to prior years to avoid confusion.

Figure 13: ELA Achievement and Growth Scores

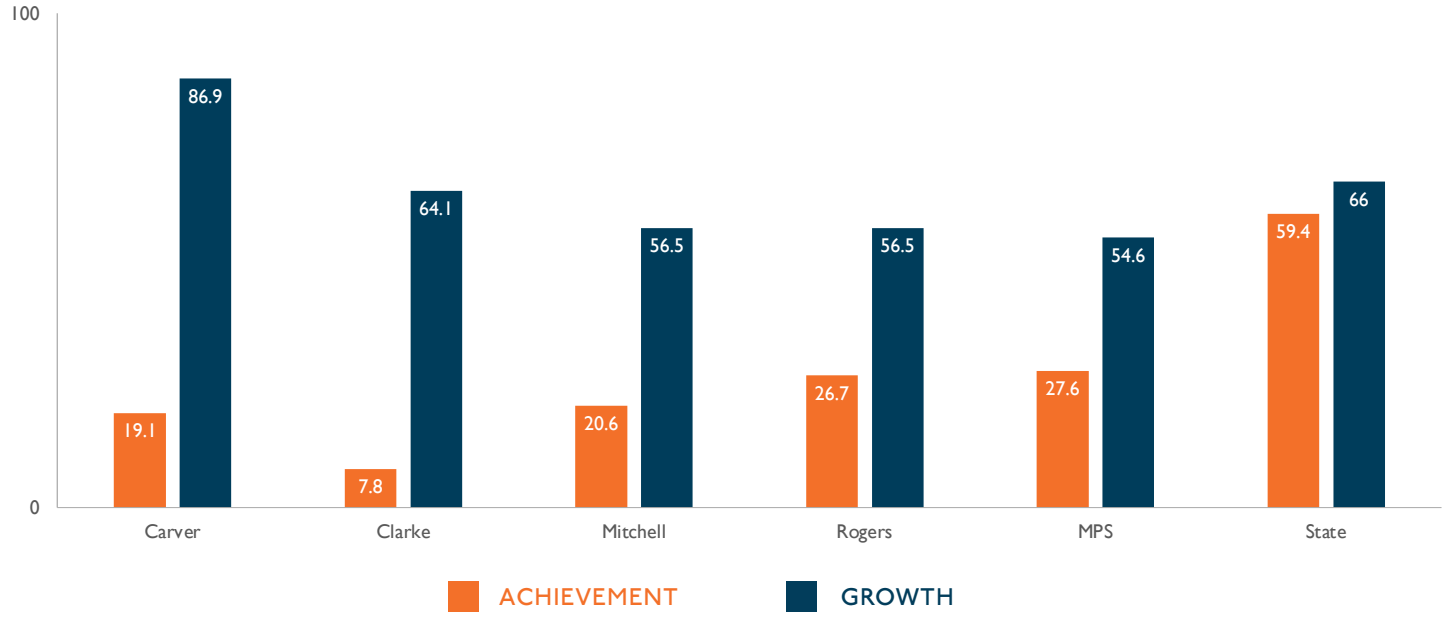
2020-21



Source: 2020-21 Wisconsin Department of Public Instruction Accountability Report Cards.

Figure 14: Math Achievement and Growth Scores

2020-21



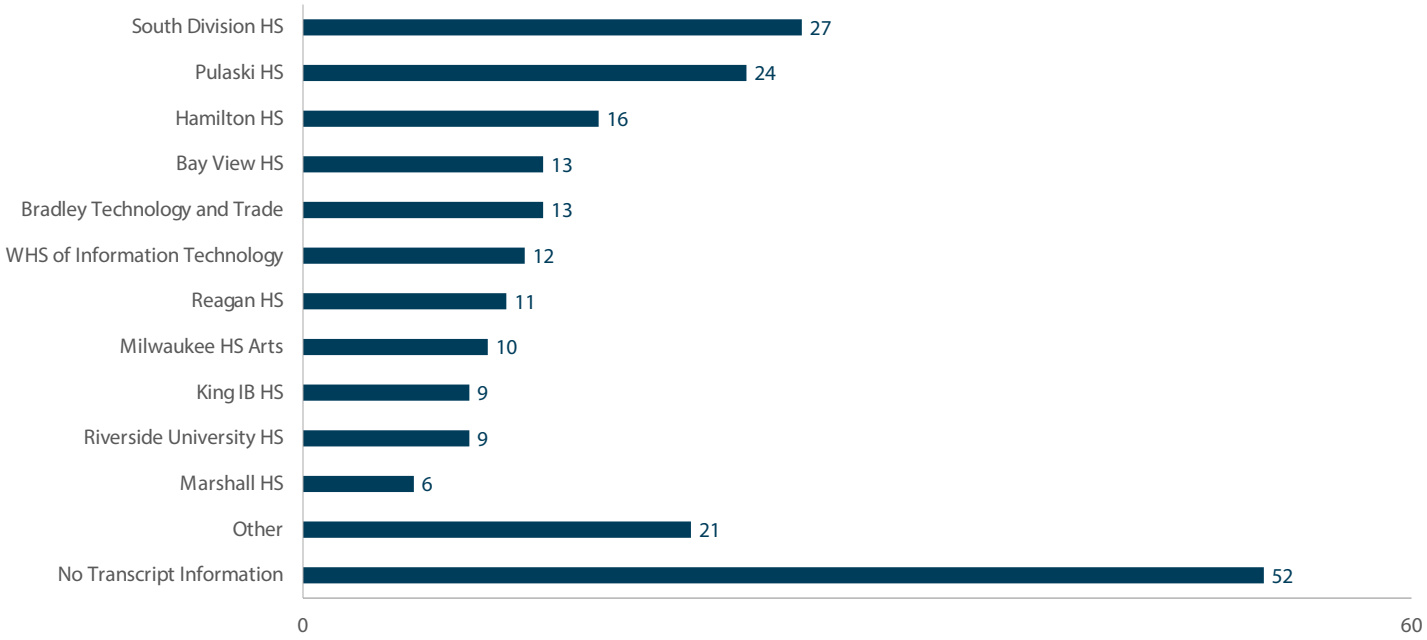
Source: 2020-21 Wisconsin Department of Public Instruction Accountability Report Cards.

ST Math and Ninth Grade Math Performance

A final set of student outcome measures we examine focuses on associations between 8th grade students' level of participation in ST Math while attending Partnership schools (where ST Math is a Tier I intervention available to all students) and selected measures of how they perform in 9th grade math classes the following year. While any observed associations would not necessarily be causal in nature – we cannot conclude that the level of ST Math participation among 8th graders is responsible for 9th grade math outcomes – looking at this metric in prior years' reports has suggested that a positive association does indeed exist. That is, higher levels of ST Math participation among 8th graders in Partnership sites is associated with better 9th grade math outcomes the following year.

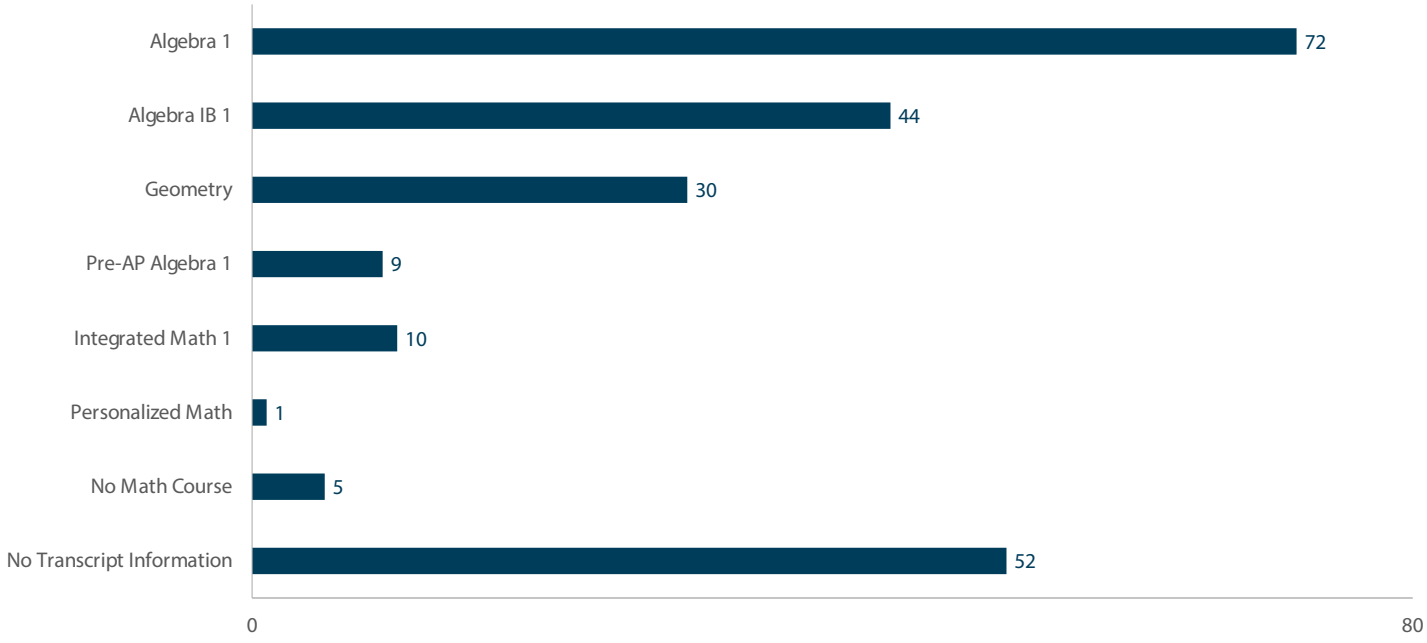
For this analysis, we identified students enrolled in Partnership sites as 8th graders in 2020-21 (n=223), selected those who were also enrolled in MPS as 9th graders in 2021-22 (n=171), and then determined both which high schools they attended (Figure 15) and which Math course(s) these students took during their first semester as 9th graders (Figure 16). No single high school dominates the list of destinations for Partnership 8th graders the following year, with the most commonly-attended including South Division, Pulaski, Hamilton, Bay View, and Bradley Tech. In terms of which 9th grade math courses were taken in 2021-22 by Partnership 8th graders from 2020-21, we see (in Figure 16) that the most commonly-taken math class was Algebra I (as expected), followed by Algebra I IB (most often at Riverside or Reagan high schools) and Geometry. Just less than one-quarter of the 8th grade Partnership sample (52 students) had no 9th grade MPS math transcript information, indicating that these students either did not take a math course as 9th graders (an unlikely occurrence) or were not enrolled in an MPS high school as 9th graders in 2021-22.

Figure 15: High Schools Attended in 2021-22 for 8th Grade Partnership Students from 2020-21



Source: 2020-21 ST Math data and 2021-22 MPS transcript data.

Figure 16: 9th Grade Fall Semester Math Course in 2021-22 for 8th Grade Partnership Students from 2020-21

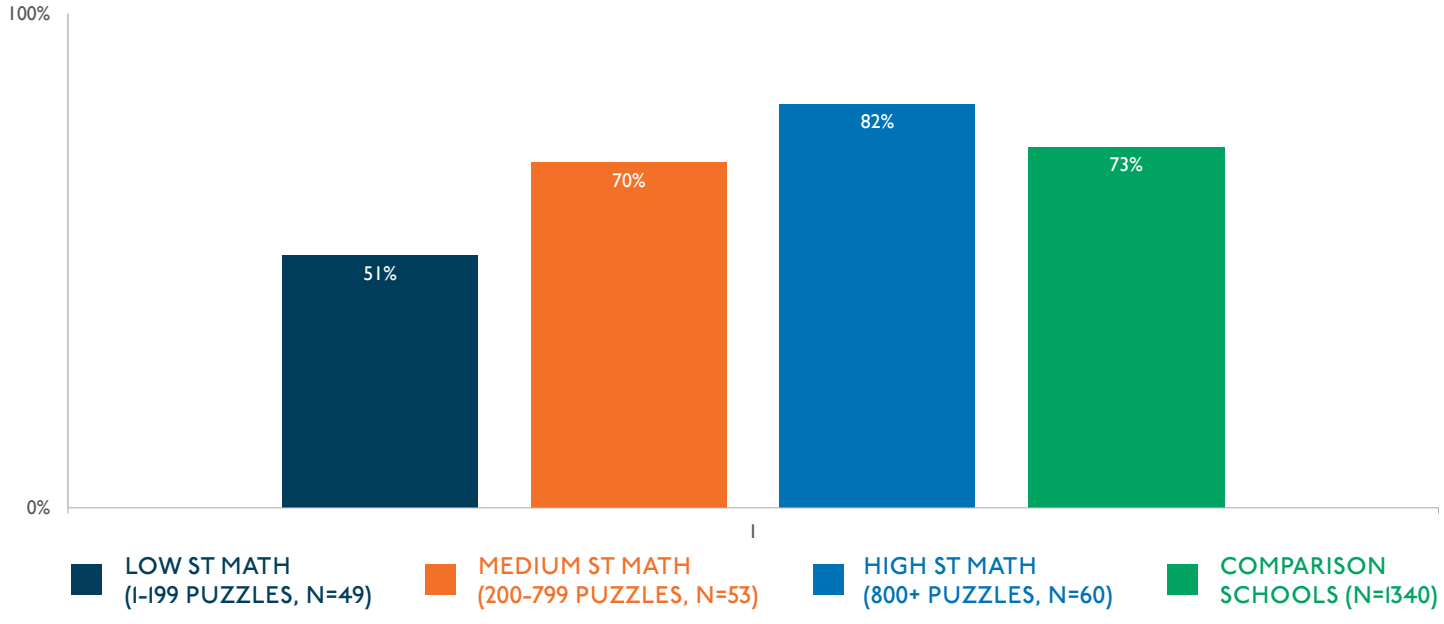


Source: 2020-21 ST Math data and 2021-22 MPS transcript data.

Figure 17 shows 9th grade fall semester pass rates for 2021-22 in Math courses among students who participated in varying levels of ST Math as 8th graders at Partnership sites in 2020-21, as well as pass rates for a comparison group of students who were first-time 9th graders at South Division, Pulaski, Hamilton, Bay View, and Bradley Tech but completed 8th grade at non-Partnership sites. To account for varying levels of participation in ST Math among 8th grade students, we use the three thresholds for ST Math participation found in Figure 17: Low is classified as students who completed 0-199 puzzles as 8th graders in 2020-21 (n=49 students); Medium consists of students with 200-799 puzzles completed as 8th graders (n=53 students); and High is students with 800 or more puzzles completed as 8th graders (n=60 students).

From this analysis, we find (as in prior years) that Low levels of ST Math participation as 8th graders are associated with lower pass rates in 9th grade Math classes. That is, **approximately half of students in the Low category of ST Math participation as 8th graders passed their math class the following fall as 9th graders, compared to around 70 percent of their peers who had Medium levels of ST Math participation as 8th graders and approximately 80 percent of their peers who had High levels of ST Math participation. We note that the High ST Math group also had higher 9th grade Math pass rates than did all first-time 9th graders at the comparison high schools.**

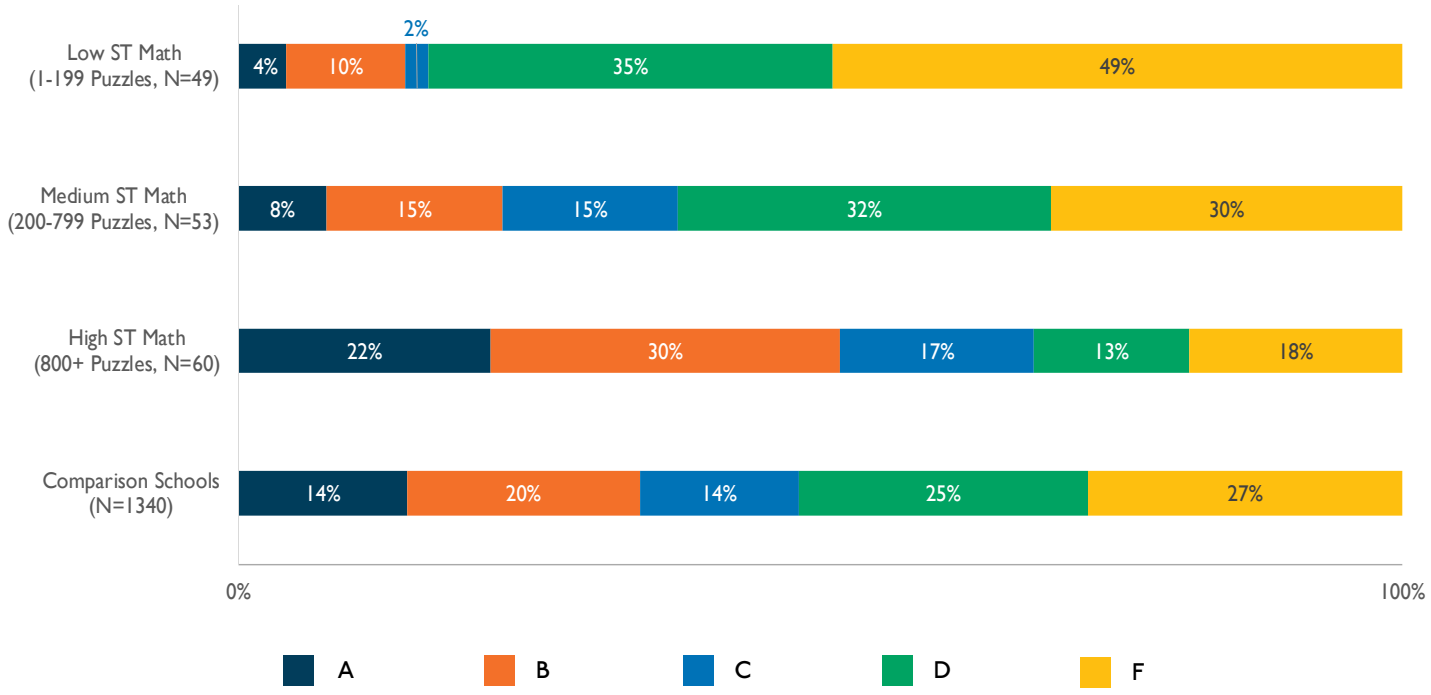
Figure 17: 9th Grade Fall Semester 2021-22 Math Course Passing Rates for 2020-21 8th Graders at Partnership Sites by ST Math Participation Level



Source: 2020-21 ST Math data and 2021-22 MPS transcript data.

Figure 18 shows the distribution of 9th grade fall semester Math course grades by ST Math participation level as 8th graders, with the same general pattern evident: **Students in the Low ST Math participation category were less likely to get grades of A or B in their 9th grade Math classes compared to their peers who had Medium and High ST Math participation, and were more likely to get D or F grades.** There also appears to be a benefit of having High ST Math participation compared to Medium participation, especially for the likelihood of receiving an A or B.

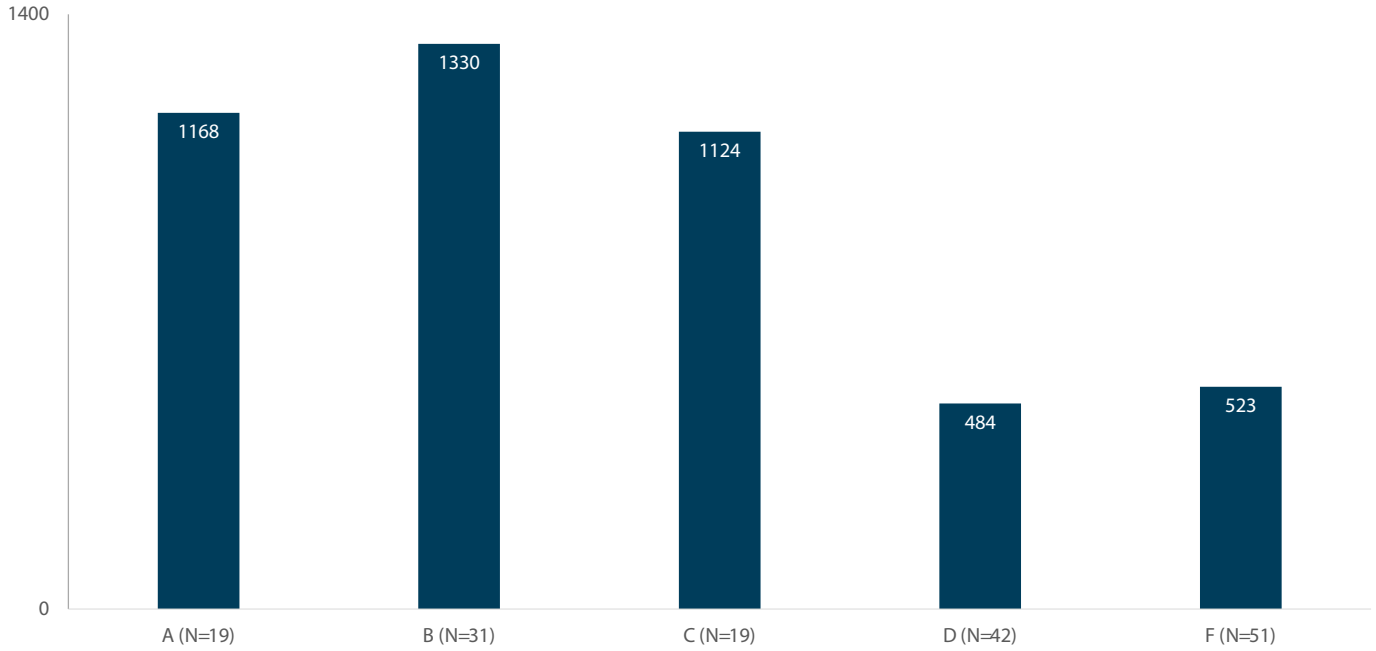
Figure 18: 9th Grade Fall Semester 2021-22 Math Course Grades for 2020-21 8th Graders at Partnership Sites by ST Math Participation Level



Source: 2020-21 ST Math data and 2021-22 MPS transcript data.

In Figure 19, we show the number of students who received each potential Math grade (A-F) during Fall semester of 9th grade in the 2021-22 school year, along with their average level of ST Math progress as 8th graders in Partnership sites during the previous year (2020-21). The same general trend is observed, in that **students who earned better math course grades (A, B, or C) as 9th graders had made more ST Math progress as 8th graders compared to their peers who earned lower grades (D or F).** 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 2021-22 generally mirror results from the past four years, 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.**

Figure 19: 9th Grade Fall Semester Math Grades in 2021-22 with Average Puzzle Completion for 2020-21 8th Grade ST Math



Source: 2020-21 ST Math data and 2021-22 MPS transcript data.

Section 3

Summary

Summary

The prevailing theme of Year 7 of the Partnership initiative, covering the 2021-22 school year, is the return to in-person learning after MPS students were restricted to virtual instruction for more than a year. As might be expected under the circumstances, the return to in-person learning was marked by challenges in terms of COVID-related learning loss and re-engagement with the routines and procedures of school, which likely contributed to lower rates of attendance. Also prevalent in this year's report, however, is widespread gratitude for the supports and resources that the Partnership initiative makes available to students, staff, and families in the four participating schools, as well as the continued "all hands on deck" mentality that characterizes staff from MPS and partner organizations City Year Inc. and BGCGM, who re-built their routines and collaboration during this past year to help students succeed.

Above and beyond these high-level observations, this year's evaluation report highlights the following key findings in the areas of fidelity of implementation/program participation, stakeholder perceptions, and outcomes:

Fidelity of Implementation/ Program Participation

- All four Partnership sites, as well as MPS as a district, have experienced substantial declines in enrollment since the COVID-19 pandemic began, with Carver down 160 students (33%) from Fall 2019 to Fall 2021 third Friday enrollment counts, Clarke down 40 students (18%), Mitchell down 87 students (13%), Rogers down 63 students (10%), and MPS overall down 5568 students (8%).
- Across all four sites combined, turnover in key staff roles has occurred in more than one out of every four possible instances over the life of the Partnership initiative (42/153, or 27%). Higher rates of stability are noted among principals and SPARK managers, with lower rates of stability among academic interventionists and SEL intervention teachers. The 2021-22 school year was comparatively low in terms of turnover compared to prior years, with seven of the 29 key staff positions (24%) held by a person who was new to that role or newly vacant (and five of those seven instances occurring at a single school).
- Stakeholders who work in and with Partnership sites continue to report that the biggest "input" by far that Partnership support brings is additional people and their ability to work together on behalf of students. Accomplishing these goals becomes unquestionably more challenging when frequent turnover in key staff roles occurs, however. There is clearly good news across Partnership sites in terms of continuity in key roles (such as principals), but there also continue to be positions plagued by substantial turnover (such as the SEL role at Carver, with five different staff filling that role over the seven years of the Partnership initiative) and/or vacancies (such as the academic interventionist position at Clarke, which has been vacant in two of the four years the school has been a Partnership site).

- The percentage of full-time first year teachers at Partnership sites in 2021-22 was slightly higher than in 2020-21 (20% in 2021-22 versus 16% in 2020-21)
- Nearly one-fifth of students across all Partnership sites combined received Reading interventions during 2021-22, while less than one percent received Math interventions. This lends credence to anecdotal information we received indicating that MPS in general, and the Partnership initiative in particular, has prioritized Reading as the primary area of focus for academic interventions.
- We cannot conclude with any degree of confidence that the reduced focus on attendance interventions is responsible for the drop in attendance in 2021-22. The data do suggest, however, that a renewed focus on attendance is appropriate given the declines observed during 2021-22, and that a discussion about how the SEL implementation teachers' work can help support improved attendance (among the many other ways in which these key staff could be spending their limited time) is appropriate.
- While City Year Corps members were restricted to providing only virtual support during the entire 2020-21 school year (even after MPS students returned to in-person instruction at the end of the year), they resumed a much-appreciated on-site support role during the 2021-22 school year.
- Higher rates of afterschool participation are predictably observed at all four sites compared to the previous (pandemic-influenced) year, particularly at Carver and Clarke, which likely reflects the fact that afterschool capacity was significantly restricted by local health department guidelines in 2020-21.

Stakeholder Perceptions

- While perceptions differed somewhat by school, a recurring theme from stakeholders this year was the challenge of returning to in-person learning, after students in Partnership sites (and across MPS) had been restricted to virtual schooling for more than a year. Students' ability to focus academically and engage with their peers, along with younger students' difficulties re-adjusting to the routines and procedures of the school day, were cited as particular areas of challenge.
- Widespread gratitude for the array of supports and resources that the Partnership initiative brings to the four participating schools was clearly expressed across the range of stakeholders, similar to previous years.
- An "all hands on deck" mindset continues to characterize the Partnership sites in terms of their collaborative approach to helping students succeed.
- Stakeholders described how SEL teachers again filled a variety of roles within their schools in 2021-22. As in years past, the SEL role has remained intentionally flexible, to allow each school to determine how this person's talents and interests can best meet students' needs. We note again in year's report, in fact, that this unique combination of roles that SEL teachers fulfill within Partnership sites continues to place them at the center of numerous collaborative networks of staff from both MPS and partner organizations.
- The SPARK tutoring program, which utilizes Partnership funding to support the work of SPARK Program Managers, tutors, and Family Engagement Coordinators, rebounded to regular (pre-pandemic) programming in 2021-22 and remained widely appreciated by stakeholders for helping develop the reading skills of students in grades K-3.

- Stakeholders from Partnership sites remained very appreciative and supportive of ST Math as a learning resource for their students.
- Stakeholders working at and with Partnership sites continued to share deep appreciation for the work of City Year Inc. in 2021-22.
- Afterschool programming provided by the Boys and Girls Club provided another component of the "return to normal" efforts undertaken at Partnership sites in 2021-22, following capacity restrictions and other challenges created by COVID during the 2020-21 school year. Stakeholders expressed continued appreciation for the expanded opportunities made available by Partnership funding for families and students at the four sites to have safe and reliable afterschool care.

Outcomes

- Nearly 80 percent of students in Partnership sites who were eligible to return for the start of the 2021-22 school year actually did so.
- 2021-22 attendance across all Partnership sites combined (83%) was down considerably from prior years, although much greater variation is observed across the Partnership sites compared to previous years. Attendance rate decreases ranged from 4 percentage points at Clarke to 13 percentage points at Carver. Even compared to the most recent full pre-COVID year (2018-19), attendance rates were down anywhere from 5 percentage points (Mitchell) to 14 percentage points (Clarke). It is concerning to note that 62 percent of students across all four Partnership schools combined had attendance rates of 90% or lower in 2021-22, which is 32 percentage points higher than the prior year and 11 points higher than non-Partnership sites districtwide during the most recent year.
- One-fifth of students across all Partnership sites combined had at least one office disciplinary referral (ODR) during 2021-22, with rates ranging from 11 percent of students at Rogers to 41 percent of students at Clarke. The 20 percent ODR rate for Partnership sites was slightly higher than the non-Partnership rate of 18 percent for 2021-22, but consistent with the three previous pre-pandemic years.
- Across all four Partnership sites combined, Fall On Target rates on the STAR assessment remain very low in both Math and Reading, and notably lower than pre-pandemic levels.
- Additional evidence suggests that COVID and virtual learning are at least partially responsible for learning losses among MPS students, which is seen by looking at mean scale scores in STAR Reading/Early Literacy and Math at two key points in time: prior to the pandemic (Fall 2019) and as MPS students returned to school for Fall 2021 after more than a year of virtual learning. With very few exceptions, MPS students in both Partnership and non-Partnership sites in Fall 2021 were far below (20-80 points) where their same-grade peers had been in Fall 2019.
- There is some evidence, based on a difference-in-difference analysis we conducted, that students in Partnership schools actually experienced more COVID-related learning loss in Reading and Math than a set of similar peers who attended other (non-Partnership) sites over the same period. We believe that a plausible argument can be made, however, that this may be attributable to the lack of full implementation of Partnership activities during the pandemic. In other words, we think it is certainly possible that higher levels of COVID-related learning losses at Partnership sites would not have occurred had the full set of supports (including in-classroom support of City Year Corps members, full participation in afterschool, etc.) been in place during the pandemic.

- State Report Card data show that all four of the Partnership sites have multi-year Achievement scores that are well below the MPS and state averages. The same is generally true for Math Achievement, although Rogers is close to the district average. Three of the four Partnership sites are either at or above the MPS figure for ELA Growth (highlighted by very high growth at Carver), and all four are above the state average. In Math Growth, all four Partnership sites are above the MPS figure, although three of the four are below the state average (with Carver again showing very high growth).
- Given the strong associations we continue to observe between ST Math participation among 8th graders and their performance in 9th grade Math classes the following year, Partnership sites' continued efforts to maximize student participation and progress in ST Math should remain an area of emphasis.

We appreciate the opportunity to engage with MPS, City Year Inc., and the Boys and Girls Club again this year on the external evaluation of the Partnership Schools initiative, and look forward to continued collaboration to help improve outcomes for MPS families and children.

Section 4

Appendices

Appendix A:
Milwaukee Partnership Schools Logic Model

SCHOOL CHANGE COMPONENT	STRATEGIES	OUTPUTS IMPLEMENTATION TARGET METRICS	OUTCOMES – IMPACT 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 Inc., MPS Intervention Teachers, BGCGM/City Year Inc. 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 School-wide suspension decreases School-wide attendance increases Increase in parent participation in school activities and improved parent satisfaction Milwaukee Partnership Collaboration Rubric scores increase to full collaboration
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 Inc., BGCGMGM/City Year Inc. After School Programming). Schools implement tiered system of support for attendance. BGCGM implements incentive program for after school, City Year Inc. 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 Inc. 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.	
Family Engagement	Partners work collectively (Parent Partners, Parent Coordinators, City Year Inc. 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.	
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 45 minutes.

Overall Questions (for all interviews)

1. Tell us briefly about what your role involves, and how (if at all) it has changed this year compared to prior years?
2. How has implementation of the Partnership gone this year with being back in-person?
3. How have you reengaged students with being back to in-person instruction?
4. What effects has the Partnership Schools grant had on this school this year? (Probe for specific examples)
    a. What have the biggest successes and challenges of the Partnership Schools grant been this year? (Probe for specific examples)
5. 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?
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?
    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. What are the most important components of the Partnership Schools grant, in your opinion? Why?
8. What would you improve about the Partnership Schools grant, if anything?

Interviewee Specific Questions – SEL Teacher & Academic Interventionist

1. (If not already answered) 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?
2. What occurs in a typical intervention? Is there a standard protocol?
    a. How are students chosen to receive this additional support?
3. How well are these supports working, and how do you know?
    a. What effects have interventions had on students? On the school as a whole? (Probe for specific examples).
4. What is the extent of cross-site collaboration (between the Academic or SEL Teachers at the different Partnership sites) to coordinate efforts?

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. (For SPARK) Is tutoring occurring in groups larger than one to one? If so, how is that going?
    b. (For SPARK) Have you continued to use any practices from last year during virtual instruction (for example virtual tutors)? If so, have these practices been helpful in meeting the needs of students?
2. (For City Year) How did focus lists work this year? When did they start?
    a. What did corps member work look like this year before focus lists?
3. What is your target student? Academic level? Behavior?
4. Describe your efforts toward family engagement. Give examples of successes and/or challenges related to family engagement?
5. How often/how effective is the communication between you the classroom teachers?
6. Is your work with students in this school making a difference, and how do you know?
7. What is the extent of cross-site collaboration to coordinate efforts?
8. (For SPARK) Was SPARKBright implemented this year? If so, how did that go?

Interviewee Specific Questions – Boys and Girls Club Site Manager

1. Are you back to full capacity?
    a. If not, how did you make decisions on which students attended?
2. What happens in a typical afterschool session?
3. How would you describe communication between afterschool staff and regular day school staff?
4. What has been the response to afterschool programming (from school stakeholders: students, staff, and families)?

Principal Questions

Intro: This outline describes selected topics we hope to cover during an approximate 45-minute interview in the three current principals of Partnership school sites in spring of 2022. We'll start by very briefly describing our role as the External Evaluators.

1. How has implementation of the Partnership gone this year with being back in-person?
2. 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). Have any of the components had a particularly important impact on your students, and why? 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?
3. (If not already mentioned.) We have noticed COVID learning gaps for MPS this year. How have you addressed these gaps? To what extent has the Partnership been helpful?
4. How would you describe communication between the different components of the Partnership grant? What processes/structures are in place to aid communication between school staff, program staff, and interventionists? How are student needs communicated between teachers, programs, and intervention staff? What would you change about communication related to the Partnership grant, if anything?
5. What do you consider to be the most important part(s) of the Partnership initiative?
6. What kinds of additional supports/resources (books, headphones, Chromebooks, supply bags, staff incentives, etc.) has your school been able to purchase with Partnership funds?
7. (If time) What are your thoughts on specific individual program components? (Academic interventionists, SEL interventionist, SPARK, City Year, B&GC Afterschool, ST Math)

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 2022. 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.

1. How has implementation of the Partnership gone this year with being back in-person?
2. 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). Have any of the 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? 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?
3. We have noticed COVID learning gaps for MPS this year. How have you addressed these gaps? To what ex-tent has the Partnership been helpful in addressing these gaps?
4. How was student engagement this year? How did students re-acclimate to in-person instruction? Were there any effective strategies used to raise the level of engagement with less engaged students? (If not already addressed) To what extent did participating in the Partnership help with this?
5. How would you describe your communication with the different components of the Partnership grant? What processes/structures are in place to aid communication between school staff, program staff, and interventionists? How are student needs communicated between teachers, programs, and intervention staff? What would you change about communication related to the Partnership grant, if anything?
6. Please describe your understanding of SEL interventionist's role 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? Has this arrangement changed at all this year? What impact would you say the SEL interventionist has on the school? How has Second Step been going?

7. Please describe your understanding of the academic interventionist's role and how often/how closely you've interacted with this person during the year? Do you meet with and/or refer students to the academic interventionist, and if so, what's your general impression of how this arrangement is working? Has this arrangement changed at all this year? What impact would you say the academic interventionist has on the school?
8. What do you consider to be the most important part(s) of the Partnership initiative?
9. (If time) Did you learn anything from virtual instruction that has been beneficial in your teaching this year?