

# MPS ESSER Evaluation Board Deck

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February 2025

# Evaluation Overview

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- American Institutes for Research® (AIR®) evaluated the following ESSER-funded services in Milwaukee Public Schools (MPS) with data provided during the 2022–23 and 2023–24 school years:
  - Tutoring services
  - Contracted mental health services
  - New social studies curriculum
- In addition, AIR developed Geographic Information System (GIS) mapping tools to visually track participation in these services across the district.

# Tutoring Services

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# Tutoring Evaluation Questions

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1. **How many students participated** in tutoring, overall and by type of tutoring (i.e., in-school, virtual, and afterschool tutoring)?
2. **How many tutoring sessions** were delivered overall, by type of tutoring, and per student? Are there **differences in participation** by student characteristics or across schools?
3. What is the effect of tutoring on students' **attendance** overall and by type of tutoring?
4. What is the effect of tutoring on students' **academic outcomes** overall and by type of tutoring?

# The total number of students who participated in tutoring increased from 3,456 in 2022–23 to 5,184 in 2023–24.

On average, students received 25 sessions in 2022–23 and 21 sessions in 2023–24.

Participation by Tutoring Type, 2022–23 and 2023–24

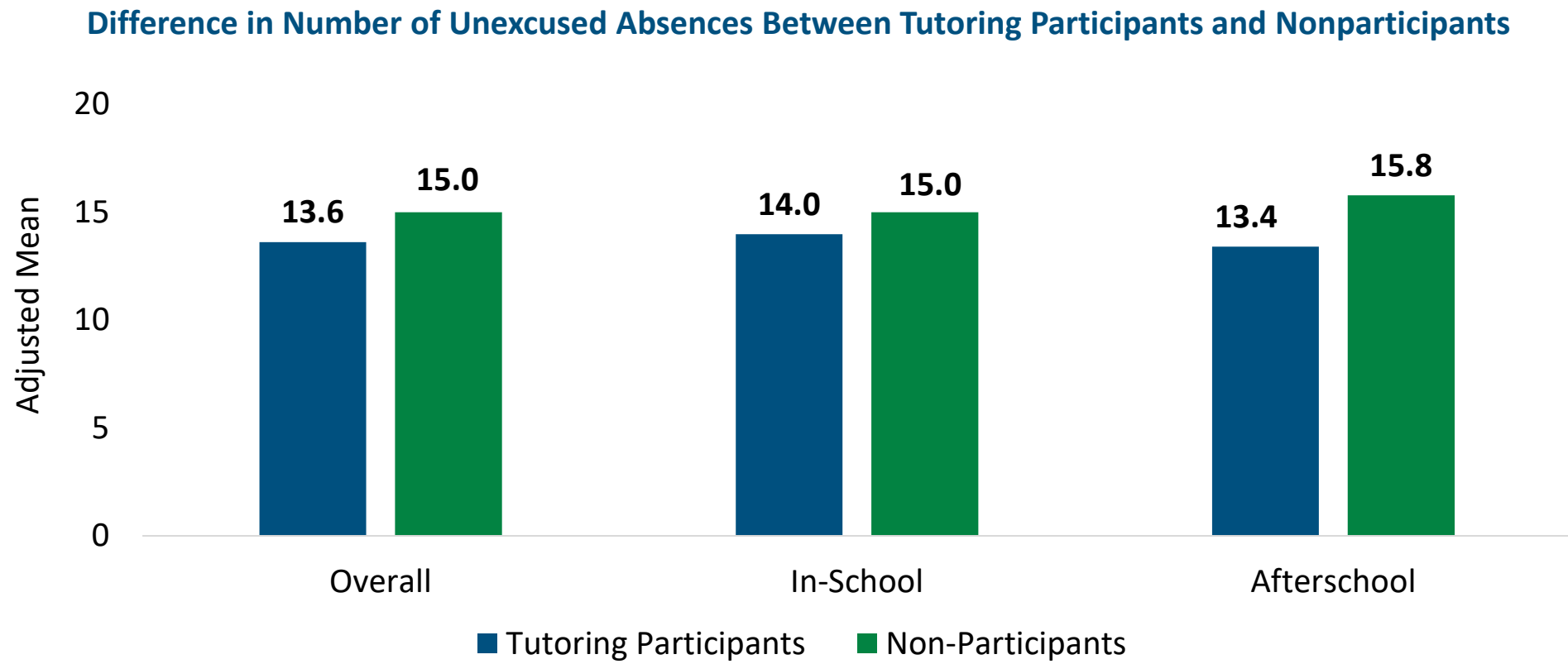
Tutoring type	Year	Number of students receiving at least one tutoring session
In school	2022–23	1,712
	2023–24	3,996
Afterschool	2022–23	1,756
	2023–24	1,356
Virtual	2022–23	79
	2023–24	111
District total	2022–23	3,456
	2023–24	5,184

# We observed the largest increase in the number of students served by in-school tutoring providers.

Participation by Tutoring Type, 2022–23 and 2023–24

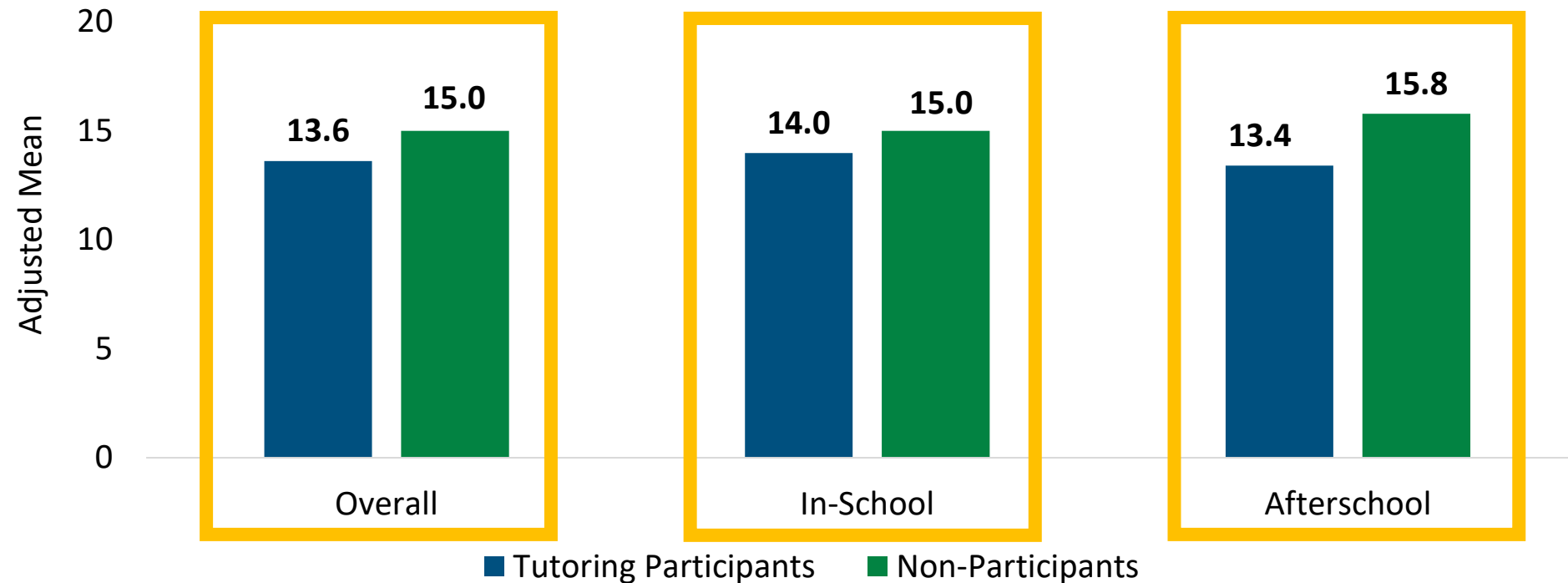
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# Students who received tutoring services had significantly fewer unexcused absences relative to comparison students.



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Difference in Number of Unexcused Absences Between Tutoring Participants and Nonparticipants



**These effects were statistically significant**



# What is the effect of tutoring on students' scores on the Star Reading and Math assessment overall and by type of tutoring?

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The effect of receiving tutoring services on students' scores on the Star Reading and Math assessment was not statistically significant overall or by type of tutoring.

# Contracted Mental Health Services

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# Contracted Mental Health Services Evaluation Questions

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1. Across the district, **how many students participated** in school-based therapy and teletherapy sessions? Are there differences in participation by student characteristics or across schools?
2. To what extent do students **participate in mental health services after referral**? Are there **differences** by student and school characteristics?
3. To what extent does **student mental health** change from before receiving mental health services to after receiving mental health services (relative to pretreatment)?
4. What is the effect of participating in mental health services on students' **attendance** as a proxy for students' general well-being?

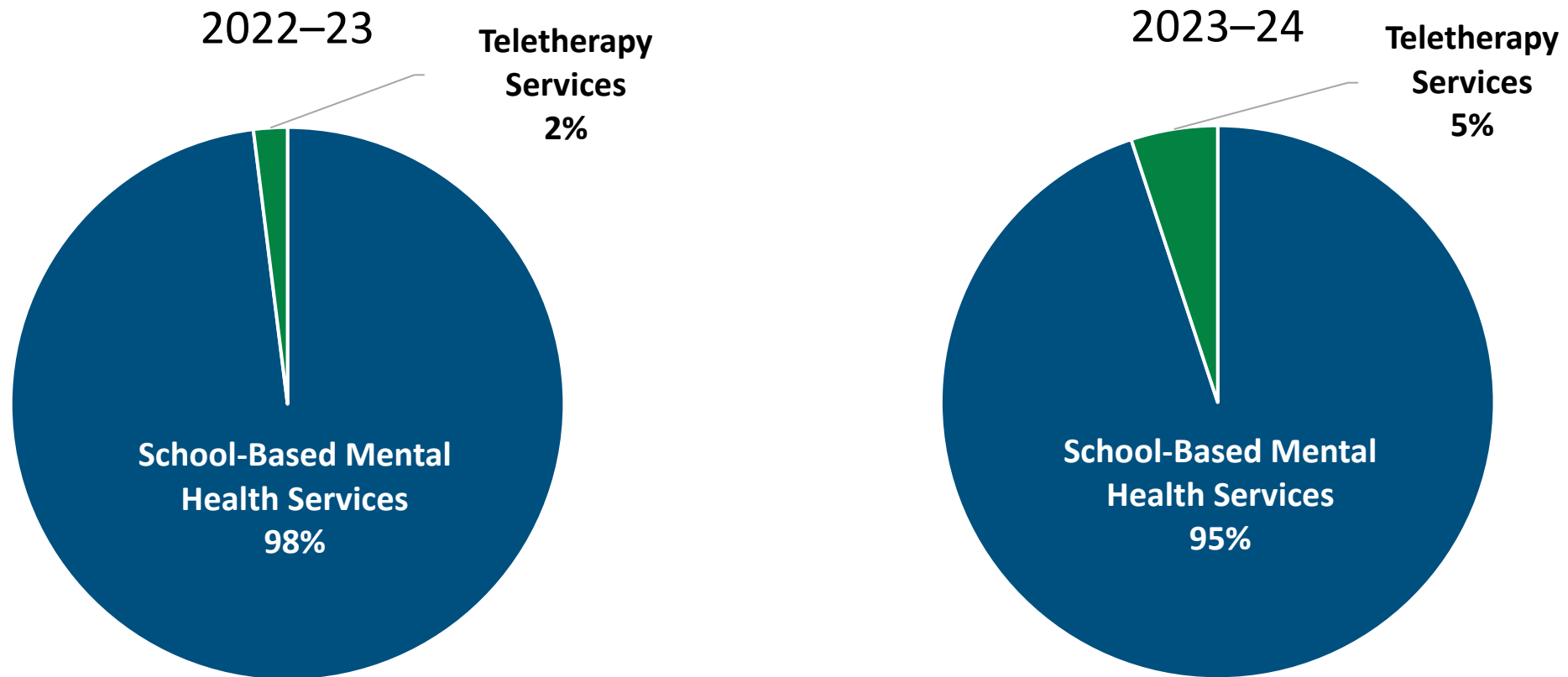
# Definitions

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- **Contracted Mental Health Services:** All services described in this evaluation are contracted mental health services. These services include:
  - **School-Based Mental Health (SBMH) Services**, which are in-person therapy sessions provided at MPS schools by clinicians who work for local community organizations, and
  - **Teletherapy**, which are virtual therapy sessions provided outside of regular school hours by clinicians who work for external organizations.

# Most students receiving mental health services participated in school-based services in 2022–23 and 2023–24.

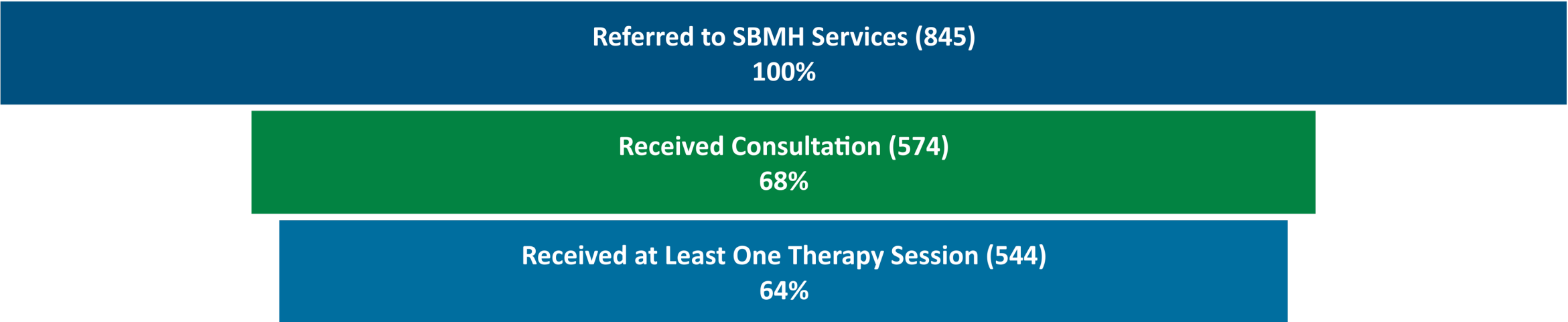
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# The percentage of students who received at least one therapy session after referral increased slightly from 61% in 2022–23 to 64% in 2023–24.

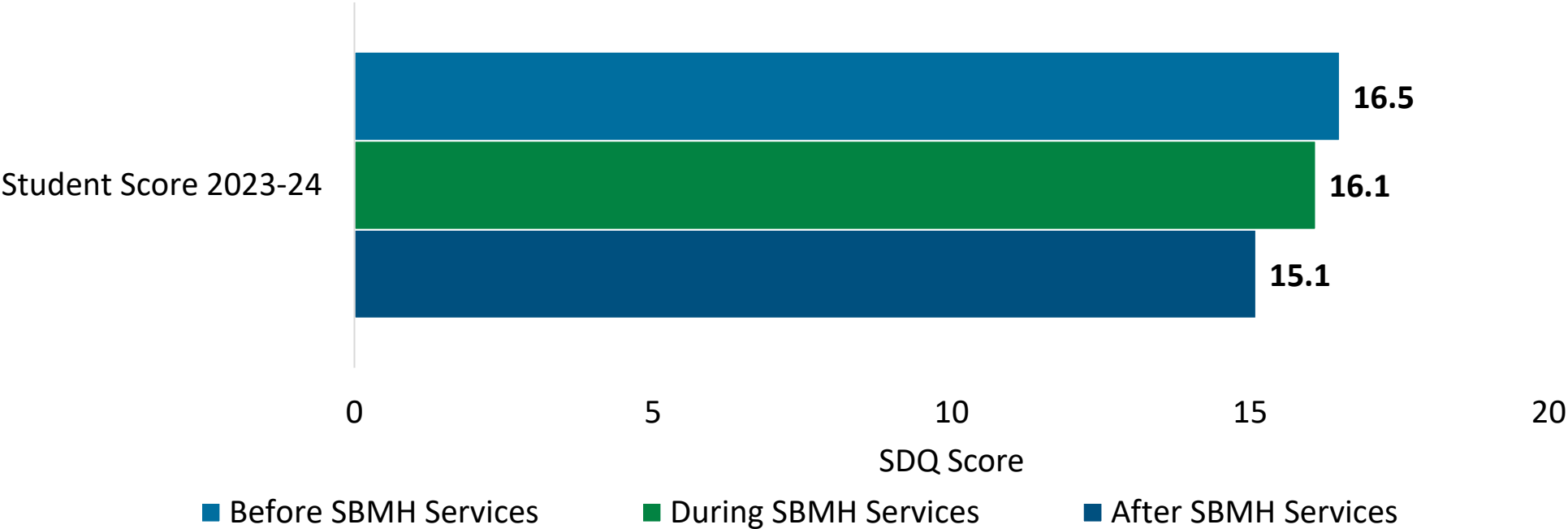
A large majority of students who received a consultation received at least one therapy session.

2023–24



# Student mental health significantly improved from the beginning to the end of treatment.

Students' Scores on the Strengths and Difficulties Questionnaire Before, During, and After Therapy in 2023–24



## What is the effect of participating in mental health services on students' attendance as a proxy for students' general well-being?

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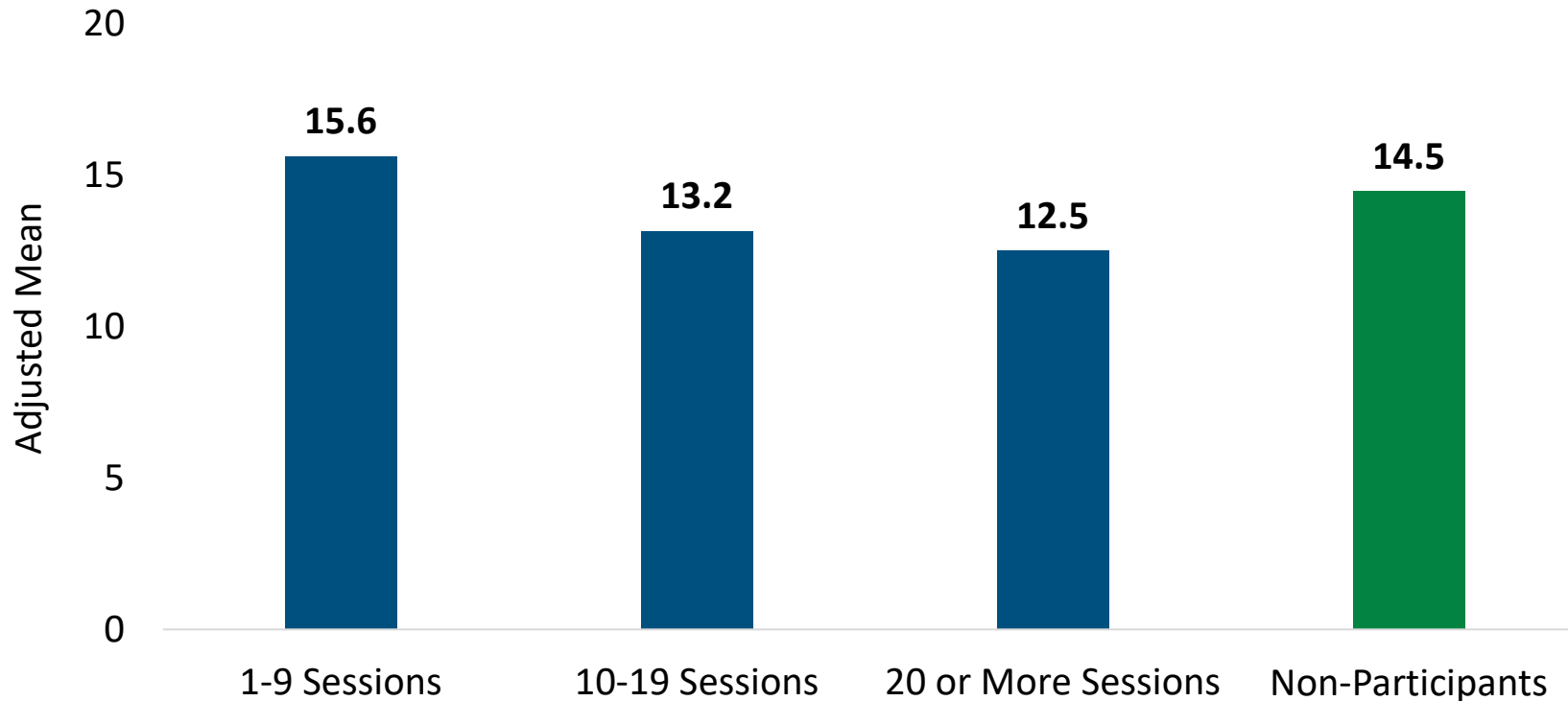
- The effect of participating in school-based mental health services on students' number of unexcused absences was not statistically significant.
- The difference in number of unexcused absences for participating and comparison students was small and not statistically significant.



# Students who received 20 or more sessions had significantly fewer unexcused absences relative to comparison students.

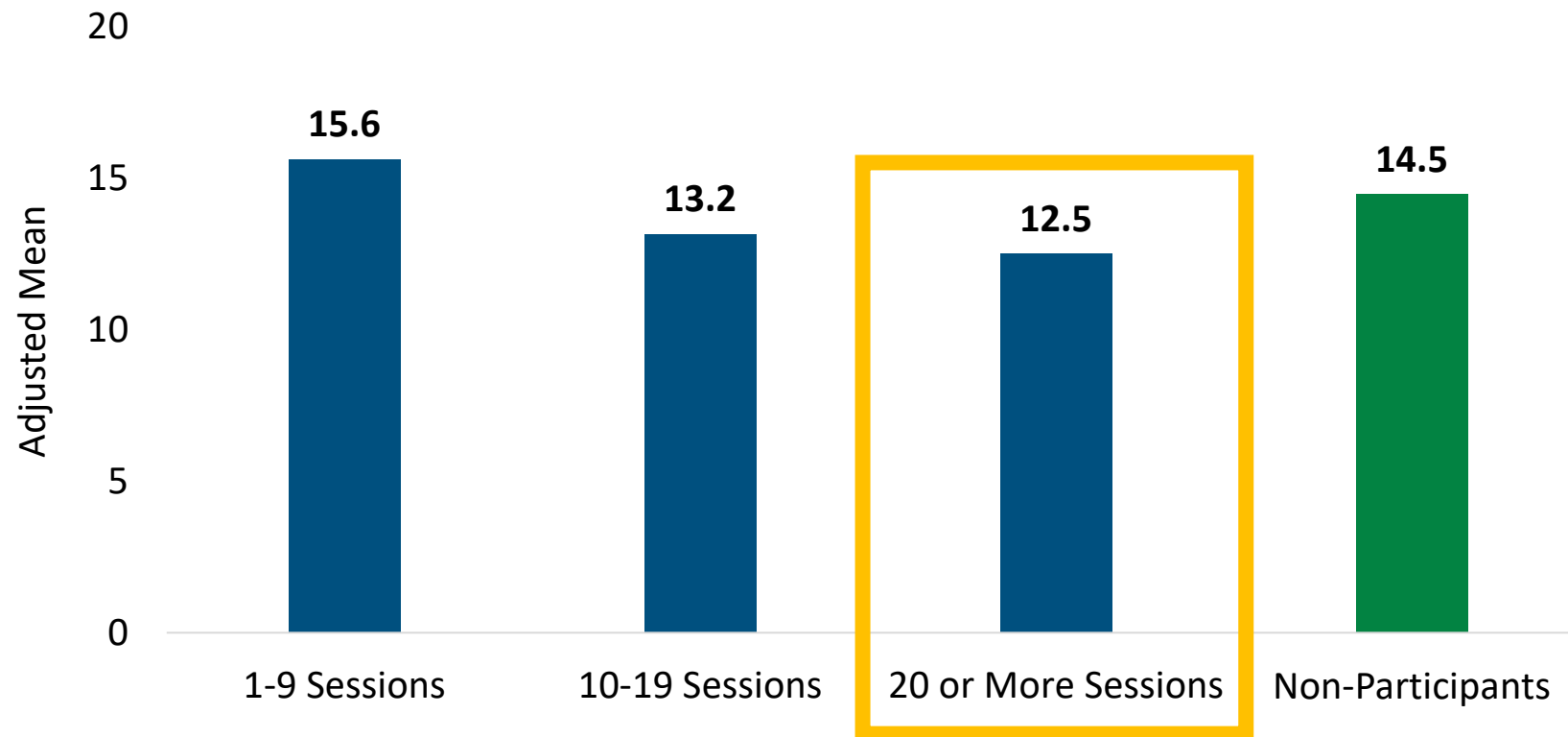
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Difference in Number of Unexcused Absences Based on Number of SBMH Sessions



# Students who received 20 or more sessions had significantly fewer unexcused absences relative to comparison students.

Difference in Number of Unexcused Absences Based on Number of SBMH Sessions



This effect was statistically significant

# New Social Studies Curriculum

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# Social Studies Curriculum Evaluation Questions

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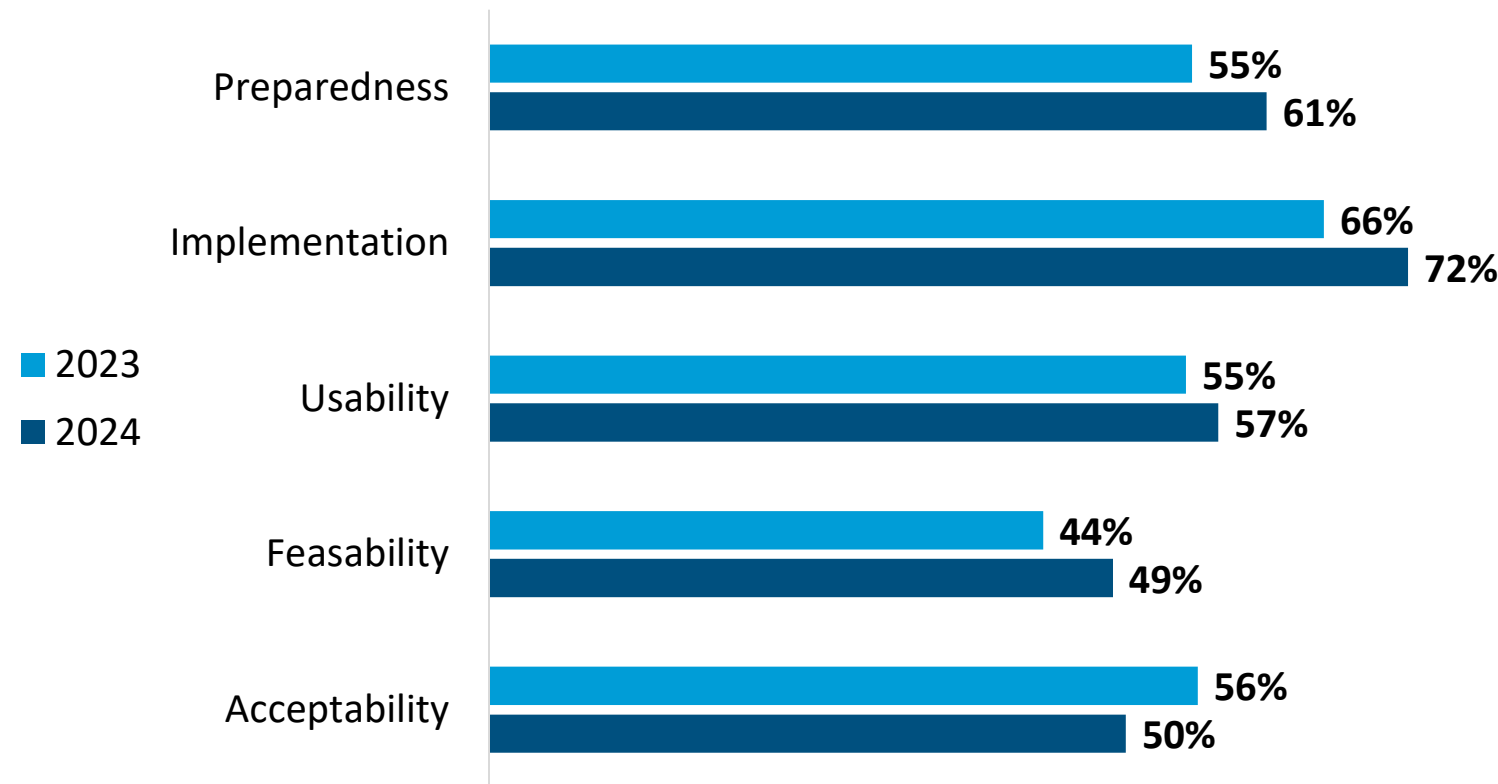
1. To what extent are teachers across the district **prepared** to implement the new social studies curriculum?
2. To what extent have teachers **implemented** the new social studies curriculum?
3. What are teachers' perceptions of the **usability** of the new social studies curriculum?
4. What are teachers' perceptions of the **feasibility** of the new social studies curriculum?
5. What are teachers' perceptions of the **acceptability** of the new social studies curriculum?
6. To what extent is the implementation of the social studies curriculum **associated with student achievement** in social studies?

# Domain Definitions

<b>Preparedness</b>	How prepared teachers felt to use the curriculum, such as familiarity with materials and confidence in using the materials
<b>Implementation</b>	How regularly teachers used the curriculum and how closely they followed it
<b>Usability</b>	The ease of use or if the curriculum is well designed
<b>Feasibility</b>	How viable the curriculum is for current and future implementation
<b>Acceptability</b>	How much teachers liked the curriculum and whether the curriculum aligns with their personal teaching goals and the goals of the district

# Teachers reported more favorable perceptions about the curriculum in the 2023–24 than in 2022–23 in four of the five domains.

Total Percentage of Positive Survey Responses by Domain, 2023 and 2024



# Social Studies Summary

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- Teachers reported more favorable perceptions about the curriculum in 2023–24 than in 2022–23 in four of the five domains.
- Although teachers reported lower overall acceptance of the curriculum in 2023–24 than in 2022–23, most teachers still felt this curriculum improved on the previous one.
- Teachers requested more targeted professional development aligned to their evolving needs.
- We did not observe a relationship between self-reported teacher implementation of the curriculum and student achievement, possibly because it was the first year of implementation and the sample size was small ( $N = 54$ ).

# GIS Dashboard Update

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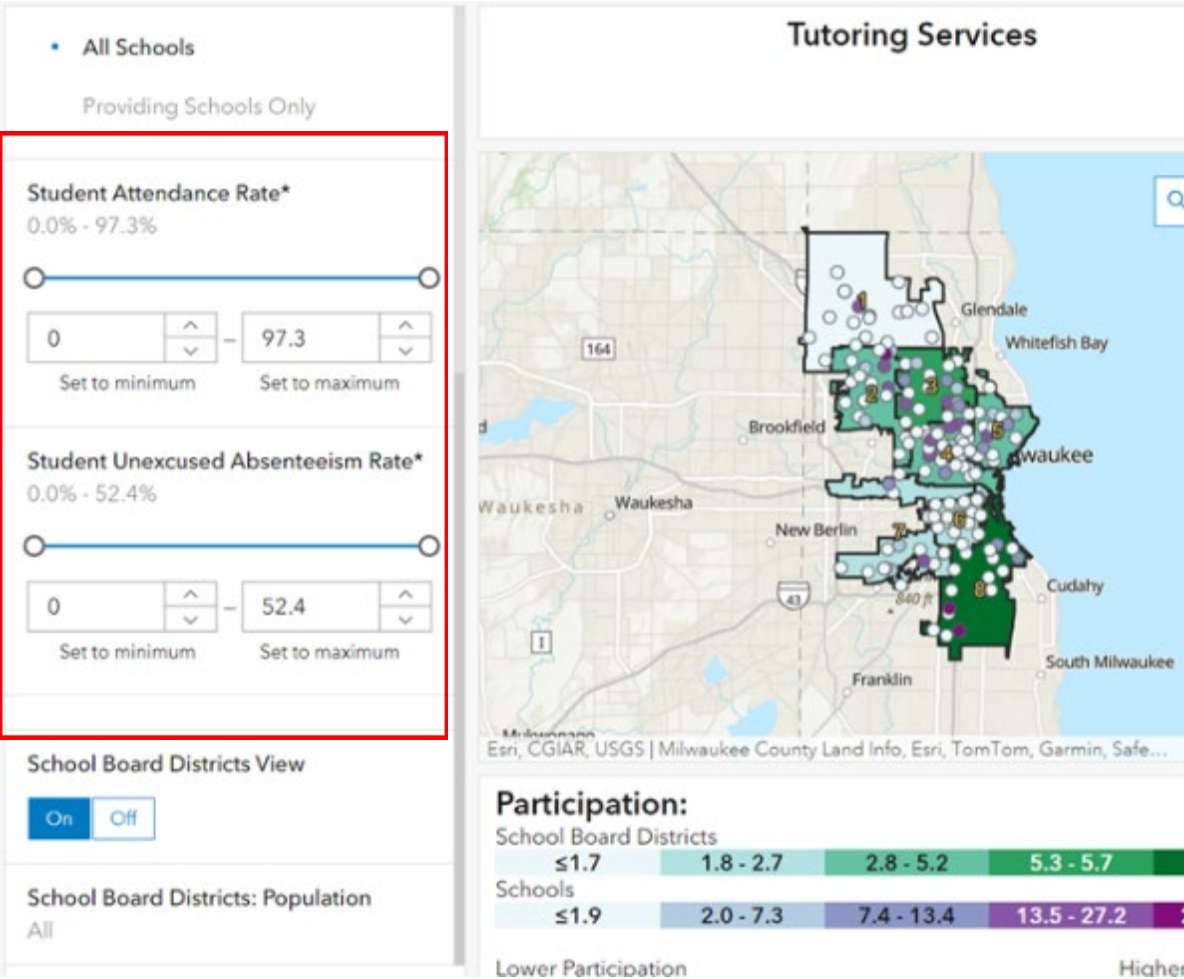


# GIS Dashboard: Participation in ESSER-Funded Services

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- A GIS mapping tool was created to produce a visualization of participation in ESSER-funded supports.
- Research questions for Dashboard 1:
  - **Which schools, regions, and school board districts have students accessing these ESSER-funded supports?**
    - » Tutoring (in-person, virtual, and afterschool tutoring)
    - » Health and wellness (school-based mental health expansion)
- In addition to participation, the GIS dashboard tracks:
  - Student attendance
  - Student absenteeism

# GIS Dashboard: Participation in ESSER-Funded Services (2022–23)



The school-level data being displayed on the map can be filtered using the two sliders in the left panel.

- **Student Attendance Rate:** The minimum and/or maximum value selected filters the schools by school-level attendance rate.
- **Student Unexcused Absenteeism Rate:** The minimum and/or maximum value selected filters the schools by school-level unexcused absenteeism rate.

# GIS Dashboard Next Steps

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- AIR trained MPS staff in GIS to support dashboard updates and maintenance.
- MPS is updating the dashboard to include 2023–24 data.
- The dashboard will support MPS with program delivery and monitoring of student outcomes as measured by attendance.