# MPS ESSER Evaluation Board Deck

May 2024

Year 1 Tutoring Participation (2022-23)

Tutoring Evaluation 2022-23

Evaluation questions:

1. How many students participated in tutoring, overall and by type of tutoring (i.e., in school, virtual, and afterschool tutoring) in 2022-23?

2. How many tutoring sessions were delivered, overall and by type of tutoring? How many tutoring sessions did a typical student enrolled in each type of tutoring receive in 2022-23?

3. Are there differences in participation by student characteristics or across schools in 2022-23?

4. What is the effect of tutoring on students' attendance, overall and by type of tutoring?

5. What is the effect of tutoring on students' academic outcomes, overall and by type of tutoring?

3,456 Students Participated in Tutoring in 2022-23
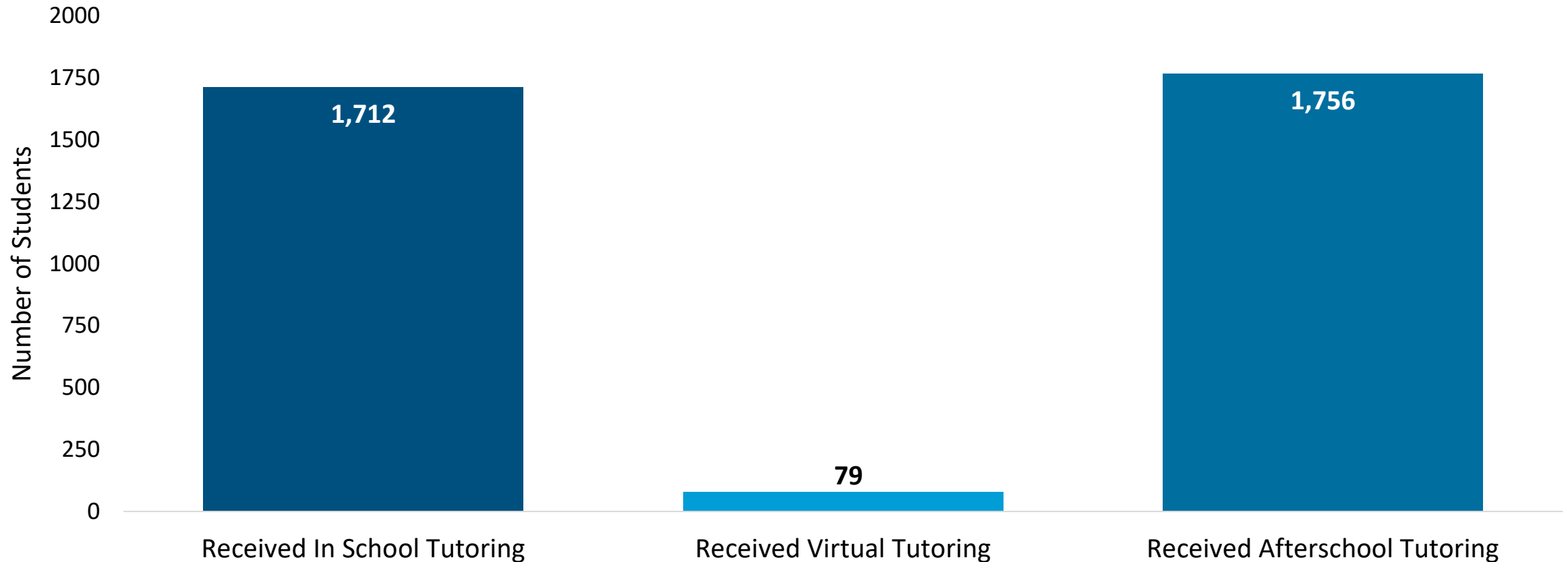
91 students participated in more than one tutoring type.

39,035 Tutoring Sessions were Delivered in 2022-23

On average, students across the district each participated in 25 tutoring sessions.

Tutoring Type	Number of Tutoring Sessions Delivered
In School	37,545
Virtual	1,490
Afterschool	.
District Total	**39,035**

Note: Number of tutoring sessions was missing for afterschool. The number of in school tutoring sessions was missing for 196 students.

◆AIR®

In 2022-23, when comparing those who participated in tutoring to the district as a whole, there were:

Higher percentages of participating students who:

- Identified as Black
- Were identified as economically disadvantaged
- Were in Grades 9-12

Lower percentages of participating students who:

- Identified as Hispanic
- Received special education services
- Identified as English language learners
- Were in Grades PreK-8

AIR®

2022-23 Tutoring Participation Summary

- In total, a similar number of students received tutoring from in school and afterschool tutoring providers. Fewer students participated in virtual tutoring.

- Participating students received an average of 25 tutoring sessions across the school year.

- Relative to the district population, more students participated in tutoring who were Black, economically disadvantaged, and/or in Grades 9-12.

- On average, 12% of students participated at schools that offered tutoring services.

AIR®

Next Steps

AIR®

Year 1 Contracted Mental Health Services Participation (2022-23)

Contracted Mental Health Services Evaluation

Evaluation questions:

1. Across the district, how many students participated in school-based therapy and teletherapy sessions in 2022-23? Are there differences in participation by student characteristics or across schools?

2. To what extent do students enroll in mental health services after referral in 2022-23? Are there differences by student and school characteristics?

3. To what extent does student mental health change from prior to mental health services to after receiving mental health services in 2022-23?

4. What is the effect of enrolling in mental health services on students' unexcused attendance as a proxy for students' general wellbeing?

AIR®

Definitions: Contracted Metal Health Services

- **Community-Based Provider:** A community-based provider is a local community organization that provides mental health services and has a staff of mental health clinicians.

- **Contracted Mental Health Services:** All services described in this report are contracted mental health services. These services include SBMH services, which are provided by community-based providers who work within school buildings, and teletherapy, where community-based providers conduct virtual therapy sessions.

- **School-Based Mental Health Clinician:** A mental health clinician working for a community-based provider who provides services in an MPS school building for students.

◆AIR®

Definitions: Contracted Metal Health Services

- **Referral/Referred to School-Based Mental Health Services:** A student is recommended to be seen by a school-based mental health clinician for a consultation and to potentially receive therapy services. Referrals can be initiated by school staff or parents, or students can refer themselves.

- **Consultation/Received Consultation:** A student met with a school-based clinician to determine what kind of services/supports would be needed for the student.

- **Therapy/Received at Least 1 Therapy Session:** A student completed at least 1 therapy session with a school-based clinician.
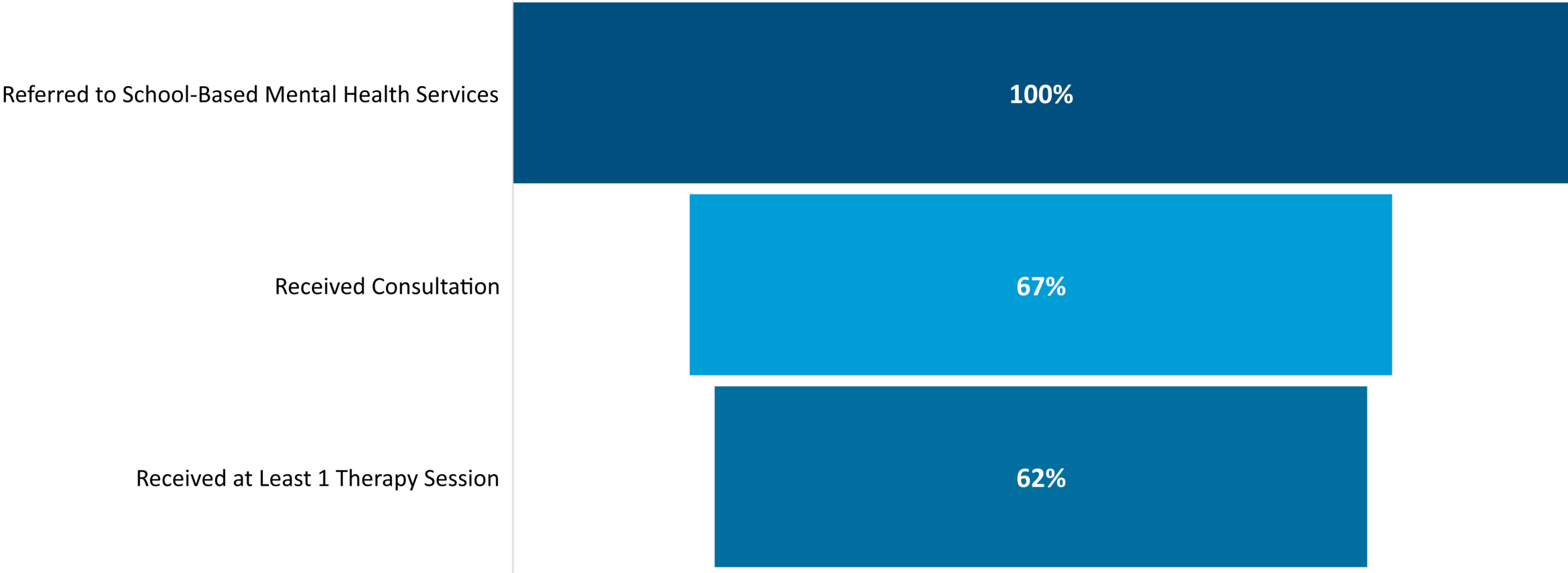
Most Students Receiving Mental Health Services Participated in School-Based Services in 2022-23

Teletherapy Services
2%

School-Based Mental
Health Services
98%

AIR®
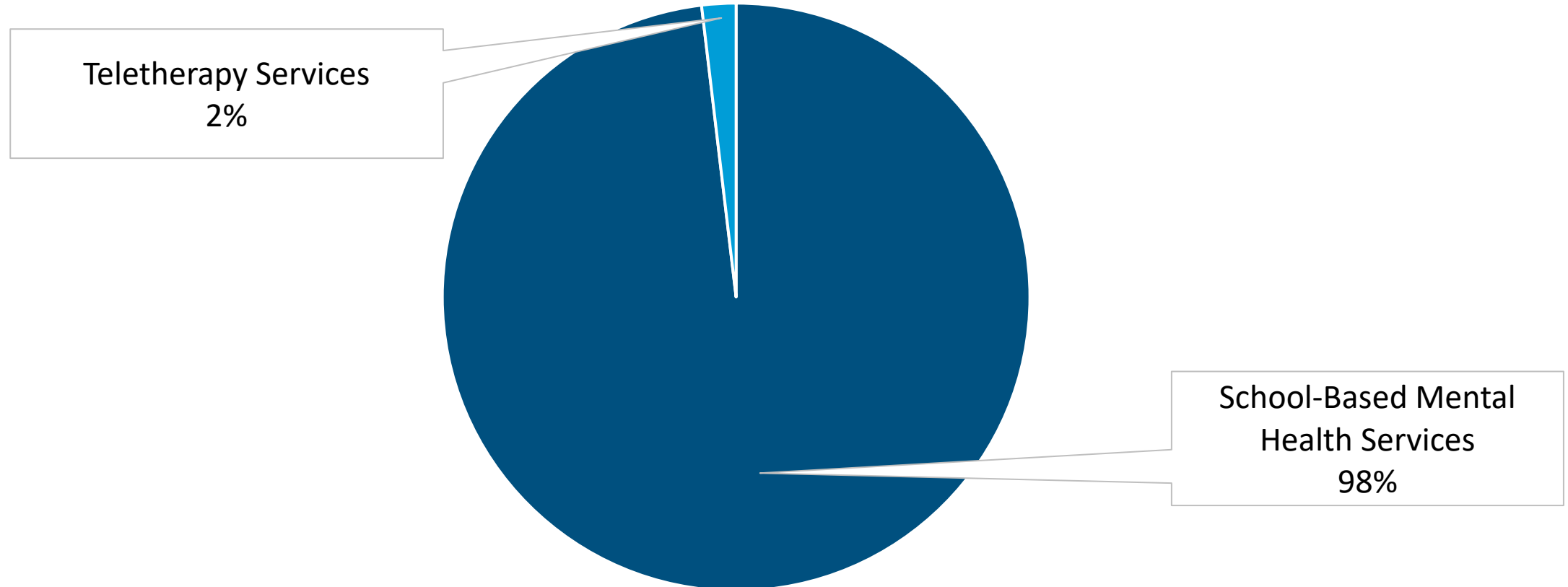
Who Participated in School-Based Mental Health Services in 2022-23?
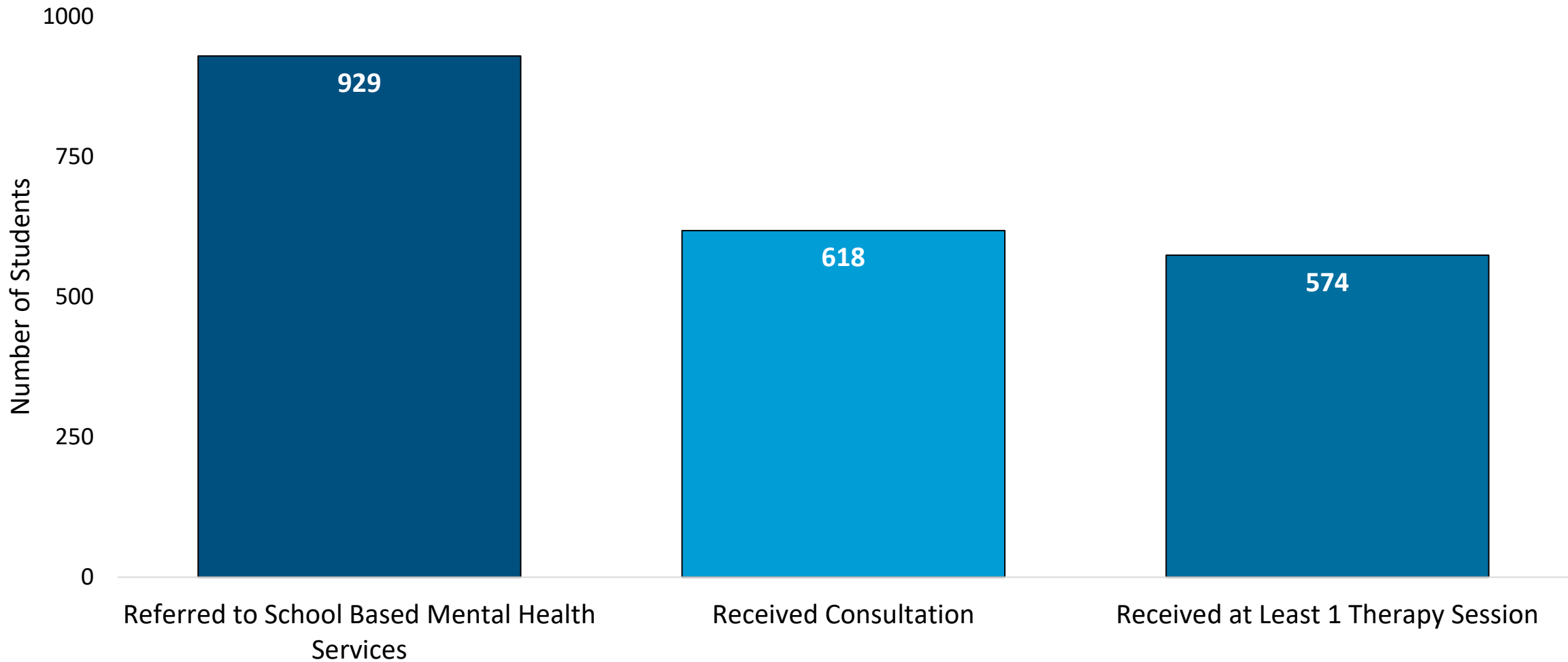
Two-Thirds of Students who Were Referred to School-Based Mental Health Services Received a Consultation, and Almost All Students Who Received a Consultation Received at Least One Therapy Session in 2022-23

Category	Percentage
Referred to School-Based Mental Health Services	100%
Received Consultation	67%
Received at Least 1 Therapy Session	62%

In 2022-23, when comparing those who participated in mental health services to the district as a whole, there were:

Higher percentages of participating students who:

- Identified as Black

- Received special education services

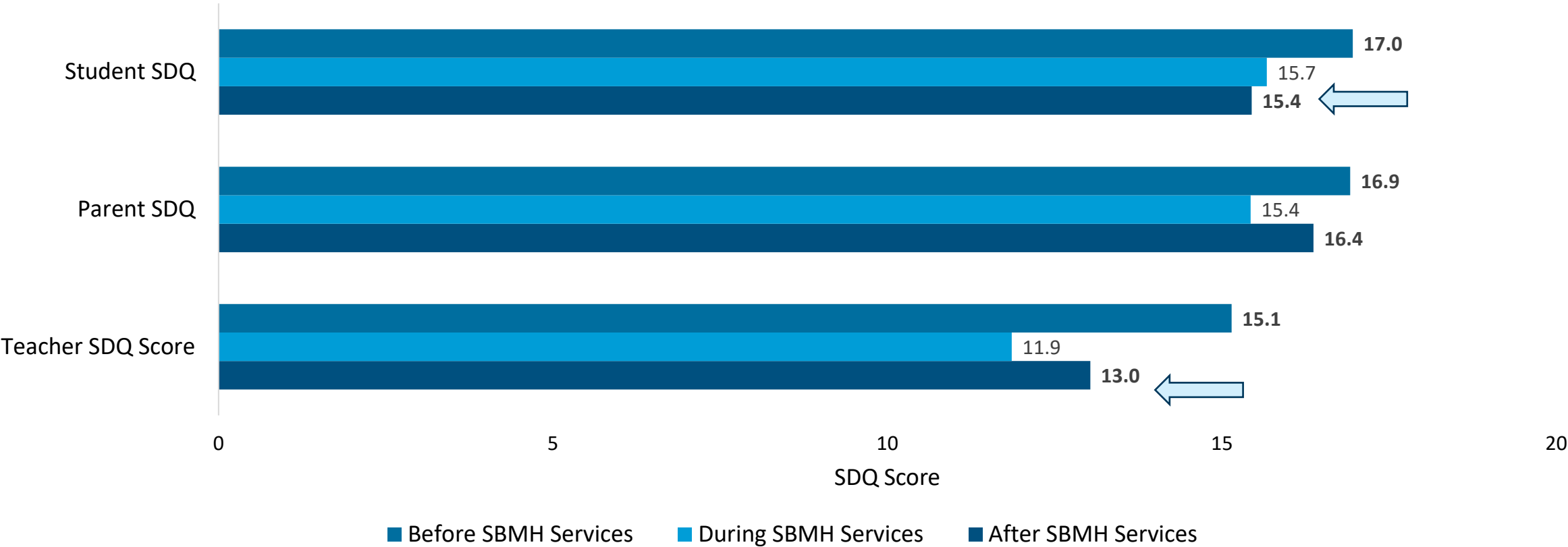- Were identified as economically disadvantaged

Lower percentages of participating students who:

- Identified as Hispanic or other races/ethnicities

- Were identified as English language learners

AIR®

Measures Used by School-Based Mental Health and Teletherapy Clinicians in 2022-23

- **Strengths and Difficulties Questionnaire (SDQ):** a behavioral questionnaire completed by the student, a parent, or a teacher about a student's behavior.

  – **Scoring:** Scores between 0-40, with a **decrease** in score indicating a reduction in difficulties experienced by the student.

- **Treatment-Outcome Posttraumatic Stress Disorder (TOP-8):** a measure of symptom clusters of post-traumatic stress disorder

  – **Scoring:** Scores between 0-32, with a **decrease** in score indicating a reduction in symptoms.

AIR®

Scores on the Strengths and Difficulties Questionnaire (SDQ), Completed by Students, Parents, and Teachers After Completing School-Based Mental Health Services, Indicated a Reduction in Difficulties Experienced by Students who Received at Least 1 Therapy Session in 2022-23

Student SDQ
- Before SBMH Services: 17.0
- During SBMH Services: 15.7
- After SBMH Services: 15.4

Parent SDQ
- Before SBMH Services: 16.9
- During SBMH Services: 15.4
- After SBMH Services: 16.4

Teacher SDQ Score
- Before SBMH Services: 15.1
- During SBMH Services: 11.9
- After SBMH Services: 13.0

SDQ Score

■ Before SBMH Services   ■ During SBMH Services   ■ After SBMH Services

Note: SDQ data is a score between 0 and 40.
Number of Teacher Respondents: initial teacher n = 104, midyear teacher n = 45, end-of-year teacher n = 31.
Number of Parent Respondents: initial parent n = 96, midyear parent n = 28, end-of-year parent n = 19.
Number of Student Respondents: initial student n = 70, midyear student n = 38, end-of-year student n = 9.

AIR®

2022-23 Mental Health Findings Summary

- More students participated in school-based mental health services relative to teletherapy services.

- Relative to the district population, more students participated in mental health services who were Black, economically disadvantaged, and/or received special education services.

- Students participating in school-based mental health services showed a statistically significant reduction in difficulties experienced by the student at the end of the school year on the SDQ student survey and teacher survey.

AIR®

Next Steps

AIR®

GIS Dashboard: ESSER Funding (2022-23)

GIS Dashboard 2: Research Question

- A geographic information systems (GIS) mapping tool was created to produce a visualization of where ESSER-funded supports were invested.

- Research question for Dashboard 2:

  - **How many investments did schools and regions receive for these ESSER-funded investments in 2022-23?**

    - Tutoring (in-person, virtual, and school-based tutoring)

    - Health and wellness (school-based mental health expansion)

    - Extracurriculars (expansion of current MPS afterschool and out-of-school offerings)

    - Technology (technology tools for a student-driven learning environment)

    - Facilities (addressing facility concerns such as air quality and personal protective equipment [PPE])

The Dashboard Shows ESSER Funding for Mental Health, Tutoring, Extracurricular Engagement, Technology, and Facilities in 2022-23
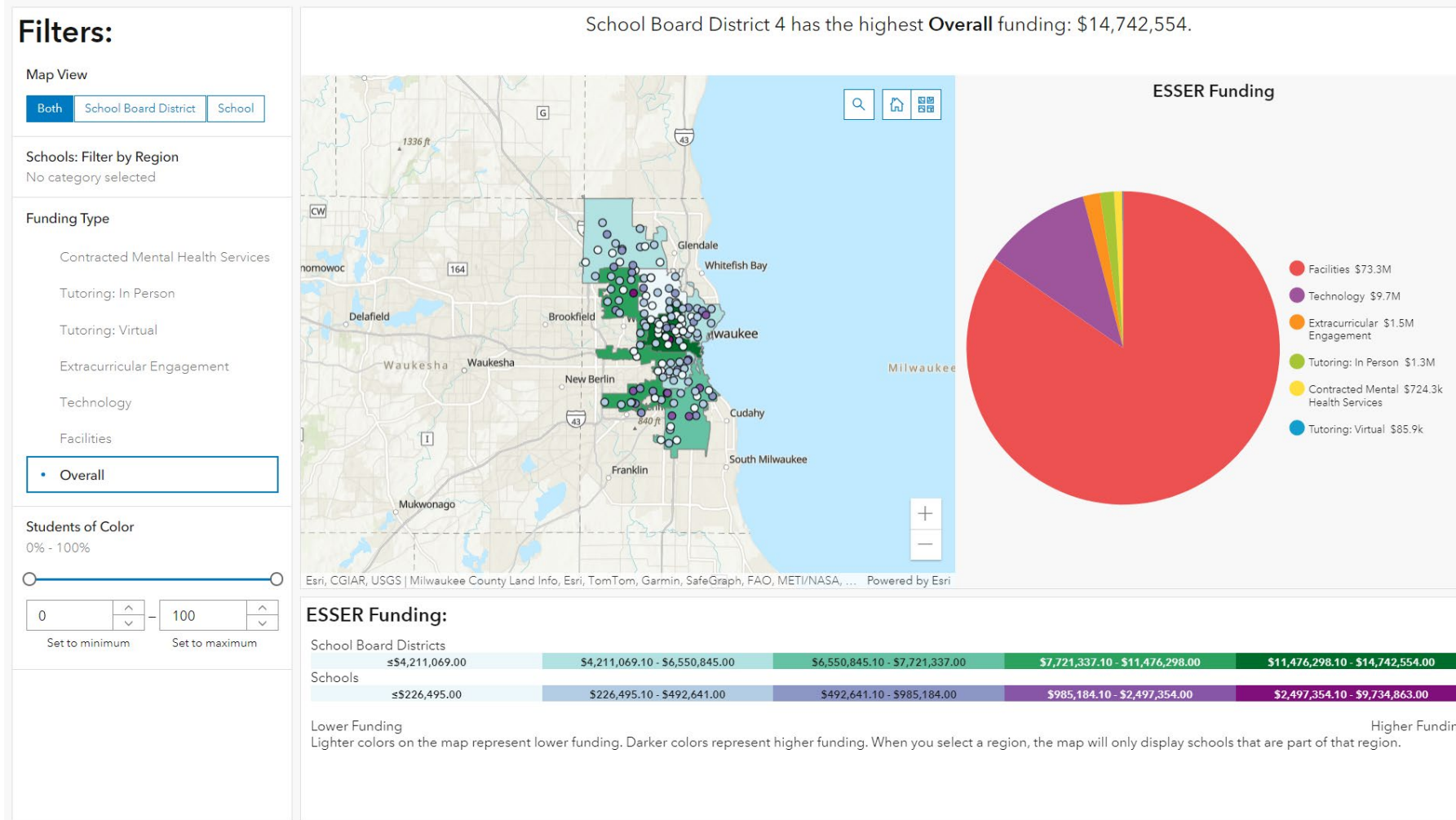
The user will have the option to interact with the map using options in the left panel.

The current view is showing overall funding.

In the Map, Lighter Colors Indicate Lower Funding Amounts, and Darker Colors Indicate Higher Funding Amounts in 2022-23

The Overall District-wide Percentages of Funding by Category Can Be Explored in the Pie Chart to the Right of the Map
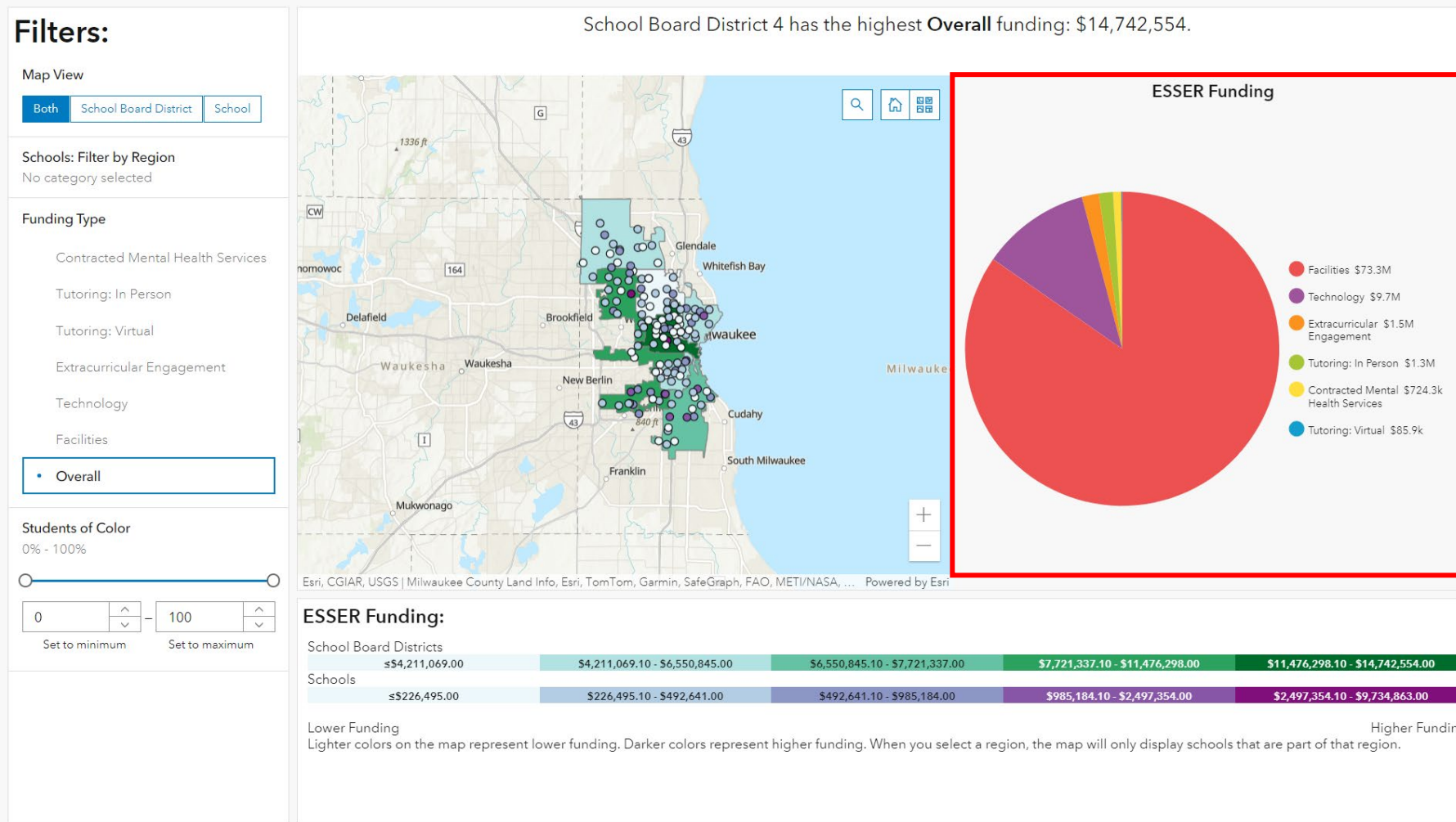
How the Data Is Displayed Can Be Changed Using the First Two Options in the Left Panel

Filters:

Map View

Both	School Board District	School

Schools: Filter by Region
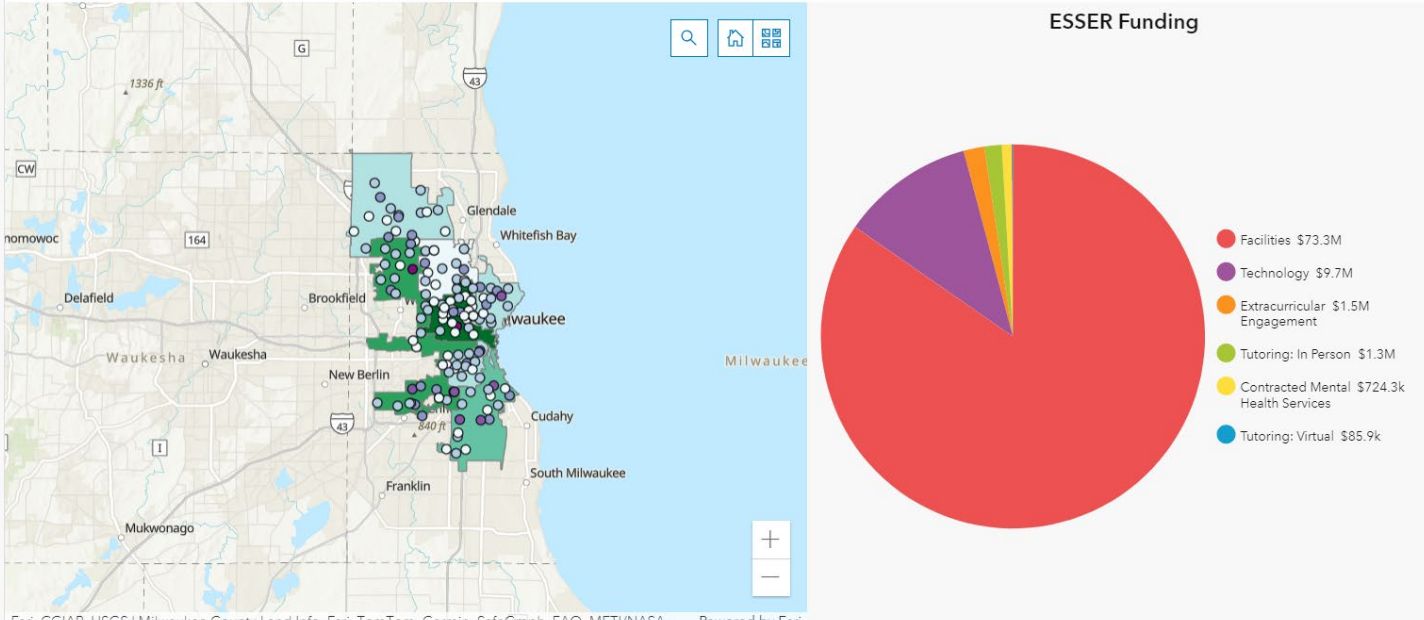No category selected

Funding Type

Contracted Mental Health Services

Tutoring: In Person

Tutoring: Virtual

Extracurricular Engagement

Technology

Facilities

• Overall

Students of Color
0% - 100%

0	—	100
Set to minimum		Set to maximum

School Board District 4 has the highest **Overall** funding: $14,742,554.

ESSER Funding

- Facilities $73.3M
- Technology $9.7M
- Extracurricular $1.5M Engagement
- Tutoring: In Person $1.3M
- Contracted Mental $724.3k Health Services
- Tutoring: Virtual $85.9k

Esri, CGIAR, USGS | Milwaukee County Land Info, Esri, TomTom, Garmin, SafeGraph, FAO, METI/NASA, ...   Powered by Esri

ESSER Funding:

School Board Districts

≤$4,211,069.00	$4,211,069.10 - $6,550,845.00	$6,550,845.10 - $7,721,337.00	$7,721,337.10 - $11,476,298.00	$11,476,298.10 - $14,742,554.00

Schools

≤$226,495.00	$226,495.10 - $492,641.00	$492,641.10 - $985,184.00	$985,184.10 - $2,497,354.00	$2,497,354.10 - $9,734,863.00

Lower Funding   Higher Funding
Lighter colors on the map represent lower funding. Darker colors represent higher funding. When you select a region, the map will only display schools that are part of that region.

Map View: This toggle displays school-level data, school board-level data, or both.

Schools: Filter by Region: This selection filters the schools displayed and the funding chart by region.

AIR®

The Type of Funding Data Can Be Changed Using the Third Option in the Left Panel
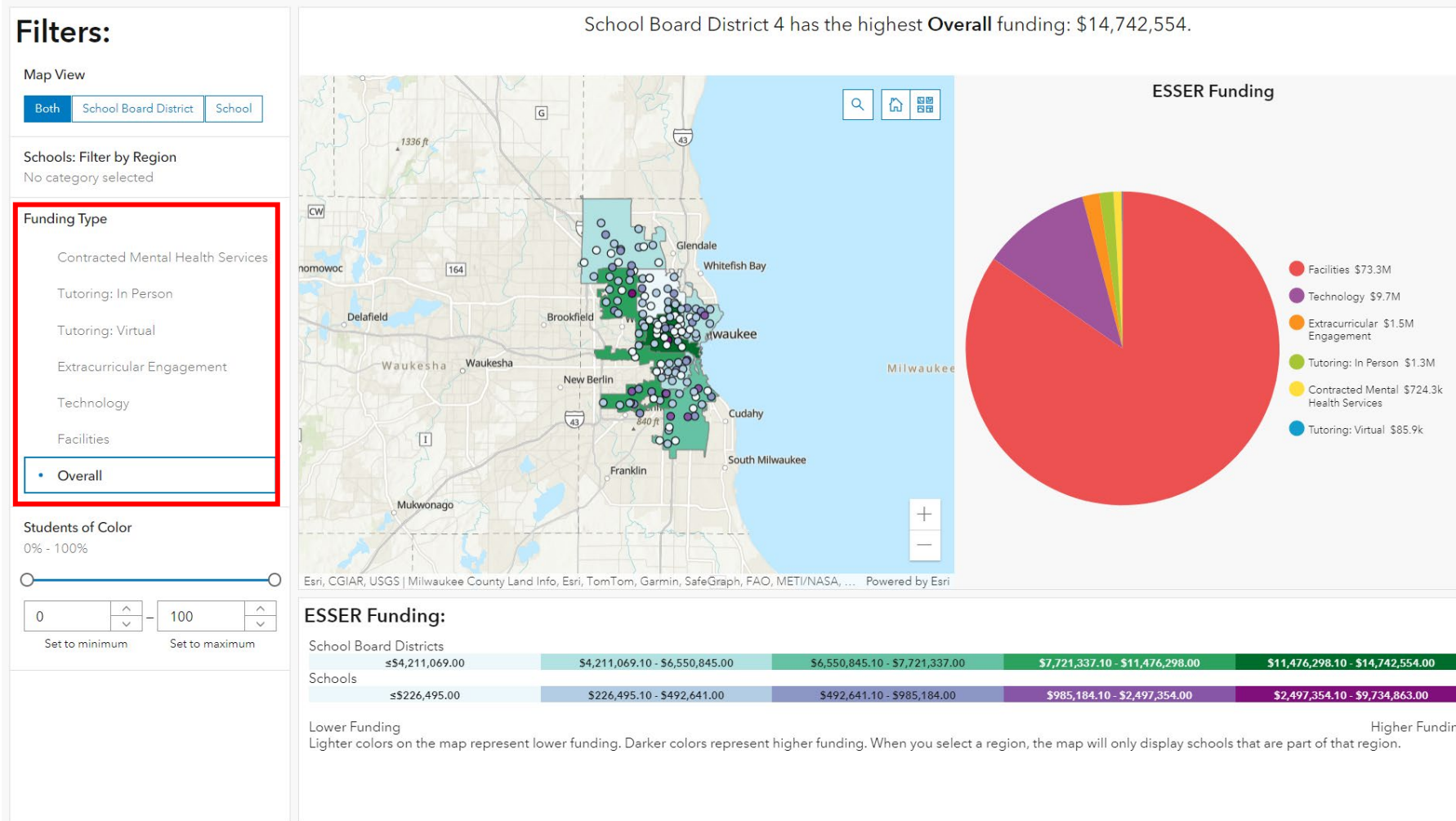
Funding Type: The funding type will default to the overall sum of funding. Patterns within a given funding type can be explored by selecting one of the options provided (e.g., Mental Health, Technology).

The Data Can Be Filtered Using the Fourth Option in the Left Panel
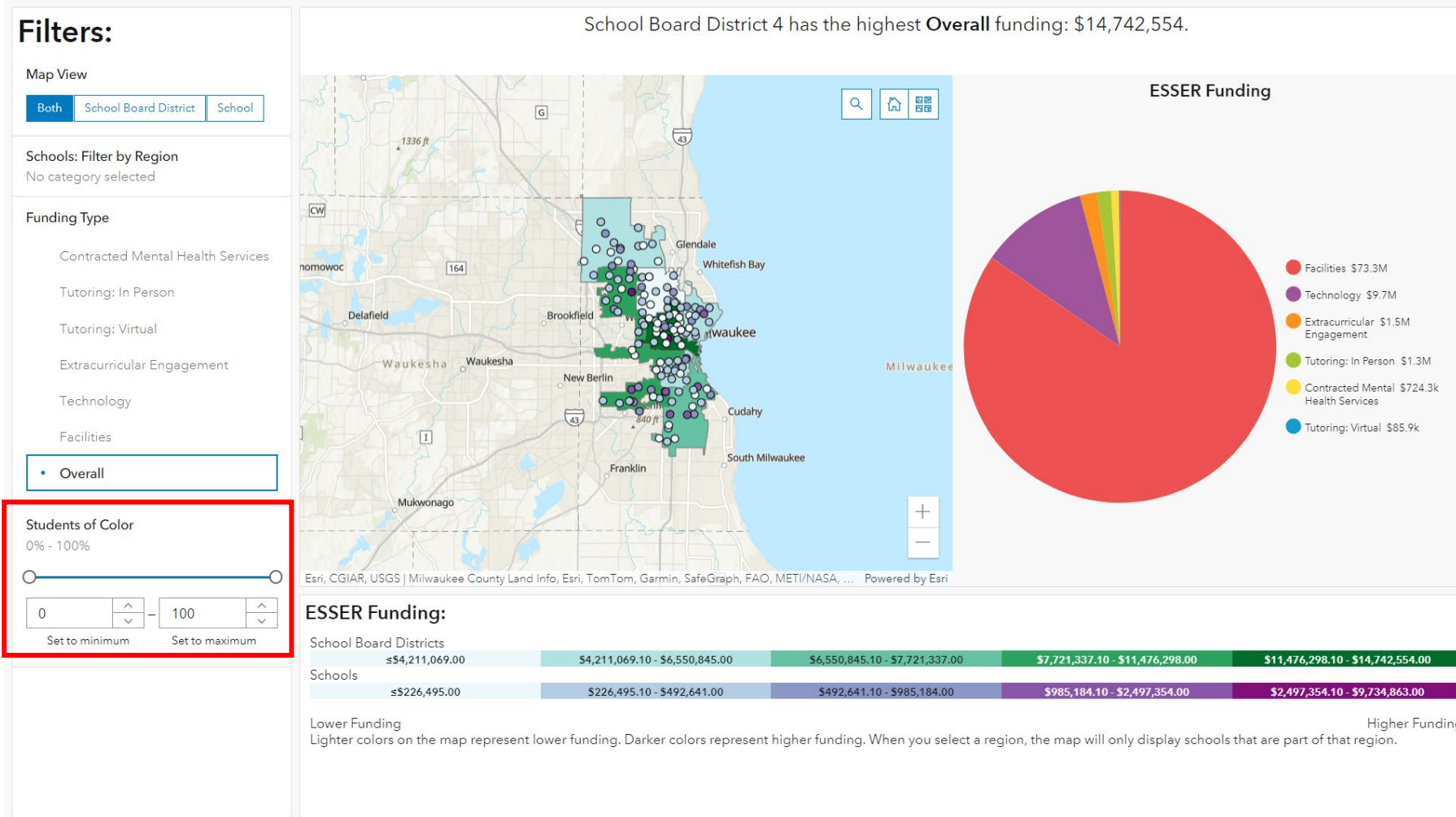
Students of Color: The school-level data, school board district-level data, and the funding pie chart can be filtered on the percentage of students of color.

Next Steps

AIR®