WEEKLY UPDATE TO THE BOARD OF EDUCATION

May 20, 2021

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the seventh week of our 4th Quarter, has been eventful. Throughout this week, our district has continued to uplift the voices of our students, staff, families, and community members as we work to refine our policies and practices. We are certain our efforts to hear their voices will amplify our strategy of "putting the community into the schools and the schools into the community" as we work to eliminate disparities and accelerate learning for all students.

In order to incorporate the voices of our stakeholders into the fabric of district decision-making, we have worked to create spaces where their thoughts can influence our planning in its infancy. One tangible example of such a space was last Saturday's Big Ideas Pitch Competition where 14 out of 337 proposals for utilizing our ESSER II monies were chosen for funding in the 2021-2022 school year. While these 14 proposals will help to enhance our district's ability to address needs relative to academic acceleration and social-emotional learning, we are also looking forward to gaining valuable insights from the proposals which were not accepted for immediate funding. Our community is filled with knowledgeable and innovative people, and our district must rise to the challenge of utilizing their ideas and insights to refine our work.

In addition to the Big Ideas Campaign, we continue to create and utilize myriad spaces to hear the voices within our community. While visiting schools throughout our district during instruction walkthroughs, I have had the opportunity to encounter outstanding ideas and unique perspectives from our students and staff. During meetings with various community advisory groups, ideas which might help to shape our resources and practices are often shared by families and community members. Throughout these, and other meetings, our community and district staff are engaging in valuable dialogue about ways MMSD can reach its unlimited potential. We firmly believe these dialogues, which embody our core values of belonging, creativity, and focus, can help fuel our sustained transformation during our journey from "Good to Great."

Thanks for your continued support and partnership. We look forward to engaging in robust dialogue at this weekend's Board of Education Retreat, as well as providing you with more updates on our district's progress next week.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

PARTNERSHIPS AND GRANTS

Roots & Wings Foundation
The Roots & Wings Foundation is providing a donation of $100,000 to the Madison Metropolitan School District (MMSD)'s Department of Early Learning to support MMSD transitioning to Full-Day 4K. The Roots & Wings Foundation is allowing for funds to be used as needed to support the transition to Full-Day 4K which may include, for example, supplies, furniture, professional development, or other related expenses.

BOARD OF EDUCATION QUESTIONS

Data Requests
At a recent Instruction Work Group meeting, Chairperson ananda mirilli asked board members to please submit any and all data requests that are of interest related to the pandemic time period, which we are still navigating. We are asking that these requests be submitted to Dr. McGregory by June 8. Staff will then be notified about the requests and we will attempt to get them compiled so that they can be taken up at a future Instruction Work Group meeting.

Response to Questions re: Achievement Connections
Attached please find responses to questions raised during the May 2021 Instruction Work Group partnerships update.

OTHER INFORMATION

Reminder to Submit Budget Questions and/or Proposed Budget Amendments
As a friendly reminder, June 14 will be our last discussion on the 21-22 MMSD Preliminary Budget. Different from our standard process, we aim to produce an updated budget book ahead of the June Operations Work Group meeting to ensure we are all ready for the vote at the end of the month. **Please send any questions you have on the budget to Kelly Ruppel by May 27** in order to facilitate time to research and respond. **In addition, there is a May 27 deadline for any potential amendments**. For easy reference, below is the *Weekly Update* post from last week.

Board Member Amendment Process
The 2021-22 draft Preliminary Budget proposal was published on April 26, 2021 and can be found electronically on the district's budget website where we also track community-based questions and answers.

If our budget strategy is on target with previous board discussions, requests for significant budget amendments should be reduced. We recommend following the same process for board member amendments that we followed in the past for refining the draft Preliminary Budget before voting to adopt a preliminary budget in June. Please mark your calendars for these following dates:

- Proposed amendments should be submitted during the window beginning May 1, 2021 and ending on May 27, 2021. This allows time for the Business Office to analyze the proposed amendment prior to the June OWG meeting.
- Budget amendments should be detailed and specific rather than broad and generalized. A board member should describe the proposed budget change, i's relationship to the Strategic Framework, and specific costs and/or number of FTE expected. The Business Office will analyze and follow up with clarification questions as needed.
- Budget amendments should be submitted to Kelly Ruppel, Chief Financial Officer, with the board email alias (board@madison.k12.wi.us) cc'd on the email. Please remember that email is not an open forum for a discussion on the amendment. The purpose of the copy is to ensure one-way communication only.
- There is no required form or official format for submitting a budget amendment. However, for your reference, we have attached a template of the document that we will use to track amendments and you are welcome to use this format if it is helpful. Our goal is to provide the information necessary for the board to cast a fully informed vote to adopt a Preliminary Budget at the Regular meeting in June.

High School Fundraising Update
Please see the attached update with contributions from all the high schools on their individual fundraising efforts.

Madison-Area Out-of-School Time Data Sharing Agreement
Please see the attached information regarding the renewal and updating of the MOST Data Sharing Agreement that will included on the May 20201 Regular meeting consent agenda.

WI Policy Forum Report on MMSD Budget
Last fall, the WI Policy Forum reported on the MMSD referenda and the MMSD budget. Their reports are more like research reports, but then typically our local paper picks up their research and reports on them. In April, the WI Policy Forum interviewed Kelly Ruppel regarding our current budget and the investments of the referenda funds. This week they published their research paper, and they chose to compare MMSD to Milwaukee--funding and investments. Overall, it is a strong story for Madison; however, it is worth noting that they do call out how our ongoing increase in spending is costing taxpayers in state aid because of the way the state funding works. Ultimately, the more local money we spend above what other districts spend on average, the less state aid Madison gets because we are considered a high-income district due to our property values. Milwaukee on the other hand is not, they are considered a low-income district and thus the more local

money they spend the more they get in state aid. A very different financial environment.

https://wispolicyforum.org/research/opportunity-and-uncertainty-an-early-look-at-the-2022-budgets-of-wisconsins-two-largest-school-districts/

Graduation Update

All elementary and middle school promotion ceremonies such as 5th grade and 8th grade will be virtual this year. If you want to attend any of the ceremonies of the schools that you are assigned to, please contact the principals of those schools.

This Week's Recorded Meetings

Here are the agendas and recordings for this week:

Tuesday, May 18 Metrics Meeting Agenda & Recording
Thursday, May 20 Weekly School/Central Office Admin. Operations Meeting
Agenda & Recording-

Weekly News Report

Attached is the weekly News Report which includes a curated list of local news stories directly related to MMSD over the course of the previous week with links provided.

Community Events:

All dates for community announcements are posted on the Board Community Activities Calendar

- YWCA Madison is hosting the 46th Annual **Women of Distinction Awards Celebration** on **Friday, May 21** beginning at 7 p.m. on Facebook Live. The awards are presented to women who represent a diversity of race, age occupation and endeavor. This is one of Dane County's most well-known Women's Empowerment events, taking place since 1974. More info. can be found here.

- **Ride the Drive 2021**, hosted by Madison Parks, will take place on **Sunday, June 6**, from 9 a.m.-1 p.m. This event promotes a healthy and active lifestyle. The routes are still being finalized and more info. can be found here.

- The Native Governance Center is hosting **Language Matters: How to Talk about Native Nations** on **Wednesday, May 12,** from 3:30-4:30 p.m. This event will focus on terminology and take a deep look into the wide range of opinions on native language. This event is free and will take place on Zoom. More info. can be found here.

- The American Foundation for Suicide Prevention - Wisconsin Chapter, is hosting the **Central Wisconsin Volunteer Meet & Greet** on **Thursday, May 27**, at 5 p.m. This is an opportunity for chapter leaders and board members to meet and socialize with volunteers for the **2021 Central Wisconsin Out of the Darkness**

Walk that takes place on **Saturday, September 18**, from 10:30-noon. More information on the meet and greet can be found here, and information on the walk can be found here.

- **East High School's 'Pi Mile' Returns as a Virtual Event, open to anyone in MMSD**
  East High's 20-year fundraising event is going virtual for the first-time ever. The Pi Mile, a 3.14-mile walk/run, is the club's main fundraiser, and the money raised is used for scholarships for students to participate in competitions and conferences and to provide rental graphing calculators for students who cannot afford them. Participants in the Pi Mile will have an 11-day window to individually complete their 3.14-mile walk/run. Although in past years everyone left the event with a whole pie, organizers have partnered with Food Fight and this year's participants will receive a gift card for a slice of pie at Monty's Blue Plate Diner. Registration closes on Thursday, May 27th. The race should be completed, and times submitted between May 28th and June 7th. Questions? *Phil Galarowicz, pgalarowicz@ or Karen Paschke, kpaschke@, East High Math Department*

- The Monona Terrace Community and Convention Center and GSAFE are hosting the 25th annual **Celebration of Leadership 2021** on **Saturday, June 26**, from 2-8 p.m. in person on the rooftop of the terrace. This event will honor six high school seniors and one Educator of the Year for their LGBTQ+ activism across Wisconsin. More info. can be found here.

- Rock Paper Scissors, etc. is hosting the 42nd Annual **Madison Art Fair Off the Square** on **July 10 and July 11** from 9 a.m.-5 p.m. both days. There will be dozens of vendors selling unique items and wearables. This event is free, and more information can be found here.

OUR UPCOMING BOARD CALENDAR

May 18-20	Student Senate Election
Fri., May 21, 11 a.m.	Board Retreat Virtual and in person at Holtzman Building
Sat., May 22, 9 a.m.	Board Retreat Virtual and in person at Holtzman Building
Mon., May 24, 9 a.m.	Board Officers Virtual
Mon., May 24, 6 p.m.	Regular BOE Meeting Virtual and in person at Doyle 103
Mon., May 31	Memorial Holiday

ITEMS ATTACHED FOR INFORMATION

1. Responses to questions re: Achievement Connections and supporting documentation
2. Update on High Schools' fundraising efforts
3. MOST Data Sharing Agreement
4. Weekly News Report

MADISON METROPOLITAN SCHOOL DISTRICT

Strategic Partnerships | 545 West Dayton St. | Madison, Wisconsin 53703 | 608-442-2817 | partnerships.mmsd.org

Briony MacPhee Lyon, Director | Carlton D. Jenkins, Ph.D., Superintendent of Schools

TO: Members of the Board of Education
Dr. Carlton Jenkins, Superintendent

FROM: Briony MacPhee Lyon, Director of Strategic Partnerships

DATE: May 19, 2021

RE: May 2021 IWG Partnerships Update Questions: Achievement Connections

Background Information:

At the May 3, 2021 Instruction Workgroup meeting, the Strategic Partnerships Department provided an update about the work of our partners during the 2020-21 school year, including an overview of how our partners continued to modify, adapt, and innovate around the delivery of their programs to ensure continued support to students and families. The Board of Education (BOE) also received updates regarding 2020-21 reporting, as well as the policy review process for 2021-22. Finally, the presentation highlighted two status changes in partnerships for the Board - the movement of Achievement Connections from a Medium to a High Intensity Partnership, and the extension of the Forward Madison High Intensity Partnership for an additional year.

Achievement Connections is a partnership between the Madison Metropolitan School District (MMSD) and United Way of Dane County (UWDC). It provides individualized academic tutoring and coaching to students who are low-performing in algebra and/or geometry. The program is implemented at the four comprehensive high schools, East, Memorial, West & LaFollette. Its goal is to increase the number of students passing algebra by 10th grade with a “C” or higher. It achieves this through recruiting and training AmeriCorps members (full/part time) and community volunteers (few hours a week) to tutor students in targeted and specific math skills, current algebra and geometry class assignments, and organizational/study skills.

Action Requested:

N/A - Providing additional information and responses to questions posed during the May 3, 2021 Instruction Workgroup (IWG) meeting.

Contact Person:

Briony MacPhee Lyon, Director of Strategic Partnerships
Email: bmacpheelyon@madison.k12.wi.us

Executive Summary:

The following six questions/comments were posed by the BOE during the May 3, 2021 IWG meeting as they pertain to the Achievement Connections partnership.

- **Question One:** Asked for data on Achievement Connections since 2014:
    - Number of students involved
    - Percentage of students of color

- **Question Two:** How many of the AmeriCorps members and volunteers are people of color?

- **Question Three:** Asked for program budgets before voting on the district budget.

- **Question Four:** Asked that support be extended to 11th grade for students needing help with algebra and geometry.

- **Question Five:** Asked for correlation data between foundational skills and grades for Achievement Connections.

- **Question Six:** Academic outcomes for them with the goal being to increase the number of students that have a C or better in algebra and are on track to graduate.

Detailed responses to these questions/comments are provided in the Appendix below.

Implications/Next Steps:

N/A - for information only. Achievement Connections will come before the BOE for renewal during the 2022-23 school year.

Supporting Documentation

- AC Data Tables 2018 and 2019
- UWDC AC WEC Analysis Narrative (2016-2017)
- UWDC AC WCER Evaluation 2015-2016
- UWDC AC WCER Evaluation 2014-2015
- AC_2019HS_Completion

Appendix

Question One

Student Demographics and Trend Enrollment

Question: Asked for data on Achievement Connections since 2014:

- Number of students involved
- Percentage of students of color

Response: The chart below provides the student enrollment in Achievement Connections since the 2014-15 school year, including the percentage of students of color.

Achievement Connections Historical 5-year Trend Student Enrollment (2015 - 2020)							
	2020-2021*	**2019-2020**	**2018-2019**	**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**
Students Enrolled	178 (72% students of color)	284 (78% students of color)	320 (68% students of color)	463 (74% students of color)	416 (79% students of color)	434 (75% students of color)	454 (71% students of color)
Students at 15+ Sessions	Still in session	125	195	275	291	310	294
Number of Individual Tutoring Sessions	1,052	3,847	3,184	9,895	9,908	9,582	Not Tracked at this time

** As of May 2021*

Question Two

Volunteer and AmeriCorps Demographics and Participation

Question: How many of the AmeriCorps members and volunteers are people of color?

Response: The following chart provides the number AmeriCorps members and volunteers involved in the program since the 2014-15 school year. It also provides the percentage of the AmeriCorps members and volunteers who are people of color.

Achievement Connections Historical 5-year Trend Volunteer and AmeriCorps participation (2015 - 2020)							
	2020-2021*	**2019-2020**	**2018-2019**	**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**
Number of AmeriCorps Members at Schools	10 (full & part-time)	10 (full & part-time)	7 (full time)	13 (full & part-time)	24 (full and part-time)	25 (full and part-time)	25 (full and part-time)
AmeriCorps Member Demographics	30% POC	40% POC	43% POC	21% POC	8% POC	28% POC	20% POC
Number of Community Volunteer Tutors	52	158	174	178	192	194	178
Volunteer Demographics	13% POC	19% POC	32% POC	23% POC	19% POC	22% POC	15% POC

** As of May 2021*

Question Three

Achievement Connections Budget Summary

Question: Asked for program budgets before voting on the district budget.

Response: The following are the program's budgets regarding the Tutor Coordinators and other personnel costs for the past three school years. CNCS refers to the Corporation for National and Community Service (AmeriCorps). The Grantee share is United Way of Dane County.

Achievement Connections Budget Summary				
	Total 2020-2021 Budget			
	CNCS Share	Grantee Share	MMSD In Kind	Total Budget
Personnel Expenses				
Co-Program Director	-	-	17,000.00	17,000.00
Site Coordinators	42,557.00	95,286.00	43,192.60	181,035.60
	-	-	-	
Total Personnel Expenses	42,557.00	95,286.00	60,192.60	198,035.60
Personnel Fringe Benefits				
Co-Program Director	-	-	5,425.00	5,425.00
Site Coordinators	21,486.00	48,109.00	21,807.40	91,402.40
	-	-		
Personnel Fringe Benefits	21,486.00	48,109.00	27,232.40	96,827.40
Totals	**64,043.00**	**143,395.00**	**87,425.00**	**294,863.00**

Achievement Connections Budget Summary				
	Total 2019-2020 Budget			
	CNCS Share	Grantee Share	MMSD In Kind	Total Budget
Personnel Expenses				
Co-Program Director	-	-	17,000.00	17,000.00
Site Coordinators	73,516.00	110,274.00		183,790.00
Total Personnel Expenses	73,516.00	110,274.00	17,000.00	200,790.00
Personnel Fringe Benefits				
Co-Program Director	-	-	5,425.00	5,425.00
Site Coordinators	37,117.00	55,676.00		92,793.00
Personnel Fringe Benefits	37,117.00	55,676.00	5,425.00	98,218.00
Totals	110,633.00	165,950.00	22,425.00	**299,008.00**

Achievement Connections Budget Summary				
	Total 2018-2019 Budget			
	CNCS Share	Grantee Share	MMSD In Kind	Total Budget
Personnel Expenses				
Co-Program Director	-	-	17,000.00	17,000.00
Site Coordinators	73,516.00	110,274.00		183,790.00
Total Personnel Expenses	73,516.00	110,274.00	17,000.00	200,790.00
Personnel Fringe Benefits				
Co-Program Director	-	-	5,425.00	5,425.00
Site Coordinators	37,117.00	55,676.00		92,793.00
Personnel Fringe Benefits	37,117.00	55,676.00	5,425.00	98,218.00
Totals	110,633.00	165,950.00	22,425.00	**299,008.00**

Question Four

Program Implementation

Question: Asked that support be extended to 11th grade for students needing help with algebra and geometry.

Response: Achievement Connections recognizes the value in continued tutoring in higher level courses, and for students in older grades. However, the federal grant is specifically funded for 9th grade algebra - and making sure the student passes that class (traditionally one of the most failed courses) - to help the student graduate.

Question Five

Evaluations and Outcomes

Question: Asked for correlation data between foundational skills and grades for Achievement Connections.

Response: The program is very pleased to report that there is a positive and statistically significant correlation (0.167 at the 95% level (p=0.05)) between the number of Learning Objectives a student mastered and higher math GPA among students in the Madison Metropolitan School District. This replicates the correlation found for the 2014-2015 school year. This underscores the importance of this work to build basic math skills as well as to help students with study skills, homework help, and test preparation. Achievement Connections is also using the Math Habits survey to track student outcomes.

Please see the following documents attached to this document for more information:

- AC Data Tables 2018 and 2019
- UWDC AC WEC Analysis Narrative (2016-2017)
- UWDC AC WCER Evaluation 2015-2016
- UWDC AC WCER Evaluation 2014-2015

Question Six

Evaluations and Outcomes

Question: Academic outcomes for them with the goal being to increase the number of students that have a C or better in algebra and are on track to graduate.

Response: See the report, “AC_2019HS_Completion.” This is the program’s first descriptive analysis conducted by Wisconsin Center for Education Research on the first graduating cohort of students.

2018
Achievement Connections student level data

MMSD

Average Sessions and Minutes

	2017-2018
Sessions	22.2

Special Education status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2017-2018	15.9%	84.1%	16.9%	83.1%

ELL status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2017-2018	33.3%	66.7%	24.2%	75.8%

Eligibility status for free and reduced meals

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2017-2018	72.3%	27.7%	44.4%	55.6%

Gender and race

	Achievement Connections Only - all dosage levels	District Average 9-12
	% in 2017-2018	% in 2017-2018
Hispanic/ Latino	31.4%	19.5%
White	16.6%	45.3%
African American	38.1%	17.6%
Asian	4.2%	9.1%
American Indian/ Alaskan Native	0.2%	0.3%
Multiracial	9.5%	8.3%
Hawaiian Native/ Pacific Islander	0.0%	<0.1%
Female	44.3%	47.3%
Male	55.7%	52.7%
Total students	433	7433

Average Attendance, discipline events, and academic achievement

	Achievement Connections Only - all dosage levels	District Average 9-12
	2017-2018	2017-2018
Attendance Rate	89.7%	90.4%
Discipline events	4.3	1.8
Aspire Composite 9th Grade	418	427
Aspire Composite 10th Grade	420	428
ACT Composite 11th Grade	13.6	21.0
Aspire Mathematics 9th Grade	418	427
Aspire Mathematics 10th Grade	420	428
ACT Mathematics 11th Grade	14.8	20.9
Cumulative GPA	2.0	2.8

Average Mathematics GPA, 2017-2018

	Achievement Connections Only	District Comparison (East, Memorial, and West HS only)
All Students	1.4	2.6
Ninth Grade	1.4	2.8
Tenth Grade	1.4	2.5
Eleventh Grade	1.1	2.5
East High 9-12	1.5	2.4
Memorial High 9-12	1.3	2.5
West High 9-12	1.4	2.7

Mathematics GPA Stability, 2017-2018

	Achievement Connections Only	District Comparison (East, Memorial, and West HS only)
Avg. Semester 1	1.3	2.7
Avg. Semester 2	1.5	2.5
% Stable	63.5%	66.7%

Note: Stable is defined as having the same or greater math GPA in semester 2 compared to semester 1. Students with a GPA of 0 in semester 1 and semester 2 are not stable.

Renaissance Learning Objectives, by Grade for 2017-2018

	Average Number of Objectives Met	Number of Students
Overall	12.1	433
Ninth Grade	11.6	232
Tenth Grade	13.1	174
Eleventh Grade	9.1	27

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2017-2018

	Average Number of Objectives Met	Number of Students
Overall	17.1	266
Ninth Grade	15.9	146
Tenth Grade	18.5	109
Eleventh Grade	19.6	11

Note: Twelfth grade had too few students to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Race/Ethnicity for 2017-2018

	Average Number of Objectives Met	Number of Students
Asian	19.4	16
African American	15.7	93
Hispanic	16.6	86
Multiracial	20.1	25
White	18.2	45

Renaissance Learning Objectives, Students with 15 or more sessions by Free or Reduced Price Lunch Status for 2017-2018

	Average Number of Objectives Met	Number of Students
Identified	16.3	187
Not Identified	19.0	79

Renaissance Learning Objectives, by Number of Sessions for 2017-2018

	Average Number of Objectives Met	Number of Students
1 to 14 Sessions	4.0	167
15 to 29 Sessions	12.2	131
30 or more Sessions	21.9	135

Renaissance Learning Objectives, Students with 15 or more sessions by School Site for 2017-2018

	Average Number of Objectives Met	Number of Students
East High	9.0	56
Memorial High	22.9	84
West High	15.5	71

Math Habits Results, Overall for 2017-2018 (N = 255 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.2	84%
How I track Assignments	2.6	2.7	75%
How I do my math homework	3.4	3.7	80%
How I show my work	3.7	4.1	89%
How I prepare for a test or a quiz	2.9	3.3	80%
What I do on quiz or test questions	3.2	3.6	81%
When I have a question in math class	3.4	3.5	74%
When I'm in class	3.6	3.7	76%
How I take notes	3.4	3.7	78%
Whether I enjoy math	2.8	3.0	82%

Math Habits Results, Students of Color for 2017-2018 (N = 212 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.2	85%
How I track Assignments	2.6	2.7	74%
How I do my math homework	3.3	3.6	80%
How I show my work	3.7	4.1	88%
How I prepare for a test or a quiz	2.9	3.3	78%
What I do on quiz or test questions	3.2	3.5	81%
When I have a question in math class	3.3	3.6	75%
When I'm in class	3.6	3.7	77%
How I take notes	3.4	3.7	78%
Whether I enjoy math	2.8	2.9	81%

Math Habits Results, White Students for 2017-2018 (N = 43 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	3.1	81%
How I track Assignments	2.7	2.5	77%
How I do my math homework	3.6	4.0	84%
How I show my work	3.7	3.9	93%
How I prepare for a test or a quiz	2.9	3.3	91%
What I do on quiz or test questions	3.4	3.9	81%
When I have a question in math class	3.5	3.5	70%
When I'm in class	3.6	3.8	74%
How I take notes	3.4	3.6	81%
Whether I enjoy math	2.7	3.0	86%

Math Habits Results, Students Eligible for Free or Reduced Price Lunch for 2017-2018 (N = 179 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.1	85%
How I track Assignments	2.5	2.6	74%
How I do my math homework	3.3	3.6	78%
How I show my work	3.6	4.1	88%
How I prepare for a test or a quiz	3.0	3.2	76%
What I do on quiz or test questions	3.1	3.4	82%
When I have a question in math class	3.3	3.5	75%
When I'm in class	3.6	3.7	77%
How I take notes	3.4	3.7	79%
Whether I enjoy math	2.8	2.9	80%

Math Habits Results, Students Not Eligible for Free or Reduced Price Lunch for 2017-2018 (N = 76 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.8	3.3	83%
How I track Assignments	2.7	2.8	76%
How I do my math homework	3.6	4.1	86%
How I show my work	3.8	4.0	89%
How I prepare for a test or a quiz	2.8	3.4	91%
What I do on quiz or test questions	3.3	3.9	80%
When I have a question in math class	3.4	3.6	71%
When I'm in class	3.7	3.7	76%
How I take notes	3.5	3.6	76%
Whether I enjoy math	2.7	3.1	86%

Math Habits Results, Students with 15 – 29 Sessions for 2017-2018 (N = 118 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.1	83%
How I track Assignments	2.5	2.5	74%
How I do my math homework	3.3	3.6	80%
How I show my work	3.6	4.1	92%
How I prepare for a test or a quiz	2.9	3.2	83%
What I do on quiz or test questions	3.2	3.6	82%
When I have a question in math class	3.4	3.6	75%
When I'm in class	3.5	3.6	77%
How I take notes	3.4	3.7	78%
Whether I enjoy math	2.8	2.9	81%

Note: There were too few students with 1 to 14 sessions to report results.

Math Habits Results, Students with 30 or more Sessions for 2017-2018 (N = 134 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	3.3	85%
How I track Assignments	2.6	2.8	75%
How I do my math homework	3.4	3.8	81%
How I show my work	3.7	4.1	86%
How I prepare for a test or a quiz	3.0	3.3	78%
What I do on quiz or test questions	3.2	3.6	80%
When I have a question in math class	3.4	3.5	72%
When I'm in class	3.7	3.8	75%
How I take notes	3.4	3.7	79%
Whether I enjoy math	2.8	3.0	83%

Math Habits Results, East High Students for 2017-2018 (N = 54 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.8	3.2	85%
How I track Assignments	1.9	2.1	81%
How I do my math homework	3.2	3.5	80%
How I show my work	3.6	4.1	89%
How I prepare for a test or a quiz	3.0	3.2	74%
What I do on quiz or test questions	3.3	3.7	85%
When I have a question in math class	3.4	3.5	69%
When I'm in class	3.5	3.5	72%
How I take notes	3.8	4.2	83%
Whether I enjoy math	2.8	3.0	81%

Math Habits Results, Memorial High Students for 2017-2018 (N = 77 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.8	3.3	87%
How I track Assignments	2.8	2.8	73%
How I do my math homework	3.5	4.0	87%
How I show my work	3.6	4.1	91%
How I prepare for a test or a quiz	3.0	3.2	77%
What I do on quiz or test questions	3.2	3.6	83%
When I have a question in math class	3.4	3.6	75%
When I'm in class	3.8	3.9	77%
How I take notes	3.4	3.8	83%
Whether I enjoy math	2.9	3.2	88%

Math Habits Results, West High Students for 2017-2018 (N = 72 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.5	3.1	81%
How I track Assignments	2.8	2.9	74%
How I do my math homework	3.4	3.7	82%
How I show my work	3.5	4.0	89%
How I prepare for a test or a quiz	2.8	3.4	93%
What I do on quiz or test questions	3.1	3.5	82%
When I have a question in math class	3.3	3.4	74%
When I'm in class	3.5	3.6	72%
How I take notes	3.1	3.3	74%
Whether I enjoy math	2.7	3.0	82%

Math Habits Results, Percent of students getting 15 or more sessions with at least one level higher on at least one item on the survey, 2017-18

Students with 15 or more sessions and took both surveys	252
Students who also had higher response on at least one survey item	234
Percent of students with higher response	92.9%

Correlations

Correlation between Math GPA and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2017-2018

Math Habits Question	Correlation
How I study Math	0.032
How I track Assignments	0.094
How I do my math homework	0.030
How I show my work	-0.030
How I prepare for a test or a quiz	0.008
What I do on quiz or test questions	**0.144****
When I have a question in math class	0.082
When I'm in class	0.036
How I take notes	**0.116***
Whether I enjoy math	0.052

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2017-2018

Math Habits Question	Correlation
How I study Math	-0.067
How I track Assignments	-0.091
How I do my math homework	-0.064
How I show my work	-0.097
How I prepare for a test or a quiz	-0.026
What I do on quiz or test questions	-0.033
When I have a question in math class	**0.134****
When I'm in class	**-0.138****
How I take notes	-0.058
Whether I enjoy math	-0.043

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Math GPA, 2017-2018

Correlation
0.139**

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

2019
Achievement Connections student level data

During the 2018-19 school year, Achievement Connections (AC) students had an average of 23 sessions. Students participating in AC had higher proportions of special education students, English learner students, free or reduced price lunch students, Hispanic students, and African American students than district high school students overall. AC students had similar attendance rates to district students, but had lower standardized test scores, lower GPAs, and more discipline events when compared to district students which is characteristic of the types of students the program works with. A further examination of math GPA indicates that approximately 60 percent of AC students maintained their math GPA from Semester 1 to Semester 2.

AC has two further outcome measures specific to the program including Renaissance Learning objectives mastered and Math Habits survey responses. AC participants overall mastered an average of approximately 13 objectives. Tenth grade students on average met a higher number of objectives mastered to ninth grade students. AC students with more sessions also had a higher average number of objectives mastered. There continues to be a positive correlation between the number of objectives mastered and a higher math GPA. Math Habits items with the highest scores among AC students included "How I show my work" and "When I'm in class." The item showing the largest amount of growth from the pre-survey to the post-survey was "How I study Math." These results were relatively similar across student subgroups. Overall, approximately 93 percent of AC students with 15 or more sessions had at least one higher response on the post-survey compared to the pre-survey.

Average Sessions and Minutes

	2018-2019
Sessions	23.2

Special Education status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2018-2019	20.5%	79.5%	15.5%	84.5%

ELL status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2018-2019	33.9%	66.1%	24.8%	75.3%

Eligibility status for free and reduced meals

	Achievement Connections Only - all dosage levels	District Average 9-12

	% identified	% not identified	% identified	% not identified
2018-2019	74.9%	25.1%	42.3%	57.7%

Gender and race

	Achievement Connections Only - all dosage levels	District Average 9-12
	% in 2018-2019	% in 2018-2019
Hispanic/ Latino	31.8%	20.4%
White	17.0%	46.2%
African American	36.4%	15.9%
Asian	3.9%	9.2%
American Indian/ Alaskan Native	0.7%	0.3%
Multiracial	10.3%	8.0%
Hawaiian Native/ Pacific Islander	0.0%	<0.1%
Female	48.8%	47.8%
Male	51.2%	52.2%
Total students	283	6998

Average Attendance, discipline events, and academic achievement

	Achievement Connections Only - all dosage levels	District Average 9-12
	2018-2019	2018-2019
Attendance Rate	88.1%	88.8%
Discipline events	3.2	1.2
Aspire Composite 9th Grade	417	427
Aspire Composite 10th Grade	418	428
ACT Composite 11th Grade	13.6	21.4
Aspire Mathematics 9th Grade	417	427
Aspire Mathematics 10th Grade	418	429
ACT Mathematics 11th Grade	14.9	21.2
Overall GPA	1.9	2.8

Average Mathematics GPA, 2018-2019

	Achievement Connections Only	District Comparison (East, La Follette, Memorial, and West HS only)
All Students	1.5	2.6
Ninth Grade	1.7	2.7
Tenth Grade	1.4	2.5
Eleventh Grade	1.7	2.5
East High 9-12	1.5	2.5
La Follette High 9-12	2.0	2.5
Memorial High 9-12	1.4	2.5
West High 9-12	1.5	2.7

Note: Twelfth grade had too few students to report results.

Mathematics GPA Stability, 2018-2019

	Achievement Connections Only	District Comparison (East, La Follette, Memorial, and West HS only)
Avg. Semester 1	1.5	2.6
Avg. Semester 2	1.5	2.5
% Stable	59.1%	67.3%

Note: Stable is defined as having the same or greater math GPA in semester 2 compared to semester 1. Students with a GPA of 0 in semester 1 and semester 2 are not stable.

Renaissance Learning Objectives, by Grade for 2018-2019

	Average Number of Objectives Met	Number of Students
Overall	13.3	283
Ninth Grade	12.8	142
Tenth Grade	14.1	122
Eleventh Grade	13.4	16

Note: Twelfth grade had too few students to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2018-2019

	Average Number of Objectives Met	Number of Students
Overall	17.9	186
Ninth Grade	16.7	96
Tenth Grade	19.4	79
Eleventh Grade	18.5	10

Note: Twelfth grade had too few students to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Race/Ethnicity for 2018-2019

	Average Number of Objectives Met	Number of Students
Asian	17.8	6
African American	15.0	60
Hispanic	19.5	60
Multiracial	17.0	22
White	19.8	36

Note: Too few American Indian/Alaskan Native students to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Free or Reduced Price Lunch Status for 2018-2019

	Average Number of Objectives Met	Number of Students
Identified	17.4	133
Not Identified	19.0	53

Renaissance Learning Objectives, by Number of Sessions for 2018-2019

	Average Number of Objectives Met	Number of Students
1 to 14 Sessions	4.6	97
15 to 29 Sessions	11.9	95
30 or more Sessions	24.2	91

Renaissance Learning Objectives, Students with 15 or more sessions by School Site for 2018-2019

	Average Number of Objectives Met	Number of Students
East High	8.5	36
La Follette High	12.2	34
Memorial High	25.5	57
West High	19.5	59

Math Habits Results, Overall for 2018-2019 (N = 176 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.8	86%
How I track Assignments	2.4	2.6	75%
How I do my math homework	3.3	3.5	77%
How I show my work	3.5	3.8	86%
How I prepare for a test or a quiz	2.6	3.0	84%
What I do on quiz or test questions	3.0	3.4	84%
When I have a question in math class	3.1	3.3	77%
When I'm in class	3.5	3.7	76%
How I take notes	3.4	3.5	73%
Whether I enjoy math	2.5	2.6	81%

Math Habits Results, Students of Color for 2018-2019 (N = 143 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.7	86%
How I track Assignments	2.6	2.7	73%
How I do my math homework	3.2	3.4	76%
How I show my work	3.4	3.8	87%
How I prepare for a test or a quiz	2.5	2.9	82%
What I do on quiz or test questions	3.0	3.4	84%
When I have a question in math class	3.1	3.4	78%
When I'm in class	3.5	3.7	77%
How I take notes	3.4	3.5	75%
Whether I enjoy math	2.5	2.7	80%

Math Habits Results, White Students for 2018-2019 (N = 33 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.0	85%
How I track Assignments	1.9	2.3	85%
How I do my math homework	3.5	3.7	85%
How I show my work	3.6	3.9	85%
How I prepare for a test or a quiz	2.8	3.2	91%
What I do on quiz or test questions	3.2	3.4	85%
When I have a question in math class	3.1	3.0	70%
When I'm in class	3.5	3.5	73%
How I take notes	3.1	3.2	67%
Whether I enjoy math	2.4	2.5	82%

Math Habits Results, Students Eligible for Free or Reduced Price Lunch for 2018-2019 (N = 123 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.7	83%
How I track Assignments	2.4	2.6	76%
How I do my math homework	3.1	3.3	76%
How I show my work	3.5	3.7	85%
How I prepare for a test or a quiz	2.5	2.9	81%
What I do on quiz or test questions	3.0	3.4	85%
When I have a question in math class	3.1	3.3	76%
When I'm in class	3.5	3.7	74%
How I take notes	3.3	3.5	74%
Whether I enjoy math	2.6	2.7	80%

Math Habits Results, Students Not Eligible for Free or Reduced Price Lunch for 2018-2019 (N = 53 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.4	2.9	92%
How I track Assignments	2.5	2.5	72%
How I do my math homework	3.6	3.7	81%
How I show my work	3.5	3.9	91%
How I prepare for a test or a quiz	2.7	3.1	89%
What I do on quiz or test questions	3.2	3.5	83%
When I have a question in math class	2.2	3.4	79%
When I'm in class	2.5	3.7	81%
How I take notes	3.4	3.5	72%
Whether I enjoy math	2.3	2.5	83%

Math Habits Results, Students with 15 – 29 Sessions for 2018-2019 (N = 84 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.2	2.6	83%
How I track Assignments	2.3	2.5	79%
How I do my math homework	3.2	3.3	74%
How I show my work	3.4	3.7	85%
How I prepare for a test or a quiz	2.6	2.8	77%
What I do on quiz or test questions	3.1	3.3	77%
When I have a question in math class	3.1	3.3	77%
When I'm in class	3.5	3.5	71%
How I take notes	3.5	3.5	71%
Whether I enjoy math	2.4	2.3	76%

Note: There were too few students with 1 to 14 sessions to report results.

Math Habits Results, Students with 30 or more Sessions for 2018-2019 (N = 90 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.4	2.9	89%
How I track Assignments	2.5	2.7	73%
How I do my math homework	3.3	3.7	82%
How I show my work	3.5	3.9	88%
How I prepare for a test or a quiz	2.6	3.1	89%
What I do on quiz or test questions	3.0	3.5	90%
When I have a question in math class	3.1	3.3	77%
When I'm in class	3.5	3.8	80%
How I take notes	3.3	3.5	76%
Whether I enjoy math	2.5	2.9	86%

Math Habits Results, East High Students for 2018-2019 (N = 28 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.1	2.5	82%
How I track Assignments	1.8	1.9	75%
How I do my math homework	2.9	2.9	64%
How I show my work	3.2	3.6	82%
How I prepare for a test or a quiz	2.4	2.6	75%
What I do on quiz or test questions	2.9	3.2	82%
When I have a question in math class	2.9	2.8	68%
When I'm in class	3.3	3.3	71%
How I take notes	3.4	3.5	64%
Whether I enjoy math	2.4	2.1	75%

Math Habits Results, La Follette High Students for 2018-2019 (N = 35 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.1	2.4	80%
How I track Assignments	2.1	2.0	71%
How I do my math homework	3.2	3.2	77%
How I show my work	3.7	4.0	91%
How I prepare for a test or a quiz	2.3	2.7	86%
What I do on quiz or test questions	3.0	3.4	77%
When I have a question in math class	3.2	3.5	77%
When I'm in class	3.4	3.7	80%
How I take notes	3.7	3.6	69%
Whether I enjoy math	2.4	2.6	77%

Math Habits Results, Memorial High Students for 2018-2019 (N = 55 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.3	93%
How I track Assignments	2.7	3.1	82%
How I do my math homework	3.7	4.1	85%
How I show my work	3.5	3.9	85%
How I prepare for a test or a quiz	2.6	3.2	85%
What I do on quiz or test questions	3.1	3.5	84%
When I have a question in math class	3.1	3.5	84%
When I'm in class	3.6	3.9	82%
How I take notes	3.4	3.8	89%
Whether I enjoy math	2.4	2.8	91%

Math Habits Results, West High Students for 2018-2019 (N = 58 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.2	2.7	84%
How I track Assignments	2.7	2.8	71%
How I do my math homework	3.1	3.3	76%
How I show my work	3.4	3.7	86%
How I prepare for a test or a quiz	2.8	3.1	84%
What I do on quiz or test questions	3.0	3.4	90%
When I have a question in math class	3.1	3.3	74%
When I'm in class	3.5	3.6	71%
How I take notes	3.1	3.0	66%
Whether I enjoy math	2.6	2.8	76%

Math Habits Results, Percent of students getting 15 or more sessions with at least one level higher on at least one item on the survey, 2018-2019

Students with 15 or more sessions and took both surveys	174
Students who also had higher response on at least one survey item	162
Percent of students with higher response	93.1%

Correlations

Correlation between Math GPA and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2018-2019

Math Habits Question	Correlation
How I study Math	0.000
How I track Assignments	0.000
How I do my math homework	0.095
How I show my work	0.003
How I prepare for a test or a quiz	0.047
What I do on quiz or test questions	0.075
When I have a question in math class	**0.130***
When I'm in class	**0.129***
How I take notes	0.030
Whether I enjoy math	0.114

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2018-2019

Math Habits Question	Correlation
How I study Math	0.112
How I track Assignments	0.081
How I do my math homework	**0.165****
How I show my work	-0.124
How I prepare for a test or a quiz	0.092
What I do on quiz or test questions	**0.128***
When I have a question in math class	0.078
When I'm in class	0.083
How I take notes	0.007
Whether I enjoy math	0.100

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Math GPA, 2018-2019

Correlation
0.228**

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Achievement Connections High School Completion Supplemental Analysis

This analysis examined the four-year high school completion rates of Achievement Connections students for students participating in the program from the 2014-15 through 2017-18 school years. The 2014-15 school year was the first year of available data on Achievement Connections participation. The target group for examination was students participating in the program who had at least 15 sessions in any one year.

Cohorts

Since high school completion is an outcome that occurs after several years of possible participation in the program, multiple years of a data were necessary for the analysis. To examine this outcome, the analysis specifically examined two cohorts of students: 9th grade students in 2014-15 who had previous 8th grade records in 2013-14 and 10th grade students in 2014-15 who had previous 9th grade records in 2013-14. The 9th grade and 10th grade cohorts in 2014-15 would then have four-year high school completion outcomes information in 2017-18 and 2016-17 respectively.

Comparison groups

To allow for a comparison of high school completion rates for the target group (students with 15 or more sessions in any one year), the analysis examined two comparison groups as well. The first comparison group was students who participated in the program at a lesser frequency, 1 to 14 sessions in any one year, but no more than 14 sessions in any year. The second comparison group was students who may have been eligible for the program but did not participate. Criteria for this second comparison group of non-participants was as follows:

- 85% or higher attendance rate in 2013-14, and
- Any two of the following:
    - 2013-14 8th grade MAP Math score in the Basic category,
    - 2013-14 Core 8th grade GPA from 1 to 3,
    - 2013-14 Math 8th grade GPA from 1 to 2.6,
    - 2013-14 9th grade ACT Explore Math score from 15 to 26 (equivalent to Aspire Math score from 420 to 440),
    - 2013-14 Core 9th grade GPA from 1.5 to 3, or
    - 2013-14 Math 9th grade GPA from 1 to 2.6

While Forward scores can also be used to meet eligibility requirements, the analysis did not have access to these data.

Sample Demographics

The following tables provide information on the demographic characteristics of the two cohorts and their comparison groups of students.

9th Grade Cohort Demographics

Demographic Characteristic	*AC Students with 15+ Sessions*	*AC Students with 1-14 Sessions*	*Non-AC Comparison Students*
Number of Students	158	62	320
% Female	49%	56%	39%
% Male	51%	44%	61%
% Asian	0%	0%	0%
% Black or African American	6%	10%	4%
% Hispanic/Latino	25%	34%	23%
% Multiracial	35%	27%	29%
% Native Hawaiian/Pacific Islander	8%	16%	9%
% White	1%	0%	0%
	25%	13%	35%
% Special Education			
% English Learner	15%	16%	23%
% Free/Reduced Price Lunch	36%	35%	34%

10th Grade Cohort Demographics

Demographic Characteristic	*AC Students with 15+ Sessions*	*AC Students with 1-14 Sessions*	*Non-AC Comparison Students*
Number of Students	71	53	465
% Female	37%	60%	41%
% Male	63%	40%	59%
% Asian	0%	2%	0%
% Black or African American	3%	4%	7%
% Hispanic/Latino	24%	45%	18%
% Multiracial	21%	15%	21%
% Native Hawaiian/Pacific Islander	13%	15%	7%
% White	0%	0%	0%
	39%	19%	47%
% Special Education			
% English Learner	21%	13%	14%
% Free/Reduced Price Lunch	24%	26%	25%

High School Completion Results

The four-year high school completion rates for students in these cohorts and groups appears in the table. Again, students in the 9th grade cohort would have a four-year completion in 2017-18 and students in the 10th grade cohort would have a four-year completion in 2016-17.

High School Completion Rates by Cohort and Group

Cohort	*AC Students with 15+ Sessions*	*AC Students with 1-14 Sessions*	*Non-AC Comparison Students*
9th Grade	87%	84%	82%
10th Grade	87%	74%	93%

Achievement Connections 2014-2015 WCER Evaluation

Summary: Dr. Annalee Good from the Wisconsin Center for Educational Research linked the program's data with student demographic and performance data from our partner school districts. (Please see charts below for her results.) One of the most interesting findings related to this performance measure is that there is a positive and statistically significant but weak correlation (0.232 at the 95% level (p=0.05)) between students who mastered more Learning Objectives and higher math GPAs, a relationship we will follow closely in future progress monitoring.

Our most worrisome finding as a program is that African-American and Multi-racial students with 15 or more tutoring sessions mastered on average only 9.5 and 10.3 Learning Objectives, respectively, compared to other students: Asian: 12.8; Hispanic: 14.1; and White: 13.6. We are determined to grow from these findings, and find more and better ways to engage our African-American and Multi-racial students.

There is good news regarding improvements in Renaissance Learning Star Math scores. On average, students showed 13.1 point growth, from 774.8 to 801.3 points. There are complex results by racial/ethnic identification. Asian students grew an average of 26.7 points, whereas African-American students grew an average of 14.7, Hispanic: 12.6, Multi-racial: 15.1, and White 8.5. African-American, Hispanic and Multi-racial students often started at much lower levels than their Asian and White peers. Of concern, at the end of year the low-income students' average scores were still below (787.1) the score of their peers in the program at the start (800.4). There was not statistically significant correlation between Renaissance Learning growth and GPA.

Achievement Connections (MMSD)

Descriptive

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2014-2015

	Average Number of Objectives Met	Number of Students
Overall	12.3	243
Ninth Grade	13.1	153
Tenth Grade	10.2	81

Renaissance Learning Objectives, Students with 15 or more sessions by Race/Ethnicity for 2014-2015

	Average Number of Objectives Met	Number of Students
Asian	12.8	16
African American	9.5	64
Hispanic	14.1	71
Multiracial	10.3	22
White	13.6	68

Renaissance Learning Objectives, Students with 15 or more sessions by Free or Reduced Price Lunch Status for 2014-2015

	Average Number of Objectives Met	Number of Students
Identified	11.1	151
Not Identified	14.2	92

Renaissance Learning Objectives, by Number of Sessions for 2014-2015

	Average Number of Objectives Met	Number of Students
1 to 14 Sessions	1.8	133
15 to 29 Sessions	8.7	141
30 or more Sessions	17.2	102

Renaissance Learning Objectives, Students with 15 or more sessions by School Site for 2014-2015

	Average Number of Objectives Met	Number of Students
East High	4.7	51
Memorial High	13.3	96
West High	15.5	92

Correlations

Correlation between Number of Renaissance Learning Objectives Met and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2014-2015

Math Habits Question	Correlation
How I study Math	-0.099
How I track Assignments	**-0.127***
How I do my math homework	0.070
How I show my work	0.055
How I prepare for a test or a quiz	-0.074
What I do on quiz or test questions	**0.206****
When I have a question in math class	-0.040
When I'm in class	0.022
How I take notes	-0.082
Whether I enjoy math	**0.138****

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Renaissance Learning Growth, 2014-2015

Correlation
0.072

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Math GPA, 2014-2015

Correlation
0.232**

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

2014-15 Achievement Connections Quantitative Analysis (MMSD)

EXCERPT: MATH HABITS ONLY

Descriptive

Math Habits Results, Overall for 2014-2015 (N = 204 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.5	3.0	85%
How I track Assignments	2.8	2.8	73%
How I do my math homework	3.4	3.7	84%
How I show my work	3.7	4.0	86%
How I prepare for a test or a quiz	2.7	3.2	86%
What I do on quiz or test questions	2.8	3.8	89%
When I have a question in math class	3.2	3.5	76%
When I'm in class	3.5	3.8	83%
How I take notes	3.3	3.7	80%
Whether I enjoy math	2.9	3.0	76%

Math Habits Results, Students of Color for 2014-2015 (N = 144 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.4	2.8	85%
How I track Assignments	2.8	2.7	69%
How I do my math homework	3.2	3.5	84%
How I show my work	3.6	4.0	88%
How I prepare for a test or a quiz	2.6	3.0	85%
What I do on quiz or test questions	2.7	3.7	90%
When I have a question in math class	3.2	3.4	74%
When I'm in class	3.4	3.7	85%
How I take notes	3.3	3.7	79%
Whether I enjoy math	3.0	3.0	78%

Math Habits Results, White Students for 2014-2015 (N = 60 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.8	3.3	83%
How I track Assignments	2.7	3.1	80%
How I do my math homework	3.8	4.0	83%
How I show my work	3.9	4.2	83%
How I prepare for a test or a quiz	3.0	3.5	88%
What I do on quiz or test questions	3.0	3.9	88%
When I have a question in math class	3.4	3.7	80%
When I'm in class	3.8	4.1	80%
How I take notes	3.3	3.6	82%
Whether I enjoy math	2.8	2.8	72%

Math Habits Results, Students Eligible for Free or Reduced Price Lunch for 2014-2015 (N = 126 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.4	2.9	87%
How I track Assignments	2.7	2.6	70%
How I do my math homework	3.1	3.5	85%
How I show my work	3.6	4.0	90%
How I prepare for a test or a quiz	2.6	3.1	86%
What I do on quiz or test questions	2.7	3.7	91%
When I have a question in math class	3.2	3.4	74%
When I'm in class	3.4	3.8	85%
How I take notes	3.4	3.8	79%
Whether I enjoy math	3.0	3.0	77%

Math Habits Results, Students Not Eligible for Free or Reduced Price Lunch for 2014-2015 (N = 78 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.8	3.2	81%
How I track Assignments	3.0	3.2	77%
How I do my math homework	3.8	4.0	82%
How I show my work	3.9	4.1	81%
How I prepare for a test or a quiz	3.0	3.3	86%
What I do on quiz or test questions	2.9	3.9	86%
When I have a question in math class	3.3	3.6	79%
When I'm in class	3.7	3.9	81%
How I take notes	3.3	3.5	81%
Whether I enjoy math	2.8	2.9	76%

Math Habits Results, Students with 1 – 14 Sessions for 2014-2015 (N = 14 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.7	86%
How I track Assignments	2.1	2.6	79%
How I do my math homework	3.2	3.4	71%
How I show my work	3.7	3.8	79%
How I prepare for a test or a quiz	3.0	3.1	71%
What I do on quiz or test questions	3.4	3.1	50%
When I have a question in math class	3.3	3.6	71%
When I'm in class	3.6	3.8	79%
How I take notes	3.3	4.1	93%
Whether I enjoy math	3.4	2.3	50%

Math Habits Results, Students with 15 – 29 Sessions for 2014-2015 (N = 109 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.5	3.0	86%
How I track Assignments	2.9	2.9	73%
How I do my math homework	3.4	3.7	83%
How I show my work	3.7	4.2	89%
How I prepare for a test or a quiz	2.7	3.2	86%
What I do on quiz or test questions	2.7	3.9	93%
When I have a question in math class	3.3	3.6	79%
When I'm in class	3.6	3.9	85%
How I take notes	3.5	3.7	78%
Whether I enjoy math	3.0	2.9	75%

Math Habits Results, Students with 30 or more Sessions for 2014-2015 (N = 81 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.0	83%
How I track Assignments	2.8	2.8	70%
How I do my math homework	3.4	3.7	86%
How I show my work	3.7	3.9	84%
How I prepare for a test or a quiz	2.7	3.2	88%
What I do on quiz or test questions	2.8	3.7	91%
When I have a question in math class	3.1	3.3	73%
When I'm in class	3.4	3.8	81%
How I take notes	3.1	3.6	80%
Whether I enjoy math	2.8	3.1	83%

Math Habits Results, East High Students for 2014-2015 (N = 39 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.5	3.1	85%
How I track Assignments	2.2	2.3	82%
How I do my math homework	3.3	3.4	77%
How I show my work	3.6	4.0	92%
How I prepare for a test or a quiz	2.8	3.2	85%
What I do on quiz or test questions	3.6	3.8	79%
When I have a question in math class	3.3	3.6	77%
When I'm in class	3.9	4.0	79%
How I take notes	4.1	4.3	90%
Whether I enjoy math	3.3	3.0	77%

Math Habits Results, Memorial High Students for 2014-2015 (N = 71 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.1	83%
How I track Assignments	2.7	3.1	73%
How I do my math homework	3.5	3.8	85%
How I show my work	3.9	4.2	87%
How I prepare for a test or a quiz	2.8	3.2	85%
What I do on quiz or test questions	3.3	3.7	83%
When I have a question in math class	3.1	3.4	73%
When I'm in class	3.5	3.8	82%
How I take notes	3.4	3.7	77%
Whether I enjoy math	2.8	2.8	69%

Math Habits Results, West High Students for 2014-2015 (N = 92 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.5	2.9	86%
How I track Assignments	3.1	2.9	70%
How I do my math homework	3.3	3.7	87%
How I show my work	3.6	4.0	84%
How I prepare for a test or a quiz	2.6	3.2	88%
What I do on quiz or test questions	2.1	3.8	98%
When I have a question in math class	3.3	3.5	78%
When I'm in class	3.4	3.8	86%
How I take notes	3.0	3.4	79%
Whether I enjoy math	2.9	3.1	83%

Correlations

Correlation between Renaissance Learning Growth and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2014-2015

Math Habits Question	Correlation
How I study Math	0.109
How I track Assignments	-0.001
How I do my math homework	-0.057
How I show my work	**0.240****
How I prepare for a test or a quiz	-0.003
What I do on quiz or test questions	-0.003
When I have a question in math class	0.015
When I'm in class	-0.023
How I take notes	-0.060
Whether I enjoy math	0.073

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Achievement Connections 2015-2016 WCER Evaluation

Summary: An independent evaluation conducted by Dr. Annalee Good of the Wisconsin Center for Education Research analyzed the Renaissance Learning performance in conjunction with student demographic and performance data from our partner school districts. Please see the attachment for her results.

We are very pleased to report that there is a positive and statistically significant correlation (0.167 at the 95% level (p=0.05)) between the number of Learning Objectives a student mastered and higher math GPA among students in the Madison school district. This replicates the correlation found for the 2014-2015 school year. This underscores the importance of our work to build basic math skills as well as to help students with study skills, homework help, and test preparation.

We are also using the Math Habits survey to track student engagement. The Math Habits survey is a student self-evaluation of their study and classroom behaviors related to their math class. They take it before and after 15 sessions of tutoring. Each item has a 5-point Likert scale customized to the category. For example, for "How I prepare for a test or a quiz," 1=I don't study for tests or quizzes to 5=I always study for quizzes or tests and am always prepared for them. Eighty-eight percent (201 of 236) of students showed growth in at least one of 10 Math Habits categories. The students showed growth in an average of 4 categories. The value in using the Math Habits survey is that it gives the program vital information on what skills individual students need to work on and which ones we need to emphasize more with all students. In other words, it helps drive program improvement as well as measure student gains.

For 2015-2016 program year, we had 226 students with 15 or more tutoring sessions complete the pre- and post-Math Habits survey. Our performance metric is for at least 75% of students with 15 or more tutoring sessions to show at least one level of growth on the Math Habits survey and for the average across these students to be growth in at least 3 categories. In 2015-2016, 89.8% (203 out of 226) of students who completed 15+ sessions and took the survey had at least one level of growth on the Math Habits survey.

We are very pleased that Dr. Annalee Good found among students in the Madison school district that there is a positive and statistically significant but not strong correlation (0.130 at the 90% level (p=0.1)) between the number of Learning Objectives a student mastered and the student's self-report on the frequency and quality of how they do their homework. There was also a positive and statistically significant but not strong correlation (0.125 at the 90% level (p=0.1)) between the number of Learning Objectives a student mastered and the student's self-report on whether they consistently used the best strategies for completing quiz and test problems.

Together, these results suggest we are on the right track regarding our Theory of Change that students will benefit most from a combination of tutoring aligned to classroom instruction, tutoring on basic skills, and support on how to be a successful student. Achievement Connections students who actively engaged in tutoring by

attending more 15 or more sessions are both learning more basic math skills (i.e. mastering Learning Objectives) and learning how to be more effective in class (i.e. complete their homework, use correct strategies on quizzes and tests). Since completing more Learning Objectives is also correlated with a higher GPA, this analysis suggests that students who are more engaged in tutoring as measured by learning the "soft skills" of homework completion and test taking as well as mastering extra math materials are getting the most out of the Achievement Connections program.

Achievement Connections student level data

MMSD

Average Sessions and Minutes

	2015-16
Sessions	24.7

Special Education status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	18.1%	81.9%	17.0%	83.0%

ELL status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	32.8%	67.2%	23.3%	76.7%

Eligibility status for free and reduced meals

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	72.7%	27.3%	42.9%	57.1%

Gender and race

	Achievement Connections Only - all dosage levels	District Average 9-12
	% in 2015-16	% in 2015-16
Hispanic/ Latino	29.7%	17.5%
White	20.5%	47.7%
African American	35.7%	18.3%
Asian	6.0%	9.5%
American Indian/ Alaskan Native	0.5%	0.3%
Multiracial	7.4%	7.7%
Hawaiian Native/ Pacific Islander	0.3%	<0.1%
Female	49.1%	48.2%
Male	50.9%	51.8%
Total students	381	7192

Average Attendance, discipline events, and academic achievement

	Achievement Connections Only - all dosage levels	District Average 9-12
	2015-16	2015-16
Attendance Rate	91.6%	92.4%
Discipline events	2.7	1.0
Aspire Composite 9th Grade	419	426
Aspire Composite 10th Grade	420	428
ACT Composite 11th Grade	13.8	21.2
Aspire Mathematics 9th Grade	419	426
Aspire Mathematics 10th Grade	419	428
ACT Mathematics 11th Grade	13.8	21.0
Cumulative GPA	1.9	2.8

Average Mathematics GPA, 2015-2016

	Achievement Connections Only	District Comparison (East, Memorial, and West HS only)
All Students	1.4	2.5
Ninth Grade	1.5	2.7
Tenth Grade	1.3	2.5
Eleventh Grade	0.9	2.4
Twelfth Grade	N/A	2.5
East High 9-12	1.4	2.3
Memorial High 9-12	1.3	2.5
West High 9-12	1.5	2.8

Note: N/A indicates too few students to report results.

Renaissance Learning Results, Overall for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Average	750	766	16.1
Number of Students	364	190	189

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2015-2016

	Average Number of Objectives Met	Number of Students
Overall	13.1	246
Ninth Grade	14.2	133
Tenth Grade	11.8	109

Note: Eleventh and twelfth grade had too few students to report results.

Renaissance Learning Results, by Grade for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Ninth Grade (Average)	742	759	13.5
Tenth Grade (Average)	761	775	17.8
Ninth Grade (N)	193	101	100
Tenth Grade (N)	152	83	83

Note: Eleventh and twelfth grade had too few students to report results.

Renaissance Learning Results, by Race/Ethnicity for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Asian (Average)	759	787	252
African American (Average)	744	737	2.4
Hispanic (Average)	730	746	20.6
Multiracial (Average)	764	784	21.4
White (Average)	782	810	24.0
Asian (N)	20	13	13
African American (N)	133	60	60
Hispanic (N)	108	54	54
Multiracial (N)	25	12	12
White (N)	75	51	50

Renaissance Learning Results, by Free or Reduced Price Lunch Status for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Identified (Average)	735	745	12.2
Not Identified (Average)	787	810	24.4
Identified (N)	265	129	129
Not Identified (N)	99	61	60

Renaissance Learning Results, by Number of Sessions for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
15 to 29 Sessions (Average)	755	778	22.3
30 or more Sessions (Average)	747	761	13.9
15 to 29 Sessions (N)	103	50	50
30 or more Sessions (N)	142	140	139

Note: There were no students with 1 to 14 sessions with a post-assessment score.

Renaissance Learning Results, by School Site for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
East High (Average)	714	709	-3.8
Memorial High (Average)	770	791	27.4
West High (Average)	757	775	16.5
East High (N)	99	44	44
Memorial High (N)	122	71	70
West High (N)	135	74	74

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2015-2016

	Average Number of Objectives Met	Number of Students
Overall	13.1	246
Ninth Grade	14.2	132
Tenth Grade	11.8	107

Note: Eleventh and twelfth grade had too few students to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Race/Ethnicity for 2015-2016

	Average Number of Objectives Met	Number of Students
Asian	14.3	16
African American	10.7	81
Hispanic	12.4	71
Multiracial	19.1	14
White	15.4	62

Renaissance Learning Objectives, Students with 15 or more sessions by Free or Reduced Price Lunch Status for 2015-2016

	Average Number of Objectives Met	Number of Students
Identified	12.3	165
Not Identified	14.8	81

Renaissance Learning Objectives, by Number of Sessions for 2015-2016

	Average Number of Objectives Met	Number of Students
1 to 14 Sessions	2.9	103
15 to 29 Sessions	9.2	103
30 or more Sessions	15.9	143

Renaissance Learning Objectives, Students with 15 or more sessions by School Site for 2015-2016

	Average Number of Objectives Met	Number of Students
East High	8.0	63
Memorial High	15.8	85
West High	14.0	96

Math Habits Results, Overall for 2015-2016 (N = 227 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.9	81%
How I track Assignments	3.1	2.8	66%
How I do my math homework	3.6	3.7	77%
How I show my work	3.8	3.9	81%
How I prepare for a test or a quiz	2.8	3.2	85%
What I do on quiz or test questions	3.3	3.6	83%
When I have a question in math class	3.3	3.5	78%
When I'm in class	3.6	3.7	79%
How I take notes	3.3	3.4	74%
Whether I enjoy math	2.9	3.1	84%

Math Habits Results, Students of Color for 2015-2016 (N = 165 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.8	79%
How I track Assignments	3.0	2.7	64%
How I do my math homework	3.4	3.6	76%
How I show my work	3.7	3.9	81%
How I prepare for a test or a quiz	2.8	3.1	85%
What I do on quiz or test questions	3.2	3.5	82%
When I have a question in math class	3.2	3.4	77%
When I'm in class	3.6	3.6	76%
How I take notes	3.3	3.4	72%
Whether I enjoy math	3.1	3.2	86%

Math Habits Results, White Students for 2015-2016 (N = 62 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	3.2	85%
How I track Assignments	3.3	3.2	71%
How I do my math homework	3.9	4.0	81%
How I show my work	3.9	4.0	79%
How I prepare for a test or a quiz	3.0	3.5	87%
What I do on quiz or test questions	3.5	3.9	84%
When I have a question in math class	3.4	3.6	79%
When I'm in class	3.8	3.9	89%
How I take notes	3.5	3.6	79%
Whether I enjoy math	2.6	2.7	79%

Math Habits Results, Students Eligible for Free or Reduced Price Lunch for 2015-2016 (N = 148 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.9	80%
How I track Assignments	3.0	2.6	61%
How I do my math homework	3.4	3.5	74%
How I show my work	3.7	3.9	81%
How I prepare for a test or a quiz	2.7	3.1	84%
What I do on quiz or test questions	3.2	3.5	81%
When I have a question in math class	3.3	3.4	75%
When I'm in class	3.6	3.6	75%
How I take notes	3.3	3.5	75%
Whether I enjoy math	3.0	3.2	85%

Math Habits Results, Students Not Eligible for Free or Reduced Price Lunch for 2015-2016 (N = 79 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.0	84%
How I track Assignments	3.3	3.2	75%
How I do my math homework	3.8	4.0	82%
How I show my work	3.9	4.0	80%
How I prepare for a test or a quiz	3.0	3.4	87%
What I do on quiz or test questions	3.5	3.9	86%
When I have a question in math class	3.2	3.6	82%
When I'm in class	3.8	4.0	87%
How I take notes	3.4	3.3	72%
Whether I enjoy math	2.8	2.9	82%

Math Habits Results, Students with 15 – 29 Sessions for 2015-2016 (N = 86 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	2.9	78%
How I track Assignments	3.1	2.8	70%
How I do my math homework	3.6	3.6	76%
How I show my work	3.9	3.9	76%
How I prepare for a test or a quiz	2.9	3.2	86%
What I do on quiz or test questions	3.3	3.7	80%
When I have a question in math class	3.2	3.4	74%
When I'm in class	3.5	3.7	83%
How I take notes	3.2	3.6	81%
Whether I enjoy math	2.9	3.1	84%

Note: There were too few students with 1 to 14 sessions to report results.

Math Habits Results, Students with 30 or more Sessions for 2015-2016 (N = 140 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.9	83%
How I track Assignments	3.1	2.8	63%
How I do my math homework	3.5	3.7	78%
How I show my work	3.7	3.9	84%
How I prepare for a test or a quiz	2.8	3.2	85%
What I do on quiz or test questions	3.2	3.6	84%
When I have a question in math class	3.3	3.5	79%
When I'm in class	3.7	3.7	77%
How I take notes	3.4	3.4	69%
Whether I enjoy math	3.0	3.1	84%

Math Habits Results, East High Students for 2015-2016 (N = 58 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.7	81%
How I track Assignments	2.4	2.2	69%
How I do my math homework	3.5	3.5	76%
How I show my work	3.6	3.8	83%
How I prepare for a test or a quiz	2.7	3.0	83%
What I do on quiz or test questions	3.4	3.5	76%
When I have a question in math class	3.2	3.3	67%
When I'm in class	3.6	3.5	76%
How I take notes	3.6	3.8	79%
Whether I enjoy math	3.1	3.3	83%

Math Habits Results, Memorial High Students for 2015-2016 (N = 78 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.1	88%
How I track Assignments	3.2	3.0	68%
How I do my math homework	3.6	3.9	78%
How I show my work	3.8	4.0	79%
How I prepare for a test or a quiz	2.9	3.4	88%
What I do on quiz or test questions	3.2	3.7	83%
When I have a question in math class	3.2	3.5	85%
When I'm in class	3.6	3.8	83%
How I take notes	3.4	3.4	73%
Whether I enjoy math	2.6	2.9	86%

Math Habits Results, West High Students for 2015-2016 (N = 88 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	2.9	74%
How I track Assignments	3.5	3.0	60%
How I do my math homework	3.5	3.6	76%
How I show my work	3.8	3.9	80%
How I prepare for a test or a quiz	2.9	3.1	84%
What I do on quiz or test questions	3.3	3.6	86%
When I have a question in math class	3.3	3.6	77%
When I'm in class	3.7	3.8	77%
How I take notes	3.2	3.3	70%
Whether I enjoy math	3.1	3.2	83%

Math Habits Results, Percent of students getting 15 or more sessions with at least one level higher on at least one item on the survey, 2015-16

Students with 15 or more sessions and took both surveys	226
Students who also had higher response on at least one survey item	203
Percent of students with higher response	89.8%

Correlations

Correlation between Renaissance Learning Growth and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	-0.002
How I track Assignments	-0.023
How I do my math homework	0.008
How I show my work	-0.044
How I prepare for a test or a quiz	0.049
What I do on quiz or test questions	-0.036
When I have a question in math class	0.062
When I'm in class	-0.042
How I take notes	0.119
Whether I enjoy math	0.022

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Math GPA and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	-0.020
How I track Assignments	0.049
How I do my math homework	0.026
How I show my work	0.074
How I prepare for a test or a quiz	0.014
What I do on quiz or test questions	0.071
When I have a question in math class	0.001
When I'm in class	**0.133****
How I take notes	0.064
Whether I enjoy math	0.072

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	0.052
How I track Assignments	0.076
How I do my math homework	**0.130***
How I show my work	-0.017
How I prepare for a test or a quiz	0.085
What I do on quiz or test questions	**0.125***
When I have a question in math class	0.073
When I'm in class	0.108
How I take notes	-0.068
Whether I enjoy math	0.041

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Math GPA and Renaissance Learning Growth, 2015-2016

Correlation
0.191**

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Renaissance Learning Growth, 2015-2016

Correlation
0.137*

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Math GPA, 2015-2016

Correlation
0.167**

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

MCPASD

Average Sessions and Minutes

	2015-16
Sessions	23.8

ELL status

	Achievement Connections Only		MHS average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	12.1%	87.9%	2.0%	98.0%

Note: MHS comparison information from DPI WISEdash.

Gender and race

	Achievement Connections Only	MHS average 9-12
	% in 2015-16	% in 2015-16
Hispanic/ Latino	22.7%	7.3%
White	42.4%	77.9%
African American	22.7%	5.1%
Asian	3.0%	6.9%
American Indian/ Alaskan Native	0.0%	0.3%
Multiracial	9.1%	2.5%
Hawaiian Native/ Pacific Islander	0.0%	<0.1%
Female	39.4%	48.3%
Male	60.6%	51.7%
Total students	66	2026

Note: MHS comparison information from DPI WISEdash.

Renaissance Learning Results, Overall for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Average	774	787	5.2
Number of Students	64	31	31

Renaissance Learning Results, by Grade for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Ninth Grade (Average)	763	803	18.3
Tenth Grade (Average)	788	770	-24.4
Eleventh Grade (Average)	743	799	56.2
Ninth Grade (N)	24	12	12
Tenth Grade (N)	35	14	14
Eleventh Grade (N)	5	5	5

Renaissance Learning Results, by Race/Ethnicity for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
African American (Average)	682	723	13.0
Hispanic (Average)	755	767	17.3
White (Average)	817	819	-2.9
African American (N)	13	5	5
Hispanic (N)	15	7	7
White (N)	28	15	15

Renaissance Learning Results, by Number of Sessions for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
15 to 29 Sessions (Average)	782	789	-41.4
30 or more Sessions (Average)	766	787	21.3
15 to 29 Sessions (N)	22	8	8
30 or more Sessions (N)	24	23	23

Note: There were too few students with 1 to 14 Sessions to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2015-2016

	Average Number of Objectives Met	Number of Students
Overall	11.8	46
Ninth Grade	15.4	17
Tenth Grade	9.2	24
Eleventh Grade	11.6	5

Renaissance Learning Objectives, Students with 15 or more sessions by Race/Ethnicity for 2015-2016

	Average Number of Objectives Met	Number of Students
African American	8.5	8
Hispanic	9.8	11
White	12.7	22

Renaissance Learning Objectives, by Number of Sessions for 2015-2016

	Average Number of Objectives Met	Number of Students
1 to 14 Sessions	2.3	20
15 to 29 Sessions	10.1	22
30 or more Sessions	13.3	24

Math Habits Results, Overall for 2015-2016 (N = 35 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.8	91%
How I track Assignments	2.5	2.2	60%
How I do my math homework	3.0	3.2	86%
How I show my work	3.6	3.9	91%
How I prepare for a test or a quiz	2.6	2.9	86%
What I do on quiz or test questions	3.1	3.4	77%
When I have a question in math class	2.7	2.8	77%
When I'm in class	3.3	3.1	66%
How I take notes	2.8	2.5	71%
Whether I enjoy math	2.8	2.6	69%

Math Habits Results, Students of Color for 2015-2016 (N = 17 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	1.9	2.8	100%
How I track Assignments	2.2	2.1	65%
How I do my math homework	2.6	3.0	94%
How I show my work	3.4	3.7	88%
How I prepare for a test or a quiz	2.3	3.1	100%
What I do on quiz or test questions	2.8	3.5	94%
When I have a question in math class	2.5	3.0	88%
When I'm in class	3.0	3.3	88%
How I take notes	2.7	2.6	76%
Whether I enjoy math	2.9	3.4	76%

Math Habits Results, White Students for 2015-2016 (N = 18 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.8	83%
How I track Assignments	2.7	2.2	56%
How I do my math homework	3.4	3.4	78%
How I show my work	3.8	4.1	94%
How I prepare for a test or a quiz	2.9	2.7	72%
What I do on quiz or test questions	3.3	3.3	61%
When I have a question in math class	2.9	2.6	66%
When I'm in class	3.7	2.8	44%
How I take notes	2.8	2.3	67%
Whether I enjoy math	2.6	1.9	61%

Math Habits Results, Students with 15 – 29 Sessions for 2015-2016 (N = 11 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.2	2.8	91%
How I track Assignments	2.8	2.1	36%
How I do my math homework	3.2	2.9	73%
How I show my work	3.5	3.9	91%
How I prepare for a test or a quiz	2.6	2.8	82%
What I do on quiz or test questions	3.1	3.4	64%
When I have a question in math class	2.7	3.1	82%
When I'm in class	3.3	2.8	45%
How I take notes	2.3	1.6	64%
Whether I enjoy math	3.1	2.5	55%

Note: There were too few students with 1-14 sessions to show results.

Math Habits Results, Students with 30 or more Sessions for 2015-2016 (N = 24 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.8	92%
How I track Assignments	2.3	2.2	71%
How I do my math homework	3.0	3.4	92%
How I show my work	3.6	3.9	92%
How I prepare for a test or a quiz	2.6	3.0	88%
What I do on quiz or test questions	3.0	3.4	83%
When I have a question in math class	2.7	2.6	75%
When I'm in class	3.4	3.2	75%
How I take notes	3.0	2.8	75%
Whether I enjoy math	2.6	2.7	75%

Math Habits Results, Percent of students getting 15 or more sessions with at least one level higher on at least one item on the survey, 2015-16

Students with 15 or more sessions and took both surveys	35
Students who also had higher response on at least one survey item	32
Percent of students with higher response	91%

Correlations

Correlation between Number of Renaissance Learning Objectives Met and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	0.00
How I track Assignments	**0.29***
How I do my math homework	-0.28
How I show my work	-0.20
How I prepare for a test or a quiz	-0.28
What I do on quiz or test questions	-0.16
When I have a question in math class	-0.08
When I'm in class	0.04
How I take notes	-0.09
Whether I enjoy math	-0.11

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Analysis of Outcome Data for Achievement Connections (2016-2017)

Conducted by the Wisconsin Evaluation Collaborative, University of Wisconsin-Madison

Summary of analytic approach: An independent analysis conducted by Dr. Annalee Good and Grant Sim of the Wisconsin Center for Education Research analyzed the Renaissance Learning performance in conjunction with student demographic and performance data from our two partner school districts. Please see the attached for detailed tables of results. Analytic approaches for the data included descriptive statistics on student-level record data included demographic characteristics of students receiving tutoring, as well as dosage levels. To account for mobility, the analysis only included students with 160 or more days or possible attendance. Dosage levels were measured by either number of tutoring sessions per semester, minutes of tutoring received or number of days tutoring received. Quantitative descriptive analysis for 2016-17 measured frequency distributions of the demographic variables including- 1) Grade, 2) Race, 3) Gender, 4) Special Education Indicator, 5) ELL Indicator, and 6) Free and Reduced Meal Indicator. Descriptive analysis comprised of measuring the mean of the scale variables including- 1) Attendance, 2) Enrollment, 3) Dosage Levels, 4) Discipline Events, 5) Assessment Outcomes (PALS, MAP, Aspire, ACT), and 6) grade point average (GPA) where data were available. Descriptive statistics related to Achievement Connections also included summary results related to Math Habits survey responses and Renaissance Learning assessment scores. Where possible, the analysis also included correlations between growth on Renaissance Learning assessments, Math Habits responses, and math GPA.

Summary of findings: We are very pleased to report that there is a positive and statistically significant correlation (0.121 at the 90% level (p=0.1)) between the number of Learning Objectives a student mastered and higher math GPA among students in the largest of our partner districts, Madison Metropolitan School District (MMSD). This is similar to the correlation found for the 2014-2015 and 2015-16 school years. This suggests the importance of our work in students' progress to degree through building basic math skills as well as study skills, homework help, and test preparation.

We are also using the Math Habits survey to track student engagement. The Math Habits survey is a student self-evaluation of their study and classroom behaviors related to their math class. They take it before and after 15 sessions of tutoring. Each item has a 5-point Likert scale customized to the category. For example, for "How I prepare for a test or a quiz," 1=I don't study for tests or quizzes to 5=I always study for quizzes or tests and am always prepared for them. Approximately 93% percent (225 of 241) of students in MMSD showed growth in at least one of the 10 Math Habits categories, which exceeds our performance metric (at 75%) and is even an improvement on previous years. Students showed growth in an average of 4 categories. The value in using the Math Habits survey is that it gives the

program vital information on what skills individual students need to work on and which ones we need to emphasize more with all students. In other words, it helps drive program improvement as well as measure student gains.

We are very pleased that analysis found among students in MMSD that there is a positive and statistically significant but not strong correlation (0.126 at the 90% level (p=0.1)) between the number of Learning Objectives a student mastered and the student's self-report on the way they show their work. There was also a positive and statistically significant but not strong correlation (0.125 at the 90% level (p=0.1)) between growth on Renaissance Learning and the student's self-report on how they do their math homework (0.178, p=0.05; whether they enjoy math (0.158, p=0.05), and what they do on quiz or test questions (0.142, p=10). It should be noted that there also was statistically significant but negative correlation between growth on Renaissance Learning and how students said they prepare for a test or quiz (-0.146, p=10).

Together, these results suggest we are on the right track regarding our Theory of Change that students will benefit most from a combination of tutoring aligned to classroom instruction, tutoring on basic skills, and support on how to be a successful student.

attending more 15 or more sessions are both learning more basic math skills (i.e. mastering Learning Objectives) and learning how to be more effective in class (i.e. complete their homework, use correct strategies on quizzes and tests). Since completing more Learning Objectives is also correlated with a higher GPA, this analysis suggests that students who are more engaged in tutoring as measured by learning the "soft skills" of homework completion and test taking as well as mastering extra math materials are getting the most out of the Achievement Connections program.

Achievement Connections student level data

MMSD

Average Sessions and Minutes

	2015-16
Sessions	24.7

Special Education status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	18.1 %	81.9 %	17.0 %	83.0 %

ELL status

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	32.8 %	67.2 %	23.3 %	76.7 %

Eligibility status for free and reduced meals

	Achievement Connections Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	72.7 %	27.3 %	42.9 %	57.1 %

Gender and race

	Achievement Connections Only - all dosage levels	District Average 9-12
	% in 2015-16	% in 2015-16
Hispanic/ Latino	29.7%	17.5%
White	20.5%	47.7%
African American	35.7%	18.3%
Asian	6.0%	9.5%
American Indian/ Alaskan Native	0.5%	0.3%
Multiracial	7.4%	7.7%
Hawaiian Native/ Pacific Islander	0.3%	<0.1%
Female	49.1%	48.2%
Male	50.9%	51.8%
Total students	381	7192

Average Attendance, discipline events, and academic achievement

	Achievement Connections Only - all dosage levels	District Average 9-12
	2015-16	2015-16
Attendance Rate	91.6%	92.4%
Discipline events	2.7	1.0
Aspire Composite 9th Grade	419	426
Aspire Composite 10th Grade	420	428
ACT Composite 11th Grade	13.8	21.2
Aspire Mathematics 9th Grade	419	426
Aspire Mathematics 10th Grade	419	428
ACT Mathematics 11th Grade	13.8	21.0
Cumulative GPA	1.9	2.8

Average Mathematics GPA, 2015-2016

	Achievement Connections Only	District Comparison (East, Memorial, and West HS only)
All Students	1.4	2.5
Ninth Grade	1.5	2.7
Tenth Grade	1.3	2.5
Eleventh Grade	0.9	2.4
Twelfth Grade	N/A	2.5
East High 9-12	1.4	2.3
Memorial High 9-12	1.3	2.5
West High 9-12	1.5	2.8

Note: N/A indicates too few students to report results.

Renaissance Learning Results, Overall for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Average	750	766	16.1
Number of Students	364	190	189

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2015-2016

	Average Number of Objectives Met	Number of Students
Overall	13.1	246
Ninth Grade	14.2	133
Tenth Grade	11.8	109

Note: Eleventh and twelfth grade had too few students to report results.

Average Attendance, discipline events, and academic achievement
Renaissance Learning Results, by Grade for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Ninth Grade (Average)	742	759	13.5
Tenth Grade (Average)	761	775	17.8
Ninth Grade (N)	193	101	100
Tenth Grade (N)	152	83	83

Note: Eleventh and twelfth grade had too few students to report results.

Renaissance Learning Results, by Race/Ethnicity for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Asian (Average)	759	787	252
African American (Average)	744	737	2.4
Hispanic (Average)	730	746	20.6
Multiracial (Average)	764	784	21.4
White (Average)	782	810	24.0
Asian (N)	20	13	13
African American (N)	133	60	60
Hispanic (N)	108	54	54
Multiracial (N)	25	12	12
White (N)	75	51	50

Renaissance Learning Results, by Free or Reduced Price Lunch Status for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Identified (Average)	735	745	12.2
Not Identified (Average)	787	810	24.4
Identified (N)	265	129	129
Not Identified (N)	99	61	60

Renaissance Learning Results, by Number of Sessions for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
15 to 29 Sessions (Average)	755	778	22.3
30 or more Sessions (Average)	747	761	13.9
15 to 29 Sessions (N)	103	50	50
30 or more Sessions (N)	142	140	139

Note: There were no students with 1 to 14 sessions with a post-assessment score.

Renaissance Learning Results, by School Site for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
East High (Average)	714	709	-3.8
Memorial High (Average)	770	791	27.4
West High (Average)	757	775	16.5
East High (N)	99	44	44
Memorial High (N)	122	71	70
West High (N)	135	74	74

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2015-2016

	Average Number of Objectives Met	Number of Students

Overall	13.1	246
Ninth Grade	14.2	132
Tenth Grade	11.8	107

Note: Eleventh and twelfth grade had too few students to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Race/Ethnicity for 2015-2016

	Average Number of Objectives Met	Number of Students
Asian	14.3	16
African American	10.7	81
Hispanic	12.4	71
Multiracial	19.1	14
White	15.4	62

Renaissance Learning Objectives, Students with 15 or more sessions by Free or Reduced Price Lunch Status for 2015-2016

	Average Number of Objectives Met	Number of Students
Identified	12.3	165
Not Identified	14.8	81

Renaissance Learning Objectives, by Number of Sessions for 2015-2016

	Average Number of Objectives Met	Number of Students
1 to 14 Sessions	2.9	103
15 to 29 Sessions	9.2	103
30 or more Sessions	15.9	143

Renaissance Learning Objectives, Students with 15 or more sessions by School Site for 2015-2016

	Average Number of Objectives Met	Number of Students
East High	8.0	63
Memorial High	15.8	85
West High	14.0	96

Math Habits Results, Overall for 2015-2016 (N = 227 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.9	81%
How I track Assignments	3.1	2.8	66%
How I do my math homework	3.6	3.7	77%
How I show my work	3.8	3.9	81%
How I prepare for a test or a quiz	2.8	3.2	85%
What I do on quiz or test questions	3.3	3.6	83%

Renaissance Learning Objectives, Students with 15 or more sessions by

When I have a question in math class	3.3	3.5	78%
When I'm in class	3.6	3.7	79%
How I take notes	3.3	3.4	74%
Whether I enjoy math	2.9	3.1	84%

Math Habits Results, Students of Color for 2015-2016 (N = 165 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.8	79%
How I track Assignments	3.0	2.7	64%
How I do my math homework	3.4	3.6	76%
How I show my work	3.7	3.9	81%
How I prepare for a test or a quiz	2.8	3.1	85%
What I do on quiz or test questions	3.2	3.5	82%
When I have a question in math class	3.2	3.4	77%
When I'm in class	3.6	3.6	76%
How I take notes	3.3	3.4	72%
Whether I enjoy math	3.1	3.2	86%

Math Habits Results, White Students for 2015-2016 (N = 62 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	3.2	85%
How I track Assignments	3.3	3.2	71%
How I do my math homework	3.9	4.0	81%
How I show my work	3.9	4.0	79%
How I prepare for a test or a quiz	3.0	3.5	87%
What I do on quiz or test questions	3.5	3.9	84%
When I have a question in math class	3.4	3.6	79%
When I'm in class	3.8	3.9	89%
How I take notes	3.5	3.6	79%
Whether I enjoy math	2.6	2.7	79%

Math Habits Results, Students Eligible for Free or Reduced Price Lunch for 2015-2016 (N = 148 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.9	80%
How I track Assignments	3.0	2.6	61%
How I do my math homework	3.4	3.5	74%
How I show my work	3.7	3.9	81%
How I prepare for a test or a quiz	2.7	3.1	84%
What I do on quiz or test questions	3.2	3.5	81%
When I have a question in math class	3.3	3.4	75%
When I'm in class	3.6	3.6	75%
How I take notes	3.3	3.5	75%
Whether I enjoy math	3.0	3.2	85%

Math Habits Results, Students Not Eligible for Free or Reduced Price Lunch for 2015-2016 (N = 79 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.0	84%
How I track Assignments	3.3	3.2	75%
How I do my math homework	3.8	4.0	82%
How I show my work	3.9	4.0	80%
How I prepare for a test or a quiz	3.0	3.4	87%
What I do on quiz or test questions	3.5	3.9	86%
When I have a question in math class	3.2	3.6	82%
When I'm in class	3.8	4.0	87%
How I take notes	3.4	3.3	72%
Whether I enjoy math	2.8	2.9	82%

Math Habits Results, Students with 15 – 29 Sessions for 2015-2016 (N = 86 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	2.9	78%
How I track Assignments	3.1	2.8	70%
How I do my math homework	3.6	3.6	76%
How I show my work	3.9	3.9	76%
How I prepare for a test or a quiz	2.9	3.2	86%
What I do on quiz or test questions	3.3	3.7	80%
When I have a question in math class	3.2	3.4	74%
When I'm in class	3.5	3.7	83%
How I take notes	3.2	3.6	81%
Whether I enjoy math	2.9	3.1	84%

Note: There were too few students with 1 to 14 sessions to report results.

Math Habits Results, Students with 30 or more Sessions for 2015-2016 (N = 140 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.9	83%
How I track Assignments	3.1	2.8	63%
How I do my math homework	3.5	3.7	78%
How I show my work	3.7	3.9	84%
How I prepare for a test or a quiz	2.8	3.2	85%
What I do on quiz or test questions	3.2	3.6	84%
When I have a question in math class	3.3	3.5	79%
When I'm in class	3.7	3.7	77%
How I take notes	3.4	3.4	69%
Whether I enjoy math	3.0	3.1	84%

Math Habits Results, East High Students for 2015-2016 (N = 58 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.7	81%
How I track Assignments	2.4	2.2	69%
How I do my math homework	3.5	3.5	76%
How I show my work	3.6	3.8	83%
How I prepare for a test or a quiz	2.7	3.0	83%
What I do on quiz or test questions	3.4	3.5	76%
When I have a question in math class	3.2	3.3	67%
When I'm in class	3.6	3.5	76%
How I take notes	3.6	3.8	79%
Whether I enjoy math	3.1	3.3	83%

Math Habits Results, Memorial High Students for 2015-2016 (N = 78 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	3.1	88%
How I track Assignments	3.2	3.0	68%
How I do my math homework	3.6	3.9	78%
How I show my work	3.8	4.0	79%
How I prepare for a test or a quiz	2.9	3.4	88%
What I do on quiz or test questions	3.2	3.7	83%
When I have a question in math class	3.2	3.5	85%
When I'm in class	3.6	3.8	83%
How I take notes	3.4	3.4	73%
Whether I enjoy math	2.6	2.9	86%

Math Habits Results, West High Students for 2015-2016 (N = 88 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.7	2.9	74%
How I track Assignments	3.5	3.0	60%
How I do my math homework	3.5	3.6	76%
How I show my work	3.8	3.9	80%
How I prepare for a test or a quiz	2.9	3.1	84%
What I do on quiz or test questions	3.3	3.6	86%
When I have a question in math class	3.3	3.6	77%
When I'm in class	3.7	3.8	77%
How I take notes	3.2	3.3	70%
Whether I enjoy math	3.1	3.2	83%

Math Habits Results, Percent of students getting 15 or more sessions with at least one level higher on at least one item on the survey, 2015-16

Students with 15 or more sessions and took both surveys	226
Students who also had higher response on at least one survey item	203
Percent of students with higher response	89.8%

Correlations

Correlation between Renaissance Learning Growth and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	-0.002
How I track Assignments	-0.023
How I do my math homework	0.008
How I show my work	-0.044
How I prepare for a test or a quiz	0.049
What I do on quiz or test questions	-0.036
When I have a question in math class	0.062
When I'm in class	-0.042
How I take notes	0.119
Whether I enjoy math	0.022

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Math GPA and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	-0.020
How I track Assignments	0.049
How I do my math homework	0.026
How I show my work	0.074
How I prepare for a test or a quiz	0.014
What I do on quiz or test questions	0.071
When I have a question in math class	0.001
When I'm in class	**0.133****
How I take notes	0.064
Whether I enjoy math	0.072

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	0.052
How I track Assignments	0.076
How I do my math homework	**0.130***
How I show my work	-0.017
How I prepare for a test or a quiz	0.085
What I do on quiz or test questions	**0.125***
When I have a question in math class	0.073
When I'm in class	0.108
How I take notes	-0.068
Whether I enjoy math	0.041

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Math GPA and Renaissance Learning Growth, 2015-2016

Correlation
0.191**

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Renaissance Learning Growth, 2015-2016

Correlation
0.137*

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

Correlation between Number of Renaissance Learning Objectives Met and Math GPA, 2015-2016

Correlation
0.167**

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

MCPASD

Average Sessions and Minutes

	2015-16
Sessions	23.8

ELL status

	Achievement Connections Only		MHS average 9-12	
	% identified	% not identified	% identified	% not identified
2015-2016	12.1 %	87.9 %	2.0%	98.0 %

Note: MHS comparison information from DPI WISEdash.

Gender and race

	Achievement Connections Only	MHS average 9-12
	% in 2015-16	% in 2015-16
Hispanic/ Latino	22.7%	7.3%
White	42.4%	77.9%
African American	22.7%	5.1%
Asian	3.0%	6.9%
American Indian/ Alaskan Native	0.0%	0.3%
Multiracial	9.1%	2.5%
Hawaiian Native/ Pacific Islander	0.0%	<0.1%
Female	39.4%	48.3%
Male	60.6%	51.7%
Total students	66	2026

Note: MHS comparison information from DPI WISEdash.

Renaissance Learning Results, Overall for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Average	774	787	5.2

Correlation between Number of Renaissance Learning Objectives Met and Math

Number of Students	64	31	31

Renaissance Learning Results, by Grade for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
Ninth Grade (Average)	763	803	18.3
Tenth Grade (Average)	788	770	-24.4
Eleventh Grade (Average)	743	799	56.2
Ninth Grade (N)	24	12	12
Tenth Grade (N)	35	14	14
Eleventh Grade (N)	5	5	5

Renaissance Learning Results, by Race/Ethnicity for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
African American (Average)	682	723	13.0
Hispanic (Average)	755	767	17.3
White (Average)	817	819	-2.9
African American (N)	13	5	5
Hispanic (N)	15	7	7
White (N)	28	15	15

Renaissance Learning Results, by Number of Sessions for 2015-2016

	Pre-Assessment Score	Post-Assessment Score	Growth
15 to 29 Sessions (Average)	782	789	-41.4
30 or more Sessions (Average)	766	787	21.3
15 to 29 Sessions (N)	22	8	8
30 or more Sessions (N)	24	23	23

Note: There were too few students with 1 to 14 Sessions to report results.

Renaissance Learning Objectives, Students with 15 or more sessions by Grade for 2015-2016

	Average Number of Objectives Met	Number of Students
Overall	11.8	46
Ninth Grade	15.4	17
Tenth Grade	9.2	24
Eleventh Grade	11.6	5

Renaissance Learning Objectives, Students with 15 or more sessions by Race/Ethnicity for 2015-2016

	Average Number of Objectives Met	Number of Students
African American	8.5	8
Hispanic	9.8	11
White	12.7	22

Renaissance Learning Objectives, by Number of Sessions for 2015-2016

	Average Number of Objectives Met	Number of Students
1 to 14 Sessions	2.3	20
15 to 29 Sessions	10.1	22
30 or more Sessions	13.3	24

Math Habits Results, Overall for 2015-2016 (N = 35 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.8	91%
How I track Assignments	2.5	2.2	60%
How I do my math homework	3.0	3.2	86%
How I show my work	3.6	3.9	91%
How I prepare for a test or a quiz	2.6	2.9	86%
What I do on quiz or test questions	3.1	3.4	77%
When I have a question in math class	2.7	2.8	77%
When I'm in class	3.3	3.1	66%
How I take notes	2.8	2.5	71%
Whether I enjoy math	2.8	2.6	69%

Math Habits Results, Students of Color for 2015-2016 (N = 17 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	1.9	2.8	100%
How I track Assignments	2.2	2.1	65%
How I do my math homework	2.6	3.0	94%
How I show my work	3.4	3.7	88%
How I prepare for a test or a quiz	2.3	3.1	100%
What I do on quiz or test questions	2.8	3.5	94%
When I have a question in math class	2.5	3.0	88%
When I'm in class	3.0	3.3	88%
How I take notes	2.7	2.6	76%
Whether I enjoy math	2.9	3.4	76%

Math Habits Results, White Students for 2015-2016 (N = 18 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.6	2.8	83%
How I track Assignments	2.7	2.2	56%
How I do my math homework	3.4	3.4	78%
How I show my work	3.8	4.1	94%
How I prepare for a test or a quiz	2.9	2.7	72%
What I do on quiz or test questions	3.3	3.3	61%
When I have a question in math class	2.9	2.6	66%
When I'm in class	3.7	2.8	44%
How I take notes	2.8	2.3	67%
Whether I enjoy math	2.6	1.9	61%

Math Habits Results, Students with 15 – 29 Sessions for 2015-2016 (N = 11 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.2	2.8	91%
How I track Assignments	2.8	2.1	36%
How I do my math homework	3.2	2.9	73%
How I show my work	3.5	3.9	91%
How I prepare for a test or a quiz	2.6	2.8	82%
What I do on quiz or test questions	3.1	3.4	64%
When I have a question in math class	2.7	3.1	82%
When I'm in class	3.3	2.8	45%
How I take notes	2.3	1.6	64%
Whether I enjoy math	3.1	2.5	55%

Note: There were too few students with 1-14 sessions to show results.

Math Habits Results, Students with 30 or more Sessions for 2015-2016 (N = 24 with both surveys)

	Initial Self-Evaluation Average Response (1-5)	Self-Evaluation after 15+ Sessions Average Response (1-5)	Percent with Equal or Higher Response on Second Survey
How I study Math	2.3	2.8	92%
How I track Assignments	2.3	2.2	71%
How I do my math homework	3.0	3.4	92%
How I show my work	3.6	3.9	92%
How I prepare for a test or a quiz	2.6	3.0	88%
What I do on quiz or test questions	3.0	3.4	83%
When I have a question in math class	2.7	2.6	75%
When I'm in class	3.4	3.2	75%
How I take notes	3.0	2.8	75%
Whether I enjoy math	2.6	2.7	75%

Math Habits Results, Percent of students getting 15 or more sessions with at least one level higher on at least one item on the survey, 2015-16

Students with 15 or more sessions and took both surveys	35
Students who also had higher response on at least one survey item	32
Percent of students with higher response	91%

Correlations

Correlation between Number of Renaissance Learning Objectives Met and a Student having an Equal or Higher Response on the Second Math Habits Survey, 2015-2016

Math Habits Question	Correlation
How I study Math	0.00
How I track Assignments	**0.29***
How I do my math homework	-0.28
How I show my work	-0.20
How I prepare for a test or a quiz	-0.28
What I do on quiz or test questions	-0.16
When I have a question in math class	-0.08
When I'm in class	0.04
How I take notes	-0.09
Whether I enjoy math	-0.11

Note: Bold indicates statistically significant findings with * at the 90% level (p=0.1) and ** at the 95% level (p=0.05)

MADISON METROPOLITAN SCHOOL DISTRICT

Business Services | 545 West Dayton St. | Madison, Wisconsin 53703-1967 | 608-663-5265 | business.mmsd.org

Kelly Ruppel, Chief Financial Officer | Carlton D. Jenkins, Ph.D., Superintendent of Schools

To: Members of the Board of Education

From: Kelly Ruppel, Chief Financial Officer

Re: Referendum Complementary Fundraising Campaigns Update

Date: May 20, 2021

Background

In the March Regular Board meeting, the Board passed a motion that set fundraising milestones for all Referendum Complementary Fundraising projects, including those underway at Memorial and West and any of those at LaFollette or Capital High. All Fundraising Teams will update the Board in June 2021. In the meantime, the Fundraising Teams have provided the exciting updates below on their fundraising efforts.

At the January Regular Board meeting, the Board of Education approved a fundraising project at Memorial High School in support of an expanded theater as part of the overall referendum projects. This project aims to provide extraordinary, well rounded opportunities in the arts to students at Memorial, and in the broader community, by providing a state of the art theatre, music and practice space. At the February and March Regular Board meetings, the Board of Education approved West undertaking a fundraising campaign for projects to complement referendum base scope projects to advance access and enhance a positive culture and climate. Project and Fundraising Plans are also now forthcoming from La Follette and Capital High at the June Operations Work Group meeting for smaller scale projects to complement base scope referendum funds through fundraising campaigns and the additional Tax Incremental District (TID) funds allocated by the Board of Education.

MEMORIAL HIGH SCHOOL MAY 2021 CAMPAIGN UPDATE

The Madison Memorial Campaign continues to make deliberate progress despite the many challenges in this accelerated campaign and in meeting the timelines to match the overall base scope referendum project pace to arrive at timely project completion as promised to the Madison community.

Gifts and commitments as of this writing are $122,666 with additional completed asks being considered by donors totaling $100,000-$1,000,000. Additional likely prospects to be approached in May/June have potential for $2,500,000-$10,000,000. While solicitation volume is just starting to accelerate, we are encouraged that all prospects have been supportive of the project and campaign.

In March/April, the project design (through Eppstein Uhen Architects (EUA)) and costs (through Findorff) for the theater/music facilities requested by Memorial yielded a project cost of $23

million. This cost estimate is higher than earlier projections provided for the theatre project envisioned.

While the campaign has made excellent progress on all fronts, and early feedback from prospects has been very positive, securing gifts and pledges must be deliberate and strategic. While aware of benchmarks and deadlines for securing commitments and the imminent timeline for decisions regarding design scale and scope to keep the overall base scope referendum projects on pace to be completed as promised to the Madison community, the timing decision to make a 5-, 6- or 7- figure gift is a sensitive balance between campaign requirements, strategic donor cultivation, and donor intentions.

RECENT ACTIVITIES:

- Analysis and ranking of the Foundation for Madison's Public Schools' (Foundation's) list of past donors to funds for Madison Memorial.
- Three virtual presentations in May with identified class representatives, interested parties, and past Foundation donors (380 invited) to Madison Memorial funds.
- The Foundation is coordinating a joint campaign (Memorial, West, Lafollette) presentation to financial and wealth managers (June 2021).
- Establishment and activation of campaign website.
- Made assignments for approximately top 20-25 leading prospects.
- Made initial approach to three of four top prospects (two positive responses, one declination for now).
- Compiled list of class representative contacts for majority of alumni classes and beginning the collection of alumni contact information.
- Identification of top ten prospects (potential pledges of $8 to $11 million)
- Continued follow up meetings with a top prospect and financial advisor.
    - Expressed interest in significant philanthropic investment (6- 7-figure gift estimate)
    - Expected decision within the next 1-2 weeks (May 2021)
- Foundation giving site taken live and first gifts received.

There continues to be only positive reactions from early conversations among the general public, alumni, and friends. There is no reason to believe we will not secure the necessary support for this campaign. The challenge remains the lack of valid contact information on alumni and the aggressive timeline to secure pledges and gifts to meet the referendum timeline.

As noted above, as all the supplemental and preliminary activities required for campaign planning and prospect solicitation are completed (March/April), Memorial is prepared to more aggressively cultivate and solicit our identified top donor prospects.

WEST HIGH SCHOOL MAY 2021 CAMPAIGN UPDATE

The Madison West Campaign Committee has completed nearly all the preliminary work needed in preparation for its fundraising campaign, including identifying and researching prospects (which is

ongoing) and promoting the campaign to prospective supporters. Early solicitations not only have been successful in securing philanthropic support, but also validating the assumption that alumni would enthusiastically endorse the dramatic scaling of the private-public partnership for Madison West.

The challenges remain (1) the lack of previous engagement of the alumni with the school – faculty, staff and students; (2) the new aggressive and seemingly advancing benchmark deadlines to cover costs incurred prior to construction that must be covered with fundraising revenue (e.g., design fees, construction drawings) being presented to the committee in the past months; and (3) the condensed timeline for cultivating prospects and securing gifts. Nonetheless all those involved in the project remain optimistic in our success and enthusiastic in their commitment to the campaign.

Campaign Planning

- The committee continues to expand in numbers adding more interested parties and beginning outreach to the individuals, families, alumni classes and their selected representatives.
- The committee's knowledge of and confidence in fundraising has expanded and volunteers are ready to begin cultivation and solicitation of both lead gift prospects and the broader population.
- At the committee's request, the Foundation for Madison's Public Schools (Foundation) is coordinating a virtual meeting with financial and wealth managers in June that will give the schools -- West and Memorial now, and Lafollette and Capital High soon, if they wish to participate -- an audience with whom to make our case for support. These professionals are often active in not only investment decisions, but philanthropic initiatives of their clients.
- A committee volunteer launched the website (https://www.campaignformadisonwest.com) to promote the campaign and provide renderings, documents, and giving links to the public.
- The Foundation launched the online giving site (https://fmps.org/donate/west-high-campaign/) that allows donors to give online (via credit card) and also obtain instructions for other ways to give to the campaign.

Donor Cultivation and Solicitation

- The campaign has been successful with early conversations with first-time giving to the campaign (and thus the Foundation and district) ranging from $1,000 to $50,000. Early conversations have led to $124,000 in commitments from one family (so far).
- The committee is launching a fundraising effort in May to promote class campaigns, family campaigns, and area of interest campaigns (swimming, music, etc.).
- Beginning in May the committee has begun to approach lead donors for 6-, 7-, and 8-figure gifts now that we have confirmed costs and updated renderings for the projects.
- The commitments raised to date total $127,499.

Campaign Scale and Scope

With the imminent timeline for decisions regarding design scale and scope to match the overall base scope referendum project pace to arrive at timely project completion as promised to the Madison community, the committee is deciding on whether to focus on all of the initial projects or rollout the campaign in phases focusing on the athletics enhancements first (due to the inability to add these improvements at a later date). While benchmark decisions will be made by the committee in the next

week or two, the campaign intends to continue seeking support for the full scope of the additionally proposed projects.

LA FOLLETTE HIGH SCHOOL MAY 2021 CAMPAIGN UPDATE

La Follette's staff, Boosters, and Board of Visitors have been working together and with Eppstein Uhen Architects (EUA) to create a list of additional projects and efforts to enhance the referendum base scope projects. They have now finalized decisions around what projects or portions of projects would be covered by the base scope of the referendum, what would be covered by the Tax Incremental District (TID) funds allocated to La Follette by the Board of Education, and what the fundraising committee would endeavor to raise funds to cover.

The Fundraising Committee includes LHS Boosters and Board of Visitors members. This group will work in concert with Principal LaRosa and La Follette staff to raise up to $1.25M toward interior projects (e.g., an enhanced Welcome Center, replacing the theater floor rather than refinishing). The Foundation for Madison's Public Schools is providing significant support as La Follette's and MMSD's fundraising partner. A formal Project and Fundraising Plan is in development and will be presented to the Board of Education at the June Operations Work Group meeting.

CAPITAL HIGH SCHOOL MAY 2021 CAMPAIGN UPDATE

Capital High's staff and students have been working together and with Eppstein Uhen Architects (EUA) to create a future vision for Capital High in their new space and identify additional projects. Additionally, the team is finalizing decisions around the vision for Capital High and what projects or portions of projects would be covered by the base scope referendum, what would be covered by the Tax Incremental District (TID) funds allocated to Capital High by the Board of Education, and what Capital High will endeavor to raise via fundraising. Capital High staff and supporters will work to raise $100,000 toward interior projects (e.g., enhanced signage to assist with wayfinding, common space furnishings to build a sense of community, improvements to childcare outdoor play area). It is anticipated that the Foundation for Madison's Public Schools will provide significant support as Capital High's and MMSD's fundraising partner. A formal Project and Fundraising Plan is in development and will be presented to the Board of Education at the June Operations Work Group meeting.

MADISON METROPOLITAN SCHOOL DISTRICT

Strategic Partnerships | 545 West Dayton St. | Madison, Wisconsin 53703 | 608-442-2817 | partnerships.mmsd.org

Briony MacPhee Lyon, Director | Carlton D. Jenkins, Ph.D., Superintendent of Schools

TO: Members of the Board of Education
Dr. Carlton Jenkins, Superintendent

FROM: Briony MacPhee Lyon, Director of Strategic Partnerships

DATE: May 19, 2021

RE: Weekly Update providing additional information regarding the renewal and updating of the Data Sharing Agreement with Madison-Area Out-of-School Time Providers

Background Information:

The Madison-Area Out-of-School Time (MOST) Initiative ensures that all of Madison's children and youth have access to comprehensive, high quality out-of-school programs that support positive youth development, educational achievement, and readiness for career, college and community. The MOST Project engages Out-of-School Time (OST) providers, the City of Madison, Madison Metropolitan School District (MMSD), Dane County, and other community stakeholders in the development of a city-wide system that supports collaboration and coordination of OST programs for children and youth.

After a pilot year during the 2018-2019 school year, MOST's Management Information System (MIS) is currently used by 25 organizations across over 100 locations. The system provides key stakeholders with the ability to track and report students' participation in out-of-school time programs that can then be linked by district staff to student engagement and academic achievement data at individual, program, and system-wide levels.

Throughout the first three years of this project, this information sharing has created significant efficiency for programs and repurposed organizational time to allow staff to focus on student needs, and has provided more reliable and easily accessible program and individual student data that is linkable with other data sets for reporting requirements and improving programs and services. As the MIS scales, it will help MMSD better understand more specifically the barriers to accessing out-of-school time opportunities, which families face them the most, and the impact of regular access to quality out-of-school programs. It also provides a more systematic, equitable, and controlled mechanism for community partners to access limited sets of student data for students whose parents/guardians have consented.

Additionally, the MOST MIS is currently being used to support and facilitate contact tracing between MMSD and external organizations who serve MMSD students, as well as those who were supporting all-day child care in MMSD buildings during pandemic school closures.

Moreover, the MIS is being implemented by Community Schools to track and report on measures of student engagement within external partner programs, to support contract compliance with state and federal funding sources - including CLC grants that MMSD receives, and to support data tracking and outcome monitoring for 25 organizations, the City of Madison, and Dane County Human Services. This work is also financially supported by the City of Madison, and in the past was supported by Madison Community Foundation.

Action Requested:

Board of Education (BOE) review and approval of the updated Data Sharing Agreement (DSA) between the MMSD and Out-of-School Time Providers participating in the MOST Initiative as a part of the consent agenda at the May 24, 2021 regular meeting.

Contact Person:

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Executive Summary:

The Data Sharing Agreement between the MMSD and Out-of-School Time Providers participating in the MOST Initiative has been in effect since 2018. It is up for renewal this year (2020-21 school year) for another three-year term. This DSA facilitates the creation and maintenance of individual data sets and linked Master Data Sets, and enables OST providers to track student outcomes, perform analysis, conduct research, implement continuous improvement, and/or evaluate MOST. This is done in the service of studying and devising ways to improve student learning and the impact of OST programs on student learning. MMSD retains the right to vacate or amend the agreement at any time, parents must consent before personally identifiable data is shared, and MMSD is the custodian of raw and linked data sets.

The key information that providers receive include:

- Student ID numbers
- Demographic data
- GPA/standardized scores
- Annual attendance rate

After three years of implementation and feedback gathering, consultation with the MOST Steering Board and Data Work Group, and consultation with MMSD Legal, there are a few minor updates to the original agreement that are being recommended, including:

- Adding a few new fields of data to share, including missing assignments, school schedules, and daily attendance to ensure partners can support students.
- Creating more systems and organizational consent processes to share aggregate data between and among consenting organizations.
- Requiring new signatures.

The review and update of the MOST DSA have included a collaborative process with the members of the MOST initiative, led by an Action Team, with a Data Workgroup sub-committee that reviews recommendations regarding updates. OST provider input was collected through surveys, focus groups and other feedback processes.

Implications/Next Steps:

The BOE will be voting on these updates and the DSA renewal as a part of the consent agenda at the May 24, 2021 Regular BOE Meeting.

WEEKLY NEWS REPORT

Edition: 5.20.21

DATE	NEWS ORG	HEADLINE/LINK
5/14/21	Cap Times	MMSD hopes to announce 2021/22 school year plans by end of June
5/17/21	NBC 15 News	14 dane county students receive national merit scholarships
5/17/21	WI State Journal	Agreement nearing between MMSD and MTI
5/17 /21	Cap Times	MMSD partners to provide vaccine cline
5/17/21	WISC News 3	Madison police take juvenile into custody for threatening social media post aimed at West High School
5/17 /21	NBC 15	Discussion grows over masks in Schools
5/17 /21	WKOW 27 News	MMSD partners with GHC for student vaccine clinic
5/18/21	Madison 365	Sanchez scholars program now 21 and growing
5/18/21	Cap Times	MMSD to provide letter explaining salary change in teacher contracts after MTI meetings
5/19/21	Cap Times	Madison School District announces 14 'Big Ideas' that will receive funding from federal grant
5/20/21	Madison365	Murals and memories of summer 2020 spark conversations for students