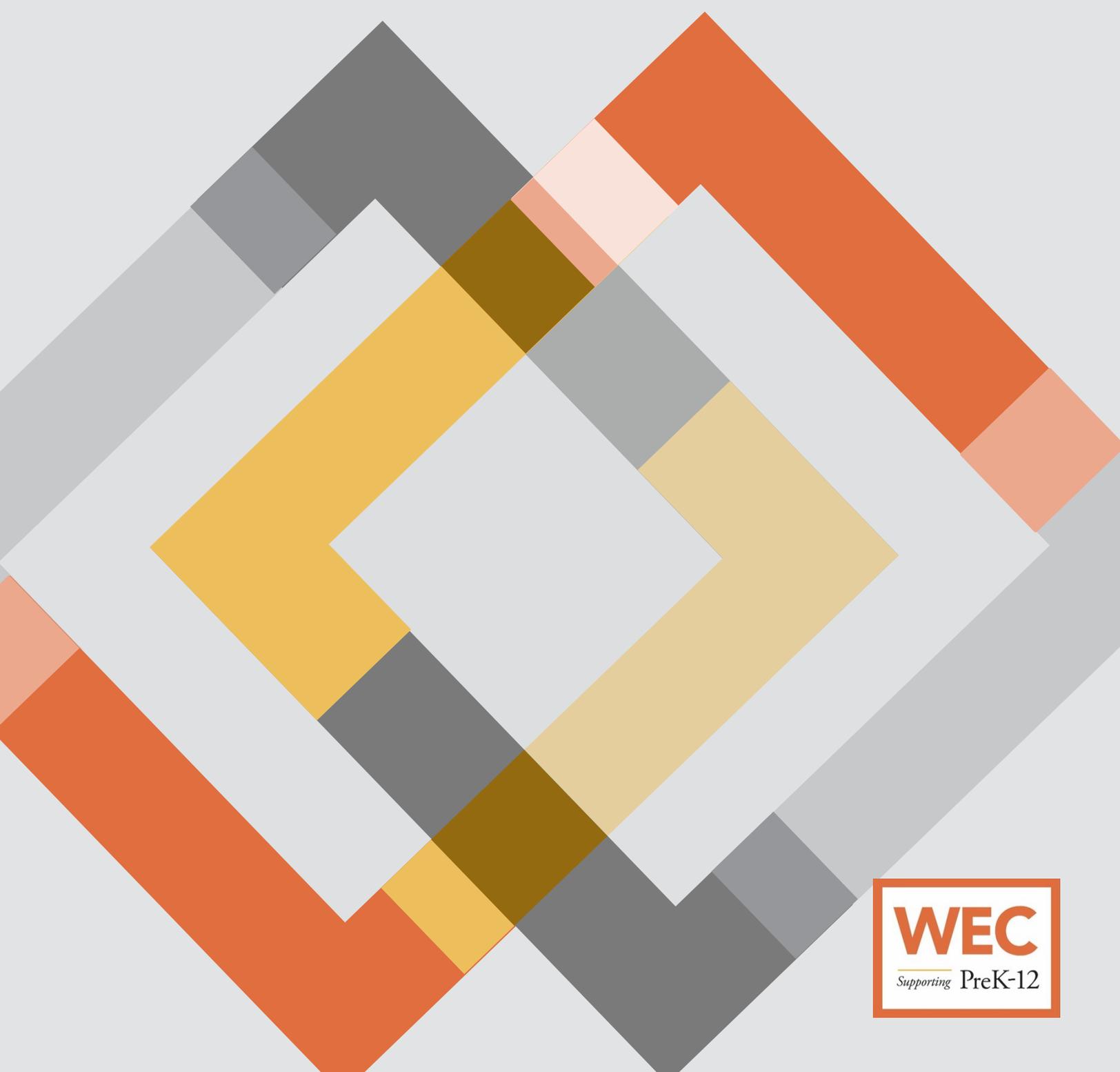


PARTNERS FOR AFTERSCHOOL SUCCESS (PASS) AMERICORPS

2017-2019 Evaluation Report





November 1, 2019

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Contents

Background and Purpose	1
Evaluation Methods.....	2
Overall Design	2
Data Collection Process	2
Analytic Approach	3
Limitations.....	3
Findings	4
Alignment and Implementation.....	4
Program Outcomes.....	6
Impact on Student Engagement.....	7
Discussion and Recommendations.....	8
Recommendations.....	8
Appendix A: Focus Group Findings	10
Appendix B: Survey Findings.....	12
Appendix C: MMSD Student-Level Quantitative Data Tables	19
Appendix D: Impact Analysis Matched Group Characteristics	38
Appendix E: Impact Power Analysis.....	43
Appendix F: Impact Analysis Findings.....	45

Background and Purpose

Partners for After School Success (PASS) serves students in Dane County through academic tutoring and afterschool programming with the goal of supporting school engagement and academic learning. PASS is a multisite AmeriCorps program run by Dane County Human Services in partnership with 13 community-based agencies. The PASS literacy tutoring model emphasizes building supportive relationships between tutors and students to encourage student engagement within schools and academic achievement. Members receive 15 hours of training in literacy strategies to develop supportive tutoring relationships while building reading skills and over 100 hours of training in issues relevant to working with youth. Members actively coordinate tutoring efforts with reading teachers and school staff. The PASS program model requires members to tutor at least 15 sessions a year for each student. The PASS Extended Learning Program (ELP) matches AmeriCorps members with after school sites, where they direct and coordinate enrichment and academic support activities with youth, focused on the non-cognitive or engagement factors critical to student learning. The PASS ELP model calls for students to receive 30 sessions or 50 hours of support a year.

PASS engaged the Wisconsin Evaluation Collaborative (WEC) at Wisconsin Center for Education Research (WCER), housed at the University of Wisconsin-Madison to design and conduct an external evaluation of both the PASS tutoring and ELP programs. The evaluation was both formative and summative, and focused on the process of program implementation, its outcomes, and estimation of impact on available indicators. The overall purpose of this evaluation was to provide accessible, rigorous and relevant assessment of program performance towards the ultimate goal of program improvement and progress along the evidence continuum. Specifically, we examined the alignment, implementation, outcomes, impact, and level of satisfaction of the PASS program, guided by the following evaluation questions:

- To what extent is PASS implementing its program process alignment to its proposed logic model and in a way that is responsive to the community and program context?
 - Is PASS committing the necessary resources or inputs to programming?
 - Are all PASS activities occurring as proposed, including both tutoring and ELP?
 - Are participants receiving the proposed amount of outputs (i.e. hours of programming receive by participating students)?
- What are patterns in outcomes of participating students?
 - Are students participating in PASS gaining knowledge and skills needed for active engagement in school and learning?
 - Are students participating in PASS making academic gains in the desired content areas?
- What is the estimated impact of PASS ELP on student engagement in school compared to similar students not in PASS?

Evaluation Methods

Overall Design

This evaluation drew upon a mixed-methods process that is aligned to the program's intended outcomes and includes both formative and summative components to provide performance feedback. The mixed-methods evaluation integrates qualitative analysis of survey responses and focus groups with quantitative analysis of survey response and administrative data from the program's largest partner district, Madison Metropolitan School District (MMSD).

Data Collection Process

The types, sources and samples of data used in the evaluation of program implementation, outcomes and impact, and their alignment to the evaluation questions posed previously, include:

- Evaluation Question: To what extent is PASS implementing its program process alignment to its proposed logic model and in a way that is responsive to the community and program context?
 - Lists of students participating in PASS tutoring and PASS ELP, with attendance (dosage) levels from the PASS program database in 2016-17 through 2018-19.
 - Demographic data (e.g. eligibility for free and reduced lunch, race and ethnicity, gender, language status, and special education status) for students participating in PASS programs and MMSD overall from the school district databases in 2016-17 through 2018-19.
 - Focus group data from AmeriCorps members and interview data with PASS program staff in 2018-19.
 - Survey data collected MMSD in 2017-18 and 2018-19, where respondents included school-level staff, as well as students.
- Evaluation Question: What are patterns in outcomes of participating students?
 - Lists of students participating in PASS tutoring and PASS ELP, with attendance (dosage) levels from the PASS program database in 2016-17 through 2018-19.
 - Demographic data (e.g. eligibility for free and reduced lunch, race and ethnicity, gender, language status, and special education status) for students participating in PASS programs and MMSD overall from the school district databases in 2016-17 through 2018-19.
 - Student attendance, behavior, grades, and performance on district-administered assessments (including MAP and ACT) in 2016-17 through 2018-19 for PASS and MMSD overall.
 - Survey data collected MMSD in 2017-18 and 2018-19, where respondents included school-level staff, as well as students.
- Evaluation Question: What is the estimated impact of PASS ELP on student engagement in school compared to similar students not in PASS?
 - Lists of students participating in PASS ELP, with attendance (dosage) levels from the PASS program database in 2016-17 through 2018-19.
 - Demographic data (e.g. eligibility for free and reduced lunch, race and ethnicity, gender, language status, and special education status) for students participating in PASS ELP and MMSD overall from the school district databases in 2016-17 through 2018-19.
 - Student attendance and performance on district-administered assessments (including MAP) in 2016-17 through 2018-19 for PASS ELP and MMSD overall.

WEC and PASS secured data sharing agreements with district research and evaluation departments, and established a process for linking PASS program data with district data in a way that maintains the privacy and security of student-level data in compliance with state and federal law.

Analytic Approach

Quantitative student-level data was analyzed descriptively for the academic and engagement outcomes described above, and disaggregated by student demographics when possible (e.g. eligibility for free and reduced meals, race and ethnicity, gender, language status, etc.).¹ The additional analysis of comparative impact for the third evaluation question used the quasi-experimental design methodology of propensity score matching to identify demographically and academically similar peers to the PASS ELP students. Propensity score matching identified a comparison group by first calculating the probability of PASS ELP participation based on particular demographic characteristics (e.g. race, income status, language status or special education eligibility, etc.) and performance on pre-test measures, attaching a propensity score to students based on those characteristics. Then, PASS ELP students were matched with students in the district with similar propensity scores, but who did not participate in PASS ELP. Appendix D includes detailed information on the balance in characteristics of both the treatment and matched comparison groups. In addition, the quantitative analysis also performed a power analysis to determine the minimal detectable effect size (MDES) given the number of students with appropriate PASS ELP participation and a corresponding number of possible matched comparison group students. The results of the power analyses are in Appendix E. Gains in outcome indicators for PASS ELP students, in this case school attendance, were then compared to gains for the matched, non-PASS ELP students while also controlling for the matched characteristics and school-level effects.

Qualitative data analysis: Qualitative data sources such as focus groups and narrative survey responses were analyzed using a set of codes developed in alignment to the evaluation questions described above. The coding scheme was applied to the qualitative data in order to determine patterns in responses, which then were developed into analytic themes. Finally, analytic themes in the qualitative data were then triangulated with patterns in the quantitative data to produce more comprehensive and coherent findings, and ultimately recommendations for program improvement.

As a mixed-method evaluation, quantitative and qualitative data were analyzed in conjunction with one another to provide integrated findings. This offers a more complete and nuanced assessment of program implementation, outcomes, and impact.

Limitations

This evaluation is limited in three primary ways. First, responses on the survey and feedback from focus groups may not be entirely representative of the entire population of PASS students and members and only reflect the views of students and staff that answered the survey or participated in focus groups. Second, while the estimates of program impact on attendance utilized a quasi-experimental design, there may be unmeasured student characteristics associated with both PASS ELP participation and school attendance that may bias results. Third, we were not able to conduct a quasi-experimental estimate of impact for PASS tutoring due to the small sample sizes of program participants.

¹ Descriptive and impact analysis only examine students that participate in the program during the school year and do not include PASS ELP students served during the summer. This may result in a different number of students than the total population served by PASS ELP.

Findings

The following section details findings of the process, outcome and impact evaluation of PASS in alignment with the evaluation questions posed above.

Overall evaluation findings, aligned by question, suggest:

1. The PASS tutoring and ELP models are aligned to their logic model and implementation is consistent overall with some continued variation in conditions on the site level;
 - a. PASS continues to adjust programming to be responsive to community contexts and needs, as well as the insights from ongoing evaluation process;
 - b. Strong site supervisors provided helpful onsite support and training and helped with making connections throughout the school, though training could be more consistent across sites;
 - c. PASS continues to provide the necessary resources to programming as activity implementation is occurring as designed and students are receiving the intended level of outputs;
2. Perceptions of student academic and social/emotional outcomes were positive among staff and students, with more mixed findings on academic outcomes from assessment data; and
3. PASS ELP had a significant and positive impact on participant attendance.

Alignment and Implementation

The evaluation examined the extent that PASS is implementing its program process alignment to its proposed logic model and in a way that is responsive to the community and program context. As mentioned previously, the data sources for this section of the analysis were a combination of focus group, survey, and administrative data. Specifically, this section examines the extent of program alignment, the resources and training associated with the program, and the participant demographics and dosage. Overall, the PASS program shows alignment with its intended model, though there is some variation across sites and the program is serving its intended population with the proposed amount of outputs.

Program Alignment and Resources

Selected results from the staff surveys in 2017-18 and 2018-19, as seen in Table 1, show that a vast majority of staff indicated that the tutoring program was well-organized, shows alignment to district priorities, and uses quality tutoring strategies. A large majority of staff also thought the program was culturally and linguistically relevant and thought the program works well in coordinating its activities. Refer to Appendix B for full survey results.

Table 1: Staff Perceptions of PASS Tutoring Implementation and Alignment

Item	% Strongly Agree or Agree	
	2017-18	2018-19
This tutoring program is well-organized (e.g. communication with families and school staff, shows alignment to district priorities).	91%	84%
This tutoring program uses quality tutoring strategies (e.g. 1:3 or less tutor/student ratio, curriculum aligned to MMSD, etc.).	91%	100%
This tutoring program is relevant to the cultural and linguistic backgrounds of our students (e.g. volunteers reflect the diversity of the students; trains and supports staff and volunteers).	91%	92%
This program works well with our school in coordinating its tutoring activities (e.g. recruiting and supporting students, curriculum alignment, etc.).	91%	92%

Perceptions from the focus groups related to tutoring program alignment were positive overall but the program structure at sites varied. Some members noted positive connections with their site and an ability to connect with that structure and receive support while other members saw difficulty fitting into their site structures. The main barriers included lack of teacher and administration buy-in to tutors, difficulties with scheduling tutoring sessions, and disconnect between the tutoring model and classroom instruction. Members noted that building relationships with site staff was key to making the tutoring program work. Refer to Appendix A for full summary of focus group data.

The focus groups also revealed some thoughts from members on training and resources for the tutoring program. Many members noted that the training and on-site support they received after starting was helpful and more helpful than the initial trainings, especially for those sites with a strong supervisor. These members noted that having an established site supervisor also helps with making connections throughout the school. There was variation, however, in responses as some members noted that they received little site-level support and had to figure things out on their own. Some members also noted a lack of communication between site supervisors and school administration. Finally, members had little or vague recollections of training related to ELP. PASS supervisors also noted that there could be more training or support for part time members.

These focus group responses should be taken in consideration with the limitations noted earlier in the report. Particularly that they may not be representative of all member experiences. For example, internal surveys conducted by PASS suggest that most members feel the training and support were necessary to deliver the core activities of the program.

Participant Demographics and Levels of Participation

Descriptive analysis of student level data show tutoring serves the intended student population. The demographic and academic characteristics of students in PASS tutoring were:

- Approximately 80 to 90 percent of students were eligible for free and reduced lunch,
- 75 to 95 percent of students were students of color, and
- On average, students scored lower on the MAP assessment than the district overall.

The demographic and academic characteristics of students in PASS ELP were:

- Approximately 65 to 85 percent of students were eligible for free and reduced lunch,
- 75 to 95 percent of students were students of color, and
- On average, students scored lower on the MAP, Aspire, and ACT assessments than the district overall.

The levels of dosage also appear appropriate and exceed benchmarks for many students. In 2018-19, PASS tutoring participants averaged approximately 28 sessions in middle school and approximately 22 sessions in high school. For PASS ELP in 2018-19, participants averaged approximately 70 sessions in middle school and approximately 53 sessions in high school. Refer to Appendix C for full details on PASS participant demographics and dosage over time.

Program Outcomes

Aligned with the second guiding question, the evaluation also examined the patterns in outcomes of participating students. Data sources again included both qualitative and quantitative data in the form of focus groups, survey responses, and administrative data. Overall, several sources suggest a positive outcome in the knowledge and skills needed for active engagement in school and learning associated with the program. While there are also perceptions of some academic gains for students, quantitative student-level data show mixed results.

Both focus groups with members and supervisors yielded positive impressions of student outcomes for tutoring participants. Members noted perceptions of impact on both academic growth and social/emotional and school engagement growth for students they work with. Supervisors noted positive reflections of student academic growth. One supervisor also expressed that they have seen social emotional growth in their students. However, there was also the discussion of how hard it is to measure social emotional growth relative to the initiative and that using SMART goals may not be the best choice. Supervisors also noted that major barriers to meeting program goals included school systems and reporting with SMART goals.

Selected items on both the staff and student surveys addressed perceptions of academic, social/emotional, and engagement outcomes for students in PASS tutoring. Table 2 provides the results from these items in 2017-18 and 2018-19. As seen a large majority of staff respondent that the PASS tutoring program has a positive impact on both students' academic skills and knowledge and students' engagement with school. Student respondents themselves also saw improvement in their skills due to the program. Approximately three-quarters of students responded positively that they could read or write better, learn ways to do well in their classes, get better grades, or make good decisions in school due to their tutoring.

Table 2: Staff and Student Perceptions of PASS Tutoring Outcomes

Item	% Strongly Agree or Agree	
	2017-18	2018-19
<i>Staff Survey</i>		
The tutoring program makes a positive impact on students' academic skills and knowledge.	91%	85%
This tutoring program makes a positive impact on students' engagement with school (e.g. social-emotional or "non cognitive" elements).	91%	100%
<i>Student Survey</i>		
I can read or write better because of my tutor.	76%	81%
My tutor helps me learn ways to do well in my classes (examples: set goals, how to study for a test).	75%	84%
I am getting better grades in my reading/language arts classes because of my tutor.	70%	81%
My tutor helps me make good decisions in school (examples: be responsible, cooperate with people, tell people what I need).	80%	85%

While perceptions of staff and students on academic progress showed positive results, administrative data of assessment score growth showed more mixed results with 50 to 55 percent of PASS tutoring students with intended dosage meeting MAP growth targets. For more information on assessment performance of PASS students, refer to Appendix C.

Impact on Student Engagement

To answer the last guiding question, the evaluation also estimated the impact of PASS ELP on a measure of student engagement in school compared to similar students not in PASS ELP. As noted previously, this analysis used statistical modeling to determine the estimated impact of PASS ELP on attendance rates. This analysis compared students participating in ELP with 30 or more sessions to students with similar demographic and academic characteristics. To ensure that these groups were similar at the beginning of the school year, the analysis examined the groups for characteristic balance (as seen in Appendix D) and found very few differences at baseline.

With this balanced, matched sample of students, the following tables show the results of the linear regressions with controls for student characteristics and schools to determine the estimated difference between the ELP students and their matched peers on attendance. The results from these analyses, found in Table 3, indicate a positive impact of the program on attendance in every year with statistically significant positive impacts in eighth grade in all years, seventh grade in 2016-17 and 2017-18, and sixth grade in 2017-18. The size of the significant impact ranged from approximately 1.5 to 2.0 higher percentage points in attendance rate. Refer to Appendix F for full comparative impact results.

Table 3: PASS ELP Estimated Impact on Attendance Rate

School Year	Grade	Estimated Impact in Percentage Points	Statistically Significant
2016-2017	Sixth	0.9	No
	Seventh	1.4	Yes
	Eighth	2.1	Yes
2017-2018	Sixth	1.8	Yes
	Seventh	1.2	Yes
	Eighth	2.2	Yes
2018-2019	Sixth	0.8	No
	Seventh	0.3	No
	Eighth	1.7	Yes

Note: Statistical significance measured at the $p < 0.05$ level.

These results continue to show positive impacts of the PASS ELP program on student engagement as measured by attendance with the strongest impact in eighth grade. The results suggest that student participation in the PASS ELP program can lead to one to four fewer absence days.

Discussion and Recommendations

This evaluation suggests the PASS program has a positive influence on students' engagement with their own learning with a focus on building SEL and non-cognitive skills and through developmental relationships with adults who care about their social, emotional, and intellectual growth. PASS ELP in particular has statistically significant positive impacts upon student engagement as measured through attendance which aligns to the PASS ELP logic model's short-term outcomes. This impact continues to occur over time and is in alignment with findings from the impact analysis in the previous evaluation. Therefore, the evidence base is at the Moderate level for the CNCS evidence tier.

There are noted areas for improvement, however, as feedback from members and supervisors noted site-level variation in program implementation and training for members. Additionally, measures of academic performance continue to show mixed results for students participating in the tutoring program, with positive perceived impacts from both staff and students with mixed impact on student growth as measured by the MAP assessment.

Over the last three years, PASS has continued to go through the iterative process of continuous program improvement with support from the evaluation. This improvement moved along the continuum from an evidence-informed framework toward the program building its own evidence base. Examples of the latest changes moving forward include moving to the DESSA assessment to measure social emotional skill growth and expanding the tutoring model toward an academic coaching model.

Recommendations

Based on findings from the evaluation of PASS described above, we make the following recommendations for further program improvement:

- Given the positive impact on student engagement, continue to provide the PASS ELP model with its emphasis on relationship development and building social emotional skills.
- As in previous years, continue to examine and revise training towards building the ability of AmeriCorps members to develop trust and engagement with students as a primary outcome

of the program. A particular area of improvement related to training is with maintaining consistency across sites in training opportunities and practices.

- PASS has continued to engage in critical self-reflection on the alignment of its program model to needs and context. Continue to examine the model and how it connects within the school context with an emphasis on consistency between sites in communicating and building buy-in with site staff. The future move towards an “academic coaching” model is an example of a promising approach.
- While maintaining a focus on social emotional growth, continue to still explore other more applicable measures of academic impact given the possible divergent results from staff and student feedback and assessment results.
- Continue evaluating the impact of PASS ELP on school attendance, explore using a different benchmark of dosage such as students with 50 or more hours, and/or examining unexcused absences in addition to overall attendance patterns. This may produce an even more nuanced understanding of program impact.

Appendix A: Focus Group Findings

PASS Supervisor (2018-19) Focus Group Summary June 5, 2019

Summary

On June 5, 2019 a focus group was conducted with site supervisors from the 2018-19 PASS project. These focus group were held at the Goodman Center in Madison, Wisconsin and lasted approximately 45 minutes. An audio recording was made of the focus group session only accessible to the evaluation team and only for the purpose of note taking.

The purpose of the focus groups was to gain insight on program implementation, as well as experiences with PASS with the intent to use findings towards program improvement. The conversations focused on three main areas: 1) the structure and organization of the PASS program, 2) the potential impact of the program on student growth, and 3) possible improvements for the program moving forward. None of the Program Coordinators were present during any part of the focus groups.

General themes from the focus group include:

- Supervisors shared about the training program and the supports PASS tutoring members gets. During the discussion, it was suggested if there can be more training or support for part time members.
- Overall, supervisors mention positive aspects of their members and enjoying having them. They also mention having a few bad members and provide an example of a current member and how to navigate the barrier in not attending training sessions. Furthermore, there was also a discussion of questions that arose of what happens when members work over the time they committed and there was a few pieces of advice shared among each other.
- There were positive reflections of student academic growth of PASS tutoring participants. One supervisor expressed that they have seen growth in social emotional skills from their students. However, there was also the discussion of how hard it is to measure social emotional growth and the initiative of creating SMART goals may not be the best choice.
- Supervisors noted that the main needs for youth are a sense of engagement with academic life and adults they can trust. Members noted that continuing to find better ways to recruit and train members are necessary recourses for PASS to continue tutoring and mentorship. Major barriers to meeting program goals included school systems and reporting with SMART goals.
- From the community center perspective, supervisors mentioned no changes to the program since they like the structure the only change they would agree would be for people to be more aware of AmeriCorps. Another supervisor mentioned training to be front loaded while another supervisor mentioned how we can describe the role and duties to the members so they what they are doing immediately and not trying to figure it out in the first 2 months.

PASS AmeriCorps Member (2018-19) Focus Group Summary May 17, 2019

Summary

On May 17, 2019 two focus groups were conducted with a total of approximately 15 AmeriCorps members from the 2018-19 PASS project. These focus group were held at the Goodman Center in Madison, Wisconsin and lasted approximately 1 hour. Audio recordings were made of the focus group sessions only accessible to the evaluation team and only for the purpose of note taking. The purpose of the focus groups was to gain insight on program implementation, as well as members' experiences with PASS with the intent to use findings towards program improvement. The conversations focused on three main areas: 1) the structure and organization of the PASS program including the level of support provided throughout the year, 2) the potential impact of the program on student growth, and 3) possible improvements for the program moving forward. None of the Program Coordinators were present during any part of the focus groups.

General themes from the focus group include:

- Perceptions of tutoring program structure at sites varied. Some members noted positive connections with their site and an ability to connect with that structure and receive support while other members saw difficulty fitting into their site structures. The main barriers included lack of teacher and administration buy-in to tutors, difficulties with scheduling tutoring sessions, and disconnect between the tutoring model and classroom instruction. Members noted that building relationships with site staff was key to making the tutoring program work.
- Many members noted that initial training was less helpful than the training and on-site support they received after starting, especially for those sites with a strong supervisor. These members noted that having an established site supervisor also helps with making connections throughout the school. Some members, however, noted that they received little site-level support and had to figure things out on their own. Some members also noted a lack of communication between site supervisors and school administration. Finally members had little or vague recollections of training related to ELP.
- Members noted perceptions of impact on both academic growth and social/emotional and school engagement growth for students they work with, but these perceptions stemmed mostly from individual examples.
- Members identified the main needs of the youth they worked with mainly as relationship building with adults they can trust. A member also noted the need for making academic subject matter more accessible.
- Thinking about the tutoring program moving forward, members noted the key idea of mentorship and relationship building as the core of what the program is and should continue to be. While many members felt that a move toward a mentorship model would be beneficial, literacy tutoring still had a place within the program to help students who may need it. Many members noted the need for continued flexibility of the program model to meet site-level needs.

Appendix B: Survey Findings

Findings: PASS 2017-18 (Staff Survey)
(N=11)

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses
This tutoring program is well-organized (e.g. communication with families and school staff, shows alignment to district priorities).	55%	36%	0%	0%	0%	11
This tutoring program uses quality tutoring strategies (e.g. 1:3 or less tutor/student ratio, curriculum aligned to MMSD, etc.).	45%	45%	0%	0%	0%	11
This tutoring program is relevant to the cultural and linguistic backgrounds of our students (e.g. volunteers reflect the diversity of the students; trains and supports staff and volunteers)	45%	45%	0%	0%	0%	11
This program works well with our school in coordinating its tutoring activities (e.g. recruiting and supporting students, curriculum alignment, etc.).	45%	45%	0%	0%	0%	11
Tutors in this tutoring program are sufficiently trained for working with our students (e.g. program provides tutors with orientation and content specific training).	36%	55%	0%	0%	0%	11
This tutoring program seeks feedback to improve itself (e.g. program communicates regularly with school staff).	55%	18%	0%	0%	0%	11

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses
The tutoring program makes a positive impact on students' academic skills and knowledge.	64%	27%	0%	0%	0%	11
This tutoring program makes a positive impact on students' engagement with school (e.g. social-emotional or "non cognitive" elements).	55%	36%	0%	0%	0%	11
This tutoring program helps students feel schoolwork is important.	45%	27%	9%	0%	0%	11
This tutoring program helps students to keep trying on schoolwork, even when it is hard.	45%	45%	0%	0%	0%	11
This tutoring program helps students be prepared for school (examples: finish assignments, go to class, organize supplies).	36%	45%	9%	0%	0%	11
This tutoring program helps students learn ways to do well in their classes (examples: set goals, how to study for a test).	45%	36%	9%	0%	0%	11
This tutoring program helps students make good decisions in school (examples: be responsible, cooperate with people, tell people what they need).	45%	36%	9%	0%	0%	11
This tutoring program helps students feel like they are an important part of the school.	55%	36%	0%	0%	0%	11

Needs PASS meets in schools

Participants responded that PASS provides

- Support with one-on-one for students
- 1 on 1 literacy tutoring, academic support, social emotional learning, creating positive relationships and promoting inclusion. In past our members have formed meaningful, profoundly impactful relationships with our students.
- It helps students be successful who otherwise might be struggling.
- Great opportunity to engage students in afterschool activities and academics. Helps keep them safe and off the streets doing positive and productive things.

Partnership

Staff responded that the partnership between PASS and MMSD can be strengthened with additional tutors and more training for PASS tutors.

Other responses included:

- We didn't have a member this year but in years past our member has been a key figure in Read 180 classroom and in MSCR. Forming positive relationships and working daily with students during literacy tutoring.
- Send more tutors. It seems like there are parts of our school day where we have a shortage of tutors but have students who need the support.
- More Tutors!

Findings: PASS 2017-18 (Student Survey)

(N=84)

Question	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1. My tutor makes me feel schoolwork is important	50%	31%	15%	0%	0%
2. I look forward to working with my tutor.	44%	30%	21%	1%	0%
3. My tutor helps me to keep trying on schoolwork, even when it is hard.	38%	42%	17%	0%	0%
4. I can read or write better because of my tutor.	38%	38%	15%	5%	0%
5. My tutor helps me to be prepared for school (examples: finish assignments, go to class, organize my supplies).	32%	39%	21%	2%	1%
6. My tutor cares about me as a person.	50%	32%	11%	4%	0%
7. My tutor helps me learn ways to do well in my classes (examples: set goals, how to study for a test).	35%	40%	20%	0%	1%
8. I am getting better grades in my reading/language arts classes because of my tutor.	38%	32%	20%	5%	0%
9. My tutor helps me make good decisions in school (examples: be responsible, cooperate with people, tell people what I need).	45%	35%	14%	1%	1%
10. My tutor has the skills and knowledge to help me in my schoolwork.	44%	42%	10%	1%	0%
11. My tutor helps me feel like I am an important part of the school.	44%	30%	20%	0%	1%

Findings: PASS 2018-19 (Staff Survey)
(N=22)

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses
This tutoring program is well-organized (e.g. communication with families and school staff, shows alignment to district priorities).	46%	38%	15%	0%	0%	13
This tutoring program uses quality tutoring strategies (e.g. 1:3 or less tutor/student ratio, curriculum aligned to MMSD, etc.).	58%	42%	0%	0%	0%	12
This tutoring program is relevant to the cultural and linguistic backgrounds of our students (e.g. volunteers reflect the diversity of the students; trains and supports staff and volunteers)	67%	25%	8%	0%	0%	12
This program works well with our school in coordinating its tutoring activities (e.g. recruiting and supporting students, curriculum alignment, etc.).	54%	38%	8%	0%	0%	13
Tutors in this tutoring program are sufficiently trained for working with our students (e.g. program provides tutors with orientation and content specific training).	58%	33%	8%	0%	0%	12
This tutoring program seeks feedback to improve itself (e.g. program communicates regularly with school staff).	46%	23%	23%	8%	0%	13

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses
The tutoring program makes a positive impact on students' academic skills and knowledge.	54%	31%	15%	0%	0%	13
This tutoring program makes a positive impact on students' engagement with school (e.g. social-emotional or "non cognitive" elements).	69%	31%	0%	0%	0%	13
This tutoring program helps students feel schoolwork is important.	46%	31%	23%	0%	0%	13
This tutoring program helps students to keep trying on schoolwork, even when it is hard.	54%	46%	0%	0%	0%	13
This tutoring program helps students be prepared for school (examples: finish assignments, go to class, organize supplies).	58%	42%	0%	0%	0%	12
This tutoring program helps students learn ways to do well in their classes (examples: set goals, how to study for a test).	50%	42%	8%	0%	0%	12
This tutoring program helps students make good decisions in school (examples: be responsible, cooperate with people, tell people what they need).	38%	38%	23%	0%	0%	13
This tutoring program helps students feel like they are an important part of the school.	46%	38%	15%	0%	0%	13

Needs PASS meets in schools

Participants responded:

- Gives students help in safely expressing themselves and participating in activities.
- It helps our students who need more one-on-one time.
- Our PASS member is a very strong tutor who works with lots of students and has a positive impact on their academic success.
- Helping students understand work and catch up on assignments, providing specific support to meet student needs.
- Extra intervention for students who need support outside of classroom
- One on one connections with students who need more academic and social emotional connections.
- Adult connection and support
- IEP needs for students when there is no classroom support, support for struggling readers, support for students who are frequently absent and catching them up
- They connect with the students that a teacher with a class size of 20 plus cannot and does not connect with them.

Improving the Partnership

Staff responded that the partnership between PASS and MMSD can be strengthened with additional tutors and strengthened communication practices.

Responses included:

- Communication with all staff, not just staff working alongside with student tutors.
- Teachers could receive feedback from the tutors.
- There is little to no awareness of the PASS program for most school staff.
- More staff involved in creating a schedule for tutor support.
- It would be GREAT to have more members for tutoring!
- See previous comment regarding Schools of Hope.
- We did not have an AmeriCorps volunteer this year. In the past, it is very person dependent and communication is difficult. I think the position needs to be supervised jointly between MSCR and Schools of Hope. Schools of Hope needs to be the point person for the tutoring piece as this is aligned with what they already do vs. MSCR.
- Making sure that they have a designated area to work at all times

Findings: PASS 2018-19 (Student Survey)
(N=86)

Question	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1. My tutor makes me feel schoolwork is important	48%	42%	7%	3%	0%
2. I look forward to working with my tutor.	55%	25%	19%	1%	0%
3. My tutor helps me to keep trying on schoolwork, even when it is hard.	61%	29%	7%	2%	0%
4. I can read or write better because of my tutor.	38%	43%	13%	2%	3%
5. My tutor helps me to be prepared for school (examples: finish assignments, go to class, organize my supplies).	36%	47%	14%	2%	1%
6. My tutor cares about me as a person.	66%	26%	8%	0%	0%
7. My tutor helps me learn ways to do well in my classes (examples: set goals, how to study for a test).	49%	35%	14%	1%	1%
8. I am getting better grades in my reading/language arts classes because of my tutor.	37%	44%	16%	1%	1%
9. My tutor helps me make good decisions in school (examples: be responsible, cooperate with people, tell people what I need).	42%	43%	12%	3%	0%
10. My tutor has the skills and knowledge to help me in my schoolwork.	59%	33%	7%	1%	0%
11. My tutor helps me feel like I am an important part of the school.	56%	31%	12%	1%	0%

Written Comments:

- Absolutely love [Name].
- It's good to have a tutor because they are a good helper

Appendix C: MMSD Student-Level Quantitative Data Tables

PASS Student-Level Data Analysis, 2016-2017

Average Sessions for PASS (tutoring) 6-8

	2016-2017
Sessions	28.9

Average Sessions for PASS (tutoring) 9-12

	2016-2017
Sessions	27.3

Special Education status for (tutoring) PASS 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2016-2017	36.9%	63.1%	16.4%	83.6%

Special Education status for (tutoring) PASS 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2016-2017	34.6%	65.4%	16.6%	83.4%

ELL status for PASS (tutoring) 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2016-2017	40.5%	59.5%	27.5%	72.5%

ELL status for PASS (tutoring) 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2016-2017	30.8%	69.2%	23.5%	76.5%

Eligibility status for free and reduced meals for PASS (tutoring) 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2016-2017	88.3%	11.7%	49.2%	50.8%

Eligibility status for free and reduced meals for PASS (tutoring) 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2016-2017	84.6%	15.4%	43.0%	57.0%

Gender and race for PASS (tutoring) 6-8

	PASS Only - all dosage levels	District Average 6-8
	% in 2016-2017	% in 2016-2017
Hispanic/ Latino	28.8%	22.3%
White	9.0%	42.0%
African American	43.2%	17.7%
Asian	6.3%	8.8%
American Indian/ Alaskan Native	0.9%	0.3%
Multiracial	11.7%	8.8%
Female	36.9%	47.7%
Male	63.0%	52.3%
Total students	111	5275

Gender and race for PASS (tutoring) 9-12

	PASS Only - all dosage levels	District Average 9-12
	% in 2016-2017	% in 2016-2017
Hispanic/ Latino	19.2%	18.7%
White	15.4%	46.0%
African American	61.5%	18.1%
Asian	0.0%	8.9%
American Indian/ Alaskan Native	0.0%	0.3%
Native Hawaiian/Pacific Islander	0.0%	<0.1%
Multiracial	3.9%	8.1%
Female	50.0%	48.4%
Male	50.0%	51.6%
Total students	26	7324

Average Attendance, discipline events, and academic achievement for PASS (tutoring) 6-8

	PASS Only - all dosage levels	District Average 6-8
	2016-2017	2016-2017
Attendance Rate	93.3%	93.6%
Discipline events	5.2	3.4
MAP Reading 6th Grade Fall	190	211
MAP Reading 6th Grade Spring	199	216
MAP Reading 7th Grade Fall	199	217
MAP Reading 7th Grade Spring	201	220
MAP Reading 8th Grade Fall	198	220
MAP Reading 8th Grade Spring	199	222
MAP Math 6th Grade Fall	200	215
MAP Math 6th Grade Spring	206	223
MAP Math 7th Grade Fall	206	224
MAP Math 7th Grade Spring	212	231
MAP Math 8th Grade Fall	205	230
MAP Math 8th Grade Spring	208	235
Cumulative GPA	2.3	3.0
SRI Fall	506	540
SRI Spring	628	633
SRI Growth	128	120

Assessment growth targets for PASS (tutoring) 6-8, all dosage levels

	2016-2017		
	Number of Students Completed Assessments	Number of Students Met Target	%
SRI	79	33	41.8%
MAP Reading	106	48	45.3%
Total (Either Assessment)	110	62	56.4%

Note: Students who gained 130 or more points between the Fall and Spring SRI assessments are considered to have met the growth target. MAP growth targets are set by the test vendor, NWEA. Total doesn't equal due to students taking multiple assessments.

Assessment growth targets for PASS (tutoring) 6-8, students with 15 or more sessions

	2016-2017		
	Number of Students Completed Assessments	Number of Students Met Target	%
SRI	79	33	41.8%
MAP Reading	106	48	45.3%
Total (Either Assessment)	110	62	56.4%

Note: Students who gained 130 or more points between the Fall and Spring SRI assessments are considered to have met the growth target. MAP growth targets are set by the test vendor, NWEA. Total doesn't equal due to students taking multiple assessments.

Average Attendance, discipline events, academic achievement for PASS (tutoring) 9-12

	PASS Only - all dosage levels	District Average 9-12
	2016-2017	2016-2017
Attendance Rate	90.0%	90.4%
Discipline events	6.9	1.5
Aspire Composite 9 th Grade	420	427
Aspire Composite 10 th Grade	421	428
ACT Composite 11 th Grade	16.8	21.3
Cumulative GPA	2.1	2.8
SRI Fall	760	714
SRI Spring	867	802
SRI Growth	115	68

Assessment benchmark targets for PASS (tutoring) 9-12, all dosage levels

	2016-2017		
	Number of Students Completed Assessments	Number of Students Met Target	%
SRI	5	3	60.0%
Aspire Reading	14	3	21.4%
ACT Reading	6	0	0.0%
Total (Either Assessment)	22	6	27.3%

Note: Students who gained 130 or more points between the Fall and Spring SRI assessments are considered to have met the growth target. College readiness targets determined by the test vendor were used as benchmark targets for the Aspire and ACT exams. Total doesn't equal due to students taking multiple assessments.

Assessment benchmark targets for PASS (tutoring) 9-12, students with 15 or more sessions

	2016-2017		
	Number of Students Completed Assessments	Number of Students Met Target	%
SRI	4	2	50.0%
Aspire Reading	13	3	23.1%
ACT Reading	6	0	0.0%
Total (Either Assessment)	21	5	23.8%

Note: Students who gained 130 or more points between the Fall and Spring SRI assessments are considered to have met the growth target. College readiness targets determined by the test vendor were used as benchmark targets for the Aspire and ACT exams. Total doesn't equal due to students taking multiple assessments.

PASS ELP Student-Level Data Analysis, 2016-17

Note: The PASS ELP data presented only include students receiving ELP services during the school year.

Average Sessions of ELP 6-8

	2016-17
Sessions	39.5

Average Sessions of ELP 9-12

	2016-17
Sessions	27.1

Special Education status for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2016-2017	17.5%	82.5%	16.4%	83.6%

Special Education status for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2016-2017	25.1%	74.8%	16.6%	83.4%

ELL status for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2016-2017	23.9%	76.1%	27.5%	72.5%

ELL status for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2016-2017	26.4%	73.6%	23.5%	76.5%

Eligibility status for free and reduced meals for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2016-2017	65.8%	34.2%	49.2%	50.8%

Eligibility status for free and reduced meals for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2016-2017	82.4%	17.6%	43.0%	57.0%

Gender and race for ELP 6-8

	PASS ELP Only	District Comparison 6-8
	% in 2016-17	% in 2016-17
Hispanic/ Latino	18.0%	22.3%
White	24.2%	42.0%
African American	41.4%	17.7%
Asian	4.0%	8.8%
American Indian/ Alaskan Native	0.5%	0.3%
Multiracial	12.0%	8.8%
Hawaiian Native/ Pacific Islander	0.0%	0.1%
Female	52.1%	47.7%
Male	47.9%	52.3%
Total students	401	5275

Gender and race for ELP 9-12

	PASS ELP Only	District Comparison 9-12
	% in 2016-17	% in 2016-17
Hispanic/ Latino	17.0%	18.7%
White	5.7%	46.0%
African American	60.4%	18.1%
Asian	6.3%	8.9%
American Indian/ Alaskan Native	0.0%	0.3%
Multiracial	10.7%	8.1%
Hawaiian Native/ Pacific Islander	0.0%	<0.1%
Female	65.4%	48.1%
Male	34.6%	52.0%
Total students	159	7324

Average Attendance, discipline events, and academic achievement for ELP 6-8

	PASS ELP Only	District Comparison 6-8
	2016-17	2016-17
Attendance Rate	93.0%	93.6%
Discipline events	7.1	3.4
MAP Mathematics 6th Grade Fall	208	215
MAP Mathematics 6th Grade Spring	214	223
MAP Mathematics 7th Grade Fall	217	224
MAP Mathematics 7th Grade Spring	224	231
MAP Mathematics 8th Grade Fall	222	230
MAP Mathematics 8th Grade Spring	227	235
MAP Reading 6th Grade Fall	204	211
MAP Reading 6th Grade Spring	209	216
MAP Reading 7th Grade Fall	212	217
MAP Reading 7th Grade Spring	215	220
MAP Reading 8th Grade Fall	214	220
MAP Reading 8th Grade Spring	215	222
Cumulative GPA	2.7	3.0

Average Attendance, discipline events, and academic achievement for ELP 9-12

	PASS ELP Only	District Comparison 9-12
	2016-17	2016-17
Attendance Rate	89.6%	90.4%
Discipline events	3.3	1.5
Aspire Composite 9 th Grade	418	427
Aspire Composite 10 th Grade	421	428
ACT Composite	16.1	21.3
Cumulative GPA	2.2	2.8

PASS Student-Level Data Analysis, 2017-2018

Average Sessions for PASS (tutoring) 6-8

	2017-2018
Sessions	26.5

Average Sessions for PASS (tutoring) 9-12

	2017-2018
Sessions	61.8

Special Education status for (tutoring) PASS 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2017-2018	50.5%	49.5%	16.4%	83.6%

Special Education status for (tutoring) PASS 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2017-2018	63.2%	36.8%	16.9%	83.1%

ELL status for PASS (tutoring) 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2017-2018	40.8%	59.5%	28.9%	71.1%

ELL status for PASS (tutoring) 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2017-2018	47.4%	52.6%	24.2%	75.8%

Eligibility status for free and reduced meals for PASS (tutoring) 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2017-2018	90.3%	11.7%	51.5%	48.5%

Eligibility status for free and reduced meals for PASS (tutoring) 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2017-2018	10.5%	89.5%	44.4%	55.6%

Gender and race for PASS (tutoring) 6-8

	PASS Only - all dosage levels	District Average 6-8
	% in 2017-2018	% in 2017-2018
Hispanic/ Latino	29.1%	22.9%
White	8.7%	41.6%
African American	46.6%	18.0%
Asian	4.9%	8.3%
American Indian/ Alaskan Native	0.0%	0.3%
Multiracial	10.7%	9.0%
Hawaiian Native/ Pacific Islander	0.0%	0.1%
Female	47.6%	48.9%
Male	52.4%	51.1%
Total students	103	5278

Gender and race for PASS (tutoring) 9-12

	PASS Only - all dosage levels	District Average 9-12
	% in 2017-2018	% in 2017-2018
Hispanic/ Latino	47.4%	19.5%
White	0.0%	45.3%
African American	42.1%	17.6%
Asian	5.3%	9.1%
American Indian/ Alaskan Native	5.3%	0.3%
Native Hawaiian/Pacific Islander	0.0%	<0.1%
Multiracial	0.0%	8.3%
Female	36.8%	47.3%
Male	63.2%	52.7%
Total students	19	7433

Average Attendance, discipline events, and academic achievement for PASS (tutoring) 6-8

	PASS Only - all dosage levels	District Average 6-8
	2017-2018	2017-2018
Attendance Rate	91.7%	92.9%
Discipline events	8.8	3.6
MAP Reading 6th Grade Fall	189	212
MAP Reading 6th Grade Spring	198	217
MAP Reading 7th Grade Fall	194	216
MAP Reading 7th Grade Spring	199	220
MAP Reading 8th Grade Fall	202	222
MAP Reading 8th Grade Spring	202	225
MAP Math 6th Grade Fall	197	216
MAP Math 6th Grade Spring	206	224
MAP Math 7th Grade Fall	199	223
MAP Math 7th Grade Spring	205	229
MAP Math 8th Grade Fall	205	231
MAP Math 8th Grade Spring	211	236
Cumulative GPA	2.3	3.0

Assessment growth targets for PASS (tutoring) 6-8, all dosage levels

	2017-2018		
	Number of Students Completed Assessments	Number of Students Met Target	%
MAP Reading	96	54	56.3%

Note: MAP growth targets are set by the test vendor, NWEA.

Assessment growth targets for PASS (tutoring) 6-8, students with 15 or more sessions

	2017-2018		
	Number of Students Completed Assessments	Number of Students Met Target	%
MAP Reading	96	54	56.3%

Note: MAP growth targets are set by the test vendor, NWEA.

Average Attendance, discipline events, academic achievement for PASS (tutoring) 9-12

	PASS Only - all dosage levels	District Average 9-12
	2017-2018	2017-2018
Attendance Rate	85.7%	89.1%
Discipline events	10.3	1.8
Aspire Composite 9 th Grade	413	427
Aspire Composite 10 th Grade	412	428
Cumulative GPA	1.6	2.8

Assessment benchmark targets for PASS (tutoring) 9-12, all dosage levels

	2017-2018		
	Number of Students Completed Assessments	Number of Students Met Target	%
Aspire Reading	12	0	0.0%

Note: College readiness targets determined by the test vendor were used as benchmark targets for the Aspire exam.

Assessment benchmark targets for PASS (tutoring) 9-12, students with 15 or more sessions

	2017-2018		
	Number of Students Completed Assessments	Number of Students Met Target	%
Aspire Reading	12	0	0.0%

Note: College readiness targets determined by the test vendor were used as benchmark targets for the Aspire exam.

PASS ELP Student-Level Data Analysis, 2017-18

Note: The PASS ELP data presented only include students receiving ELP services during the school year.

Average Sessions of ELP 6-8

	2017-18
Sessions	56.8

Average Sessions of ELP 9-12

	2017-18
Sessions	30.2

Special Education status for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2017-18	23.7%	76.3%	16.4%	83.6%

Special Education status for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2017-18	24.1%	75.9%	16.9%	83.1%

ELL status for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2017-18	26.9%	73.1%	28.9%	71.1%

ELL status for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2017-18	36.1%	63.9%	24.2%	75.8%

Eligibility status for free and reduced meals for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2017-18	74.9%	25.1%	51.5%	48.5%

Eligibility status for free and reduced meals for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2017-18	82.9%	17.1%	44.4%	55.6%

Gender and race for ELP 6-8

	PASS ELP Only	District Comparison 6-8
	% in 2017-18	% in 2017-18
Hispanic/ Latino	16.5%	22.9%
White	19.0%	41.6%
African American	50.2%	18.0%
Asian	4.7%	8.3%
American Indian/ Alaskan Native	0.0%	0.3%
Multiracial	9.7%	9.0%
Hawaiian Native/ Pacific Islander	0.0%	0.1%
Female	46.9%	48.9%
Male	53.1%	51.1%
Total students	279	5278

Gender and race for ELP 9-12

	PASS ELP Only	District Comparison 9-12
	% in 2017-18	% in 2017-18
Hispanic/ Latino	15.8%	19.5%
White	8.2%	45.3%
African American	51.9%	17.6%
Asian	15.8%	9.1%
American Indian/ Alaskan Native	0.6%	0.3%
Multiracial	7.6%	8.3%
Hawaiian Native/ Pacific Islander	0.0%	<0.0%
Female	47.5%	47.3%
Male	52.5%	52.7%
Total students	158	7433

Average Attendance, discipline events, and academic achievement for ELP 6-8

	PASS ELP Only	District Comparison 6-8
	2017-18	2017-18
Attendance Rate	92.2%	92.9%
Discipline events	7.2	3.6
MAP Mathematics 6th Grade Fall	209	216
MAP Mathematics 6th Grade Spring	217	224
MAP Mathematics 7th Grade Fall	214	223
MAP Mathematics 7th Grade Spring	219	229
MAP Mathematics 8th Grade Fall	225	231
MAP Mathematics 8th Grade Spring	230	236
MAP Reading 6th Grade Fall	206	212
MAP Reading 6th Grade Spring	210	217
MAP Reading 7th Grade Fall	209	216
MAP Reading 7th Grade Spring	212	220
MAP Reading 8th Grade Fall	217	222
MAP Reading 8th Grade Spring	218	225
Cumulative GPA	2.7	3.0

Average Attendance, discipline events, and academic achievement for ELP 9-12

	PASS ELP Only	District Comparison 9-12
	2017-18	2017-18
Attendance Rate	86.6%	89.1%
Discipline events	8.3	1.8
Aspire Composite 9 th Grade	420	427
Aspire Composite 10 th Grade	420	428
ACT Composite	16.8	21.0
Cumulative GPA	2.2	2.8

PASS Student-Level Data Analysis, 2018-2019

Note: Only includes PASS students with 15 or more sessions

Average Sessions for PASS (tutoring) 6-8

	2018-2019
Sessions	28.1

Average Sessions for PASS (tutoring) 9-12

	2018-2019
Sessions	21.5

Special Education status for (tutoring) PASS 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2018-2019	36.7%	63.3%	16.5%	83.5%

Special Education status for (tutoring) PASS 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2018-2019	57.9%	42.1%	15.5%	84.5%

ELL status for PASS (tutoring) 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2018-2019	42.2%	57.8%	31.2%	68.8%

ELL status for PASS (tutoring) 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2018-2019	36.8%	63.2%	24.8%	75.3%

Eligibility status for free and reduced meals for PASS (tutoring) 6-8

	PASS Only - all dosage levels		District Average 6-8	
	% identified	% not identified	% identified	% not identified
2018-2019	88.9%	11.1%	52.2%	47.8%

Eligibility status for free and reduced meals for PASS (tutoring) 9-12

	PASS Only - all dosage levels		District Average 9-12	
	% identified	% not identified	% identified	% not identified
2018-2019	89.5%	10.5%	42.3%	57.7%

Gender and race for PASS (tutoring) 6-8

	PASS Only - all dosage levels	District Average 6-8
	% in 2018-2019	% in 2018-2019
Hispanic/ Latino	25.6%	23.3%
White	10.0%	41.0%
African American	44.4%	17.5%
Asian	12.2%	8.6%
American Indian/ Alaskan Native	1.1%	0.3%
Multiracial	6.7%	9.3%
Hawaiian Native/ Pacific Islander	0.0%	0.1%
Female	47.8%	49.1%
Male	52.2%	50.9%
Total students	90	5196

Gender and race for PASS (tutoring) 9-12

	PASS Only - all dosage levels	District Average 9-12
	% in 2018-2019	% in 2018-2019
Hispanic/ Latino	26.3%	20.4%
White	10.5%	46.2%
African American	42.1%	15.9%
Asian	5.3%	9.2%
American Indian/ Alaskan Native	0.0%	0.3%
Native Hawaiian/Pacific Islander	0.0%	<0.1%
Multiracial	15.8%	8.0%
Female	42.1%	47.8%
Male	57.9%	52.2%
Total students	19	6998

Average Attendance, discipline events, and academic achievement for PASS (tutoring) 6-8

	PASS Only - all dosage levels 2018-2019	District Average 6-8 2018-2019
Attendance Rate	90.1%	92.8%
Discipline events	9.8	4.0
MAP Reading 6th Grade Fall	195	213
MAP Reading 6th Grade Spring	197	217
MAP Reading 7th Grade Fall	207	218
MAP Reading 7th Grade Spring	209	220
MAP Reading 8th Grade Fall	201	222
MAP Reading 8th Grade Spring	203	224
MAP Math 6th Grade Fall	199	217
MAP Math 6th Grade Spring	203	224
MAP Math 7th Grade Fall	212	224
MAP Math 7th Grade Spring	216	231
MAP Math 8th Grade Fall	207	230
MAP Math 8th Grade Spring	211	235
Overall GPA	2.3	3.0
Overall Reading GPA	2.2	2.9

Assessment growth targets for PASS (tutoring) 6-8, students with 15 or more sessions

	2018-2019		
	Number of Students Completed Assessments	Number of Students Met Target	%
MAP Reading	78	38	48.7%

Note: MAP growth targets are set by the test vendor, NWEA.

Average Attendance, discipline events, academic achievement for PASS (tutoring) 9-12

	PASS Only - all dosage levels 2018-2019	District Average 9-12 2018-2019
Attendance Rate	87.0%	88.8%
Discipline events	6.3	1.2
Aspire Composite 9 th Grade	415	427
Aspire Composite 10 th Grade	415	428
Overall GPA	1.6	2.8
Reading GPA	1.5	2.9

Assessment benchmark targets for PASS (tutoring) 9-12, students with 15 or more sessions

	2018-2019		
	Number of Students Completed Assessments	Number of Students Met Target	%
Aspire Reading	9	0	0.0%

Note: College readiness targets determined by the test vendor were used as benchmark targets for the Aspire exam.

PASS ELP Student-Level Data Analysis, 2018-19

Note: The PASS ELP data presented only include students receiving ELP services during the school year with 30 or more sessions.

Average Sessions of ELP 6-8

	2018-19
Sessions	70.3

Average Sessions of ELP 9-12

	2018-19
Sessions	53.0

Special Education status for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2018-19	23.0%	77.0%	16.5%	83.5%

Special Education status for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2018-19	27.5%	72.5%	15.5%	84.5%

ELL status for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2018-19	40.1%	59.9%	31.2%	68.8%

ELL status for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2018-19	34.8%	65.2%	24.8%	75.3%

Eligibility status for free and reduced meals for ELP 6-8

	PASS ELP Only		District Comparison 6-8	
	% identified	% not identified	% identified	% not identified
2018-19	82.2%	17.8%	52.2%	47.8%

Eligibility status for free and reduced meals for ELP 9-12

	PASS ELP Only		District Comparison 9-12	
	% identified	% not identified	% identified	% not identified
2018-19	76.8%	23.2%	42.3%	57.7%

Gender and race for ELP 6-8

	PASS ELP Only	District Comparison 6-8
	% in 2018-19	% in 2018-19
Hispanic/ Latino	16.5%	23.3%
White	12.5%	41.0%
African American	50.0%	17.5%
Asian	12.5%	8.6%
American Indian/ Alaskan Native	0.0%	0.3%
Multiracial	8.6%	9.3%
Hawaiian Native/ Pacific Islander	0.0%	0.1%
Female	47.4%	59.1%
Male	52.6%	50.9%
Total students	152	5196

Gender and race for ELP 9-12

	PASS ELP Only	District Comparison 9-12
	% in 2018-19	% in 2018-19
Hispanic/ Latino	20.3%	20.4%
White	18.8%	46.2%
African American	40.6%	15.9%
Asian	15.9%	9.2%
American Indian/ Alaskan Native	0.0%	0.3%
Multiracial	4.4%	8.0%
Hawaiian Native/ Pacific Islander	0.0%	<0.1%
Female	50.7%	47.8%
Male	49.3%	52.2%
Total students	69	6998

Average Attendance, discipline events, and academic achievement for ELP 6-8

	PASS ELP Only	District Comparison 6-8
	2018-19	2018-19
Attendance Rate	91.1%	92.8%
Discipline events	12.0	4.0
MAP Mathematics 6th Grade Fall	209	217
MAP Mathematics 6th Grade Spring	216	224
MAP Mathematics 7th Grade Fall	220	224
MAP Mathematics 7th Grade Spring	224	231
MAP Mathematics 8th Grade Fall	217	230
MAP Mathematics 8th Grade Spring	220	235
MAP Reading 6th Grade Fall	203	213
MAP Reading 6th Grade Spring	207	217
MAP Reading 7th Grade Fall	213	218
MAP Reading 7th Grade Spring	219	220
MAP Reading 8th Grade Fall	209	212
MAP Reading 8th Grade Spring	212	224

Overall GPA	2.5	3.0
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Average Attendance, discipline events, and academic achievement for ELP 9-12

	PASS ELP Only	District Comparison 9-12
	2018-19	2018-19
Attendance Rate	89.6%	88.8%
Discipline events	1.9	1.2
Aspire Composite 9 th Grade	421	427
Aspire Composite 10 th Grade	425	428
ACT Composite	15.2	21.4
Overall GPA	2.4	2.8

Appendix D: Impact Analysis Matched Group Characteristics

Matched Group Characteristics 2016-17

PASS ELP and Matched Comparison Group Characteristics Grade 6

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	70	1388		
Weighted N	70	70		
Average MAP Math Fall	204.7	204.7	0.99	0.00
Average MAP Reading Fall	199.6	200.3	0.77	-0.04
% Special Education	18.6%	21.2%	0.62	-0.06
% ELL	17.1%	19.1%	0.68	-0.05
% FRL	87.1%	89.2%	0.62	-0.06
% Female	50.0%	46.5%	0.60	0.07
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	1.4%	0.7%	0.60	0.07
% African American	52.9%	54.8%	0.77	-0.04
% Hispanic / Latino	15.7%	17.3%	0.73	-0.04
% Multiracial	18.6%	17.1%	0.77	0.04
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

PASS ELP and Matched Comparison Group Characteristics Grade 7

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	49	1497		
Weighted N	49	49		
Average MAP Math Fall	215.6	215.5	0.96	0.01
Average MAP Reading Fall	209.4	209.7	0.89	-0.02
% Special Education	18.4%	17.8%	0.93	0.01
% ELL	20.4%	20.9%	0.94	-0.01
% FRL	67.3%	70.9%	0.61	-0.08
% Female	40.8%	38.3%	0.74	0.05
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	4.1%	3.2%	0.77	0.04
% African American	57.1%	57.0%	0.99	0.00
% Hispanic / Latino	16.3%	17.2%	0.87	-0.02
% Multiracial	10.2%	9.4%	0.86	0.03
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

PASS ELP and Matched Comparison Group Characteristics Grade 8

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	57	1359		
Weighted N	57	57		
Average MAP Math Fall	218.5	220.3	0.50	-0.09
Average MAP Reading Fall	212.4	212.9	0.82	-0.03
% Special Education	21.1%	20.6%	0.94	0.01
% ELL	36.8%	41.8%	0.53	-0.10
% FRL	77.2%	79.8%	0.66	-0.06
% Female	50.9%	52.8%	0.81	-0.04
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	5.3%	6.0%	0.81	-0.03
% African American	56.1%	53.2%	0.70	0.06
% Hispanic / Latino	14.0%	16.5%	0.62	-0.07
% Multiracial	10.5%	11.4%	0.83	-0.03
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

Matched Group Characteristics 2017-18

PASS ELP and Matched Comparison Group Characteristics Grade 6

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	61	1199		
Weighted N	61	61		
Average MAP Math Fall	208.1	208.6	0.80	-0.04
Average MAP Reading Fall	203.7	204.0	0.89	-0.02
% Special Education	23.0%	26.3%	0.61	-0.08
% ELL	31.1%	29.1%	0.76	0.04
% FRL	86.9%	86.8%	0.98	0.00
% Female	54.1%	56.8%	0.71	-0.05
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	1.6%	2.5%	0.59	-0.06
% African American	59.0%	59.3%	0.96	-0.01
% Hispanic / Latino	21.3%	18.5%	0.61	0.07
% Multiracial	6.6%	6.1%	0.88	0.02
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

PASS ELP and Matched Comparison Group Characteristics Grade 7

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	61	1086		
Weighted N	61	61		
Average MAP Math Fall	213.9	213.6	0.91	0.01
Average MAP Reading Fall	208.7	207.7	0.71	0.05
% Special Education	19.7%	20.5%	0.89	-0.02
% ELL	18.0%	16.5%	0.78	0.04
% FRL	83.6%	83.5%	0.99	0.00
% Female	44.3%	48.5%	0.56	-0.08
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	1.6%	2.3%	0.71	-0.04
% African American	54.1%	56.3%	0.76	-0.04
% Hispanic / Latino	11.5%	9.3%	0.61	0.07
% Multiracial	21.3%	19.2%	0.73	0.05
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

PASS ELP and Matched Comparison Group Characteristics Grade 8

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	43	1311		
Weighted N	43	43		
Average MAP Math Fall	223.0	223.9	0.81	-0.04
Average MAP Reading Fall	213.3	213.8	0.87	-0.03
% Special Education	25.6%	28.6%	0.70	-0.07
% ELL	30.2%	28.1%	0.78	0.05
% FRL	76.7%	75.4%	0.84	0.03
% Female	44.2%	43.7%	0.95	0.01
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	2.3%	2.3%	0.99	0.00
% African American	58.1%	56.8%	0.87	0.03
% Hispanic / Latino	23.3%	24.4%	0.87	-0.03
% Multiracial	2.3%	2.5%	0.95	-0.01
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

Matched Group Characteristics 2018-19

PASS ELP and Matched Comparison Group Characteristics Grade 6

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	46	1240		
Weighted N	46	46		
Average MAP Math Fall	209.7	209.9	0.94	-0.01
Average MAP Reading Fall	204.5	204.8	0.89	-0.02
% Special Education	28.3%	28.9%	0.94	-0.01
% ELL	52.2%	53.1%	0.91	-0.02
% FRL	82.6%	82.1%	0.93	0.01
% Female	41.3%	36.9%	0.57	0.09
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	19.6%	22.5%	0.66	-0.07
% African American	39.1%	35.6%	0.66	0.07
% Hispanic / Latino	21.7%	22.0%	0.97	-0.01
% Multiracial	6.5%	5.4%	0.77	0.04
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

PASS ELP and Matched Comparison Group Characteristics Grade 7

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	37	1082		
Weighted N	37	37		
Average MAP Math Fall	221.0	222.7	0.54	-0.11
Average MAP Reading Fall	214.7	216.2	0.65	-0.09
% Special Education	13.5%	10.0%	0.55	0.11
% ELL	48.6%	46.1%	0.78	0.05
% FRL	75.7%	75.4%	0.97	0.01
% Female	62.2%	61.5%	0.94	0.01
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	18.9%	16.7%	0.74	0.06
% African American	40.5%	41.2%	0.95	-0.01
% Hispanic / Latino	18.9%	17.1%	0.79	0.05
% Multiracial	5.4%	4.8%	0.87	0.03
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

PASS ELP and Matched Comparison Group Characteristics Grade 8

	PASS ELP	Comparison Group	T-Test P-Value	Standardized Difference
N	38	1090		
Weighted N	38	38		
Average MAP Math Fall	217.9	217.4	0.87	0.03
Average MAP Reading Fall	210.3	210.7	0.92	-0.02
% Special Education	21.1%	20.7%	0.96	0.01
% ELL	26.3%	27.7%	0.85	-0.03
% FRL	78.9%	80.7%	0.80	-0.04
% Female	39.5%	33.2%	0.46	0.13
% American Indian/ Alaskan Native	0.0%	0.0%		
% Asian	5.3%	5.9%	0.87	-0.03
% African American	52.6%	51.5%	0.90	0.02
% Hispanic / Latino	13.2%	14.4%	0.83	-0.03
% Multiracial	15.8%	14.3%	0.81	0.04
% Hawaiian Native/ Pacific Islander	0.0%	0.0%		

Appendix E: Impact Power Analysis

PASS ELP Power Analysis, 2017-18

Note: The PASS ELP data presented only include students receiving ELP services during the school year.

PASS ELP Treatment Group

Year	Grade	Number of ELP students with 30 or more sessions	Total Sample Size (Treatment + Matched Control)
2018	Sixth	64	128
	Seventh	65	130
	Eighth	43	86

Previous approximated R² for each Model

Grade	Math	Reading	Attendance
Sixth	0.75	0.75	0.25
Seventh	0.85	0.80	0.30
Eighth	0.85	0.75	0.40

Minimum Detectable Effect Size by Model and Grade

The power calculation uses a statistical power of 0.8 for all models and grades. The minimum detectable effect size (MDES) represents the minimum effect size that is likely to be detected from the analysis given the sample size and approximate R² (explanatory ability) of the model. Next to the MDES is the conversion to the scale used in the model (MAP scale score points or attendance percentage points).

Year	Grade	Math		Reading		Attendance	
		MDES	Scale Score Points	MDES	Scale Score Points	MDES	Percentage Points
2018	Sixth	0.25	4.1	0.25	3.8	0.43	2.8
	Seventh	0.19	3.8	0.22	3.8	0.42	3.0
	Eighth	0.24	5.2	0.31	5.4	0.48	3.9

PASS ELP Power Analysis, 2018-19

Note: The PASS ELP data presented only include students receiving ELP services during the school year.

PASS ELP Treatment Group

Year	Grade	Number of ELP students with 30 or more sessions	Total Sample Size (Treatment + Matched Control)
2019	Sixth	46	92
	Seventh	37	74
	Eighth	38	38

Previous approximated R² for each Model

Grade	Math	Reading	Attendance
Sixth	0.75	0.75	0.25
Seventh	0.85	0.80	0.30
Eighth	0.85	0.75	0.40

Minimum Detectable Effect Size by Model and Grade

The power calculation uses a statistical power of 0.8 for all models and grades. The minimum detectable effect size (MDES) represents the minimum effect size that is likely to be detected from the analysis given the sample size and approximate R^2 (explanatory ability) of the model. Next to the MDES is the conversion to the scale used in the model (MAP scale score points or attendance percentage points).

Year	Grade	Math		Reading		Attendance	
		MDES	Scale Score Points	MDES	Scale Score Points	MDES	Percentage Points
2019	Sixth	0.30	5.0	0.30	4.4	0.52	3.7
	Seventh	0.25	4.4	0.29	4.4	0.55	4.7
	Eighth	0.25	4.8	0.33	5.2	0.50	3.9

Appendix F: Impact Analysis Findings

PASS ELP Comparative Impacts 2016-17

Comparative Impact on MAP *Mathematics* Score Growth

Year	Grade	Estimate (Std. Err.)
2017	Sixth	-0.1 (1.21)
	Seventh	-1.1 (1.13)
	Eighth	1.8 (1.08)*

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on MAP *Reading* Score Growth

Year	Grade	Estimate (Std. Err.)
2017	Sixth	-1.8 (1.23)
	Seventh	0.3 (1.18)
	Eighth	-0.1 (1.47)

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Attendance Rate (Using a Linear Model)

Year	Grade	Estimate (Std. Err.)
2017	Sixth	0.2 (0.96)
	Seventh	2.5 (0.77)***
	Eighth	2.4 (1.02)**

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Absence Days (Using a Linear Model)

Year	Grade	Estimate (Std. Err.)
2017	Sixth	-0.3 (1.70)
	Seventh	-4.4 (1.36)***
	Eighth	-4.2 (1.82)**

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Attendance Rate (Using a Probit Transformation Model)

Estimate is the treatment impact on attendance rate in quantiles from the standard normal distribution. The Average Effect converts this estimate to the impact on attendance rate given marginal averages.

Year	Grade	Estimate (Std. Err.)	Average Effect
2017	Sixth	0.08 (0.06)	0.9
	Seventh	0.16 (0.07)**	1.4
	Eighth	0.22 (0.07)***	2.1

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

PASS ELP Comparative Impacts 2017-18

Comparative Impact on MAP *Mathematics* Score Growth

Year	Grade	Estimate (Std. Err.)
2018	Sixth	2.4 (1.19)**
	Seventh	-0.4 (1.07)
	Eighth	0.6 (1.35)

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on MAP *Reading* Score Growth

Year	Grade	Estimate (Std. Err.)
2018	Sixth	-0.4 (1.34)
	Seventh	-2.7 (1.44)*
	Eighth	0.0 (1.11)

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Attendance Rate (Using a Linear Model)

Year	Grade	Estimate (Std. Err.)
2018	Sixth	2.4 (0.71)***
	Seventh	1.8 (0.78)**
	Eighth	2.8 (0.91)***

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Absence Days (Using a Linear Model)

Year	Grade	Estimate (Std. Err.)
2018	Sixth	-4.1 (1.24)***
	Seventh	-3.1 (1.37)**
	Eighth	-4.9 (1.58)***

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Attendance Rate (Using a Probit Transformation Model)

Estimate is the treatment impact on attendance rate in quantiles from the standard normal distribution. The Average Effect converts this estimate to the impact on attendance rate given marginal averages.

Year	Grade	Estimate (Std. Err.)	Average Effect
2018	Sixth	0.19 (0.06)***	1.8
	Seventh	0.11 (0.06)**	1.2
	Eighth	0.21 (0.07)***	2.2

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

PASS ELP Comparative Impacts 2018-19

Comparative Impact on MAP *Mathematics* Score Growth

Year	Grade	Estimate (Std. Err.)
2019	Sixth	-0.5 (1.18)
	Seventh	1.5 (1.05)
	Eighth	-1.1 (1.36)

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on MAP *Reading* Score Growth

Year	Grade	Estimate (Std. Err.)
2019	Sixth	-0.6 (1.29)
	Seventh	3.8 (0.97)***
	Eighth	2.3 (1.59)

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Attendance Rate (Using a Linear Model)

Year	Grade	Estimate (Std. Err.)
2019	Sixth	1.0 (0.84)
	Seventh	0.6 (0.76)
	Eighth	2.3 (0.90)**

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Absence Days (Using a Linear Model)

Year	Grade	Estimate (Std. Err.)
2019	Sixth	-1.7 (1.43)
	Seventh	-1.0 (1.29)
	Eighth	-3.9 (1.54)**

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).

Comparative Impact on Attendance Rate (Using a Probit Transformation Model)

Estimate is the treatment impact on attendance rate in quantiles from the standard normal distribution. The Average Effect converts this estimate to the impact on attendance rate given marginal averages.

Year	Grade	Estimate (Std. Err.)	Average Effect
2019	Sixth	0.08 (0.07)	0.8
	Seventh	0.03 (0.07)	0.3
	Eighth	0.15 (0.07)**	1.7

Note: * indicates statistically significant findings at the 90% level (p=0.1), ** and bold indicates statistically significant findings at the 95% level (p=0.05), and *** and bold indicates statistically significant findings at the 99% level (p=0.01).