PRESENTATION FOR THE RISE UP FOR EQUITY VIRTUAL SUMMIT

CONNECTING SCHOOL IMPLEMENTATION WITH RESULTS: LESSONS FROM THE CHICAGO PUBLIC SCHOOLS CSI EVALUATION

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MAKING RESEARCH RELEVANT

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Meet the presenters

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Session goals and agenda

- Provide an overview of AIR's evaluation goals and context from the Chicago Public Schools Community Schools Initiative (CSI)

- Share primary findings from current and past evaluations of CSI

- Practitioner focused discussion of how the evaluations have led to change and contributed to sustainability of the initiative
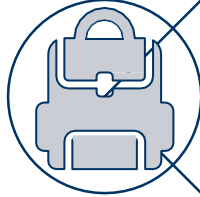
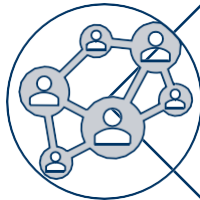# Chicago Public Schools Community School Initiative: An overview
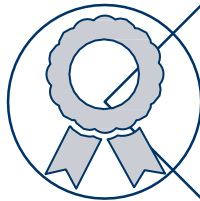
CPS CSI established in 2002

Over 200 community schools

Serving over 50,000 students

One of the largest networks of Community Schools in the country

Awarded the Coalition for Community Schools National Award in 2006

Core services at each CPS CSI school

- Academic supports for students

- Health and wellness access for students and families

- Social/emotional health services and referrals for students and families

- Social and cultural enrichment activities

- Adult education and family/community engagement programing

Evaluation questions

Implementation Evaluation

- How are schools implementing the community schools initiative with fidelity?

- What mechanisms appear to support high quality implementation of the CS initiative?

Impact Evaluation

- What impact does sustained participation in CSI programming have on a series of school-related outcomes compared to similar students not participating in programming?

- What impact does attendance at a higher-implementing CSI school have on a series of student related measures?

A mixed-methods research approach

Implementation Evaluation

- Interviews and focus groups with key stakeholders in the schools and communities of CSI schools including resource coordinators, school administrators, teachers and parents

- Continuous Quality Improvement Plan (CQIP) rubrics from individual schools

- Site level program quality observations (Youth Program Quality Assessment)
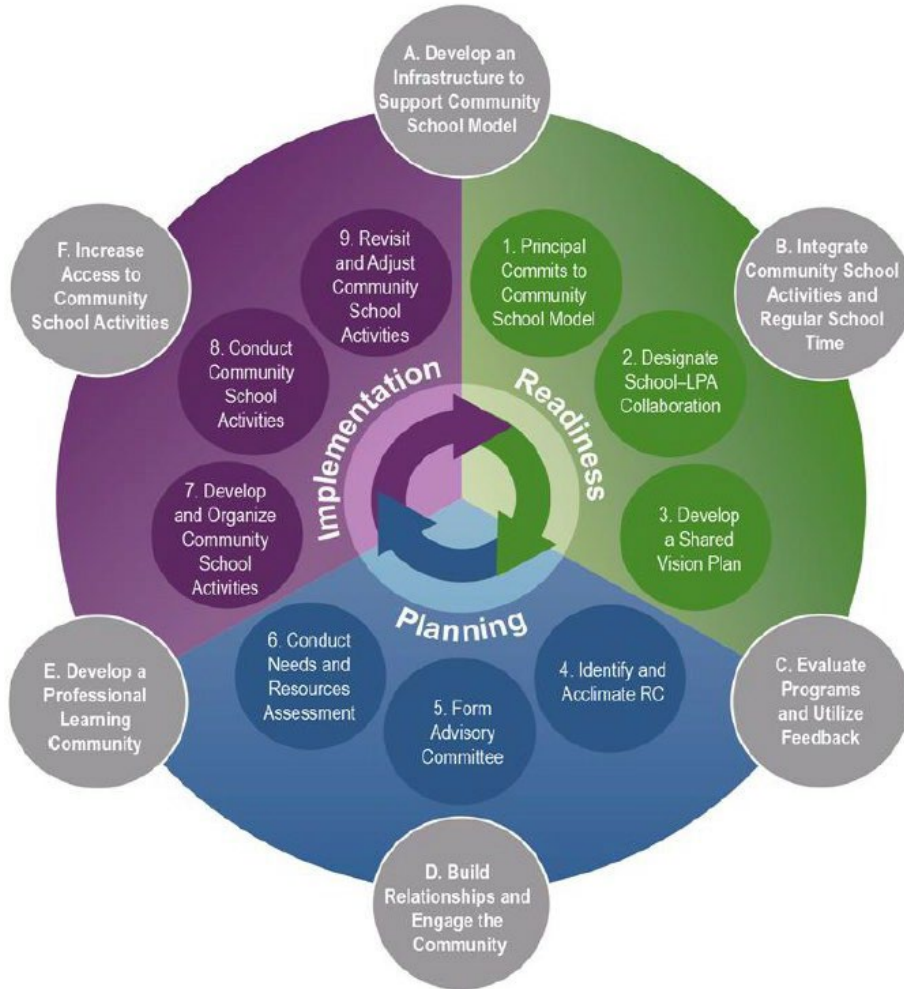
Impact Evaluation

- Rigorous quasi-experimental design using student-level outcome data, program participation data, and the Illinois 5Essentials youth survey

A look at CSI Implementation

Monitoring tools and core features of implementation in CPS CSI schools
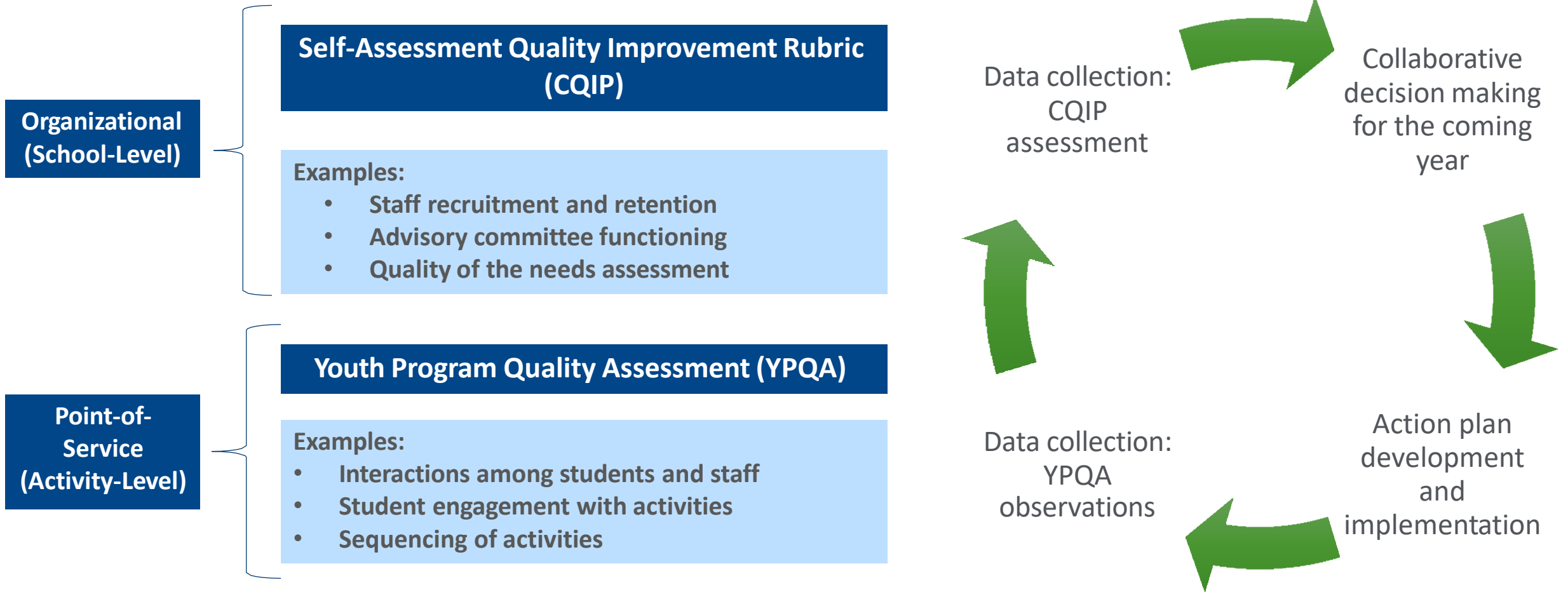
Implementation evaluation

Goals

1. Identify the primary drivers of high quality implementation of the CPS CSI model
2. Identify successful strategies and potential challenges to implementation
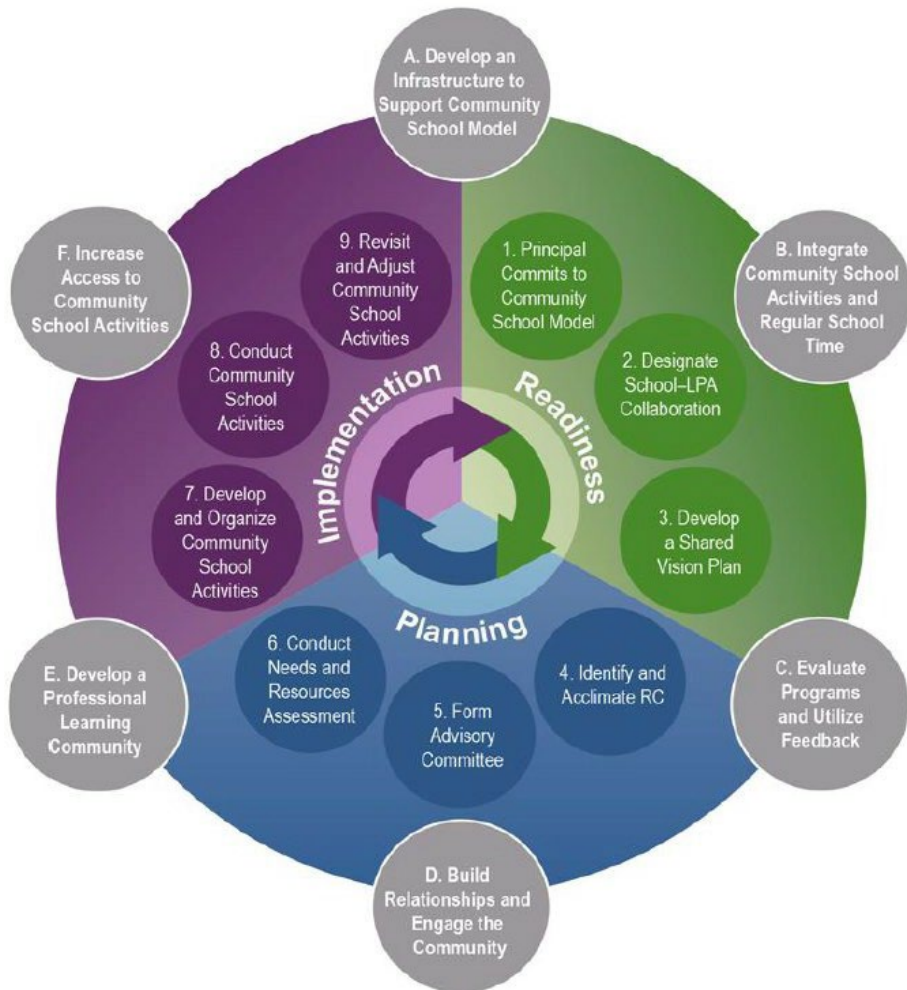
Data used

1. Interviews with Resource Coordinators and school administrators from a sample of nineteen 2019 cohort schools
2. Interviews with Resource Coordinators and school administrators and focus groups with parents and day-time instructional staff at 13 higher implementing CSI schools
3. Continuous Quality Improvement self-assessment measures

Ensuring continuous quality improvement

Organizational (School-Level)

Self-Assessment Quality Improvement Rubric (CQIP)

Examples:
- Staff recruitment and retention
- Advisory committee functioning
- Quality of the needs assessment

Point-of-Service (Activity-Level)

Youth Program Quality Assessment (YPQA)

Examples:
- Interactions among students and staff
- Student engagement with activities
- Sequencing of activities

Data collection: CQIP assessment

Collaborative decision making for the coming year

Action plan development and implementation

Data collection: YPQA observations

CQIP Primary Elements: A tool for assessment and alignment

1. Shared vision among stakeholders

2. Advisory Board with authentic decision making

3. Programing aligned to needs and interests

4. Programing is high quality

5. Programing is executed with intention and monitored for quality

6. Intentional involvement of stakeholders (communications)

7. Resources are sought and retained to benefit all stakeholders

8. Capacity to sustain and commitment to continuous improvement

Element 1. A shared vision and commitment for the Community School (CS) exists among stakeholders.

Element

Element Area

Key Practices

Rating Scale

(1a) Shared Vision: A shared vision for the Community School (CS) has been developed, reviewed, and used to inform planning.

Key Practices	4–Exemplary	3–Proficient	2–Emerging	1–Planning
□ A vision for the CS has been developed. □ A vision has been jointly created by at least one representative from each of the following stakeholder groups: (1) school staff (counselor, teacher, etc.); (2) community residents (other than a parent); (3) parents; (4) students; (5) Lead Partner Agency (or key community partner); and (6) other community partners. □ Annually, the CS vision is reviewed among the stakeholders to ensure that it remains consistent with CS goals. □ The vision informs planning for programs and services.	□ All 4 key practices are in place	□ A vision for the CS has been developed □ At least 4 stakeholder groups involved in vision creation □ Vision is reviewed annually □ Vision informs planning	□ A vision for the CS has been developed □ At least 3 stakeholder groups involved in vision creation	□ Vision not developed -or- □ Vision is developed, but less than 3 stakeholder groups were involved in creation

(1b) Commitment: Stakeholders demonstrate commitment to the Community School (CS) model.

Key Practices	4–Exemplary	3–Proficient	2–Emerging	1–Planning
□ CS leaders (e.g., RC, school, LPA or one key community partner) have regularly scheduled meetings to discuss and plan ways to strengthen and expand the reach of CS services and programs. □ The CS model is promoted throughout the school and community (e.g., announcements, updates, visible indicators of a CS). □ As a whole, the CS model is considered to be a framework for school-wide improvement and change. □ The CS model is not jeopardized when leadership changes occur at the school or LPA (or a key community partner) level.	□ All 4 key practices are in place	□ 2 to 3 key practices are in place	□ At least 1 key practice in place	□ CS leaders have met or scheduled a meeting to discuss ways to strengthen services and programs

(1c) Integration: Community School (CS) strategies are integrated within the Continuous Improvement Work Plan (CIWP).

| Key Practices	4–Exemplary	3–Proficient	2–Emerging	1–Planning
□ Almost all CS programs and services are connected to school improvement goals. □ Almost all CS programs and services are documented in the school's Continuous Improvement Work Plan (CIWP). □ The school's CIWP explicitly lists the roles of key CS staff (e.g., instructors, RC) and stakeholders (e.g., students, community members, families, Advisory Committee members) in helping to achieve specific results. □ The Resource Coordinator participates in other school team meetings (e.g., instructional leadership team, grade level or departmental meetings).	□ All 4 key practices are in place	□ Most CS programs and services are connected to school improvement goals □ Some CS programs and services are documented in the school's CIWP	□ Some CS programs and services are connected to school improvement goals	□ CS programs and services are not connected to school improvement goals

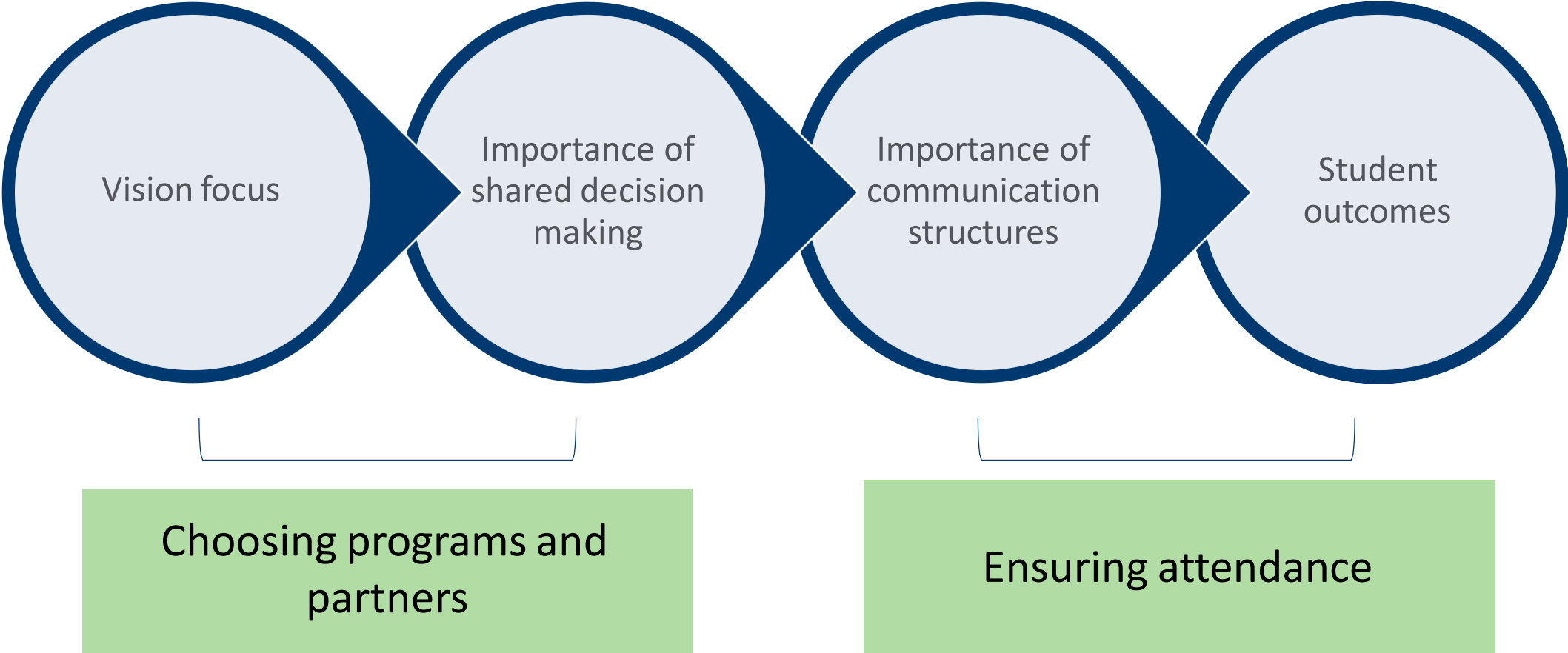# Core structures of implementation
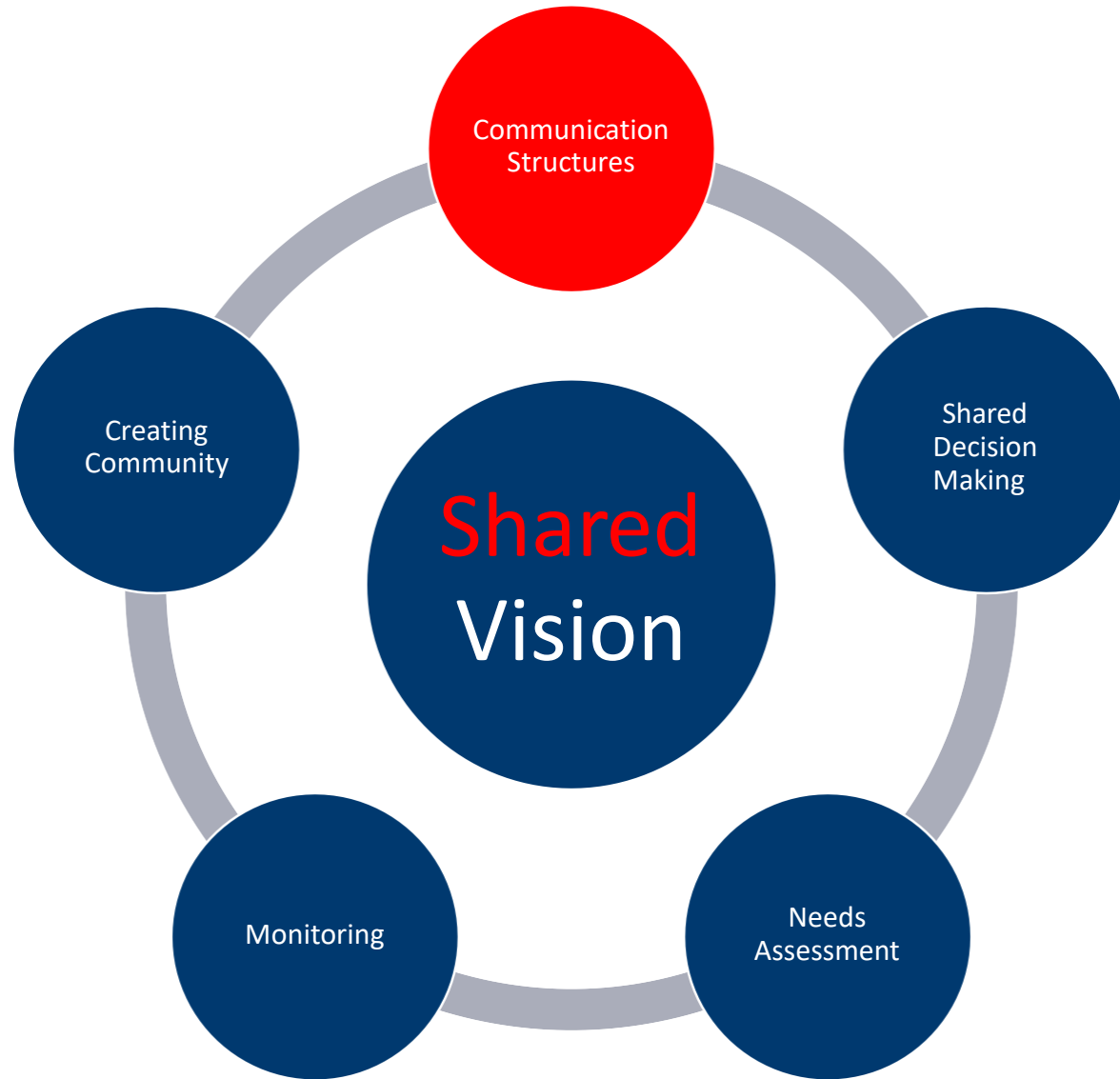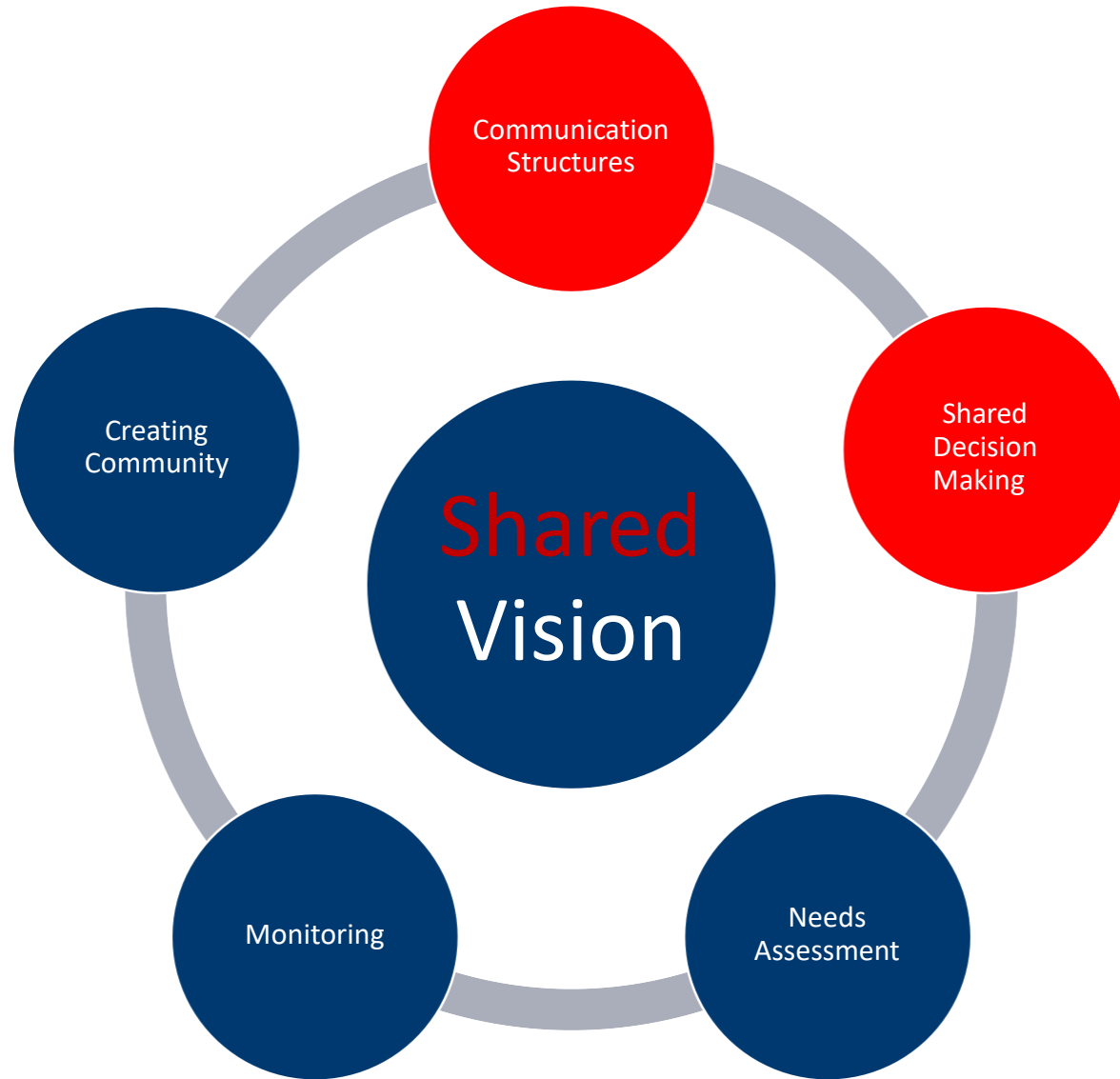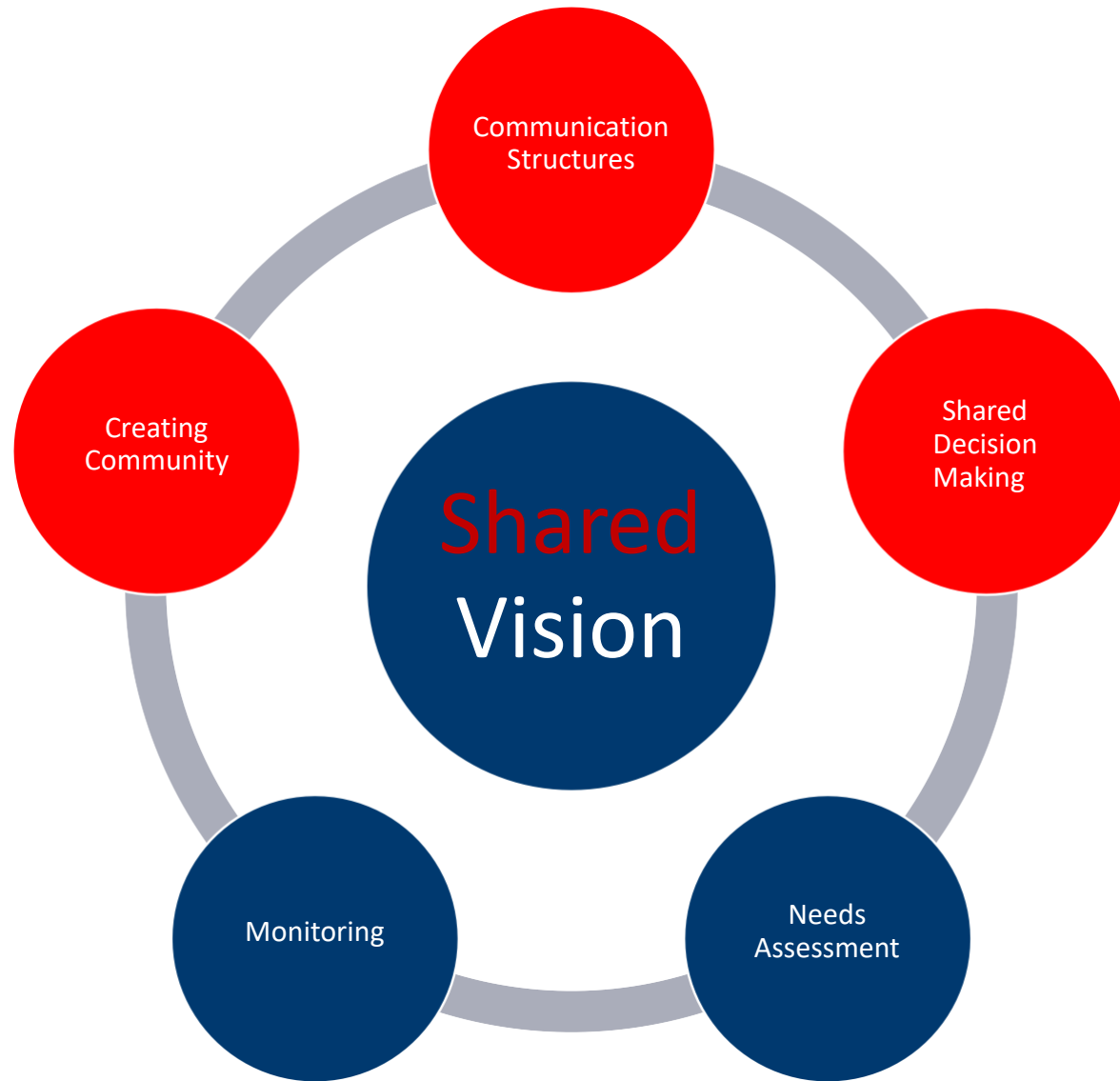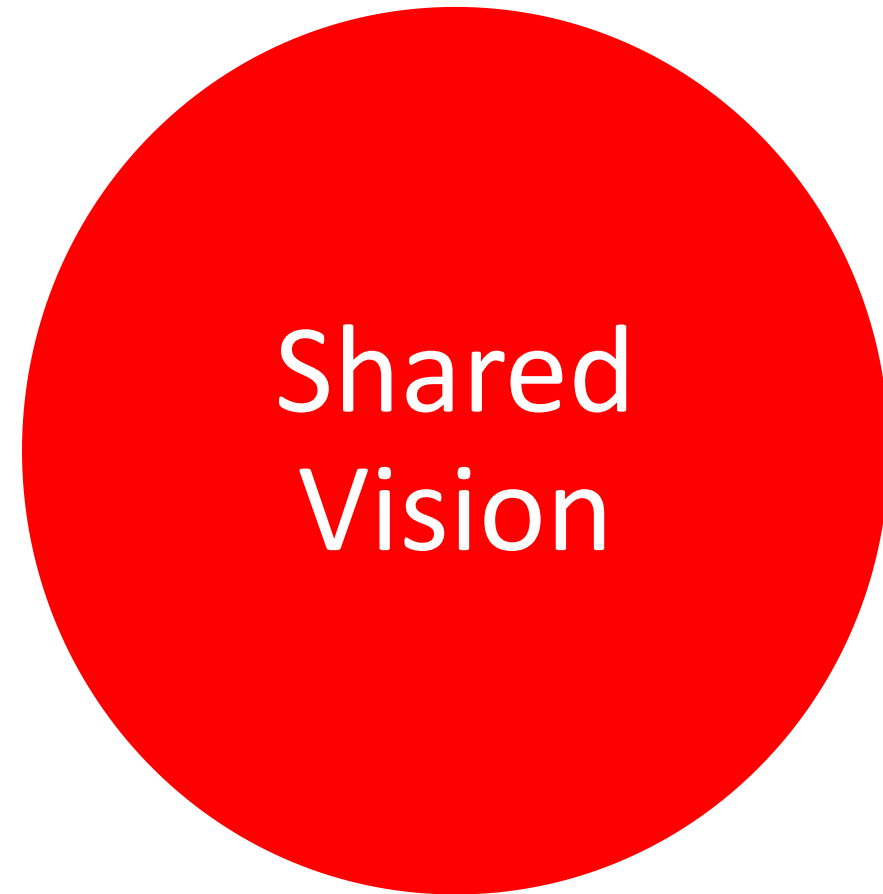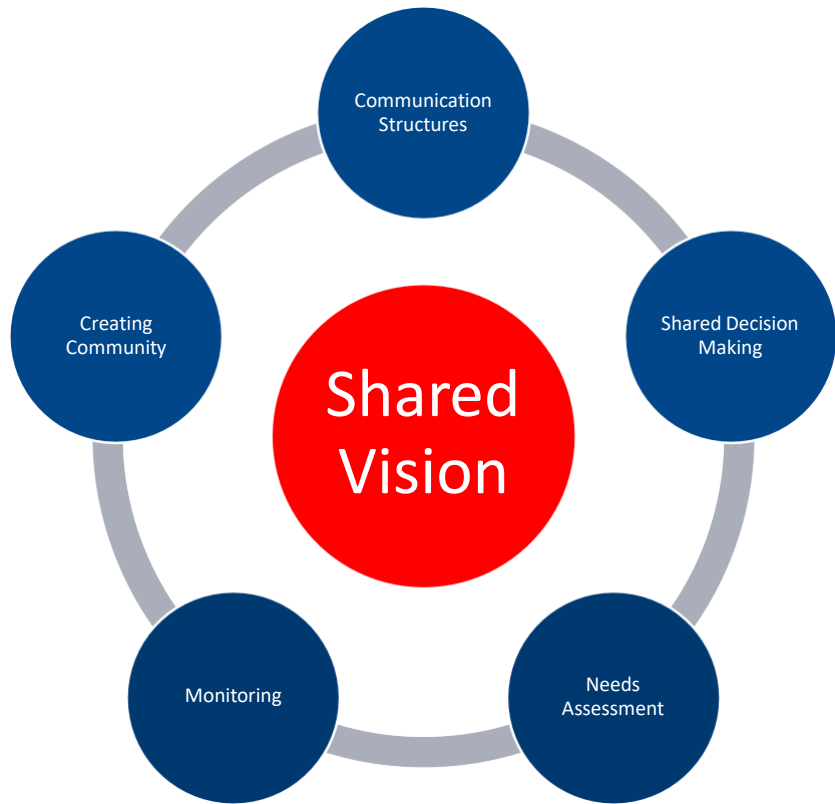
How vision connects to other elements

Common vision elements

Whole child support
- Specific note of whole child support, expanding support to families and non-academic related growth

Academic or arts focus
- Specific note of supporting academic growth or expanding arts related opportunities

Improved connection to school
- Most common in high schools, often related to attendance or improving student trust in school staff

Welcoming safe environment
- Specific mention of focus on safety and providing a welcoming environment
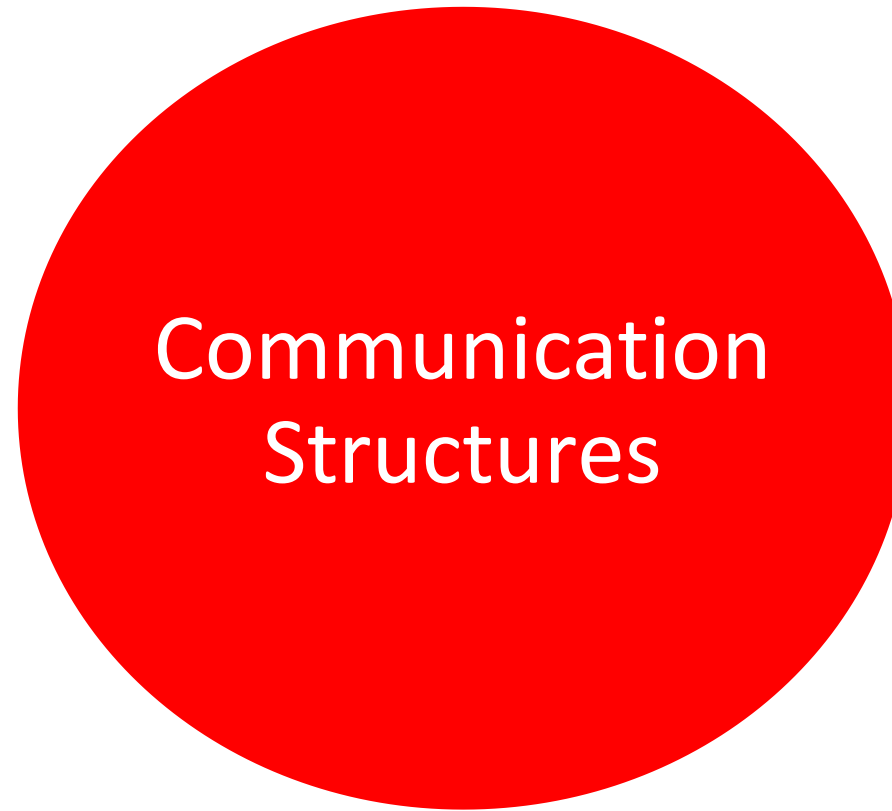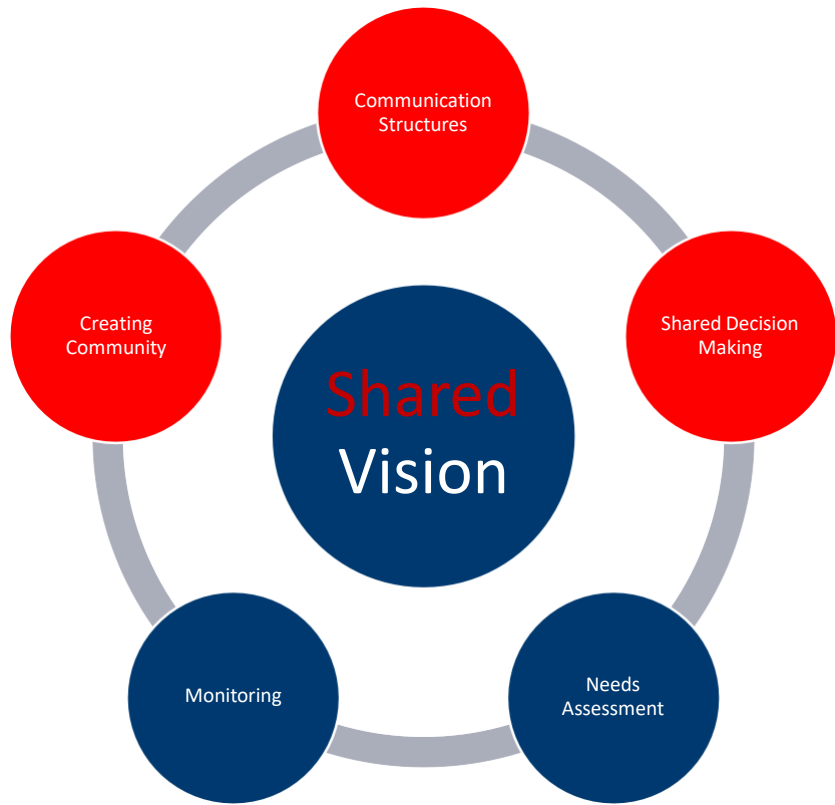
Community hub
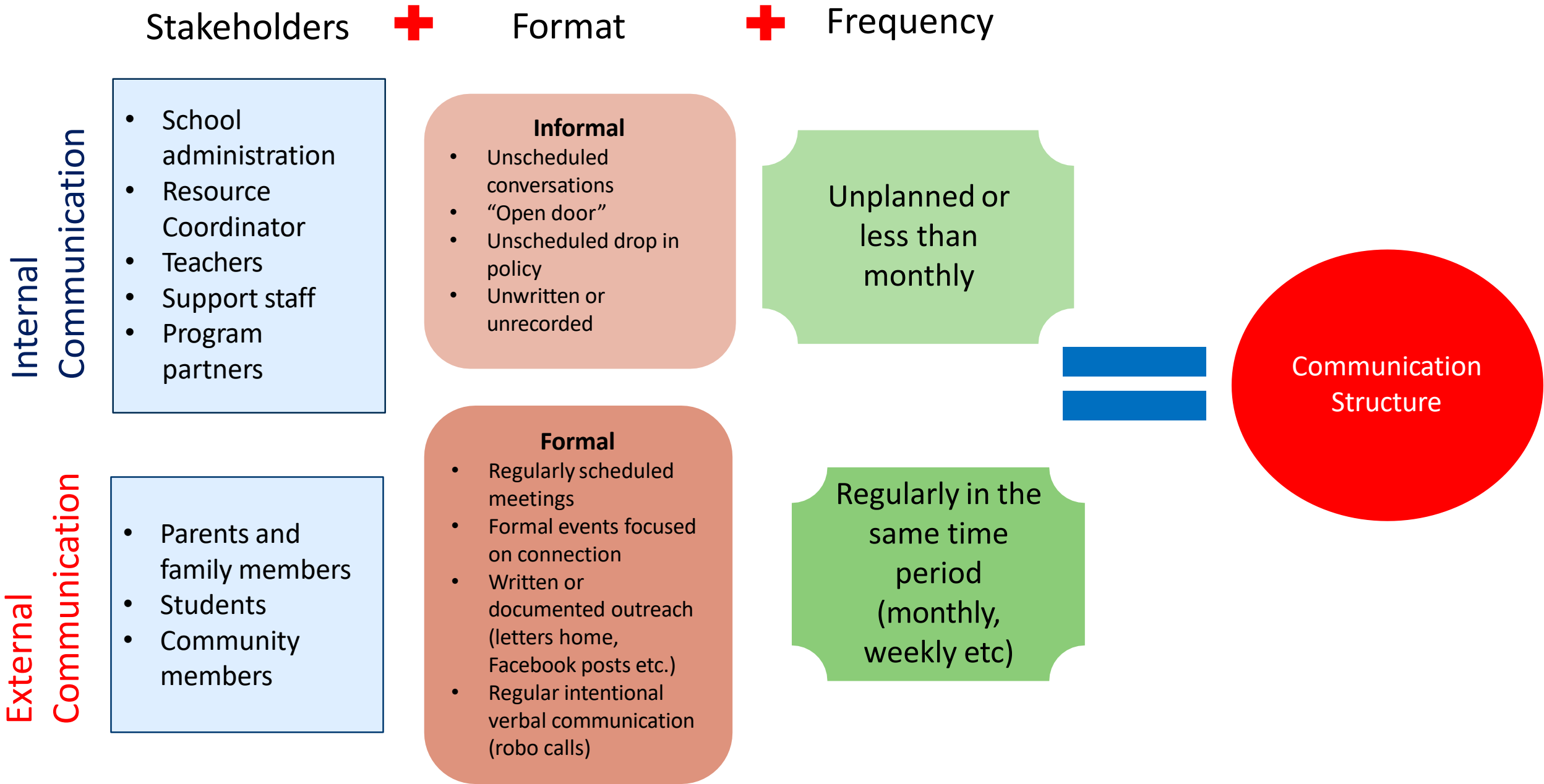- Wanting to become a hub of activity for the community at large

High quality programing
- Noted focus on providing high quality programing

Increased community connection
- Differs from community hub, often oriented at improving relationships with the community

Stakeholders ✚ Format ✚ Frequency

Internal Communication

Stakeholders
- School administration
- Resource Coordinator
- Teachers
- Support staff
- Program partners

Informal
- Unscheduled conversations
- "Open door"
- Unscheduled drop in policy
- Unwritten or unrecorded

Frequency
Unplanned or less than monthly

External Communication

Stakeholders
- Parents and family members
- Students
- Community members

Formal
- Regularly scheduled meetings
- Formal events focused on connection
- Written or documented outreach (letters home, Facebook posts etc.)
- Regular intentional verbal communication (robo calls)

Frequency
Regularly in the same time period (monthly, weekly etc)

= **Communication Structure**

Communication structures: A continuum

Less developed

Largely unplanned/informal	Limited in scope or frequency	Usually only internal formal communication

Moderately developed

Some planned regular communication	Frequent intentional communication with few stakeholders	Some formal and informal communications	Inconsistent outreach to parents

Well developed

Planned frequent communication internally and externally	Intentional engagement with all stakeholder groups	Formal and informal communication consistent	Multiple methods of communication

Primary decision-making models
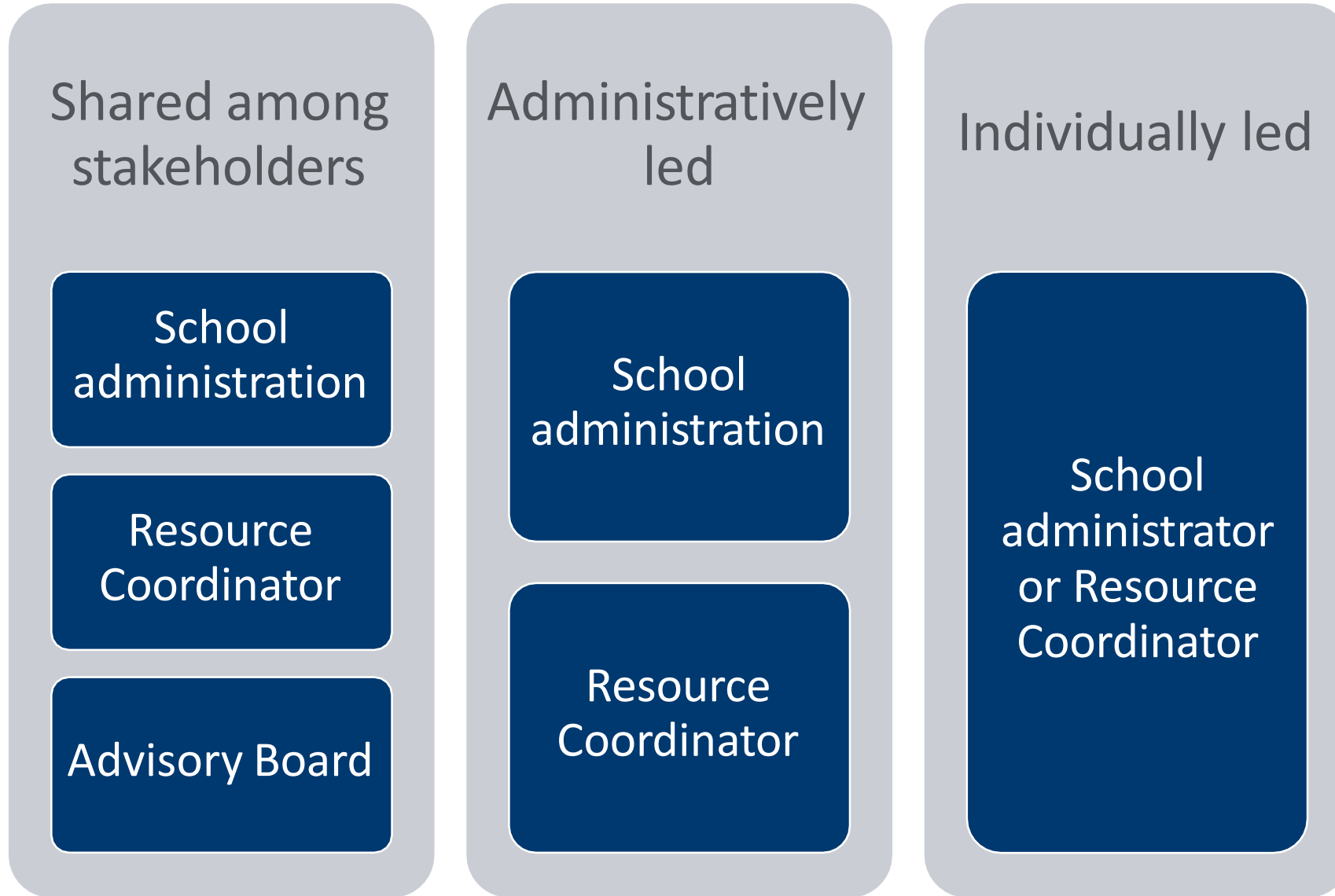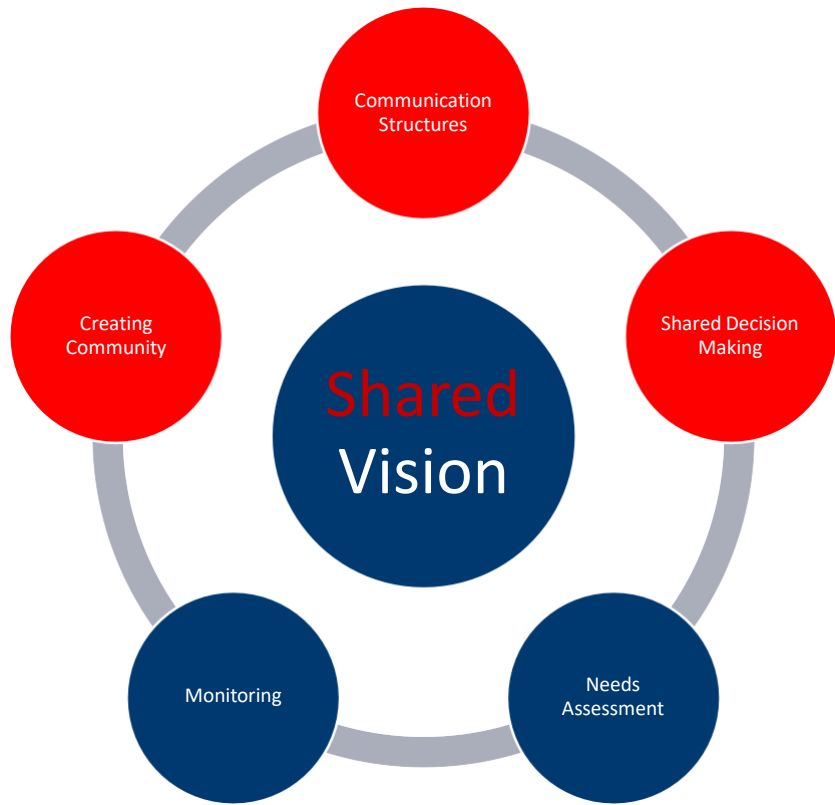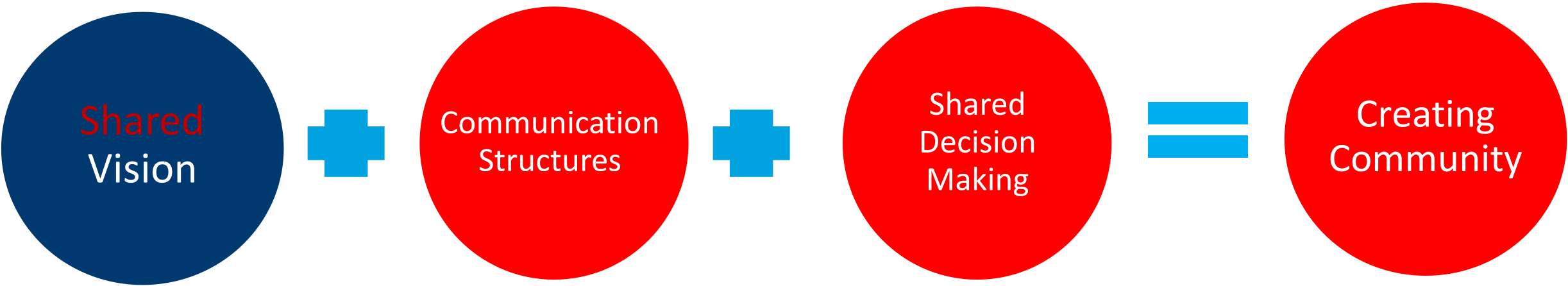
Shared among stakeholders	Administratively led	Individually led
School administration	School administration	School administrator or Resource Coordinator
Resource Coordinator	Resource Coordinator	
Advisory Board		

Shared Vision + Communication Structures + Shared Decision Making = Creating Community

"It is constantly changing. Implementation every year looks slightly different based on the students we have in front of us, and their needs, and our staffing capacities, but also just because we're constantly trying to make it better, right? So some things work really well the first time around, and sometimes they do not, and we don't have a problem saying this this is not working. We need to stop, and kind of regroup, and shift what we're doing, so it's a forever cycle."
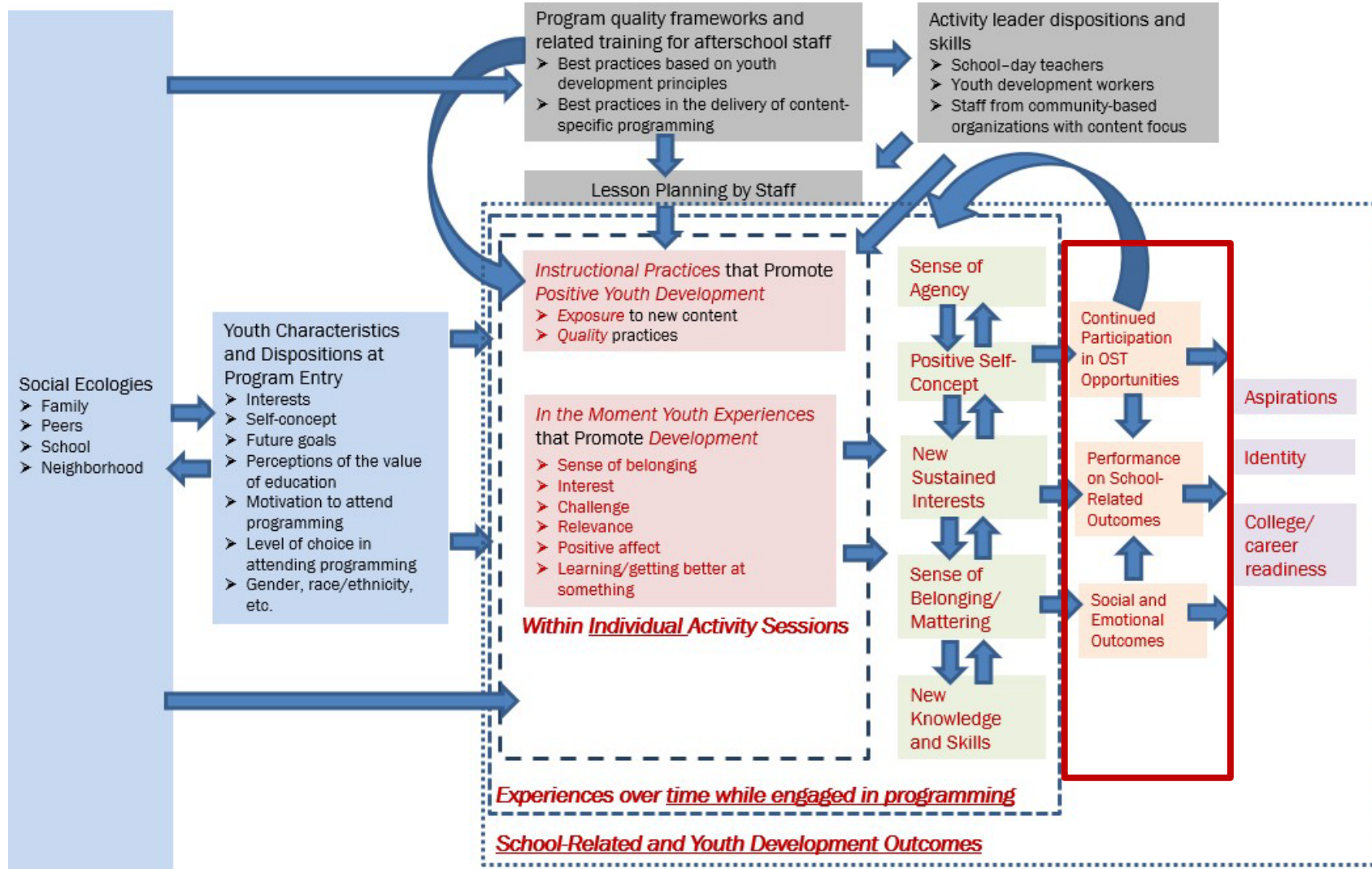
~ School Principal

The Impact of CSI on Chicago Public School Students

Please respond to the Zoom poll:

What outcomes do you think community schools are particularly well-positioned to support, but are particularly challenging to measure (please check all that apply):
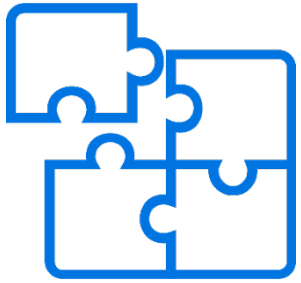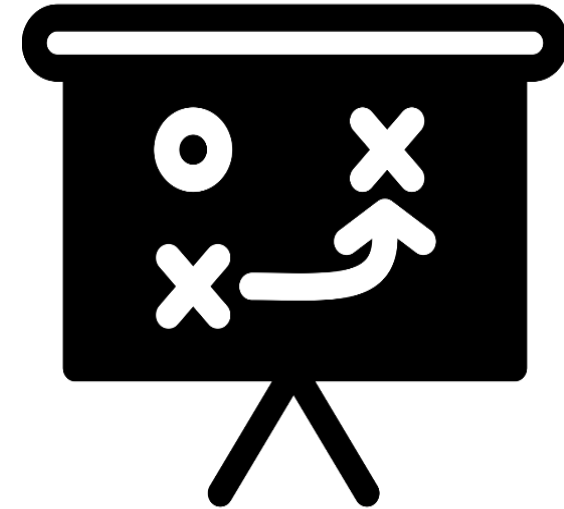
AIR's Afterschool Conceptual Framework

Impact Analysis Strategy

- Impact analyses by cohort
  - Define CSI dosage threshold
  - Propensity score matching
  - School-based outcomes

- Higher implementing sample
  - Whole school reform effort
  - Comparative interrupted time series
  - School-based outcomes

- Assess youth development outcomes
  - Youth survey

2015 Cohort Impact Analysis

What impact did **participation in CSI** programming for **120 hours or more** during the 2016-17 and 2017-18 school years have on a series of school-related outcomes **compared to similar students** enrolled in CSI schools **not participating** in programming?

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Participant and Comparison Groups

- Participant Group
  - 1,531 students (or approximately 64 students per average per school)

- Comparison Group
  - Students attending a CSI-funded school associated with the FY13 and FY15 cohorts (45 schools in total) that did not participate in CSI programming during the 2016-17 and 2017-18 school years
  - 6,532 students

Outcomes Examined by Grade Level

Outcomes	Grade Levels		
	K-3	4-8	9-12
Academic performance			
Annual grade point average	X	X	X
NWEA MAP – Reading RIT scores		X	
NWEA MAP – Math RIT scores		X	
School-related behaviors			
Percentage of school days attended	X	X	X
Number of misconducts	X	X	X
5Essential survey scales			
Peer support for academic work		X	X
Student-teacher trust		X	X
Academic engagement		X	X
Emotional health		X	X
Human & social resources in the community		X	X
Rigorous study habits		X	X
Psychological sense of school membership		X	X

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1 Impacts on Academic Achievement

Positive and significant impact on annual GPA for all grade levels

- Students in the treatment group had an annual GPA that was 0.12 to 0.26 grade points higher than students in the comparison group
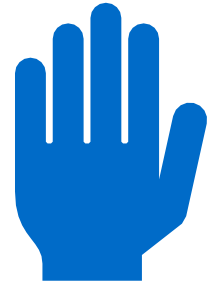
Positive and significant impact on both reading and mathematics MAP scores

- For reading, the effect of participating in CSI programming for 120 hours or more was 0.11 standard deviations
- For math, the effect was .20 standard deviations.

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2 Attendance and Misconducts

Positive and significant impact on school-day attendance for both students in grades K-3 and 4-8

➢ Program impacts resulted in a 1.22 to .87 percentage point increase in days attended respectively for students in grades K-3 and 4-8

Participation associated with significantly fewer school-day misconducts for students in grades K-3 and 4-8

➢ Program impacts resulted in 0.34 to 0.95 fewer misconducts respectively for students in grades K-3 and 4-8
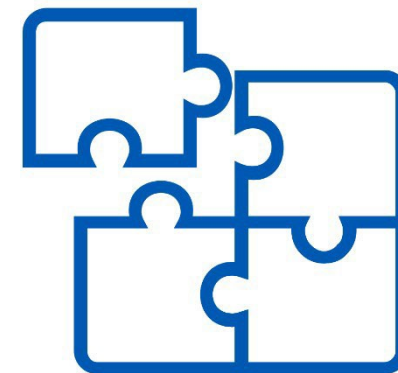
3 5Essential Survey Scales

Significant and positive effects were found in relation to the psychological sense of school membership scale for students in grades 4-8 and 9-12

Significant and positive impact on scores associated with the academic engagement scale for students in grades 9-12

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Caveats

⊘ Some schools more heavily represented in the treatment population

⊘ Exclusion of non-matched students

⊘ Some analyses likely underpowered to detect effects

⊘ Impact of unobservable characteristics

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Next Steps

Examine what strategies especially high performing schools are using to get and keep youth engaged in CSI programming over time
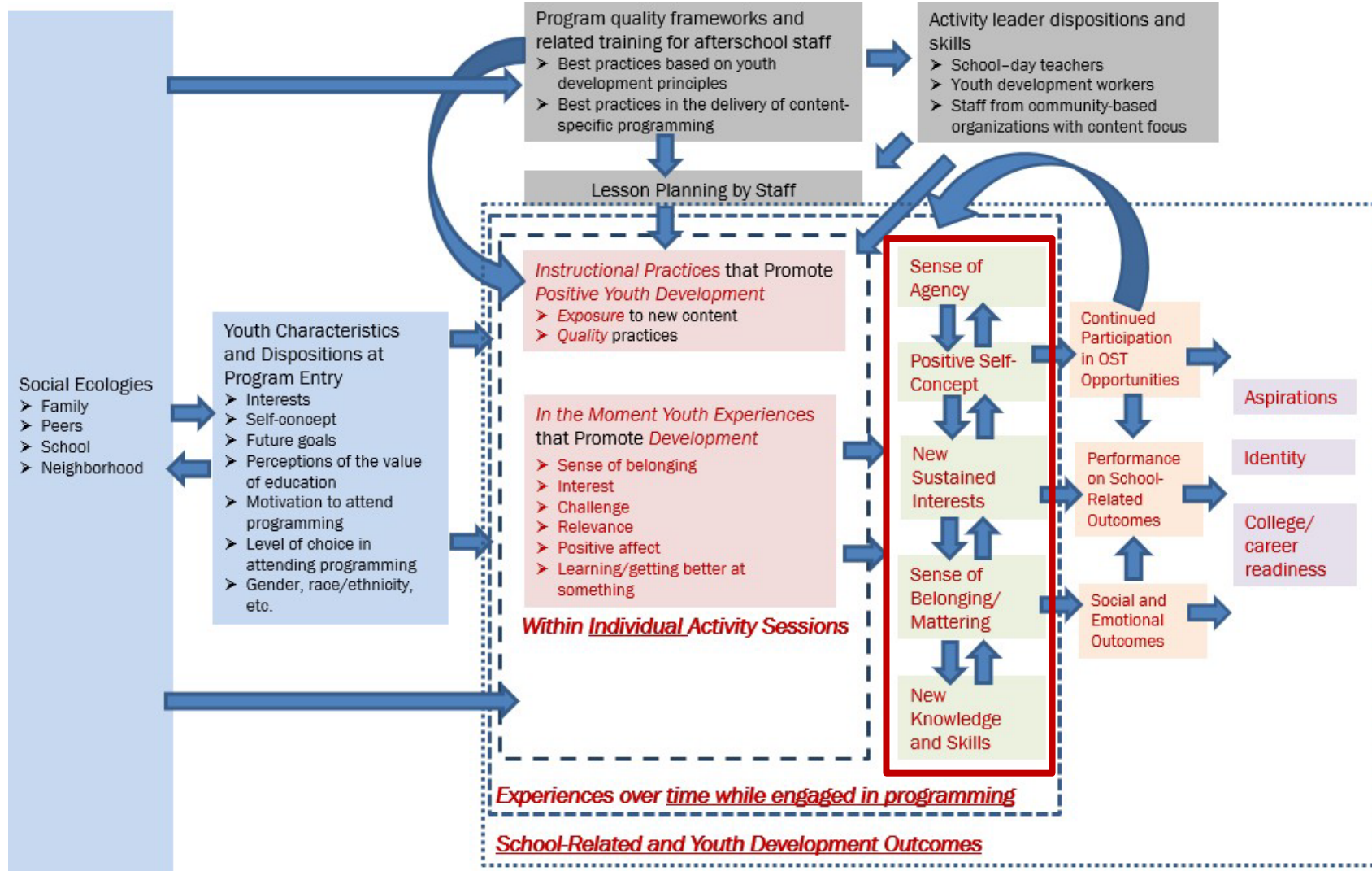
Study schools overrepresented in the treatment sample in terms of what key experiences youth may be having while participating in programming that may be supporting the outcomes identified

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Youth Development Outcomes
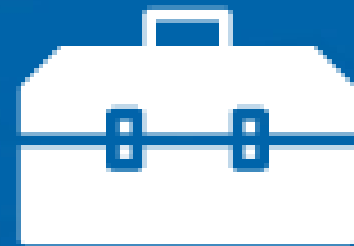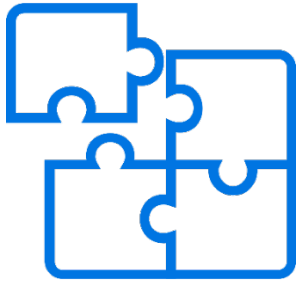
AIR's Afterschool Conceptual Framework

Youth Development Experiences & Outcomes Measurement

Youth Motivation and Engagement Survey

- Opportunities for agency

- Positive interactions with activity leaders

- Positive interactions with other youth

- Skill-building experiences

- Self-reported impact

Student Self-Reported Impact

This program has helped me…	Top Three SP 18	Top Three SP 19
a) Make new friends	44.0%	43.8%
b) Feel good about myself	34.0%	42.6%
c) With my confidence	28.7%	32.4%
d) Find out what I like to do	23.3%	28.3%
e) Find out what I'm good at doing	30.0%	27.6%
f) Discover things I want to learn more about	23.3%	26.5%
g) Think about what I might like to do when I get older	26.0%	22.1%
h) Learn things that will be important for my future	30.7%	20.2%
i) Find out what is important to me	16.7%	17.6%
j) Think about the kinds of classes I want to take in the future	22.7%	16.5%
k) Learn things that will help me in school	19.3%	10.7%
l) Feel good because I was helping my community	12.0%	9.6%
m) Learn about things that are important to my community	12.0%	8.5%

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Key Findings

A. Sustained enrollment in CSI programming across two school years positively associated with a variety of school-related outcomes

B. More immediate student-reported impacts associated with:
- New friendships
- Supporting a positive self-concept
- Development of new interests
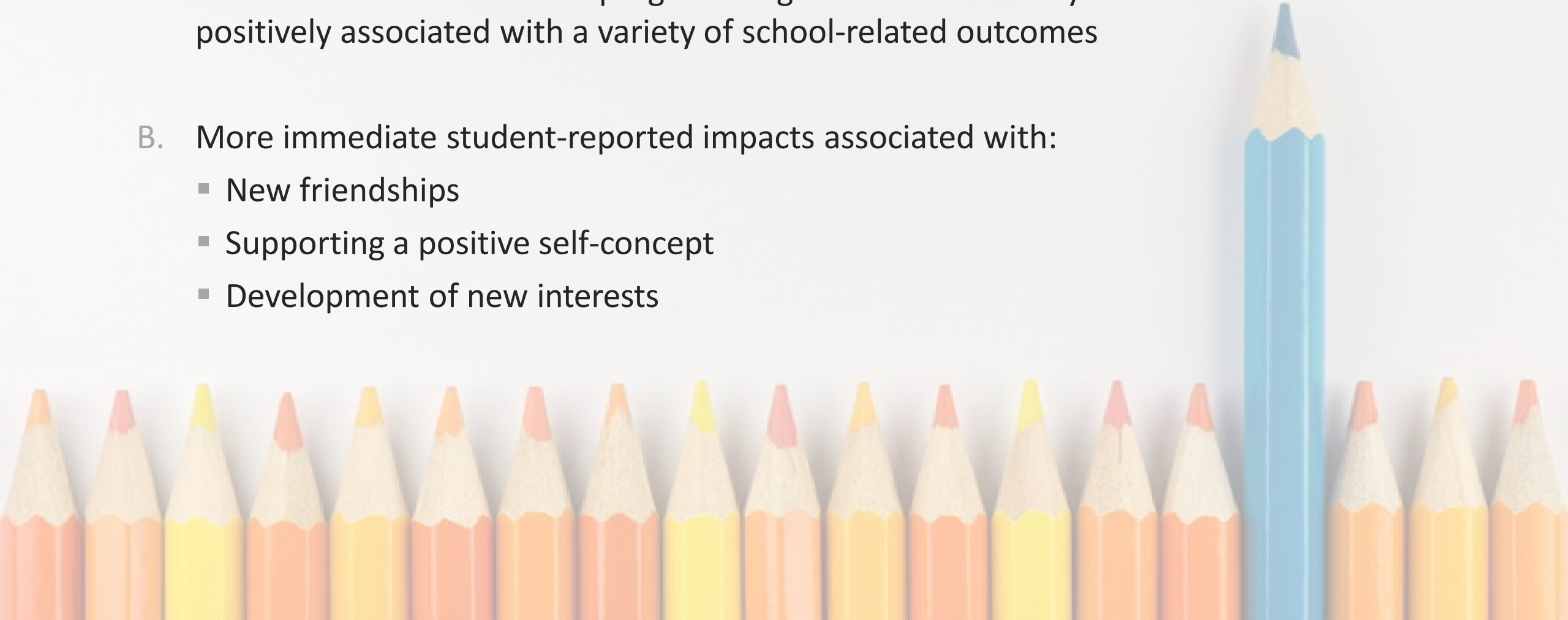
Community Schools Initiative in Chicago Public Schools: Reflections from the district

- What have been the biggest successes and challenges in supporting the implementation of CSI?

- What do you see as the key components or strategy that really makes the initiative successful in CPS?

- What do you feel is the contribution of having an ongoing evaluation of CSI in implementing CSI across the district?

- What are some of the challenges facing the district now, while continuing to implement CSI in the time of COVID-19?

- From the district perspective what are you most focused on next year as you adjust to the "new normal"?

QUESTIONS?

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THANK YOU

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