The Evaluation of Elev8 Chicago

Data Friday Presentation
May 13, 2016

Chapin Hall at the University of Chicago
Policy research that benefits children, families, and their communities
Many thanks to...

- Chris Brown and other LISC staff
- All current and former:
  - Site directors
  - Principals
  - Staff of lead agencies
  - Staff of partner agencies
  - Elev8 parents and students
- Current and former Chapin Hall evaluation team members
- Atlantic Philanthropies
Outline

• What is Elev8?
• Chapin Hall’s role
• What was Elev8 expected to accomplish?
• What has Chapin Hall found so far?
  – Implementation study
  – Outcomes study
• Reflections and discussion
What is Elev8?

Elev8 was designed to bring together schools, families and other community partners in low-income areas to help students succeed in high school and beyond.

Elev8’s 4 Pillars:

- Extended Learning
- Health
- Student, Parent and Community Engagement
- Family Economic and Social Supports
Where is Elev8?

- National Funder: Atlantic Philanthropies
- Elev8 Sites:
  - Baltimore, MD
  - Chicago, IL
  - Oakland, CA
  - New Mexico
- Local Coordinator: LISC
- Local Sites:
  - Logan Square
  - Chicago Lawn
  - Pilsen
  - Auburn Gresham
  - Quad Communities
- Schools:
  - Ames
  - Marquette
  - Orozco
  - Perspectives
  - Reavis
- Health Providers:
  - Prime-Care
  - Esperanza
  - Alivio
  - UIC
  - Near North
Selected teams come from across Chicago
Designing and effectively evaluating social programs involves tradeoffs:

- Comprehensiveness
- Flexibility
- Simplicity
- Focus
Chapin Hall’s Role

• Implementation Study
• Data Consultation
• Support for National Evaluation
• Outcomes Study
• Transition to High School Study
• SBHC Study
## Elements of Logic Model

<table>
<thead>
<tr>
<th><strong>Inputs</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Proximal effects</strong></th>
<th><strong>Distal effects</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>Integrated planning process</td>
<td>Student participation</td>
<td>Student success through middle school</td>
</tr>
<tr>
<td>Lead Agency</td>
<td>After-school programs</td>
<td>Parent participation</td>
<td>Student success in high school and beyond</td>
</tr>
<tr>
<td>School partner</td>
<td>SBHC</td>
<td>Organizational integration</td>
<td>Parent financial stability</td>
</tr>
<tr>
<td>Financial support partner</td>
<td>Parent economic counseling</td>
<td>Satisfaction</td>
<td>Parent investment in youth education</td>
</tr>
<tr>
<td>Health center expertise</td>
<td>Parent engagement in school</td>
<td>Improved health care practices</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Evolving emphasis and data priorities

Pillars of Elev8

- Academic/Extended Day
- Health
- Student, Parent and Community Engagement
- Family Economic and Social Supports

Long-term goal

Helping children succeed in high school and beyond

Data emphasis & measures?

- Integration
- Parent and community organizing
- Early Warning Indicators
- Student academic outcomes in middle school
- Student transitions to high school
- Program quality

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Implementation Study

Governance Findings

• LISC and the lead agencies played critical roles in leading and sustaining Elev8.

• Engaging partners was challenging as funds diminished.

• School staff remained in charge of what happened in the school building.
Implementation Study
Academic/Extended Day Program Findings

- Academic/extended day programs engaged a significant number of students even as funding declined.

- Elev8 sites worked to engage students less likely to participate in Elev8 activities.
Implementation Study
Health Center Findings

- School-based health centers worked best when well-integrated into the school.
- Regular health committee meetings and health coordinators boosted integration.
- Health centers benefitted from a wide range of support.
Implementation Study
Family Engagement Findings

• Using a wide range of strategies, sites were successful in engaging a small group of parents.

• Trust and privacy concerns prevented many parents from taking advantage of family support services.
Outcomes Study: Research Questions

Within Elev8 schools…

- Do students who participate in Elev8 OST have better outcomes than similar students who don’t participate?

- Do students who participate more often do better than those who participate less?
Methods

- Weaker
- Stronger
- Strongest

Elev8 Participation

Attendance
Methods

- Weaker
- Stronger
- Strongest

- Attendance
- Elev8 Participation
- Test Scores
- Special Education Status
- Race
- Mobility
- Grade Level Retention
- English Language Learner
- Gender

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Weaker

Stronger

Strongest

Methods

Elev8 Participation

Test Scores

Special Education Status

Mobility

Grade Level Retention

English Language Learner

Unmeasured Variables

Attendance

Gender

Race

Grade Level

Retention

English Language Learner

Unmeasured Variables

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Attendance in Middle School
additional percentage points for Elev8 participants (vs. non-participants)

<table>
<thead>
<tr>
<th>Method</th>
<th>Weaker</th>
<th>Strongest</th>
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</thead>
<tbody>
<tr>
<td>Ordinary Least Squares (Without controls)</td>
<td>+3.7 Days</td>
<td>+1 Day</td>
</tr>
<tr>
<td>Fixed Effects With Controls</td>
<td>2.11</td>
<td>0.57</td>
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</table>
Attendance in Middle School
average rate for participants vs. non-participants by grade

- **6th Grade**
  - OST Participants: 94.9%
  - Non-Participants: 94.6%

- **7th Grade**
  - OST Participants: 94.5%
  - Non-Participants: 94.5%

- **8th Grade**
  - OST Participants: 94.0%
  - Non-Participants: 92.9%

+2 Days

OST Participants
Non-Participants

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Behavior in Middle School
odds of misconduct for Elev8 participants (relative to non-participants)

- No Reduction: 1
- Actual Reduction: 0.68
- Reduction to Half: 0.5

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Attendance in 9th Grade
average rate for participants vs. non-participants

90.8%

OST Participants

87.3%

Non-Participants

+ 6 Days

Stronger
Attendance in 9th Grade
average rate (%) as hours of Elev8 attendance increase

<table>
<thead>
<tr>
<th>Hours of Elev8 OST Participation</th>
<th>87.34</th>
<th>88.49</th>
<th>90.01</th>
<th>91.15</th>
<th>92.29</th>
<th>94.72</th>
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<tbody>
<tr>
<td>None</td>
<td>+ 2 Days</td>
<td>+ 5 Days</td>
<td>+ 7 Days</td>
<td>+ 9 Days</td>
<td>+ 13 Days</td>
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Outcomes Study: Next Research Questions

Do students in Elev8 schools do better in middle school than students in similar, non-Elev8 schools?

Are students who have attended Elev8 schools more likely to be on track to graduate in 9th grade, compared to students who have attended similar, non-Elev8 schools?
Selecting Schools for Comparison

Goal

- To select schools that are as similar to Elev8 schools as possible

Criteria

- Geographic proximity (within 3 miles)
- Enrollment levels, school year 2004-05 (grades 6-8)
- History of ISAT scores, school year 2003-04 to school year 2007-08
- ISAT scores in 2007-08
## Comparison Schools

<table>
<thead>
<tr>
<th>Ames</th>
<th>Reavis</th>
<th>Orozco</th>
<th>Marquette</th>
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<tbody>
<tr>
<td>SPENCER TECH</td>
<td>GRAHAM ES</td>
<td>HAINES ES</td>
<td>COLUMBIA EXPLORERS</td>
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<tr>
<td>YATES ES</td>
<td>HOLMES ES</td>
<td>SHIELDS ES</td>
<td>HEDGES ES</td>
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<td>CARSON ES</td>
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- The analysis will compare students at the 4 (non-charter) ELEV8 schools with students at the 9 non-ELEV8 schools.
Reflections: strengths of the evaluation

• Strong partnership with LISC
  – Support for evaluation activities
  – Value placed on evaluation
  – Openness to findings
  – Feedback/actionable knowledge (two-way)

• Deep knowledge of implementation and site characteristics

• Longitudinal data on outcomes
Reflections: challenges and limitations

• Changing priorities of Atlantic Philanthropies
• Variation in programming across sites
• Reductions in programmatic funding
• Difficulty in identifying comparison schools
• Mismatch between available and desired data
For discussion...

• What impacts of Elev8 are not reflected in the data?
• How can organizations make best use of data?
• Other questions?