Chicago Public Schools Sustainable Community Schools Initiative

Findings From an Initial Examination of Initiative Impact

Neil Naftzger, PhD, Matthew Vinson, and Andrew Swanlund, PhD

OCTOBER 2021

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Introduction

Starting during the 2018–2019 school year, Chicago Public Schools (CPS), in collaboration and partnership with the Chicago Teachers Union (CTU), began providing district funding to support the implementation of the Sustainable Community Schools (SCS) Initiative at 20 district schools. The purpose of the SCS initiative is to provide approximately $400,000 to $500,000 in additional funding to participating schools annually to support the implementation of a comprehensive community schools model. This model uses six pillars to guide how each school operates:

1. Adoption of curricula that are engaging, culturally relevant, and challenging
2. An emphasis on high-quality teaching, as opposed to a focus on preparing students for high-stakes testing
3. Provision of wraparound supports and opportunities, including after-school and summer learning programming
4. Adoption of positive discipline practices, with an emphasis on restorative justice and social and emotional learning supports
5. Authentic parent and community engagement
6. Inclusive school leadership

Implementing the six pillars is envisioned as a way to help transform schools to better support a variety of short- and long-term outcomes associated with whole child development and enhance the relationship between schools and the families and communities they serve.

In spring 2021, CPS contracted with the American Institutes for Research (AIR) to conduct a preliminary impact analysis into how SCS funding may have supported improvement in a series of school-related outcomes during the initial 3 years of SCS implementation. This report details findings from this initial set of analyses and provides information about how participating schools went about expanding the domain of activities and services provided to students and their families during the 2018–2019, 2019–2020, and 2020–2021 school years.

Although noted throughout the report, we believe it is critical to acknowledge that the SCS implementation period examined in this report overlapped with one of the most challenging periods in our nation's history. This period included the COVID-19 pandemic, racial justice demonstrations sparked by the murder of George Floyd, and a CPS teacher's strike that resulted in school closures in the fall of 2019. These events undoubtedly affected efforts to implement the SCS model, as well as the data used to undertake the analyses described in this report. As a

result, we encourage the reader to be exceptionally cautious when interpreting the results outlined in this report given the likelihood that implementation and outcome measurement were substantially influenced by these larger events.

Community Schools in Chicago and the SCS Model

CPS began providing SCS funding with the onset of the 2018–2019 school year. CPS and CTU worked together to identify an initial list of 137 district schools based on school demographic and performance data characterized by underserved populations that could especially benefit from SCS funding. Schools on this initial list were invited to attend informational sessions about the SCS initiative. Next, a subset of schools that demonstrated substantive interest in the initiative were invited to submit formal applications for funding. Ultimately, 20 schools were selected to receive SCS funding.

Efforts to implement community schools have a long history in Chicago. Since 2003, CPS has relied on funding from the 21st Century Community Learning Centers (21st CCLC) program administered by the Illinois State Board of Education (ISBE) to support the adoption of the community schools model under the auspices of the Community Schools Initiative (CSI). 21st CCLC funding supports schools in providing after-school and summer learning programming and activities and services designed to enhance student and family engagement and well-being. CPS has also used 21st CCLC funding for CSI resource coordinators in each school receiving grant funding. Resource coordinators are responsible for implementing 21st CCLC grant-supported programming, building relationships with families and the community to identify service and opportunity gaps, and working to fill those gaps through relationships with other service providers. CSI resource coordinators are typically employed by a community-based organization serving as the lead partner at a given school. CSI schools typically receive about $130,000 to $150,000 annually in 21st CCLC funding.

CPS adopted the CSI Implementation Framework to help guide this work (Exhibit 1). CPS also supported new 21st CCLC-funded schools in navigating the framework by providing trainings on the CSI model and an annual self-assessment process aligned with the framework. This process is designed to help schools understand key components of the framework and the progress being made in implementing the CSI strategy.

Among the 20 schools receiving SCS funding, most are receiving 21st CCLC funding in addition to SCS support, either through 21st CCLC grants held by the district directly (these schools are referred to as CSI schools) or through grants received by community-based organizations serving one or more SCS-funded school (these schools are identified as CSIx schools by the

district and operate independent of the CSI framework outlined in Exhibit 1). Exhibit 2 includes a list of each SCS school and information about if and when each school received 21st CCLC funding. As shown in Exhibit 2, 17 of the 20 SCS schools received or are currently receiving 21st CCLC funding across four 21st CCLC funding cycles. In this sense, most schools receiving SCS funding had some exposure to the community schools model before receiving SCS funding, providing after-school and summer learning programs in particular with 21st CCLC funding.

Exhibit 1. Community Schools Initiative Implementation Framework

Exhibit 2. List of SCS-Funded Schools Also Receiving 21st CCLC Funding by Cohort

FY13 Cohort	FY15 Cohort	FY19 Cohort	FY21 Cohort
CSI Schools • Morrill	**CSI Schools** • Spencer • Fenger HS • Uplift HS	**CSI Schools** • McCormick	
CSIx Schools • Stevenson • DePriest	**CSIx Schools** • Farragut HS • Kelly HS • Richards HS • Schurz HS • Steinmetz HS* • Beidler • Cameron	**CSIx Schools** • Metcalfe • Dyett Arts HS	**CSIx Schools** • Brighton Park

Note. The three remaining SCS schools not listed in this exhibit because they have not received 21st CCLC funding are Drake, Fort Dearborn, and Yates. CCLC = 21st Century Community Learning Centers; CSI = Community Schools Initiative; CSIx = Community Schools Initiative where CPS is not the 21st CCLC grantee; FY = fiscal year; HS = high school; SCS = Sustainable Community Schools.
*Steinmetz High School is no longer providing 21st CCLC-funded programming.

In addition to increased funding, SCS is different from the 21st CCLC-funded CSI in that it focuses on whole school transformation in accordance with a set of defined principles (see sidebar).

SCS Principles

- Racial justice and equity
- Transparency and trusting relationships
- Self-determination and governance
- Building from community strengths, community wisdom, and data/best practice/evidence
- Shared leadership and collaboration
- Student success and community transformation
- Reflective learning culture
- Whole-child approach to education

In implementing the SCS model, schools receiving SCS funding use these resources to

- Hire an SCS resource coordinator who is employed by a community-based organization that serves as a lead partner to support the implementation of the SCS model. This resource coordinator position is critical to model implementation and ensures the efficient identification and coordination of activities and services funded by SCS and those supported through other funding streams available at the participating schools.
- Support the provision of additional after-school and summer learning programs and activities and services to support parents and families and promote family engagement. This may include providing clinical health and mental health services, a food pantry, and related emergency assistance. Many of these supports and opportunities are provided through additional leveraged partnerships with community providers, which are developed by the SCS resource coordinator.
- Support positions and resources related to implementing restorative justice practices and providing social and emotional learning (SEL) supports, as well as positions that facilitate the instructional program of the school or address gaps in areas like art and music.
- Provide professional development to school staff around curricula, teaching, restorative justice, and inclusive leadership.

The SCS resource coordinator is also tasked with convening and facilitating an SCS leadership team comprised of a variety of stakeholders from the school and community in a manner that represents the shared leadership and collaboration principles undergirding the SCS model.

Overall, compared with the 21st CCLC-funded CSI model, SCS funding is expected to be used to provide a more comprehensive set of supports and opportunities to students and their families and enhance the school-day instructional program. Additionally, the funding for SCS is substantially higher ($400,000 to $500,000 per school per year) to implement the model, compared with 21st CCLC funding, which totals $130,000 to $150,000 per year per school.

Evaluation Questions

This report addresses the following evaluation questions. For each question, the evaluation sought to determine how the provision of SCS funding was associated with changes in activity and service provision at SCS schools and what impact SCS support may have had on a series of school-related student outcomes across the 2018–2019, 2019–2020, and 2020–2021 school years.

1. How did the service and activity infrastructure change at schools once SCS funding was received? How did these changes compare to other candidate schools that did not receive SCS funding?
2. Who was served in activities and services provided with SCS funding? To what extent were students engaged in activities and services where improvement on academic or behavioral outcomes was warranted?
3. Were there notable trends in student outcomes among specific SCS schools with the onset of SCS implementation?
4. What effect did receipt of SCS funding have on student outcomes relative to similar schools not receiving SCS funding?

AIR examined quantitative data to answer each of these questions, with a particular emphasis on data maintained in CPS's data warehouses and data on activity and service provision collected in Cityspan, a web-based data collection system that tracks after-school, summer, and family engagement activities and events.

The methods used to address evaluation questions 1–3 were descriptive, while evaluation question 4 was assessed by employing a comparative interrupted time series (CITS) design, with comparison schools drawn from the 117 schools that were originally considered as eligible for the receipt of SCS funding by CPS and CTU but which ultimately did not receive funding.

Time Series Design

A comparative interrupted time series (CITS) study design (Bloom, 2003; Shadish et al., 2002) is one of the most rigorous methods for establishing program impact when an experimental study is not possible. The research design uses the preintervention trend line of an outcome variable (e.g., reading assessment scores) as a comparison for the outcome measurements obtained after the intervention is implemented. Following the intervention, changes in the overall level of the outcome or its slope over time provide evidence about whether the SCS initiative is having an impact on key school outcomes.

This reliance on quantitative data has ramifications for evaluation question 1, which is limited to examining how after-school, summer learning, and family engagement activities and events changed with the onset of SCS funding in 2018–2019. Additional information regarding the implementation of the SCS model, such as

progress made in developing key relationships among school stakeholders, the adoption of culturally relevant curricula and restorative justice practices, or perceived changes in the power dynamics at a given school is not addressed in this report. In addition, this report does not address perceived outcomes from key school stakeholders, since they are not currently measured by the data available from the CPS data warehouses and related systems. Issues related to SCS implementation and an examination of a wider domain of school, student, and family outcomes are being addressed in two implementation-related studies:

1. A study undertaken by researchers from the University of Wisconsin-Milwaukee in the spring of 2021 based on data collection activities undertaken at three SCS-funded schools
2. A study to be undertaken by AIR during the 2021–2022 school year that will involve the collection of interview and focus group data from all 20 SCS schools

In this sense, the analyses summarized in this report only provide a partial description of both how SCS was implemented and the associated student and family outcomes.

In conducting the analyses described in this report, data quality was a concern on several fronts:

- Schools with CSIx funding (i.e., 21st CCLC grants not held by the district) sometimes reported activity and participation data related to 21st CCLC-funded programming in Cityspan, but by and large, they did not. This made it difficult to understand how much additional participation in after-school and summer programming took place with the onset of SCS funding, which affected our capacity to accurately answer evaluation questions 1 and 2.
- The onset of the COVID-19 pandemic and move to remote learning affected a number of student outcomes, including grades (noticeable grade inflation in the last two marking periods of the 2019–2020 school year), assessment results (no useable NWEA MAP assessment results after the winter administration during the 2019–2020 school year), disciplinary incidents (dramatic declines associated with the onset of remote learning), and school attendance (a change in what school attendance meant). Each of these changes made it more difficult to accurately gauge how SCS funding may have contributed to student outcomes in relation to evaluation questions 3 and 4.
- Data on other facets of the provision of school services, like multi-tiered systems of support (MTSS), were largely not available after schools moved to remote learning as a result of the COVID-19 pandemic.
- Some portions of the city of Chicago were more heavily affected by the COVID-19 pandemic than others, including some neighborhoods served by both SCS and comparison schools.

The analyses that are summarized in this report were not constructed in a manner that could account for these potential differences. This was due to limited data that would allow for an alignment between COVID-19 case counts across specific time points spanning the SCS implementation period.

These limitations are important and noteworthy and generally point to the need to exercise caution when seeking to draw summative conclusions about how SCS may have contributed to student outcomes during the period examined.

Comparison Schools

In several sections of this report, the characteristics and performance of the 20 schools receiving SCS funding are compared with the 117 candidate schools that were identified by CPS and CTU but were not selected to receive SCS funding. The schools are referred to as *comparison schools* in various sections of the report. In the case of descriptive analyses—which are usually associated with exploring evaluation question 1 in relation to changes in service and activity infrastructure in SCS schools—each of the comparison schools have been included in these analyses to explore how changes in SCS schools after the receipt of SCS funding compare to activity and service provision in the comparison schools.

For the impact analyses described in this report (research question 4), matching approaches were used to identify a subset of comparison schools that were most like SCS schools in key characteristics prior to receiving SCS funding.

Exhibits 3 and 4 detail how comparable SCS and comparison schools were on student- and school-level characteristics during the 2017–2018 school year. In terms of the elementary schools in each group, good comparability was seen for almost all characteristics examined. The only noticeable difference pertained to the distribution of schools across School Quality Rating Policy (SQRP) categories; SCS schools were likely to fall in level 2 (50% of SCS schools compared with 29% of comparison schools), indicating that more SCS-funded schools were identified as needing targeted supports to meet district achievement goals.

SCS-funded high schools were most different from comparison schools in the proportion of students of Hispanic origin. In the SCS-funded high schools, 70% of students were identified as Hispanic, while in the comparison schools, 44% were Hispanic. SCS-funded high schools also tended to be larger in terms of enrollment (834 students compared with 565 students on average) and were slightly less likely to receive an SQRP rating of level 2+ (50% compared with 60% of schools in the comparison group).

Despite these few differences, SCS schools and schools in the comparison group were generally similar on the bulk of attributes considered here. One key difference between SCS and comparison schools that is important for the reader to note is that SCS-funded schools as a group were characterized by greater interest in the SCS funding stream. This was demonstrated by their willingness to attend informational sessions about the initiative, to work to develop a relationship with a lead partner, and, ultimately, to submit a formal application for funding. For a significant portion of the comparison group, this level of interest and motivation to pursue SCS funding was absent.

Exhibit 3. Student Attributes in SCS-Funded and Non-SCS Schools by Grade Level

Student attributes	Elementary schools		High schools	
	SCS schools (*n* = 12)	Non-SCS schools (*n* = 97)	SCS schools (*n* = 8)	Non-SCS schools (*n* = 20)
Race/ethnicity				
African American	46%	43%	20%	45%
Hispanic	52%	53%	70%	44%
Other	2%	4%	10%	11%
English learners	24%	27%	21%	17%
Special education	16%	16%	20%	20%
Free and reduced-price lunch	94%	95%	94%	94%
Homeless	7%	5%	8%	10%

Note. Source: CPS Data Warehouses, 2017–2018 school year. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit 4. School Attributes in SCS-Funded and Non-SCS Schools by Grade Level

School attributes	Elementary schools		High schools	
	SCS schools (*n* = 12)	Non-SCS schools (*n* = 97)	SCS schools (*n* = 8)	Non-SCS schools (*n* = 20)
Mean enrollment	577	546	834	565
Mean attendance rate	95%	95%	86%	85%
Mean mobility rate	17%	17%	23%	23%
Mean in-school-suspensions per 100 students	3	3	48	56

School attributes	Elementary schools		High schools	
	SCS schools (*n* = 12)	Non-SCS schools (*n* = 97)	SCS schools (*n* = 8)	Non-SCS schools (*n* = 20)
Mean out-of-school suspensions per 100 students	5	4	18	23
Mean teacher retention rate	85%	86%	81%	80%
Mean number of principals for last 6 years	3	2	3	3
STRP rating				
Level 1: Good standing	33%	39%	13%	10%
Level 2+: Good standing	17%	31%	38%	30%
Level 2: Provisional support	50%	29%	50%	60%

Note. Source: CPS district data available at https://www.cps.edu/about/district-data/. Data from the Illinois Interactive Report Card available at https://www.isbe.net/pages/illinois-state-report-card-data.aspx for the 2017–2018 school year. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Changes in the Activity and Service Infrastructure at SCS Schools

Evaluation Question 1—How did the service and activity infrastructure change at schools once SCS funding was received? How did these changes compare to other candidate schools that did not receive SCS funding?

One of the primary pillars associated with the SCS model is the provision of additional student supports and opportunities through after-school and summer learning programming. Additionally, SCS funding is designed to extend programming to parents and adult family members to support community building, knowledge development, and skill building to enhance opportunities and support overall well-being. In order to explore how the after-school and summer programming changed at SCS schools with the onset of SCS funding, the evaluation team first calculated the following two metrics related to student enrollment and engagement in after-school and summer learning:

1. The percentage of the school's population attending after-school and/or summer programming
2. The total number of participation hours students spent in after-school and summer programming

These metrics were based on data collected in Cityspan between the 2014–2015 and 2020–2021 school years; however, the data for 2020–2021 only go through approximately the end of April due to the need for the evaluation team to gain access to these data and analyze them before the study report was due to CPS.

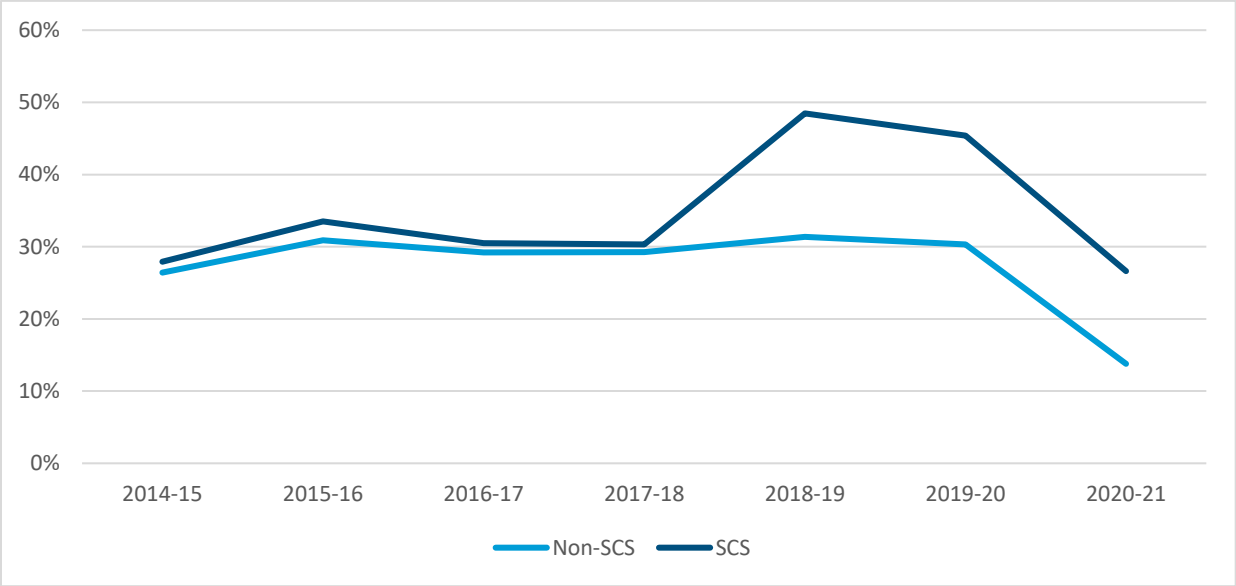
In order to obtain as comprehensive an understanding as possible of what youth experienced in each type of school, these metrics considered all forms of after-school and summer programming collected in Cityspan irrespective of funding source. As noted previously, however, there are some important gaps in these data, specifically in relation to both SCS schools and comparison schools that received CSIx funding during this period, but where student attendance and participation in these 21st CCLC-funded activities were not tracked in Cityspan.

As outlined in Exhibit 5, although prior to receiving SCS funding, both SCS and non-SCS schools had approximately 30% of the school population enrolled in out-of-school time programs, there was a substantive increase in the percentage of students attending after-school and summer learning programs in SCS schools with the onset of SCS funding during the 2018–2019 school year. More specifically, nearly 50% of the school population in SCS schools participated in these programs compared with a little more than 30% in the comparison group. However, these percentages began to drop precipitously with the onset of the COVID-19 pandemic in the spring of 2020, resulting in out-of-school time participation levels of 27% and 14% of the school populations in SCS and non-SCS schools, respectively, during the 2020–2021 school year.

In light of the role that 21st CCLC/CSI funding played in supporting after-school and summer learning at a subset of SCS schools prior to receiving SCS funding, the evaluation team took steps to explore how the average percentage of the school population participating in after-school and summer programming may have changed at SCS schools depending on whether they had prior CSI funding.

In Exhibit 6, separate trends are charted across three types of SCS schools: (1) schools receiving prior CSI funding and participation in CSI activities were tracked in Cityspan (primarily CSI schools funded by CPS); (2) schools receiving prior CSI funding and participation in CSI activities were not tracked in Cityspan (primarily CSIx schools); and (3) schools with no prior CSI funding.

Exhibit 5. Average Percentage of School Population Participating in After-School and Summer Programming (All Programs)—SCS Schools Versus Comparison Schools

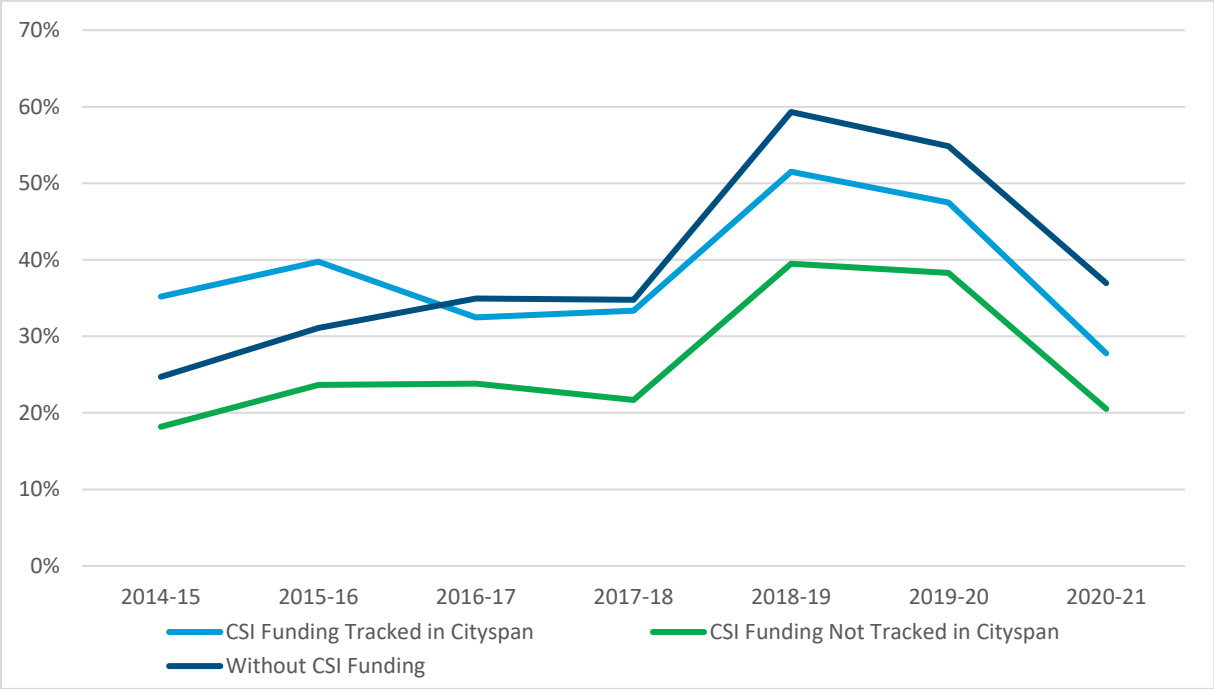


Note. Source: After-school and summer participation data entered into Cityspan from 20 SCS schools and 117 non-SCS schools. SCS = Sustainable Community Schools.

A few things are notable about the data outlined in Exhibit 6. First, each group demonstrates a significant increase in the percentage of the school population enrolled in after-school and summer learning with the onset of SCS funding in 2018–2019 followed by a decline in participation with the onset of the COVID-19 pandemic. In addition, there is a noticeable gap in the percentage of the student population documented as participating in after-school and summer programming among the different categories of schools receiving prior CSI funding. This gap is likely indicative of the data gap that exists in Cityspan because most CSIx schools do not report their CSI-specific participation data in that system.

Finally, the three SCS schools without prior CSI funding (all elementary schools) demonstrated the largest increase in participation in after-school and summer programming once SCS funding was received, with almost 60% of the schools' populations participating in programming in 2018–2019. These schools continued to have the largest percentage of students enrolled in programming after the onset of the COVID-19 pandemic.

Exhibit 6. Average Percentage of School Population Participating in After-School and Summer Programming (All Programs)—SCS Schools by Prior CSI Funding Status

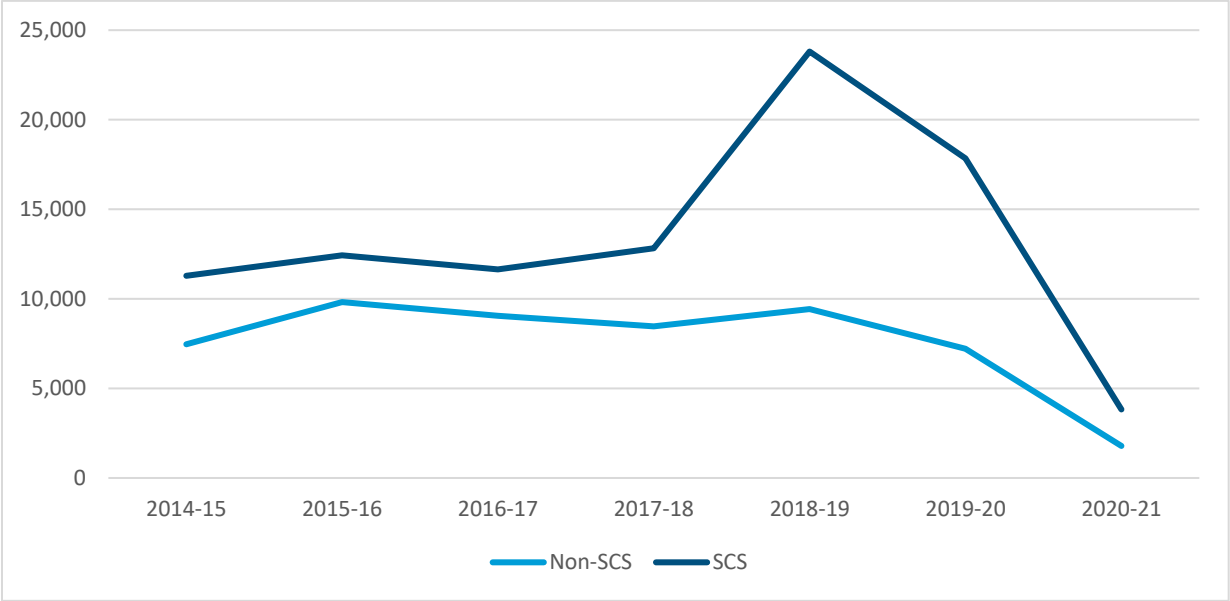


Note. Source: After-school and summer participation data entered into Cityspan from 20 SCS schools. CSI = Community Schools Initiative; SCS = Sustainable Community Schools.

In addition to the percentage of each school's population attending after-school and summer programming, another measure that can be used to assess changes to these offerings is the total number of hours students were recorded as participating in programming. As shown in Exhibit 7, there was a substantial increase in the total number of hours students spent in after-school and summer programming with the onset of SCS funding during the 2018–19 school year, rising from just under 13,000 hours in the year prior to about 24,000 hours. Also notable in Exhibit 7 is the drop in total participation hours, first in 2019–2020, and then again even more precipitously in 2020–2021, which as previously noted, only represents a partial school years' worth of data.

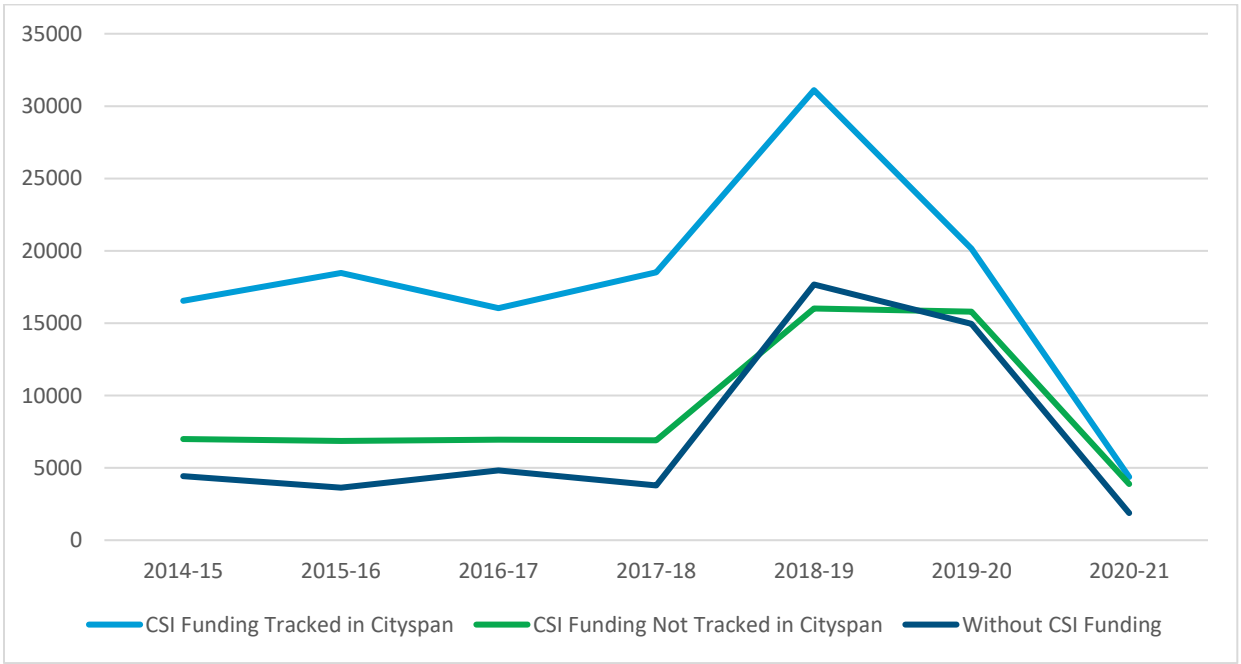
Like Exhibit 6, similar steps were taken to break down the data presented in Exhibit 7 among SCS schools to account for previous CSI funding, whether the schools were tracked in Cityspan or not. As shown in Exhibit 8, SCS schools receiving CSI funding and with their participation tracked in Cityspan demonstrated a consistently higher average number of total participation hours in after-school and summer programming both before and after the onset of SCS funding, until 2020–2021, when relatively little difference exists between each category of schools.

Exhibit 7. Total Participation Hours in After-School and Summer Programming (All Programs)—SCS Schools Versus Comparison Schools



Note. Source*:* After-school and summer participation data entered into Cityspan from 20 SCS schools and 117 non-SCS schools. SCS = Sustainable Community Schools.

Exhibit 8. Total Participation Hours in After-School and Summer Programming (All Programs)—SCS Schools by Prior CSI Funding Status

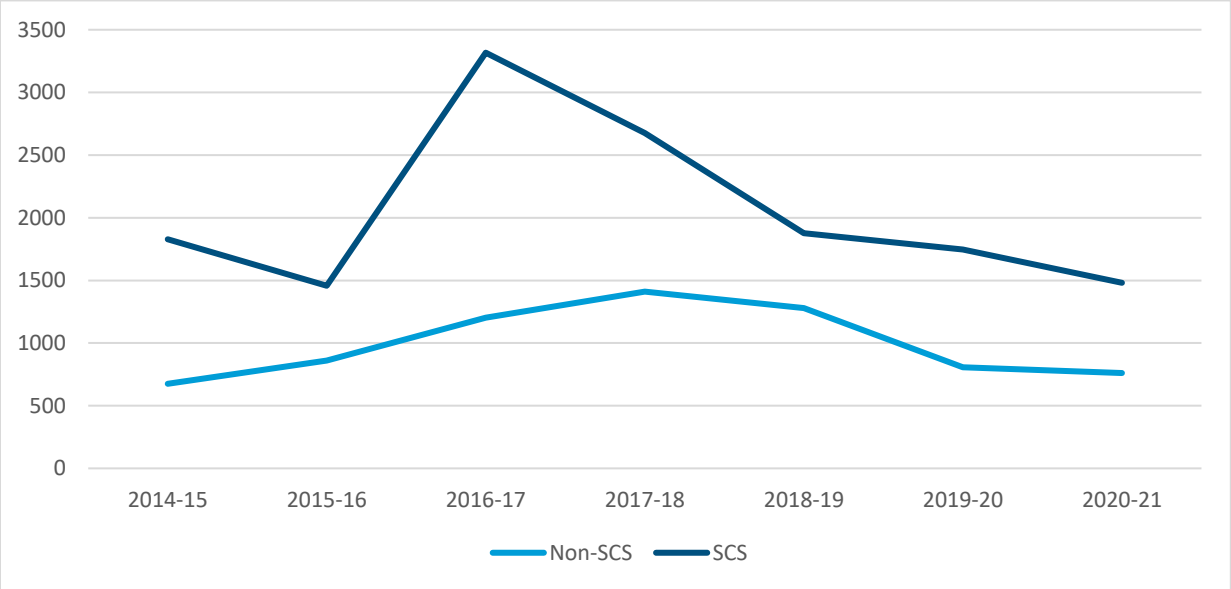


Note. Source: After-school and summer participation data entered into Cityspan from 20 SCS schools. CSI = Community Schools Initiative; SCS = Sustainable Community Schools.

Similar calculations were also undertaken in relation to programming provided to parents and adult family members as tracked in Cityspan during the same period. As shown in Exhibit 9, there was a spike in parent and adult family member participation hours in SCS schools during the 2016–2017 school year, and then participation hours declined sharply until 2018–2019, when the decline occurred at a slower pace through 2020–2021. Non-SCS schools also demonstrated a drop in parent and adult family member participation hours after the 2018–2019 school year.

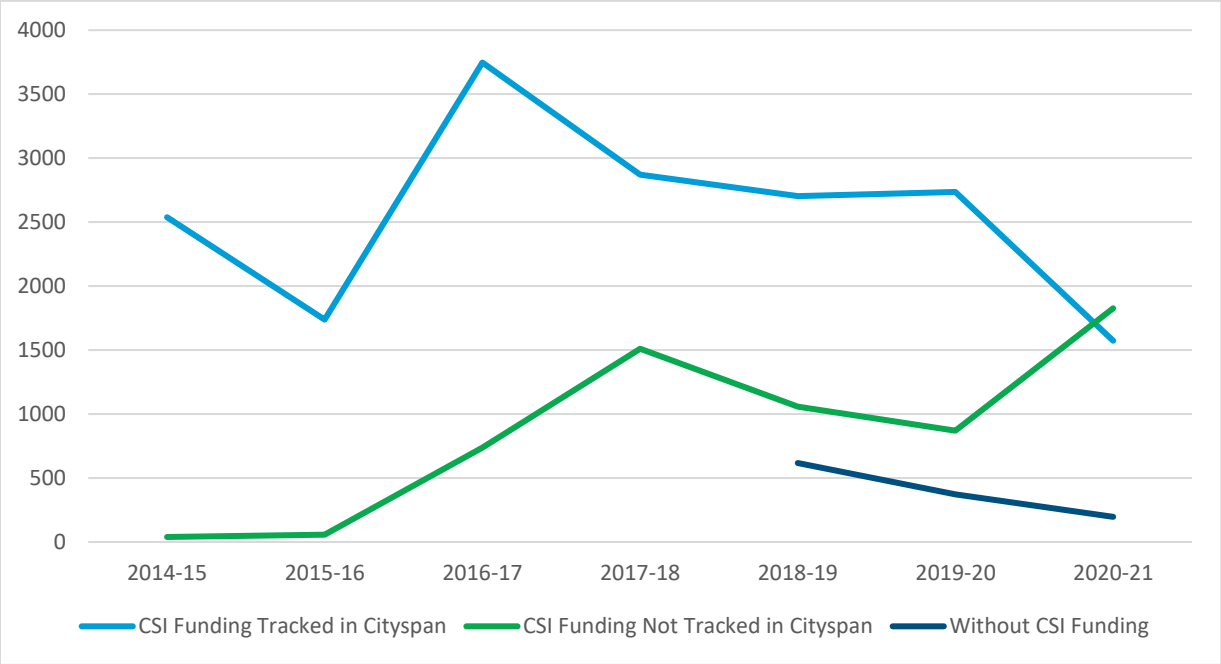
However, as show in Exhibit 10, trends varied within the cohort SCS schools receiving funding in terms of total participation hours for parents and adult family members. Schools receiving CSI funding with CSI participation data tracked in Cityspan were primarily responsible for the spike in participation witnessed in 2016–2017, while CSIx schools not feeding 21st CCLC participation data into Cityspan peaked the following year in 2017–2018. Both CSI and CSIx schools remained relatively stable in 2018–2019 and 2019–2020 with the onset of SCS funding. However, CSI-funded schools demonstrated a sharp drop in parent and adult family member participation in 2020–2021, while the CSIx schools witnessed a substantive increase. Schools without prior CSI funding demonstrated the lowest level of parent and adult family participation hours and a steady decline across each of the 3 years of SCS implementation as the COVID-19 pandemic unfolded.

Exhibit 9. Total Participation Hours Among Parents and Adult Family Members (All Programs)—SCS Schools Versus Comparison Schools



Note. Source: Parent and adult family members' participation data entered into Cityspan from 20 SCS schools and 117 non-SCS schools. SCS = Sustainable Community Schools.

Exhibit 10. Total Participation Hours Among Parents and Adult Family Members (All Programs)—SCS Schools by Prior CSI Funding Status



Note. Source*:* Parent and adult family members' participation data entered into Cityspan from 20 SCS schools. CSI = Community Schools Initiative; SCS = Sustainable Community Schools.

KEY EVALUATION FINDING

Based on the data presented in Exhibits 5–10, the onset of SCS funding during the 2018–2019 school year was associated with a substantial rise in both the percentage of students attending SCS schools who were enrolled in after-school and summer programming (from 30% in 2017–2018 to 49% in 2018–2019) as well as the total number of participation hours associated with this programming relative to non-SCS schools in the comparison group (from 12,831 hours in 2017–2018 to 23,808 in 2018–2019). However, by 2020–2021, each of these metrics were in sharp decline due to the challenges associated with the COVID-19 pandemic, but they were still slightly higher than metrics for non-SCS schools.

Parent and adult family member participation hours had a tendency to peak in SCS schools before the receipt of SCS funding and then fall between the 2018–2019 and 2019–2020 school years. However, among CSIx schools, there was an observed increase in parent and adult family member participation hours between 2019–2020 and 2020–2021, increasing from 869 hours in 2019–2020 to 1,826 hours on average in 2019–2020.

Overall, the evidence indicates that SCS-funded schools ramped up after-school and summer learning programming for students in both 2018–2019 and 2019–2020. However, the onset of the COVID-19 pandemic and the move to remote learning later in the 2019–2020 school year, which continued into 2020–2021, generally resulted in a loss of momentum on this front. As a result, it may be expected that potential effects associated with SCS implementation may be more likely to have emerged in 2018–2019 and 2019–2020 because these were the periods where SCS implementation was more indicative of what was intended in the way of service provision and participation.

SCS-Funded Activities and Services

The evaluation team also examined Cityspan data to identify what kinds of after-school and summer learning activities were provided to students that were identified as being funded by SCS directly. At the point of activity creation in Cityspan, activities can be classified using a variety of options:

- By activity category using categories aligned with the current federal annual reporting system for the 21st CCLC program, 21APR;
- By activity category using categories aligned with the previous federal annual reporting systems for the 21st CCLC program, which went offline in 2014;
- By the subject area addressed by the activity;
- Whether or not the activity is designed to support learning relevant to a specific reading, math, or social and emotional learning state standard.

Exhibits 11 and 12 outline the percentage of time youth spent in different activities funded directly by SCS that were classified in a given activity category employing the current and previous 21st CCLC categories. Separate breakouts are provided by both school year and by elementary and high schools.

As shown in Exhibit 11, when examining participation across activities classified using the *current* 21st CCLC categories, elementary students had a tendency to spend the majority of their time in arts and music, tutoring, and physical activities, particularly in 2018–2019 and 2019–2020. In 2020–2021, science, technology, engineering, and math (STEM) activities and homework help played a more prominent role when programming moved online for the bulk of the school year.

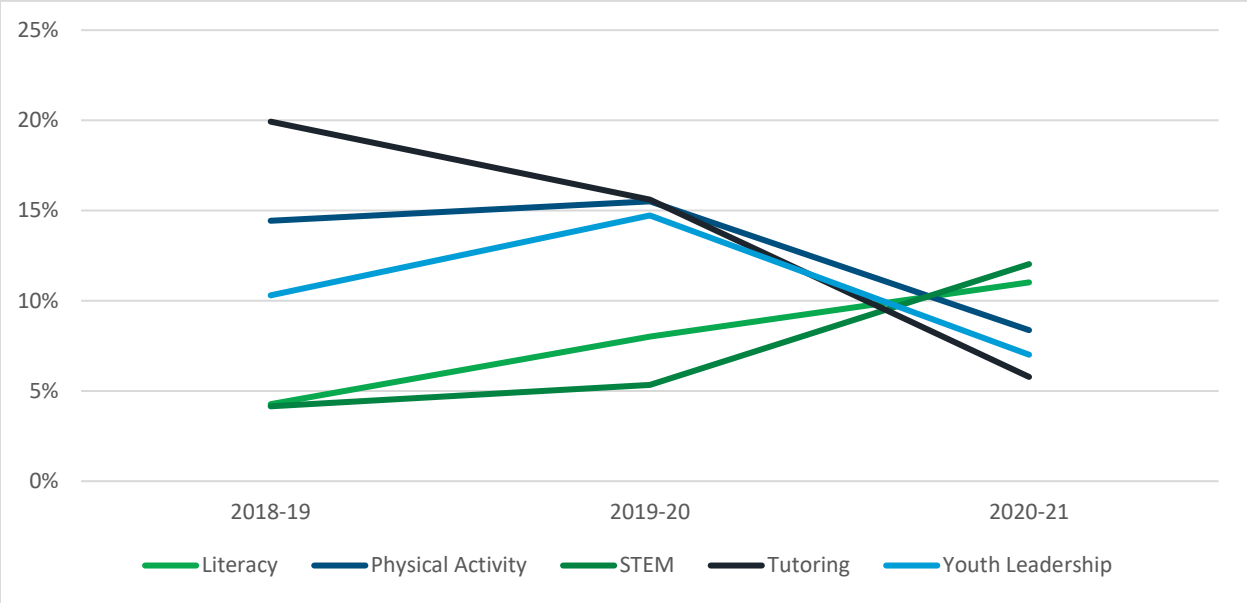
Some of these same activity categories were also predominant in high schools (e.g., arts and music, tutoring, and physical activities), along with activities designed to promote youth leadership. Changes were also observed in high school programs in 2020–2021, with substantive declines in tutoring, physical activities, and youth leadership, while participation in literacy and STEM activities were more prevalent during this period. Exhibit 12 highlights activity categories where there were substantive changes in the percentage of time students spent attending that type of activity before and after the onset of the COVID-19 pandemic.

Exhibit 11. Percentage of Time Spent in SCS-Funded Activities by Activity Type—Current 21st CCLC Reporting Categories

Current 21st CCLC categories	Elementary schools			High schools		
	2018–2019	2019–2020	2020–2021	2018–2019	2019–2020	2020–2021
Arts and music	27.5%	19.7%	19.7%	27.6%	20.0%	26.4%
Tutoring	23.7%	18.1%	8.8%	13.5%	12.5%	1.6%
Physical activity	14.6%	19.0%	12.2%	14.1%	11.2%	3.2%
Youth leadership	4.7%	4.5%	5.7%	20.0%	27.6%	8.8%
Literacy	5.6%	11.9%	8.5%	2.0%	3.2%	14.4%
STEM	5.1%	8.8%	9.7%	2.5%	1.1%	15.2%
College and career readiness	6.1%	3.1%	3.4%	9.7%	5.8%	9.3%
Homework help	6.6%	5.2%	12.2%	2.7%	0.5%	0.0%
Mentoring	3.3%	4.4%	7.4%	0.2%	0.9%	3.2%
Entrepreneurship	0.1%	1.9%	0.3%	0.0%	5.3%	7.2%
Community/service learning	1.8%	2.5%	5.6%	0.6%	9.6%	0.0%
English language learners support	0.7%	0.1%	0.2%	0.0%	0.0%	7.8%
Truancy prevention	0.0%	0.0%	0.0%	7.3%	0.0%	0.4%
Counseling programs	0.1%	0.3%	6.0%	0.0%	0.0%	0.1%
Violence prevention	0.1%	0.7%	0.2%	0.0%	2.3%	2.4%

Note. Source: After-school and summer participation data entered into Cityspan from 20 SCS schools. CCLC = 21st Century Community Learning Centers; SCS = Sustainable Community Schools; STEM = science, technology, engineering, and math.

Exhibit 12. Percentage of Time Spent in SCS-Funded Activities by Activity Type Where Change Demonstrated Pre- and Post-Pandemic—Current 21st CCLC Reporting Categories



Note. Source: After-school and summer participation data entered into Cityspan from 20 SCS schools. CCLC = 21st Century Community Learning Centers; SCS = Sustainable Community Schools; STEM = science, technology, engineering, and math.

In terms of the *previous* 21st CCLC categories (see Exhibit 13), during the 2018–2019 and 2019–2020 school years, the most commonly attended activities were classified as academic enrichment, tutoring, and recreational activities in elementary schools and youth leadership, tutoring, and recreational activities in high schools.

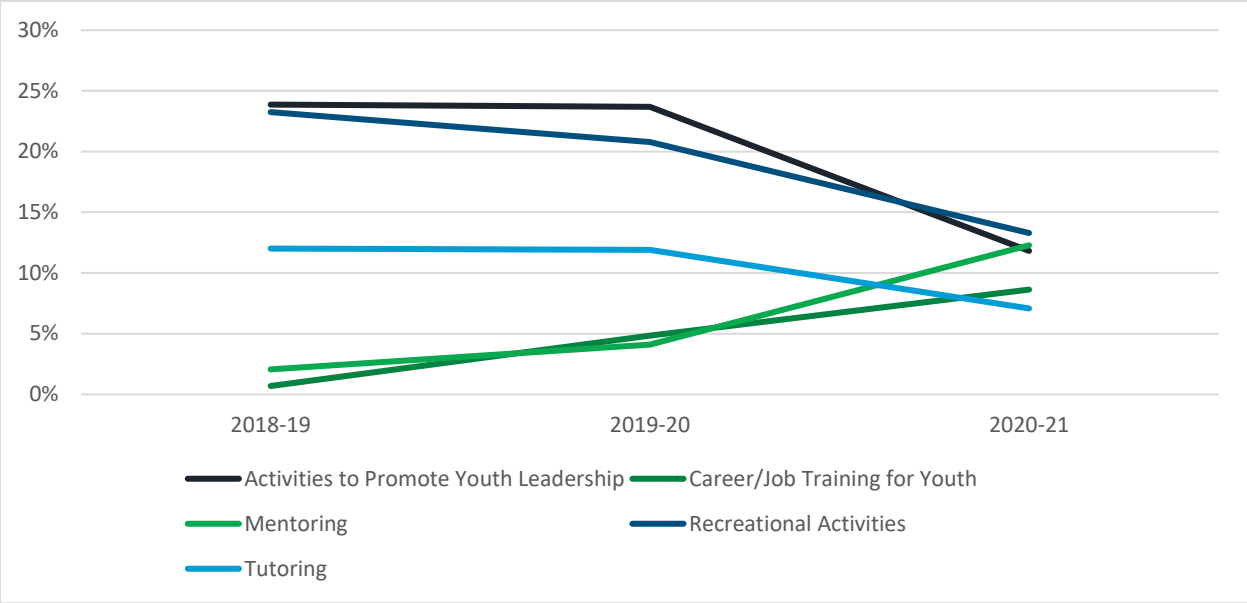
In 2020–2021, elementary schools saw declines in the percentage of time students spent in recreational and tutoring activities, and increases in activities deemed to be homework help and counseling. In high schools, there were substantive declines in time youth spent in youth leadership, tutoring, and recreational activities, while there were increases in activities related to mentoring and career/job training for youth in particular. Exhibit 14 highlights activity categories where there were substantive changes in the percentage of time students spent attending that type of activity before and after the onset of the COVID-19 pandemic.

Exhibit 13. Percentage of Time Spent in SCS-Funded Activities by Activity Type—Previous 21st CCLC Reporting Categories

Previous 21st CCLC categories	Elementary schools			High schools		
	2018–2019	2019–2020	2020–2021	2018–2019	2019–2020	2020–2021
Youth leadership	14.2%	7.5%	8.8%	40.5%	44.0%	16.0%
Academic enrichment	26.0%	28.2%	24.2%	12.5%	10.1%	19.1%
Recreational activities	27.4%	27.6%	17.0%	16.2%	12.2%	8.1%
Tutoring	12.5%	11.7%	9.3%	11.1%	12.1%	4.0%
Homework help	10.9%	11.6%	18.7%	2.7%	0.5%	0.0%
Mentoring	3.2%	4.2%	5.8%	0.2%	3.9%	21.2%
Career/job training for youth	0.3%	0.5%	3.3%	1.4%	10.3%	16.0%
Supplemental education services	0.2%	4.2%	0.4%	2.2%	4.2%	9.8%
Family literacy	4.1%	0.7%	4.3%	8.6%	1.2%	0.0%
Counseling or character education	1.1%	1.7%	7.3%	1.8%	0.4%	0.4%
Credit recovery	0.0%	0.0%	0.0%	2.4%	0.3%	5.4%
Community service/service learning	0.0%	1.9%	1.0%	0.6%	0.7%	0.0%
Career/job training for adults	0.2%	0.0%	0.0%	0.0%	0.2%	0.0%

Note. Source: After-school and summer participation data entered into Cityspan from 20 SCS schools. CCLC = 21st Century Community Learning Centers; SCS = Sustainable Community Schools.

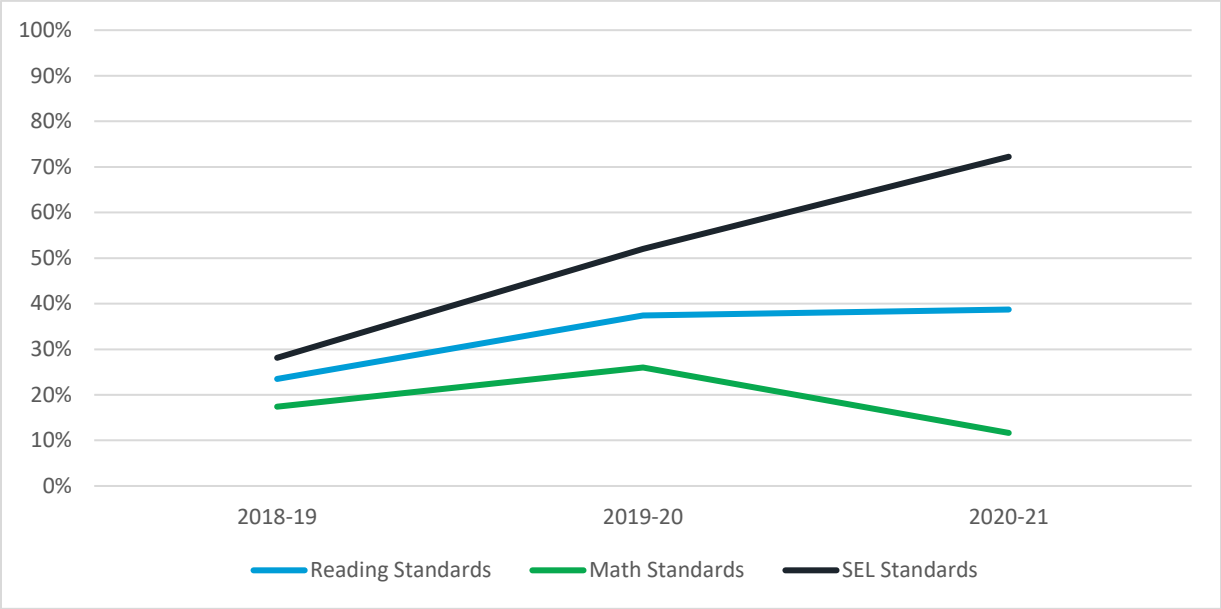
Exhibit 14. Percentage of Time Spent in SCS-Funded Activities by Activity Type Where Change Was Demonstrated Pre- and Post-Pandemic—Previous 21st CCLC Reporting Categories



Note. Source*:* After-school and summer participation data entered into Cityspan from 20 SCS schools. CCLC = 21st Century Community Learning Centers; SCS = Sustainable Community Schools.

Some additional substantive changes were observed before and after the pandemic when examining the percentage of program participation hours associated with specific learning standards adopted by ISBE. As shown in Exhibit 15, the percentage of participation hours associated with activities designed to support learning and skill development in relation to one or more SEL standards increased dramatically during the course of the SCS implementation period, wherein during the 2020–2021 school year, a full 72% of participation hours were dedicated to supporting one or more SEL standard. Also, as shown in Exhibit 15, participation hours in activities supporting learning in relation to one or more reading standards also increased slightly during the SCS implementation period, while participation in activities related to standards in mathematics declined in 2020–2021.

Exhibit 15. Percentage of Time Spent in SCS-Funded Activities by Content-Specific State Standards

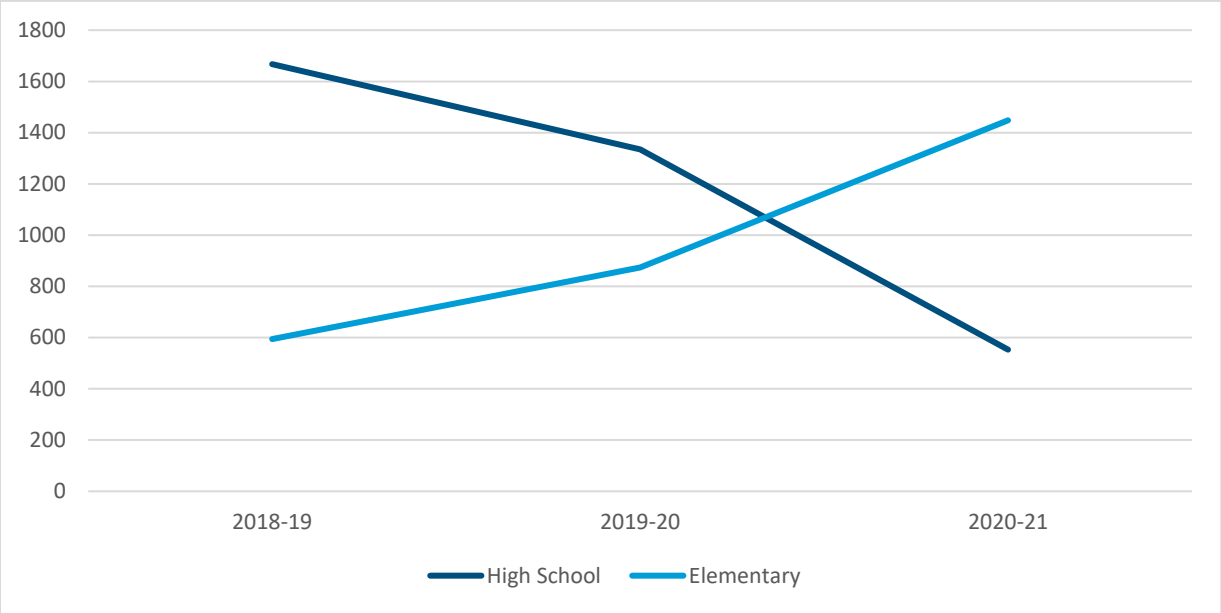


Note. Source: After-school and summer participation data entered into Cityspan from 20 SCS schools. SCS = Sustainable Community Schools.

In addition to student participation hours, some interesting trends were also observed in relation to the levels of parent and adult family participation in SCS-funded activities both prior to and after the onset of the COVID-19 pandemic. As shown in Exhibit 16, while high schools receiving SCS funding were generally more successful in 2018–2019 in terms of engaging parent and adult family members in programming, adult participation in activities in such schools declined sharply with the onset of the COVID-19 pandemic. In contrast, elementary schools saw accelerated parent and adult family participation during the pandemic, particularly in four elementary schools, which appeared to be especially driving this trend—Brighton Park, DePriest, McCormick, and Stevenson.

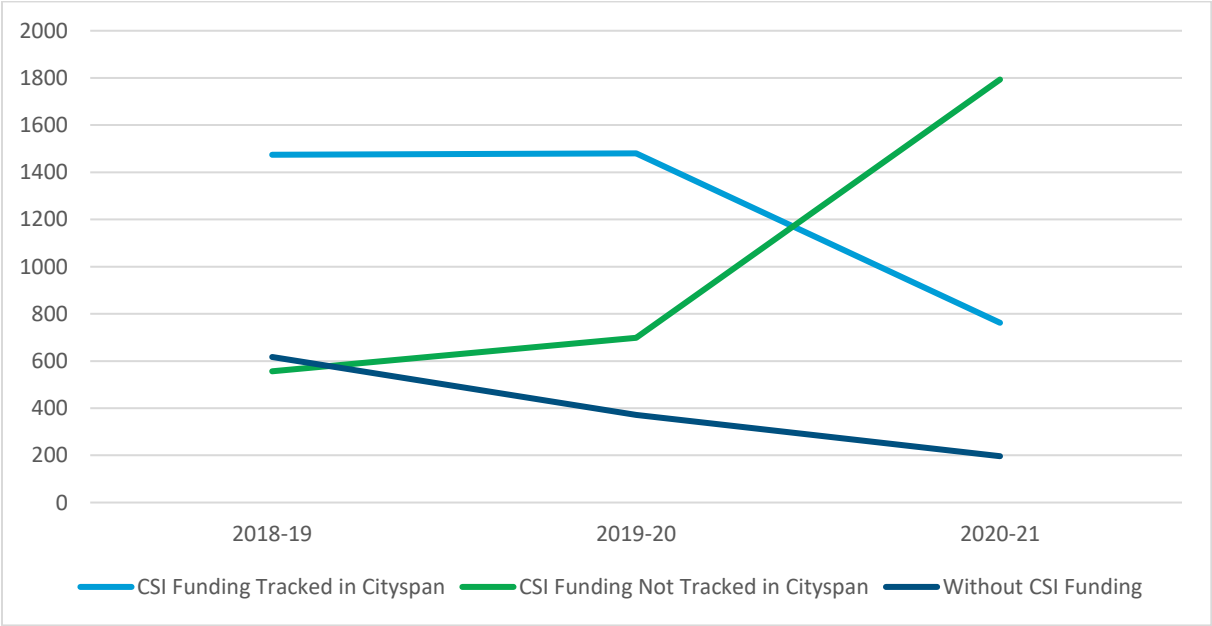
In addition, SCS schools that were the recipients of CSIx funding also were more apt to demonstrate an increase in parent and adult family member participation hours after the onset of the COVID-19 pandemic, while schools with CSI funding and schools with no CSI funding witnessed a decline in participation on average once the pandemic was underway (Exhibit 17).

Exhibit 16. Average School-Level Hours of Adult Participation in SCS-Funded Activities—Elementary Schools Versus High Schools



Note. Source: Parent and adult family members' participation data entered into Cityspan from 20 SCS schools. SCS = Sustainable Community Schools.

Exhibit 17. Average School-Level Hours of Adult Participation in SCS-Funded Activities—Schools With Prior CSI Funding Versus Schools Without Prior CSI Funding



Note. Source*:* Parent and adult family members' participation data entered into Cityspan from 20 SCS schools. CSI = Community Schools Initiative; SCS = Sustainable Community Schools.

KEY EVALUATION FINDINGS

As shown in Exhibits 11 and 12, SCS funding was used to provide activities to students that offered both academic supports and opportunities to engage in enrichment and related offerings to expose youth to new content areas and potential areas of interest. Students participating in SCS-funded activities had a tendency to participate in art, music, and related enrichment activities; tutoring; and recreational and physical activities. Activities designed to support youth leadership were also well-attended in high schools.

With the onset of the COVID-19 pandemic, some activities gained greater prominence in terms of student participation, including literacy, STEM, mentoring, career/job training for youth, and, in particular, activities that were designed to support student learning in relation to one or more state SEL standards (see Exhibits 12, 14, and 15).

Also, as shown in Exhibits 16 and 17, both a select set of elementary schools and schools with CSIx funding demonstrated an increase in parent and adult family participation hours after the onset of the COVID-19 pandemic. Our working hypothesis to explain the increased participation is that parent and adult family members were drawn to activities that were specifically related to participating in remote learning activities with their children or that were associated with receiving specific services or aid as part of a broader COVID-19 relief strategy.

Students Served in SCS Programming

Evaluation Question 2—Who was served in activities and services provided with SCS funding? To what extent were students engaged in activities and services where improvement on academic or behavioral outcomes was warranted?

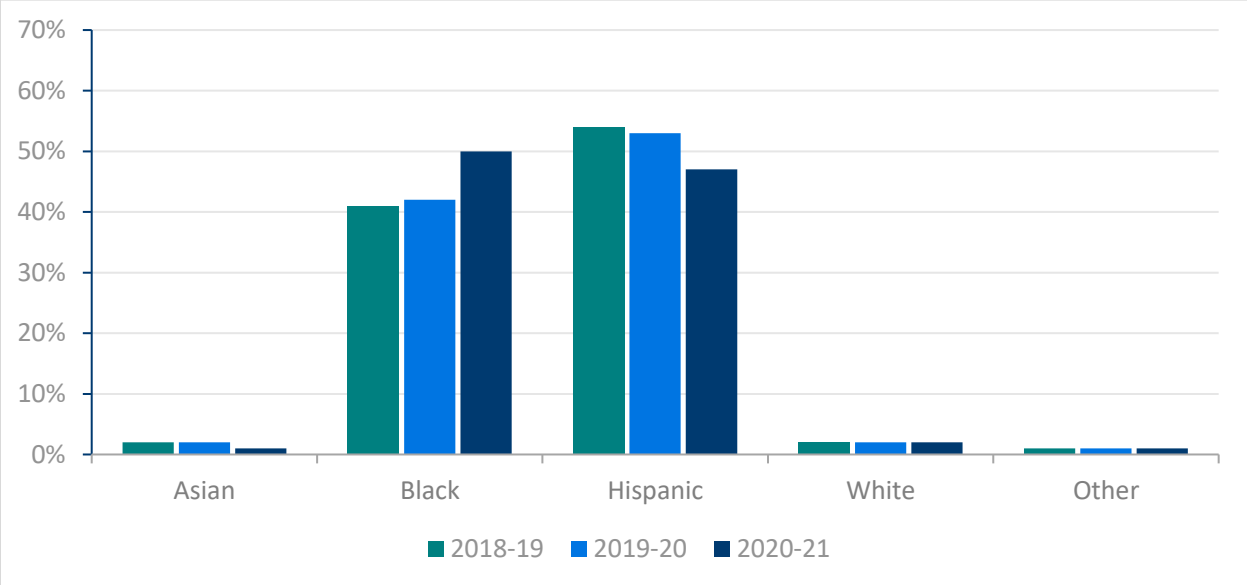
According to service planning and initiative handbook documents provided to SCS schools, steps should be taken by SCS-funded schools to enroll students in SCS supports, services, and programming when there is poor grades performance, a demonstration of problematic behaviors, poor attendance in school, and students who are homeless. This section of the report examines the primary demographic characteristics of students served in SCS programming and the extent to which priority student populations were engaged in programming.

Demographic Characteristics of Students Enrolled in SCS After-School and Summer Activities

Building from the findings related to the provision of after-school and summer programming in SCS schools, Exhibits 18–20 outline the proportion of SCS participants served in SCS-funded after-school and summer learning activities by key demographic characteristics. Key findings outlined in these exhibits include the following:

- Most students served in SCS-funded programming were either Hispanic or Black, and while Hispanics represented the majority of SCS service and activity participants, during the first 2 years of SCS implementation, the majority of students served in 2020–2021 were Black (see Exhibit 18).
- Although male and female students were equally represented among students enrolled in SCS-funded activities, male student participation in programming declined slightly in 2020–21 with the onset of the COVID-19 pandemic (see Exhibit 19).
- The percentage of students identified as English learners who participated in SCS-funded activities increased slightly during the SCS implementation period (see Exhibit 19).
- The total number of students served in SCS-funded programming was evenly split between elementary and high school students (see Exhibit 20).

Exhibit 18. Percentage of Students Served in SCS-Funded After-School and Summer Learning Activities by Race/Ethnicity and School Year



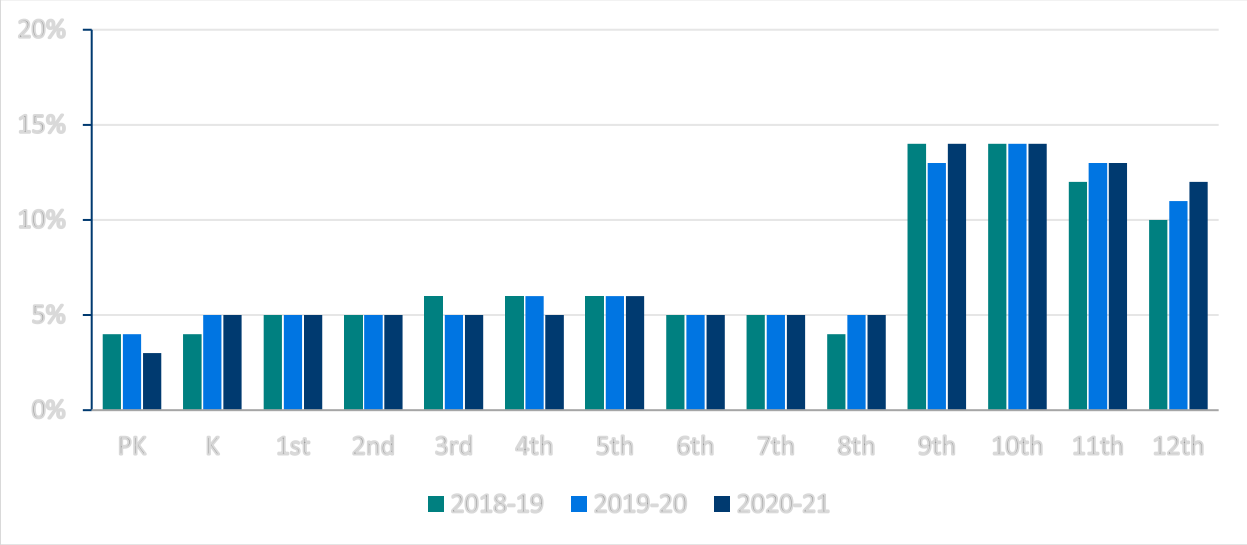
Note. Source*:* CPS Data Warehouses and after-school and summer participation data entered into Cityspan from 20 SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit 19. Percentage of Students Served in SCS-Funded After-School and Summer Learning Activities by Gender and Select Programs and School Year

	% male	% female	% free or reduced-price lunch	% English learners	% special education
2020–2021	45%	55%	95%	20%	17%
2019–2020	49%	51%	94%	17%	17%
2018–2019	51%	49%	92%	16%	18%

Note. Source*:* CPS Data Warehouses and after-school and summer participation data entered into Cityspan from 20 SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit 20. Percentage of Students Served in SCS-Funded After-School and Summer Learning Activities by Grade Level and School Year



Note. Source: CPS Data Warehouses and after-school and summer participation data entered into Cityspan from 20 SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Involvement in MTSS Supports

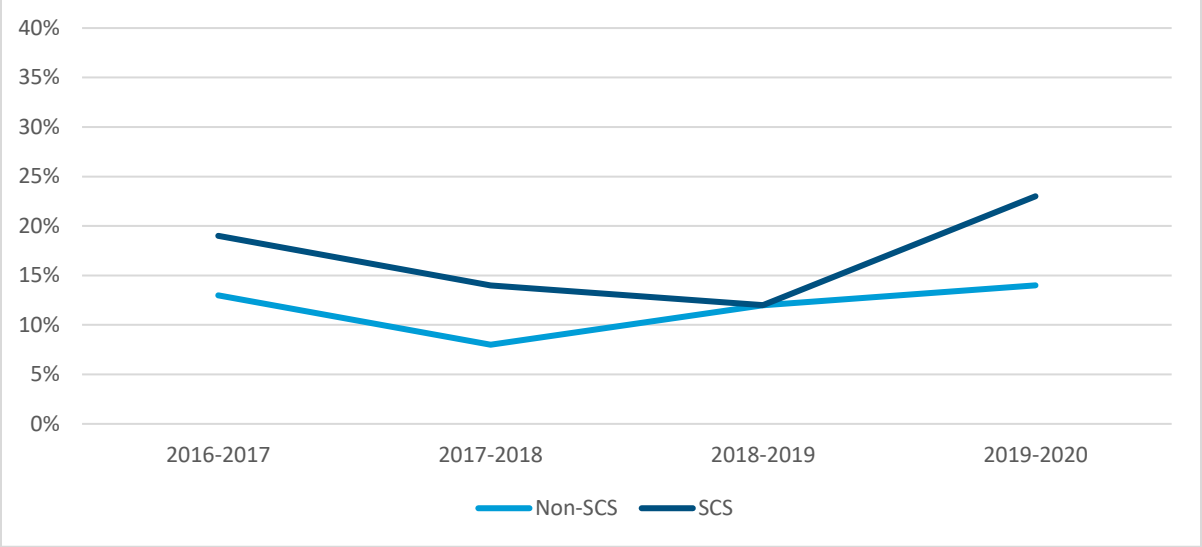
In addition to after-school and summer learning programming, another primary strategy that schools use is to develop multi-tiered systems of support (MTSS). MTSS provides additional learning opportunities and supports to students struggling with particular content areas like reading or mathematics or with the development of effective SEL skills and competencies. Some SCS schools used SCS funding to add positions to their school-day staff specifically to provide MTSS-based supports to students; this was often provided in relation to supporting SEL

specifically. (A good example of a school that did this would be McCormick Elementary, which added two such positions with SCS funding.)

This evaluation also explored whether there were changes in the percentage of students who were enrolled in SCS schools and received MTSS supports during the SCS implementation period. The evaluation also examined how these levels compared with comparison schools under consideration.

After showing an overall decline in MTSS enrollment between the 2017–2018 and 2018–2019 school years collectively, SCS-funded schools demonstrated a substantive increase in the percentage of students enrolled in MTSS supports between 2018–2019 and 2019–2020, going from 12% of the school population being enrolled in MTSS to 23% of the school population (Exhibit 21). In particular, three SCS schools were noteworthy in terms of increasing the percentage of students enrolled in MTSS literacy supports—Stevenson, Fort Dearborn, and Steinmetz High School. The comparison groups demonstrated a much more modest change during this period, with MTSS enrollment increasing from 12% to 14%.

Exhibit 21. Percentage of Students Enrolled in MTSS Supports—SCS Schools Versus Comparison Schools

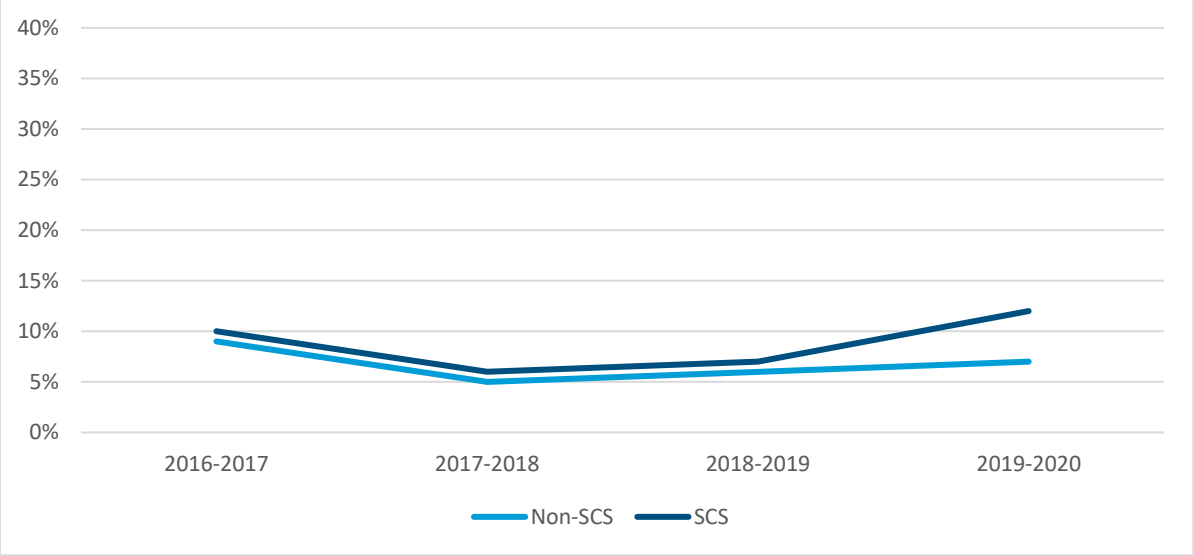


Note. Source*:* CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 20 SCS schools and 117 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools.

As shown in Exhibits 22 and 23, a meaningful portion of the increase in MTSS enrollment in SCS schools in 2019–2020 was driven by connecting students with literacy-related supports, specifically in elementary schools where student enrollment in such supports increased from

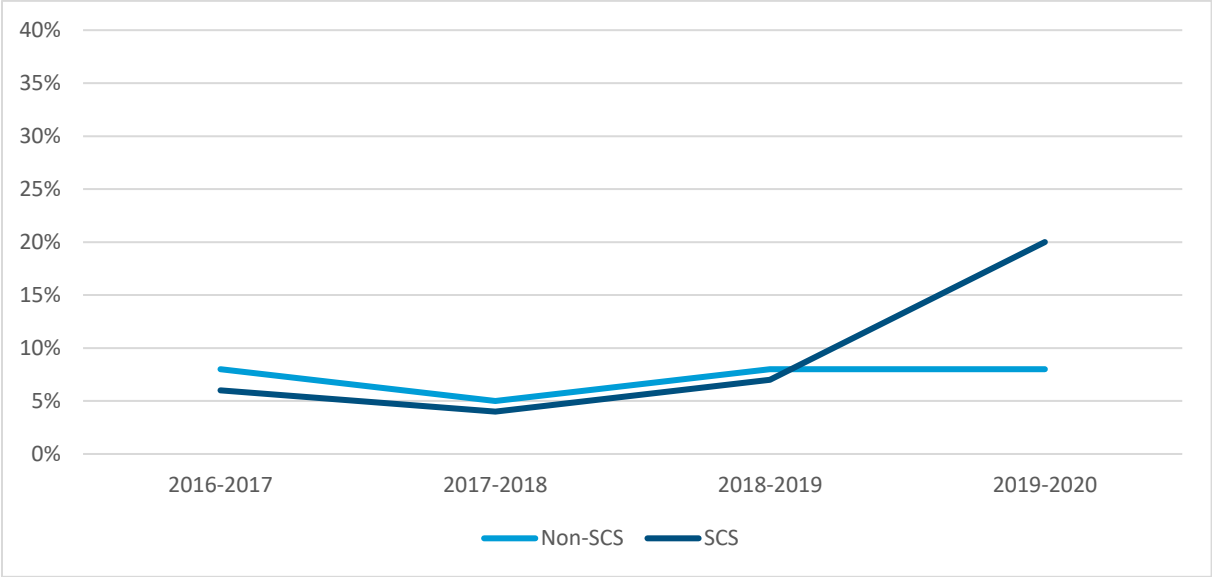
7% to 20% between 2018–2019 and 2019–2020. Such an increase was not observed for mathematics; the percentage of students enrolled in mathematics-related MTSS supports remained relatively flat and consistent with the level observed in the comparison schools during this period (see Exhibit 24).

Exhibit 22. Percentage of Students Enrolled in MTSS Literacy Supports—SCS Schools Versus Comparison Schools



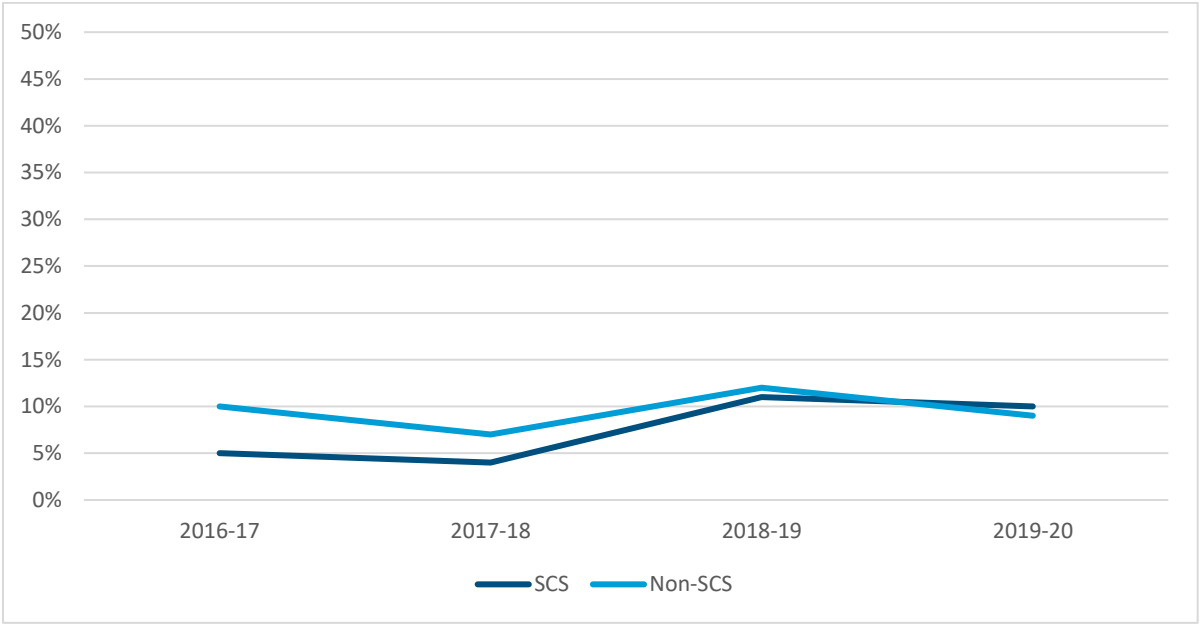
Note. Source*:* CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 20 SCS schools and 117 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools.

Exhibit 23. Percentage of Students Enrolled in MTSS Literacy Supports in Elementary Schools—SCS Schools Versus Comparison Schools



Note. Source*:* CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 12 SCS schools and 97 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools.

Exhibit 24. Percentage of Students Enrolled in MTSS Mathematics Supports—SCS Schools Versus Comparison Schools

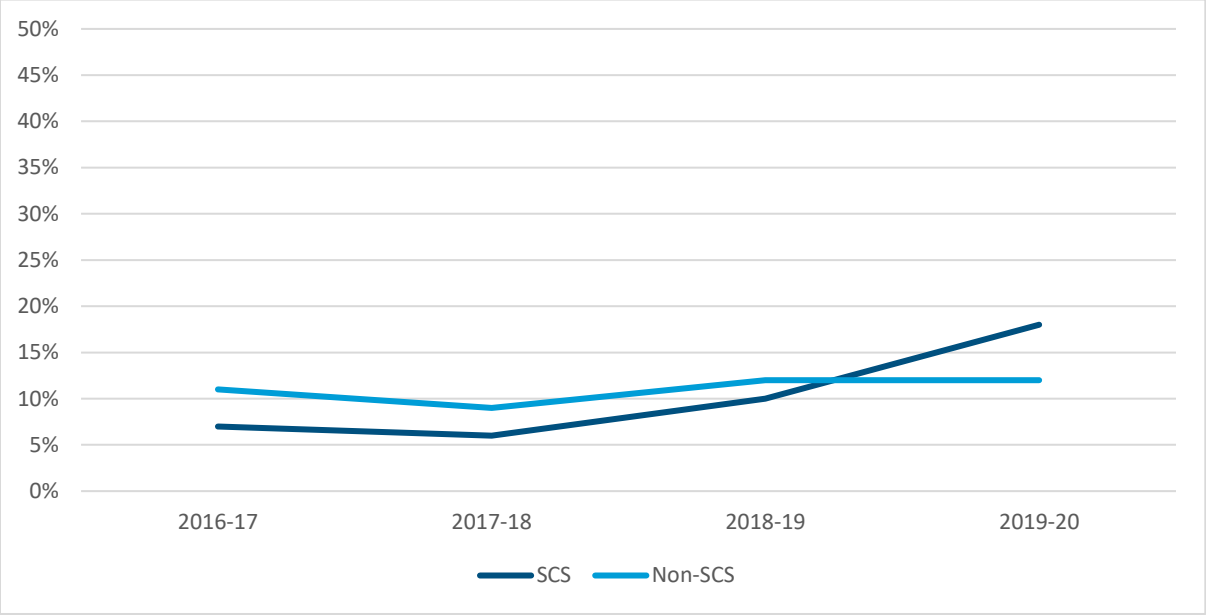


Note. Source*:* CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 20 SCS schools and 117 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools.

The evaluation found descriptive evidence to indicate that students struggling in reading were also increasingly connected with literacy-related supports between 2018–2019 and 2019–2020. For example, as shown in Exhibit 25, in 2018–2019, 10% of students in SCS-funded schools who scored in the bottom quartile on the NWEA MAP reading assessment in the prior year were enrolled in MTSS literacy supports during the school year, which was slightly below the 12% observed in the comparison schools. In 2019–2020, this percentage grew to 18% in the SCS schools, while remaining flat at 12% in the comparison schools.

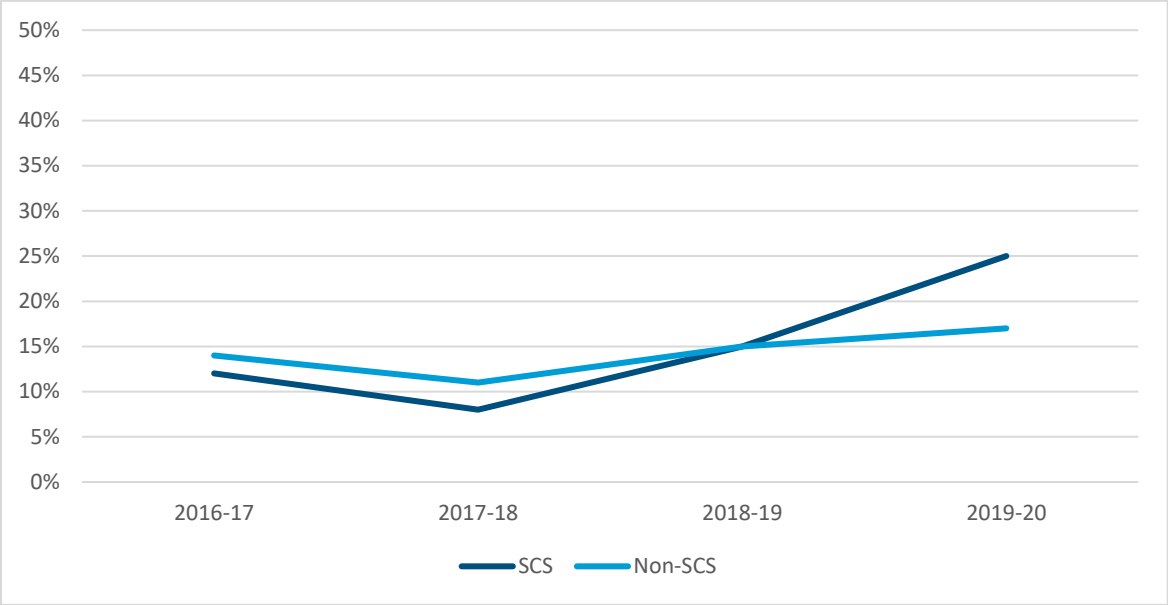
Similar results were found for students who received a reading grade below a "C" at some point during the school year and enrolled in MTSS supports. As shown in Figure 26, in both SCS and non-SCS schools, the percentage of students receiving reading grades below a "C" who ended up receiving MTSS literacy supports increased between 2017–2018 and 2018–2019. However, while in the comparison schools, this percentage leveled off between 2018–2019 and 2019–2020, the percentage of students receiving a "C" and enrolled in MTSS literacy-related supports continued to increase during this period in SCS schools, with 25% of students enrolled in MTSS supports during the 2019–2020 school year.

Exhibit 25. Percentage of Elementary Students Scoring in the Bottom Quartile on the NWEA MAP Reading Assessment in the Prior Year Who Enrolled in MTSS Literacy Supports—SCS Schools Versus Comparison Schools



Note. Source*:* CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 12 SCS schools and 97 non-SCS schools. CPS = Chicago Public Schools; NWEA MAP = NWEA Measures of Academic Progress; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools.

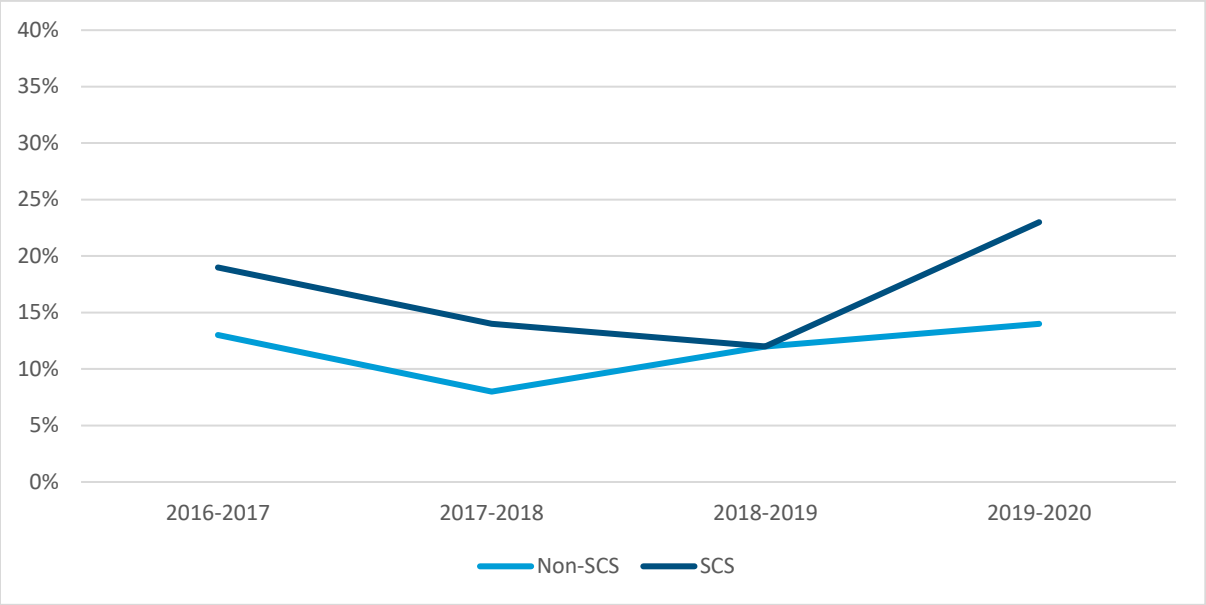
Exhibit 26. Percentage of Elementary Students Receiving a Reading Grade Below a "C" Who Enrolled in MTSS Literacy Supports—SCS Schools Versus Comparison Schools



Note. Source*:* CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 12 SCS schools and 97 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools.

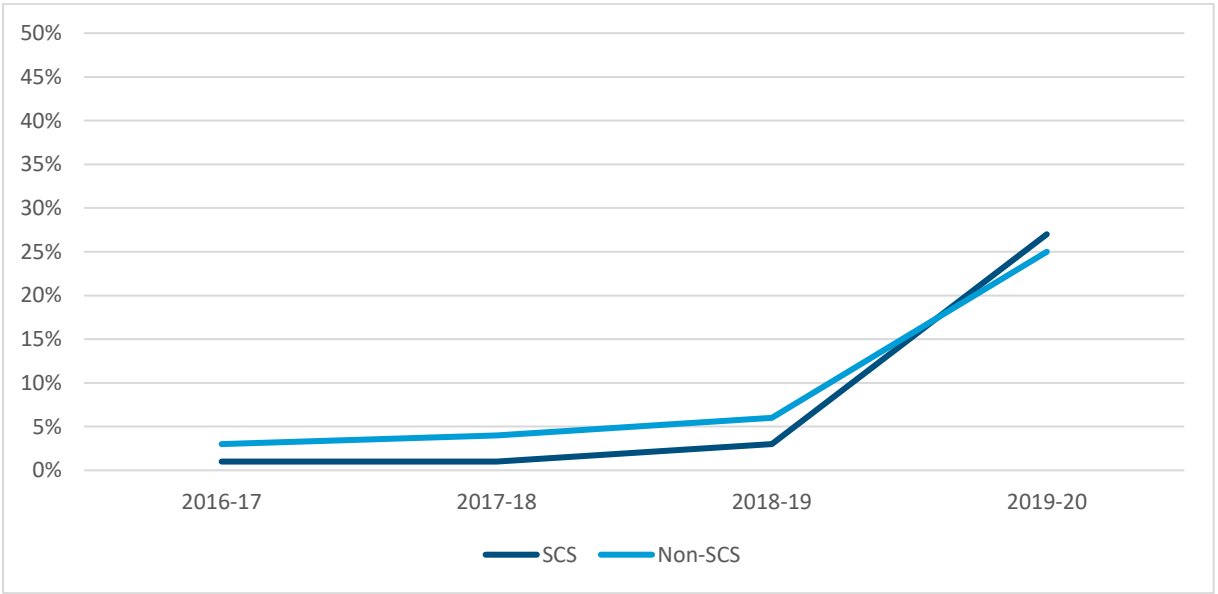
The percentage of students receiving MTSS-related supports in SEL also increased in SCS schools between 2018–2019 and 2019–2020 relative to comparison schools (Exhibit 27), increasing from 12% to 23% of the SCS student population. Three SCS schools in particular were noteworthy in terms of increasing the percentage of students enrolled in MTSS SEL supports—Richards, Fenger, and Farragut high schools. However, non-SCS schools were just as effective in getting students with disciplinary incidents enrolled in MTSS SEL supports as shown in Exhibits 28 and 29, with both SCS and non-SCS schools seeing substantive increases in student enrollment in these services between the 2018–2019 and 2019–2020 school years.

Exhibit 27. Percentage of Students Enrolled in MTSS SEL Supports—SCS Schools Versus Comparison Schools



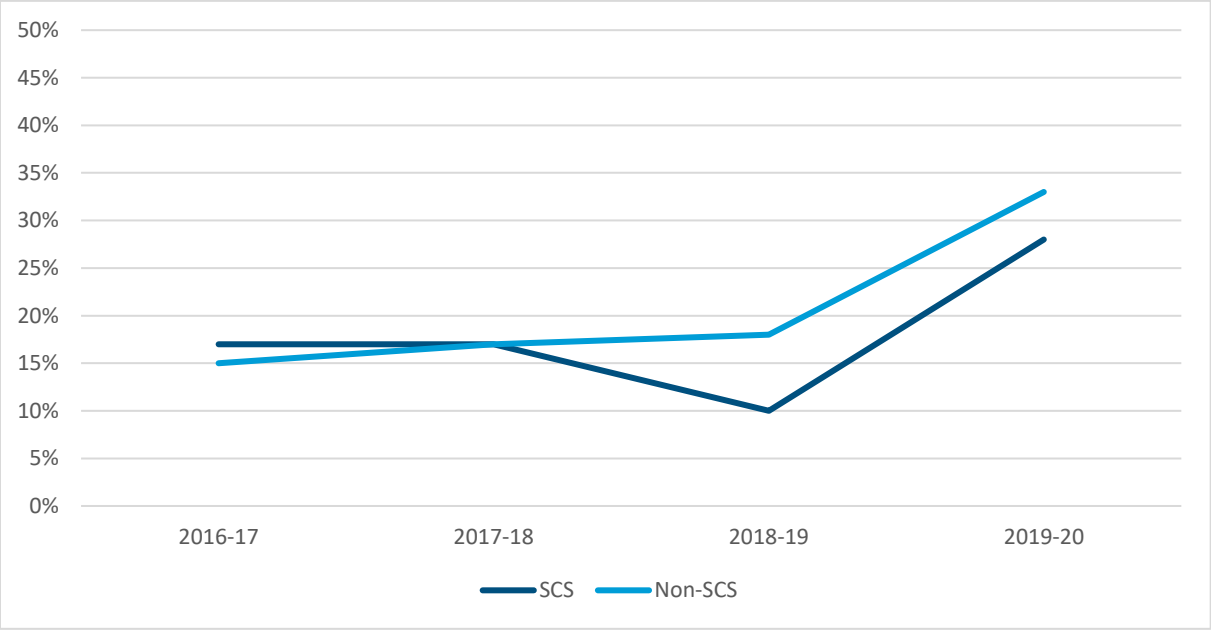
Note. Source: CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 20 SCS schools and 117 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools; SEL = social emotional learning.

Exhibit 28. Percentage of Elementary School Students With a Disciplinary Incident Who Enrolled in MTSS SEL Supports—SCS Schools Versus Comparison Schools



Note. Source: CPS Data Warehouses and MTSS support enrollment tracked in Aspen from 12 SCS schools and 97 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools; SEL = social emotional learning.

Exhibit 29. Percentage of High School Students With a Disciplinary Incident Who Enrolled in MTSS SEL Supports—SCS Schools Versus Comparison Schools



Note. Source*:* CPS Data Warehouses and MTSS support enrollment tracked in Aspen from eight SCS schools and 20 non-SCS schools. CPS = Chicago Public Schools; MTSS = multi-tiered systems of support; SCS = Sustainable Community Schools; SEL = social emotional learning.

Participation in After-School and Summer Learning Programming

This evaluation also explored the extent to which students who were struggling academically, behaviorally, or with attending school regularly participated in after-school and summer learning programming before and after the onset of SCS funding. In addition, in previous evaluations of the 21st CCLC-funded CSI schools, some evidence indicated that positive effects on student outcomes may be more prevalent for those students who end up participating in after-school and summer programming for 60 hours or more across the span of two school years (120 hours or more) (Naftzger & Liu, 2019; Naftzger et al., 2014). In light of these findings from past CSI evaluations, this evaluation also explored the extent to which students enrolled in SCS-funded schools participated in after-school and summer programming at the 60-hour threshold during a given programming period (e.g., summer and the following school year).

In undertaking these analyses, we also were looking for evidence of student participation in after-school and summer learning activities that aligned with areas where improvement may have been warranted. For example, we were interested in the extent to which students scoring in the bottom quartile on the NWEA MAP reading assessment in the prior year were involved in tutoring or programming that was intentionally aligned with one or more IBSE reading

standards. A summary of the subpopulations examined relative to their involvement in specific types of after-school and summer learning offerings is provided in Exhibit 30.

Exhibit 30. Summary of Analyses Exploring Student Enrollment in Specific Types of After-School and Summer Activities by Student Subgroup

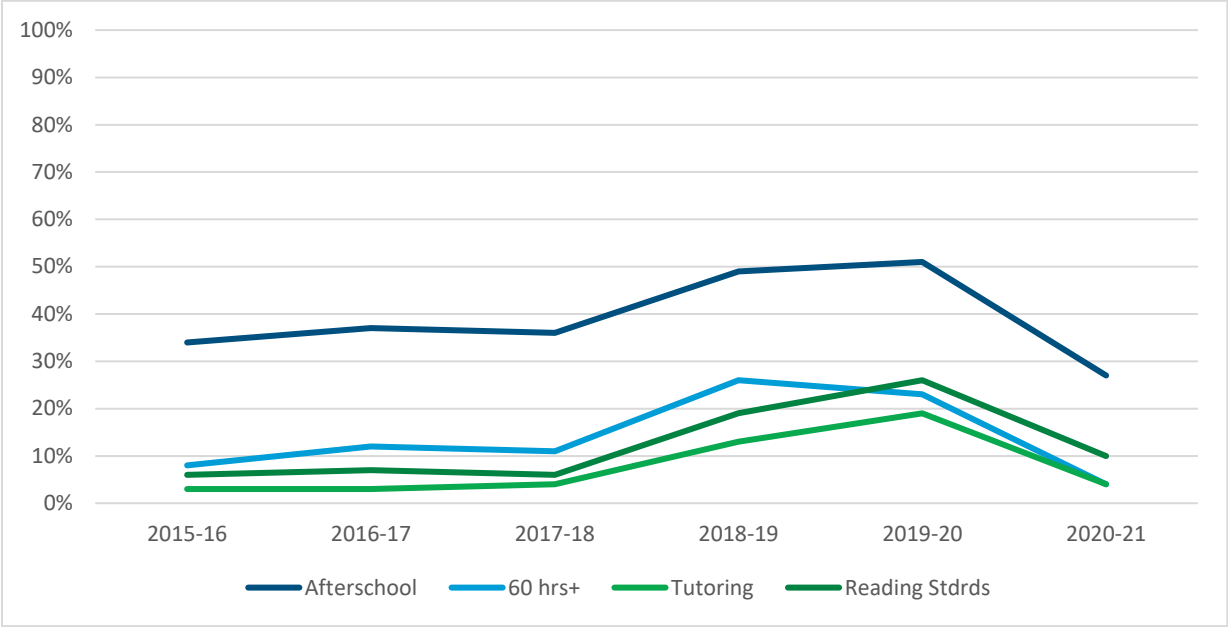
Student subgroup	Types of after-school and summer learning activities			
	Tutoring	ISBE reading standards	ISBE math standards	ISBE SEL standards
Bottom quartile—NWEA MAP reading	○	○		
Bottom quartile—NWEA MAP math	○		○	
Chronic absenteeism				○
Disciplinary incidents				○

Note. ISBE = Illinois State Board of Education; NWEA MAP = NWEA Measures of Academic Progress ; SEL = social emotional learning.

Finally, in conducting these analyses, because of the non-utilization of activity type codes in Cityspan among after-school and summer programming not directly funded by 21st CCLC, we only focused on SCS-funded schools.

The degree to which students scoring in the bottom quartile on the NWEA MAP assessment in reading and mathematics participated in after-school and summer learning programming at SCS schools is shown in Exhibits 31 and 32, respectively. As shown in Exhibit 31, before the onset of SCS funding, approximately 36% of students scoring in the bottom quartile of the NWEA MAP assessment in reading participated in after-school and summer activities during the 2017–2018 programming period. In 2018–2019, this percentage jumped to 49% and continued to climb slightly to 51% in 2019–2020, until falling substantively in 2020–2021 with the onset of the COVID-19 pandemic and the move to remote learning.

Exhibit 31. Percentage of Elementary Students Scoring in the Bottom Quartile on the NWEA MAP Reading Assessment in the Prior Year Who Enrolled in After-School Programming—SCS Schools Only

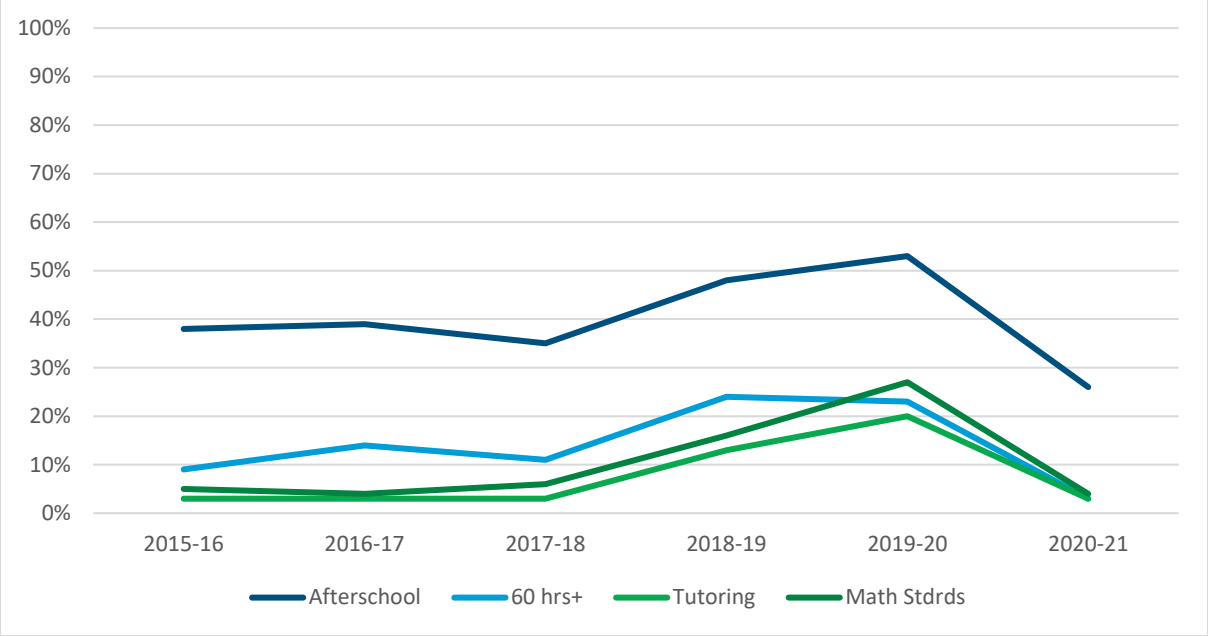


Note. Source*:* CPS Data Warehouses and after-school and summer participation data entered into Cityspan from 12 SCS schools. CPS = Chicago Public Schools; NWEA MAP = NWEA Measures of Academic Progress; SCS = Sustainable Community Schools.

The percentage of students attending after-school and summer activities for 60 hours or more also increased between 2017–2018 and 2018–2019, going from 11% to 26% of students who scored in the bottom quartile of the NWEA MAP reading assessment in the prior year. However, this percentage began to fall again in 2019–2020 with the onset of the COVID-19 pandemic.

Enrollment in after-school and summer tutoring and activities designed to promote specific state learning standards in reading also increased substantively across both 2018–2019 and 2019–2020 despite the COVID-19 pandemic. Specifically, 26% and 19% of students who scored in the bottom quartile for reading participated in these types of activities in 2018–2019 and 2019–2020, respectively. Before SCS funding, these percentages were 6% in 2018–2019 and 4% in 2019–2020. Unfortunately, these levels were not found to be sustainable during a year of mostly remote learning in 2020–2021. Results for students scoring in the bottom quartile for mathematics are shown in Exhibit 32 and follow the same trends associated with reading as highlighted in Exhibit 31.

Exhibit 32. Percentage of Elementary Students Scoring in the Bottom Quartile on the NWEA MAP Mathematics Assessment in the Prior Year Who Enrolled in After-School Programming—SCS Schools Only

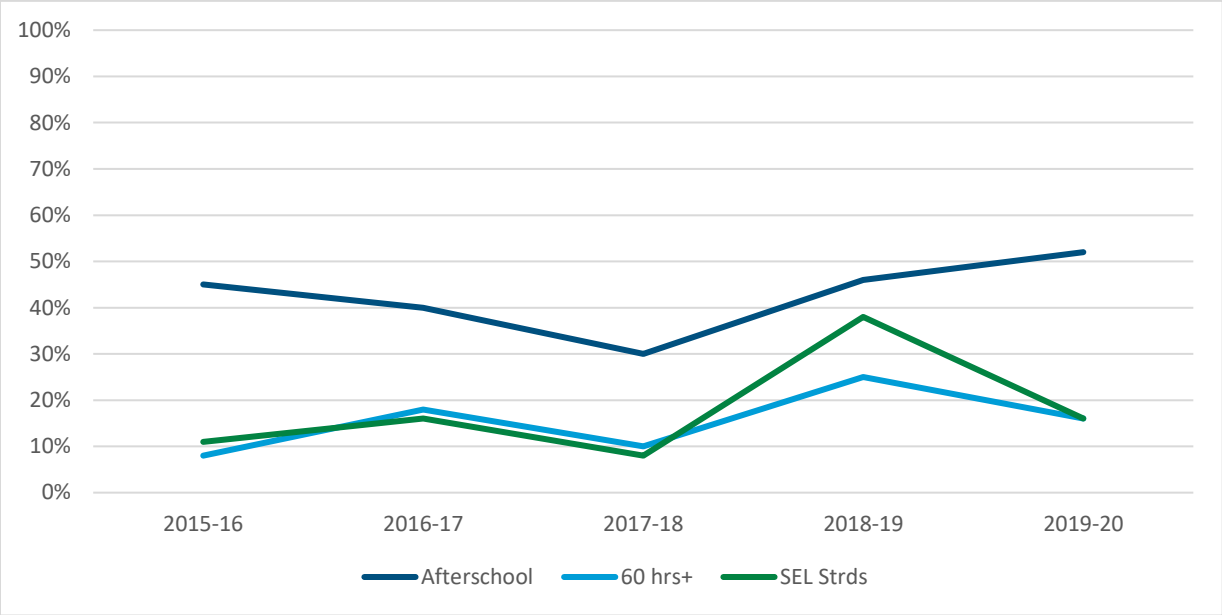


Note. Source*:* CPS Data Warehouses and after-school and summer participation data entered into Cityspan from 12 SCS schools. CPS = Chicago Public Schools; NWEA MAP = NWEA Measures of Academic Progress; SCS = Sustainable Community Schools.

The degree to which students with a disciplinary incident during the course of the school year participated in after-school and summer learning programming at SCS schools is shown in Exhibits 33 and 34 for elementary and high school students, respectively. In elementary schools, prior to the onset of SCS funding, the percentage of students with a disciplinary incident during the school year who enrolled in after-school and summer programming had been on a downward trend, dropping from 45% to 30% between 2015–2016 and 2017–2018. However, with the onset of SCS funding in 2018–2019, the percentage of students with a disciplinary incident who participated in after-school and summer activities increased to 46% and continued to rise in 2019–2020 to 52%.

The percentage of students with a disciplinary incident who participated in programming for 60 hours or more also sharply increased between 2017–2018 and 2018–2019 (increasing from 10% to 25%), before dropping again in 2019–2020 with the start of the COVID-19 pandemic. A sharp increase in student enrollment in activities meant to support one or more state SEL standards was seen in the first year of SCS funding (rising from 8% to 38%), before falling off dramatically in 2019–2020.

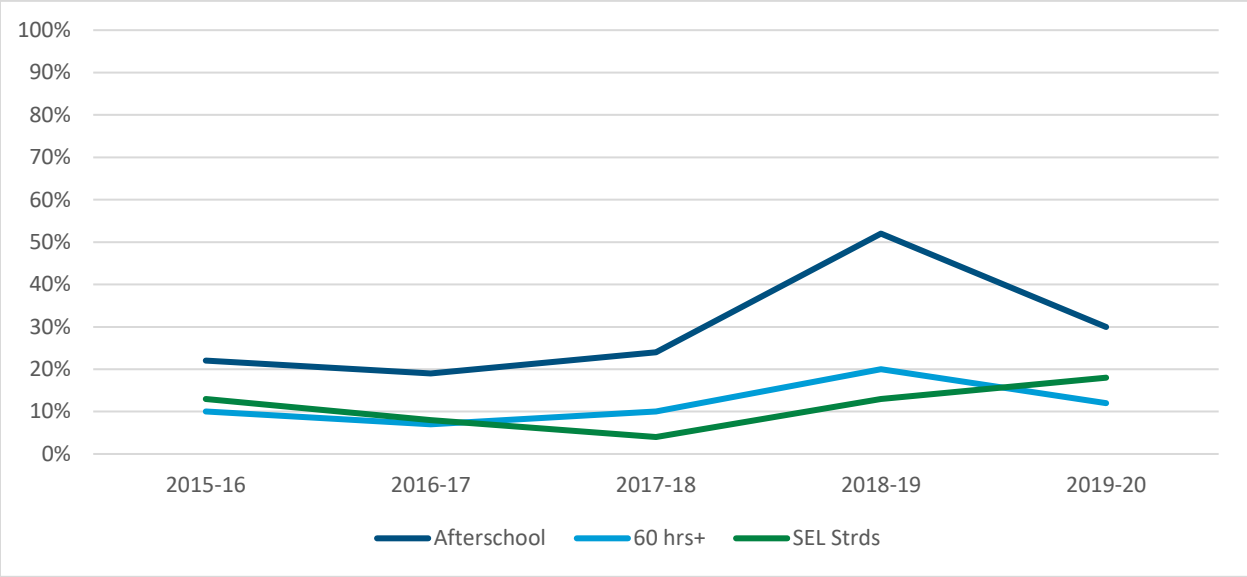
Exhibit 33. Percentage of Elementary Students With a Disciplinary Incident Who Enrolled in After-School Programming—SCS Schools Only



Note. Source*:* CPS Data Warehouses and after-school and summer participation data entered into Cityspan from 12 SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

In high schools, a similar increase in participation in after-school and summer activities was observed among students with a disciplinary incident with the onset of SCS funding. Participation rose from 24% in 2017–18 to 52% in the first year of SCS funding, before falling back to 30% during the 2019–2020 school year (see Exhibit 34). Student participation in activities designed to support skill building in relation to a specific SEL standard also increased during the SCS implementation period, rising from 4% in 2017–2018 to 18% in 2019–2020 among students with a disciplinary incident.

Exhibit 34. Percentage of High School Students With a Disciplinary Incident Who Enrolled in After-School Programming—SCS Schools Only



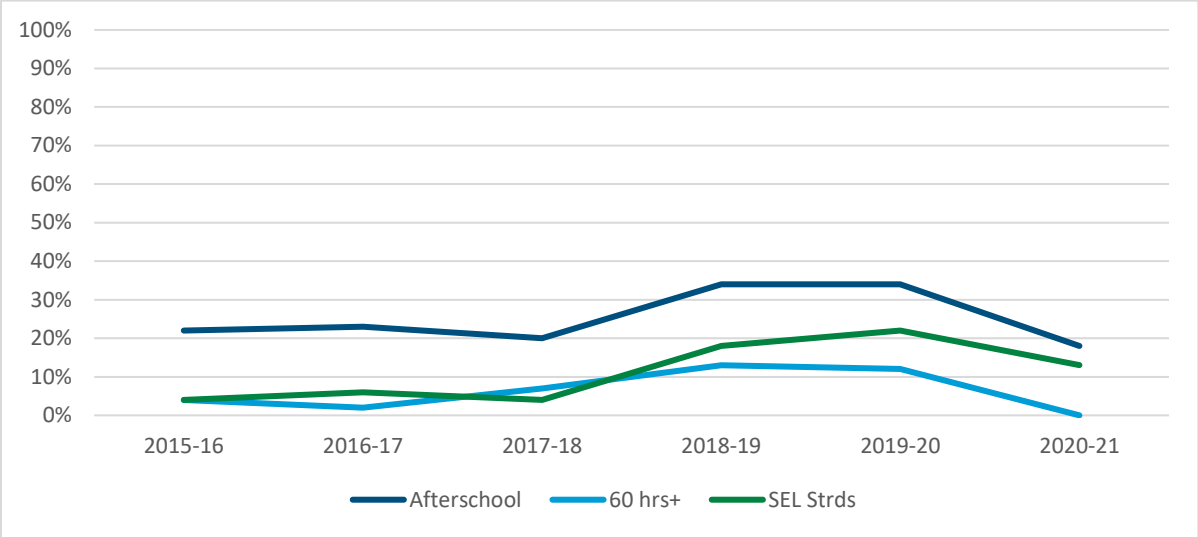
Note. Source: CPS Data Warehouses and after-school and summer participation data entered into Cityspan from eight SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Finally, the degree to which students who were identified as being chronically absent in the previous school year participated in after-school and summer learning programming at SCS schools is shown in Exhibits 35 and 36 for elementary and high school students, respectively. Here again, a noticeable increase was seen between the 2017–2018 and 2018–2019 programming periods in the percentage of elementary students who were chronically absent in the prior year and who participated in after-school and summer activities. This percentage increased from 20% to 34% in elementary schools (see Exhibit 35) and from 13% to 44% in high schools (see Exhibit 36). Although this increase in participation levels was sustained into 2019–2020 in elementary schools before declining in 2020–2021, the level of chronically absent students participating in after-school and summer programming in SCS high schools fell in 2019–2020 to 23%.

The rate at which chronically absent students participated in after-school and summer activities for more than 60 hours after SCS implementation was more muted compared with what was observed in relation to students in the bottom quartile on NWEA MAP and for students with disciplinary incidents (see Exhibits 31–34). The same can be said about the degree to which chronically absent high school students participated in activities meant to support skill building in relation to one or more state SEL standards after SCS implementation.

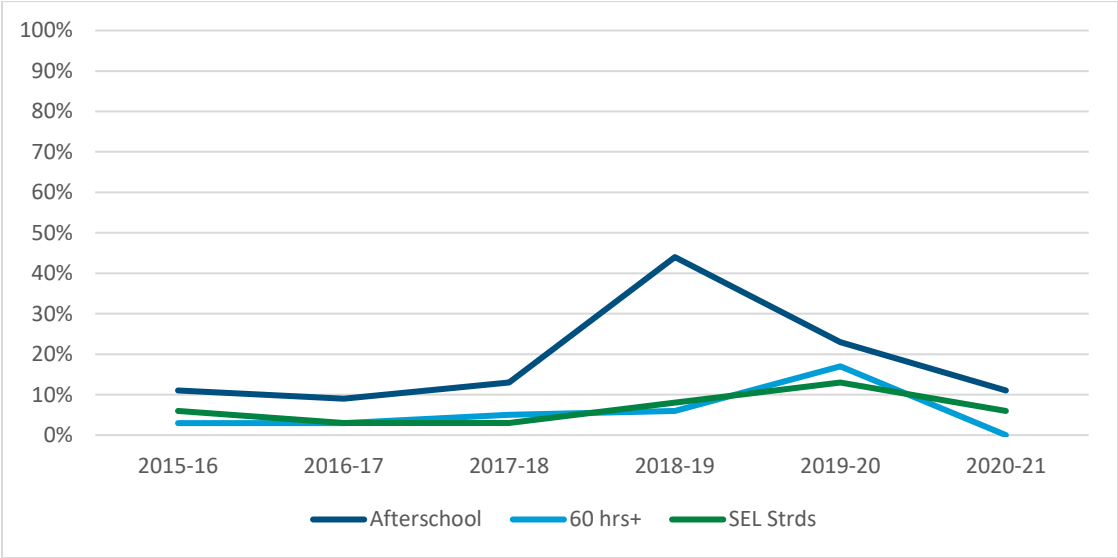
In elementary schools, there was a more noticeable uptick in the degree to which chronically absent students were engaged in SEL-focused after-school and summer activities, rising from 4% in 2017–2018 to 18% in 2018–2019 and 22% in 2019–2020.

Exhibit 35. Percentage of Elementary Students With Chronic Absenteeism in the Prior Year Who Enrolled in After-School Programming—SCS Schools Only



Note. Source*:* CPS Data Warehouses and after-school and summer participation data entered into Cityspan from 12 SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit 36. Percentage of High Schools Students With Chronic Absenteeism in the Prior Year Who Enrolled in After-School Programming—SCS Schools Only



Note. Source: CPS Data Warehouses and after-school and summer participation data entered into Cityspan from eight SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

KEY EVALUATION FINDINGS

One of the primary goals of the SCS initiative is to enroll students in SCS supports, services, and programming when they are struggling academically, demonstrate problematic behaviors, or have poor attendance in school. With the onset of SCS funding in 2018–2019 and continuing into the 2019–2020 school year, SCS schools demonstrated progress in getting a higher proportion of students in each of the target group categories engaged in MTSS supports and in after-school and summer programming.

This was particularly true for MTSS supports in literacy for elementary students (Exhibits 24–26) and SEL (Exhibits 27–29), although in each case, a small number of SCS-funded schools appeared to drive most of the growth in each of these areas.

SCS-funded schools also demonstrated improvements in getting students who scored in the bottom quartile of the NWEA MAP reading and mathematics assessments in the prior year (Exhibits 31 and 32) and students with disciplinary incidents (Exhibits 33 and 34) engaged in after-school and summer activities in both 2018–2019 and 2019–2020. This involvement also included increased participation in activities meant to cultivate skill building in state standards related to reading, math, and SEL, as well as more students in these groups participating in after-school and summer programming for 60 hours or more, a threshold shown to be associated with positive effects in previous CSI evaluations.

Unfortunately, many of these gains were not sustainable with the onset of the 2020–2021 school year, the move to remote learning, and the use of an online format for the provision of after-school activities.

School Outcomes

Evaluation Question 3—Were there notable trends in student outcomes among specific SCS schools with the onset of SCS implementation?

The SCS initiative was designed to support whole-school transformation in accordance with the core principles (e.g., racial justice and equity, transparency and trusting relationships, whole child approach to education) that underpin the project. As a result, as articulated in the logic model adopted by CPS (see Appendix A), a large number of short- and long-term outcomes are

envisioned to result from schools receiving SCS funding (see Exhibit 37). Outcomes addressed specifically in this report are highlighted in bold.

Exhibit 37. Summary of Short-Term and Long-Term Outcomes Expected From SCS Implementation

Short-term outcomes	Long-term outcomes
• Students are engaged and attending school regularly. • Students are actively engaged in culturally relevant learning/community. • Students and parents have increased access to support services and out-of-school time activities. • There is a focus on the development of school staff to implement school-wide restorative justice practices. • Families are increasingly involved in children's education and school activities. • A variety of stakeholder groups are engaged in meaningful leadership of community school efforts.	• Students succeed academically. • School restorative justice practices lead to lower rates of disciplinary incidents. • Students are healthy physically, socially, and emotionally. • Students learn in safe, supportive, and stable environments (low turnover of school staff). • There is a strong school community-family partnership. • School maintains community enrollment in neighborhood schools.

Note. SCS = Sustainable Community Schools.

Some of the short-term outcomes outlined in Exhibit 37 pertain to successful implementation of key pillars of the SCS model, like restorative justice practices; the provision of key supports and opportunities, including out-of-school time programming; the enactment of culturally relevant curriculum; and shared and collaborative leadership. The preceding section of this report outlined the data available in Cityspan and the CPS data warehouses pertaining to the provision of additional after-school and summer learning opportunities and additional supports provided under MTSS-related structures. The preceding section also included some exploration into changes in parent and adult family member participation in learning and family engagement activities that are tracked in Cityspan. As already noted, evidence indicates that these supports and opportunities were expanded in SCS schools during the 2018–2019 and 2019–2020 school years in particular.

Many of the other short-term outcomes require either the adoption of new data collection activities to fully understand if progress has been made in accomplishing these outcomes or the resumption of data collection activities like the 5Essentials survey, which were paused during the COVID-19 pandemic. New data collection activities were outside the purview of this initial report, but future efforts may include the adoption of qualitative and survey data collection to

address several of the remaining short-term outcomes not examined in this report. Ideally, these activities would include interviews and focus groups with teachers, parents, and students, as well as surveys for each of these key stakeholder groups. Additionally, there may be additional refinements that CPS could make to how data are collected in Cityspan and Aspen (the system used by CPS to collect MTSS-related data), particularly concerning how and when restorative justice practices are applied and how student and family activities are classified and tracked. Some of the long-term outcomes could not be examined in this report for similar reasons.

As a result, based on the availability of data that span both the short- and long-term outcomes defined by CPS for the SCS initiative, this report examines the following student-specific outcomes:

- Outcomes related to school-day attendance
- Outcomes related to disciplinary incidents
- Outcomes related to academic achievement
- Outcomes related to sustained school enrollment

This section of the report examines school-level changes in student outcomes across these four categories. As highlighted in the preceding section, changes in the service infrastructure at SCS schools were most prominent during the 2018–2019 and 2019–2020 school years. As a result, we have chosen to focus on student outcomes during these school years specifically. However, data are not available for the 2020–2021 school year for some outcome categories, such as disciplinary incidents and achievement. Alternatively, the available data are substantively different in meaning from the preceding school years because much of the 2020–2021 school year took place in a remote setting.

Generally, in the exhibits that follow, which highlight school-level outcomes, we have tried to highlight schools where improvement in a given outcome was demonstrated over both the 2018–2019 and 2019–2020 school years. For some outcomes, no schools demonstrated improvement across both school years. In these cases, single year improvement is outlined separately by school for the 2018–2019 and 2019–2020 school years.

Like most of the results outlined in this report, users should exercise caution in interpreting these results due to the impact of the COVID-19 pandemic on school operations and the collection and reporting of data.

Finally, during the 2019–2020 school year, SCS schools were asked to define a formal set of impact goals for the school year. In each of the exhibits that follow, a column has been included

to indicate if a given school identified a formal impact goal related to improving the school-outcome in question.

School-level improvements in student outcomes related to school attendance are outlined in Exhibit 38. Improving school-day attendance was the most commonly indicated impact goal identified by schools in relation to the 2019–2020 school year, with 5 of 12 elementary schools indicating that this was a goal and 2 of 8 high schools. Three school-related attendance measures were examined: (1) the average percentage of school days attended; (2) the percentage of students identified as being chronically absent (i.e., absent 10% or more of school membership days); and (3) the percentage of students chronically absent in the preceding year who demonstrated an improvement in the percentage of school days attended. For each measure, improvement was considered as occurring if the value in the current year demonstrated a one percentage point or more improvement over the preceding year.

As shown in Exhibit 38, multiple year improvements (indicated by the solid blue dots) in school attendance measures occurred primarily in SCS high schools. Both Richards High School and Steinmetz High School are notable here because each school indicated having an impact goal related to school attendance (as signified by the gray dots in the table) and demonstrated improvement in the average percentage of school days attended and a decline in the percentage of students identified as being chronically absent across both 2018–2019 and 2019–2020. Both schools also showed improvement in 2019–2020 in terms of the percentage of chronically absent students in the prior year who demonstrated improved attendance. Additional multi-year improvements in attendance measures were found for Morrill, Farragut High School, and Uplift High School (none of these schools had adopted a formal impact goal related to improving attendance).

A number of elementary schools that were adopting an impact goal related to improving school attendance demonstrated improvement specifically in 2019–2020 (indicated by the light green dots), including DePriest, Drake, McCormick, and Spencer elementary schools. DePriest and Drake were notable in that they demonstrated improvement in all three attendance-related measures in 2019–2020.

Exhibit 38. Improvement in School Attendance-Related Outcomes by School

School	2019–2020 impact goal related to attendance	Improvement in both 2018–2019 and 2019–2020		
		Average % of school days attended	% of chronically absent students	% of chronically absent students in prior year: Improved attendance
Elementary schools				
Beidler				
Brighton Park				
Cameron				
DePriest	●	○	○	○
Drake	●	○	○	○
Fort Dearborn	●			
McCormick	●		○	○
Metcalf				
Morrill			●	●
Spencer	●			○
Stevenson				
Yates				
High schools				
Dyett Arts				
Farragut				●
Fenger				
Kelly				
Richards	●	●	●	○
Schurz				
Steinmetz	●	●	●	○
Uplift			●	●

Note. Source: CPS Data Warehouse data from 20 SCS schools. Improvement was identified as occurring if the value in the current year demonstrated a one percentage point or more improvement over the preceding year. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

● indicates school adopted an impact goal in relation to this outcome in 2019–2020.

● indicates improvement across both 2018–2019 and 2019–2020.
○ indicates improvement in 2019–2020 for schools with an attendance-related impact goal.

Exhibit 39 outlines school improvement in measures related to disciplinary incidents. Although only two schools were found to have formally adopted impact goals related to reducing disciplinary incidents, sustained improvement in these areas was relatively common among SCS schools. However, one substantive caveat is noteworthy here. Most schools witnessed a substantial drop in disciplinary incidents with the move to remote learning in March 2020, thereby enhancing the likelihood that schools would see improvement on the metrics examined in the 2019–2020 school year. Five measures related to disciplinary incidents were constructed and used to populate Exhibit 39:

- The ratio of total incidents in offense groups 1 and 2 to the number of students in the school.
- The ratio of total incidents in offense groups 3 and 4 to the number of students in the school.
- The ratio of total incidents in offense groups 5 and 6 to the number of students in the school.
- The ratio of total in-school suspensions (ISS) to the number of students in the school.
- The ratio of total out-of-school suspensions (OSS) to the number of students in the school.

The two schools with impact goals related to disciplinary incidents, Fort Dearborn and Uplift High School, each demonstrated improvement across both school years on three of these measures (indicated by the solid blue dots) and improvement in 2019–2020 specifically among the other two (indicated by the light green dots). Cameron, Stevenson, and Richards High School also demonstrated multi-year improvement across multiple measures indicative of fewer disciplinary incidents.

Sustained reductions in out-of-school suspensions were the most common measure where improvement was demonstrated, with eight schools showing reductions in this area across both the 2018–2019 and 2019–2020 school years.

Exhibits 40–42 outline school improvements in measures related to academic achievement. Separate measures were examined for elementary schools (Exhibits 40 and 41) and high schools (Exhibit 42).

Here again, none of the measures examined were optimal given the challenges created by the COVID-19 pandemic. In both elementary schools and high schools, changes in student

achievement were first examined based on grades. In elementary schools, we focused on grades in reading, writing, and mathematics, while in high school we focused on all grades obtained by students for a given marking period. Because of the COVID-19 pandemic, there were strong indications in the data that grades were inflated for the third and fourth marking periods for the 2019–2020 school year. In light of this, comparisons across years were limited to grades obtained during the first two marking periods of a given school year.

Exhibit 39. Improvement in Measures Related to Disciplinary Incidents by School

	2019–2020 impact goal related to discipline	Improvement in both 2018–2019 and 2019–2020				
		Ratio of offense group 1 & 2 events to students	Ratio of offense group 3 & 4 events to students	Ratio of offense group 5 & 6 events to students	Ratio of ISS to students	Ratio of OSS to students
Elementary Schools						
Beidler						●
Brighton Park						
Cameron			●	●	●	●
DePriest						
Drake				●		
Fort Dearborn	●	●	●	○	●	○
McCormick						
Metcalf						
Morrill						●
Spencer						
Stevenson		●	●			●
Yates						
High Schools						
Dyett Arts						●
Farragut						
Fenger				●		●
Kelly						
Richards			●	●		●
Schurz					●	

	2019–2020 impact goal related to discipline	Improvement in both 2018–2019 and 2019–2020				
		Ratio of offense group 1 & 2 events to students	Ratio of offense group 3 & 4 events to students	Ratio of offense group 5 & 6 events to students	Ratio of ISS to students	Ratio of OSS to students
Steinmetz		●			●	
Uplift	●	○	●	●	○	●

Note: Improvement was identified as occurring if the value in the current year demonstrated any improvement over the preceding year. Source: CPS Data Warehouses from 20 SCS schools. CPS = Chicago Public Schools; ISS = in-school suspension; OSS = out-of-school suspension.

● indicates that school adopted an impact goal in relation to this outcome in 2019–2020.

● indicates improvement across both 2018–2019 and 2019–2020.

○ indicates improvement in 2019–2020 for schools with a disciplinary incident-related impact goal.

Exhibit 40. Improvement in Measures Related to Reading Achievement by Elementary School

	2019–2020 impact goal related to reading	Improvement in both 2018–2019 and 2019–2020		Improvement in a single year from the year prior	
		Fall improvement in reading grades: Students below a "C"	Fall improvement in writing grades: Students below a "C"	Improvement in school's growth percentile: NWEA reading 2018–2019	Improvement in school's growth percentile: NWEA reading 2019–2020
Elementary schools					
Beidler			●	○	○
Brighton Park	●	●	○		○
Cameron				○	
DePriest					○
Drake				○	
Fort Dearborn	●		○	○	

	2019–2020 impact goal related to reading	Improvement in both 2018–2019 and 2019–2020		Improvement in a single year from the year prior	
		Fall improvement in reading grades: Students below a "C"	Fall improvement in writing grades: Students below a "C"	Improvement in school's growth percentile: NWEA reading 2018–2019	Improvement in school's growth percentile: NWEA reading 2019–2020
McCormick		●		○	
Metcalf					○
Morrill			●		○
Spencer				○	
Stevenson					○
Yates	●	●	●		○

Note: Improvement was identified as occurring for grades in the school demonstrated a one percentage point or more improvement over the preceding year, while for NWEA growth percentiles, improvement was demonstrated if the value in the current year demonstrated any improvement over the preceding year.
Source: CPS Data Warehouses from 12 SCS schools. CPS = Chicago Public Schools; NWEA MAP = NWEA Measures of Academic Progress; SCS = Sustainable Community Schools.

● indicates that school adopted an impact goal in relation to this outcome in 2019–2020.

● indicates improvement across both 2018–2019 and 2019–2020.

○ indicates improvement in either 2018–2019 or 2019–2020.

○ indicates improvement in 2019–2020 for schools with a reading-related impact goal.

Exhibit 41. Improvement in Measures Related to Mathematics Achievement by Elementary School

School	2019–2020 impact goal related to math	Improvement in both 2018–2019 and 2019–2020	Improvement in a single year from the year prior	
		Fall improvement in math grades: Students below a "C"	Improvement in school's growth percentile: NWEA math 2018–2019	Improvement in school's growth percentile: NWEA math 2019–2020
Elementary schools				
Beidler			○	
Brighton Park				○
Cameron				
DePriest				○
Drake		●	○	
Fort Dearborn	●		○	
McCormick			○	
Metcalf				○
Morrill				○
Spencer			○	
Stevenson	●		○	
Yates			○	○

Note: Improvement was identified as occurring for grades if the school demonstrated a 1 percentage point or more improvement over the preceding year, while for NWEA growth percentiles, improvement was demonstrated if the value in the current year demonstrated any improvement over the preceding year. Source: CPS Data Warehouses from 12 SCS schools. CPS = Chicago Public Schools; NWEA MAP = NWEA Measures of Academic Progress; SCS = Sustainable Community Schools.

● indicates that school adopted an impact goal in relation to this outcome in 2019–2020.

● indicates improvement across both 2018–2019 and 2019–2020.

○ indicates improvement in either 2018–2019 or 2019–2020.

Exhibit 42. Improvement in Measures Related to Student Achievement by High School

School	2019–2020 impact goal related to achievement/on-track status	Improvement in both 2018–2019 and 2019–2020	Improvement in a single year from the year prior
		Fall improvement in grades: Students below a "C"	Improvement in freshman on-track status: 2018–2019
High schools			
Dyett Arts			
Farragut	●		
Fenger	●		
Kelly	●		
Richards			○
Schurz	●	●	○
Steinmetz		●	○
Uplift			○

Note: Improvement was identified as occurring if the value in the current year demonstrated a 1 percentage point or more improvement over the preceding year. Source: CPS Data Warehouses from 20 SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

● indicates that school adopted an impact goal in relation to this outcome in 2019–2020.

● indicates improvement across both 2018–2019 and 2019–2020.

○ indicates improvement in 2018–2019.

Additionally, given an explicit focus of the SCS Initiative on supporting students with low academic achievement, this evaluation explored the degree to which students obtaining a grade lower than a "C" or with a marking period grade point average below a 2.0 demonstrated improvement by the end of the second marking period of the school year. Admittedly, this is an unusual metric but was deemed the most viable in light of how grades reporting played out during the post-pandemic period.

Although assessment scores were also hampered by the COVID-19pandemic, NWEA national school growth percentiles were calculated for both 2018–2019 and 2019–2020 as part of the School Quality Rating Policy (SQRP) for elementary schools. Changes in growth percentiles were also evaluated in both reading and mathematics for 2018–2019 and 2019–2020.

Finally, at the high school level, freshmen's on-track status was calculated and made available through the 2018–2019 school year and was considered as part of efforts to explore how SCS schools changed on select student outcomes before and after the receipt of SCS funding.

As outlined in Exhibit 40, only three elementary schools identified an impact goal that was related to improving student achievement in reading during the 2019–2020 school year—Brighton Park, Fort Dearborn, and Yates. Both Brighton Park and Yates demonstrated sustained improvement in both 2018–2019 and 2019–2020 in terms of the percentage of students receiving a grade lower than a "C" in reading at the end of the first marking period who demonstrated improvement in reading by the end of the second marking period (indicated by a solid blue dot). This level of improvement in reading was demonstrated by McCormick as well. In addition, Yates also demonstrated sustained improvement across both school years in the percentage of students receiving a grade lower than a "C" in writing at the end of the first marking period who demonstrated improvement in writing by the end of the second marking period. This was also the case with Beidler and Morrill, while both Brighton Park and Fort Dearborn showed improvements in this writing-related metric specifically in 2019–2020 (indicated by a light green dot). Beidler was the only elementary school to show improvement in its NWEA national growth percentile ranking for reading in both 2018–2019 and 2019–2020. All remaining schools showed growth in either 2018–2019 or 2019–2020 on this metric from the preceding school year (indicated by a light blue dot).

Improving student performance in mathematics was identified as a 2019–2020 impact goal by two schools—Fort Dearborn and Stevenson (see Exhibit 41). Drake was the only school that demonstrated sustained improvement in both 2018–2019 and 2019–2020 in terms of the percentage of students receiving a grade lower than a "C" in mathematics at the end of the first marking period who demonstrated improvement in mathematics by the end of the second marking period (indicated by a solid blue dot). In terms of the NWEA, all schools demonstrated improvement in their national growth percentile ranking for mathematics relative to the prior year in either 2018–2019 or 2019–2020 (indicated by a light blue dot).

As outlined in Exhibit 42, half of SCS high schools identified an impact goal for 2019–2020 related to either improving student achievement or improving student on-track status—Farragut, Fenger, Kelly, and Schurz high schools. Schurz High School was the one high school that demonstrated both improvements in the percentage of students receiving a marking period grade point average lower than a "C" at the end of the first marking period who demonstrated improvement in mathematics by the end of the second marking period in both 2018–2019 and 2019–2020 (indicated by a solid blue dot) and in the on-track rate for freshmen between 2017–2018 and 2018–2019 (indicated with a light blue dot). Steinmetz High School was the other SCS high school that demonstrated improvement in both of these areas, while

Richards High School and Uplift High School also demonstrated improvements in their freshmen on-track rate.

Finally, while not shown in a specific exhibit, this evaluation also explored the extent to which schools were successful in retaining students from the preceding school year who (1) were enrolled during the entire preceding school year and (2) were eligible to return to school in the fall for the start of the school year. Using this approach, four SCS schools were found to have improved their fall retention rate for both fall 2019 and fall 2020—Beidler, Morrill, Fenger High School, and Steinmetz High School.

KEY EVALUATION FINDINGS

One key metric in evaluating school performance is to assess the extent to which schools improved in areas in which they expected to improve given the impact goals formulated for the 2019–2020 school year. There were a total of 18 instances across the outcomes examined where a school had adopted an aligned impact goal in relation to SCS implementation during the 2019–2020 school year. In 14 of 18 cases, SCS schools demonstrated improvement in one or more aligned outcomes, and in seven cases, this improvement had been sustained over two school years.

Multiple-year improvement in school attendance-related outcomes was often concentrated in high schools, with four of eight SCS high schools showing improvement in one or more attendance-related metrics in 2018–2019 and 2019–2020. Drake, DePriest, Richards High School, and Steinmetz High School demonstrated improvement in each of the school attendance-related metrics examined.

Multiple-year improvement in metrics related to disciplinary incidents were also common, with 12 SCS schools demonstrating improvement across both 2018–2019 and 2019–2020. However, the practical significance of this finding is likely reduced given that reductions in disciplinary incidents in 2019–2020 were likely influenced by the move to remote learning during the onset of the COVID-19 pandemic. Fort Dearborn and Uplift High School demonstrated improvement in each of the metrics related to disciplinary incidents.

Sustained, multiple-year improvements in academic achievement were more commonly seen in elementary schools in reading achievement specifically, while multiple-year improvements in math achievement and achievement at the high school level were less prevalent. Brighton Park

and Yates demonstrated the most consistent improvement across the reading-related metrics examined.

Two schools were found to have demonstrated improvement in one or more measures related to attendance, disciplinary incidents, student achievement, and retention across both the 2018–2019 and 2019–2020 school years—Morrill and Steinmetz High School.

Finally, the analyses contained in this section are admittedly imperfect considering the potential impact of the COVID-19 pandemic. We urge readers to use caution in interpreting these results and believe the most appropriate use of these data are to inform the potential closer examination of some schools or topics when undertaking the implementation portion of the evaluation slated in the 2021–2022 school year.

Impact Analysis

Evaluation Question 4—What effect did receipt of SCS funding have on student outcomes relative to similar schools not receiving SCS funding?

As described at the outset of this report, implementing the Sustainable Community Schools model at a given school will support the achievement of a wide variety of possible positive outcomes for enrolled students and their families, including exposure to new opportunities and content, the opportunity to experience a culturally relevant learning environment, the development of social and emotional skills and competencies, improvements in academic achievement, the development of behaviors deemed important for school success, better health and well-being among enrolled youth, and closer ties and relationships among members of the school community. In this sense, the SCS initiative represents a substantive and complex whole-school reform strategy that is likely to take years to implement in an optimal fashion.

As has been noted throughout this report, the implementation of the SCS model was disrupted with the onset of the COVID-19 pandemic in spring 2020 and a teacher's strike that occurred in the fall of 2019, which also served to disrupt school operations. In light of this, we think it is important to highlight that the impact analyses summarized in this section of the report (1) represent a very early assessment of how SCS implementation at a given school may have affected student outcomes and (2) were influenced by these critical events during the early implementation period. As a result, we urge readers to be cautious when interpreting the results outlined in this section of the report.

Comparative Interrupted Time Series (CITS)

In order to complete an early assessment of how implementation of the SCS initiative may be affecting student outcomes, the evaluation team opted to employ a comparative interrupted time series (CITS) design. CITS is one of the strongest quasi-experimental designs that can be used when a comparison or control series can be constructed in the absence of a randomized controlled trial (Bloom, 2003; Shadish et al., 2001). The goal of a CITS analysis is to compare the trends for a given outcome over time between a treatment group (in this case, the 20 schools enrolled in the SCS initiative) and a comparison group (in this case, the original list of 117 schools initially deemed as potentially eligible for the receipt of SCS funding but who did not receive funding). This requires having data about the outcomes being examined before SCS was implemented at a given school and then after implementation has begun for both the treatment and comparison schools. What we hope to see is that the trends for the treatment schools will begin to shift in a more positive manner after SCS implementation is underway compared with the trendlines for the comparison schools. The CITS designed relied on pre-SCS data from the 2014–2015 to 2017–2018 school years, with the exception of models examining effects related to disciplinary incidents, which used data from 2015–2016 to 2017–2018, as these data were not available for 2014–2015.

The impact analysis focused on the 20 SCS schools (12 elementary schools and eight high schools). As described previously, potential comparison schools were first limited to the pool of CPS schools who were eligible to receive the SCS funding but did not. There were 96 elementary schools and 18 high schools in this group of eligible comparison schools where data was available before and after the start of SCS funding. Our impact analyses were conducted on a matched subset of the comparison schools that were most similar to the SCS schools.

The matched set of comparison schools was selected via propensity scores. This approach models the propensity (probability) that a school received SCS funding based on a large list of pre-SCS variables. SCS schools were then matched to comparison pool schools with similar propensity scores. Each SCS elementary school was matched to three comparison schools given that there were a larger number of potential comparison schools (96). Each SCS high school was matched to only a single high school due to the small pool of comparison schools (18).

The matching process was conducted using a litany of school contextual and performance variables, including the following:

- Student demographics: percentage of African American, Hispanic, or White students; students in special education; bilingual students; students receiving free or reduced-price lunch; and student mobility
- School enrollment

- Student attendance including chronic absenteeism and chronic truancy
- Student behavior: number and types of incidences, number and types of suspensions, lengths of suspensions
- High school-specific variables: freshmen on-track rate, college enrollment and college persistence, dropout rates, graduation rates, ACT scores, PSAT scores, SAT scores, and college readiness scores
- Elementary achievement variables: NWEA MAP RIT scores in reading and mathematics from 2014–2015 through 2017–2018
- Student grades from 2014–2015 through 2017–2018
- Other school variables: teacher retention, principal retention, chronic absenteeism rate, hardship index, percentage of students in a transitional living situation, SQRP ratings, school accountability status, scores on the My School My Voice survey

Variables that were similar to outcomes that would be modeled at the student level (e.g., achievement, attendance, etc.) were matched not only for the immediate pre-SCS year, but for all years in the prior trend. This helped control for schools' overall level of performance on these variables as well as for any trends in those variables that may be occurring prior to SCS. Appendix B provides a full list of variables used in the school matching process, along with a comparison of SCS and comparison schools on these variables, both before and after the matching process. Matching results were generally mediocre but the robustness of the CITS design helped to ameliorate less than optimal matching results.

The research design used the preintervention trend line of an outcome variable (e.g., school day attendance, disciplinary incidents) as a comparison for the outcome measurements obtained after the onset of SCS funding. Changes in the overall level of the outcome (intercept change) or its slope over time following the start of SCS funding provided evidence about whether the initiative had an impact on students and their schools.

In a CITS design, a school's performance is first compared to its expected performance based on pre-SCS implementation. In general, CITS robustly controlled for fixed differences between the SCS and comparison schools (e.g., average achievement, demographic composition, neighborhood effects, etc.).

CITS designs are strengthened by adding a comparison group of schools that are not implementing the intervention in question—in this case, SCS funding. The primary reason for including a comparison group for a CITS design is to account for "history threat." History threat can occur when multiple factors may be influencing changes in performance in the SCS schools,

with those factors occurring simultaneously with the introduction of SCS. The comparison group can protect against this threat by averaging out the effect of other policy and practice changes that may have happened in the district at the same time as the introduction of SCS funding. The CITS models were run for both the full comparison group and the matched comparison group. Matched results are highlighted in the report. The number of schools included in the full comparison and matched comparison samples are shown in Exhibit 43. Please note that one SCS elementary school and one SCS high school were dropped from the matched comparison analyses due to an inability to construct a balanced comparison sample if they were included in these analyses.

Exhibit 43. Summary of Schools Involved in the Full Comparison and Matched Comparison Analyses

	Full comparison		Matched comparison	
	SCS	Comparison	SCS	Comparison
Elementary schools	12	96	11	33
High schools	8	18	7	7

Note. SCS = Sustainable Community Schools.

Outcomes Examined

The outcome categories examined in undertaking the CITS analysis were consistent with outcomes examined in the preceding section when exploring school-level outcomes:

- Outcomes related to school-day attendance
- Outcomes related to disciplinary incidents
- Outcomes related to academic achievement
- Outcomes related to sustained school enrollment

It is important to note that data related to some important outcomes described in the SCS logic model (see Appendix A) were not available in relation to the SCS implementation period examined, which spanned from 2018–2019 to portions of the 2020–2021 school year. Ideally, measures would have been available in relation to the following types of outcomes as well, which are also directly aligned with how implementation of the SCS model is expected to impact both students and families:

- Improved student engagement and perceptions of the relevance of school-day instruction
- Improved school climate

- Improved student functioning on social and emotional outcomes
- Improved relationships between and among parents and the school
- Improved confidence on the part of parents that they can support their child's learning
- Improved parent leadership and influence in partnering with teachers and educators to address their child's needs and interests

Unfortunately, many of these outcomes represent some of the more immediate ways that SCS implementation was potentially likely to affect students and their families. These outcomes would have been ideal to consider when examining early initiative effects. It is possible that some of these outcomes will be examined during the implementation study slated to be undertaken during the 2021–2022 school year. However, we encourage CPS to consider other metrics that could be employed more broadly and that could be used to document progress in achieving these outcomes through SCS implementation.

In Exhibit 44, we outline the outcomes that we examined when conducting the CITS analyses, along with the number of outcome years associated with the SCS implementation period that were examined. It was only possible to examine impact results for all three SCS implementation years for the school-day attendance outcomes and outcomes related to grades for the first two marking periods of a given school year. Data for disciplinary incidents and NWEA assessment scores were only available for 2018–2019 and 2019–2020. In the case of the latter set of outcomes, we focused on scores associated with the winter administration of the NWEA MAP assessment to obtain a measure for both 2018–2019 and 2019–2020. Sustained school enrollment measures were based on assessing student enrollment in the fall of 2019 and the fall of 2020 and focused on students enrolled in the preceding school year (2018–2019 and 2019–2020 ,respectively). Finally, for measures related to grades that spanned the entire school year, it was only feasible to examine such measures for 2018–2019 due to the previously noted impact of the onset of the COVID-19 pandemic on observed grade inflation during the last two marking periods of the 2019–2020 school year.

Exhibit 44. List of Student Outcomes Examined by School Year

School outcomes	2018–2019	2019–2020	2020–2021
School-day attendance			
% of school membership days attended	●	●	●
% of school memberships days counted as unexcused absence	●	●	●

School outcomes	2018–2019	2019–2020	2020–2021
Student met the definition of being chronically absent during the school year (i.e., attended less than 90% of membership days)	●	●	●
School-day disciplinary incidents			
Sum of incidents in offense groups 1 and 2	●	●	
Sum of incidents in offense groups 3 and 4	●	●	
Sum of incidents in offense groups 5 and 6	●	●	
Student received one or more out-of-school suspensions	●	●	
Student received one or more in-school suspensions	●	●	
Number of days associated with OSSs	●	●	
Number of days associated with ISSs	●	●	
Grades			
Mean of all grades for the entire school year	●		
Mean of reading grades associated with the school year, all marking periods (ELs only)	●		
Mean of math grades associated with the school year, all marking periods (ELs only)	●		
Mean of writing grades associated with the school year, all marking periods (ELs only)	●		
Mean reading grades for marking period 1 and marking period 2 (ELs only and scores for both marking periods)	●	●	●
Mean math grades for rc1 and rc2 (ELs only and scores for both marking periods)	●	●	●
Mean writing grades for rc1 and rc2 (ELs only and scores for both marking periods)	●	●	●
Mean grades for rc1 and rc2 (ELs only and scores for both marking periods)	●	●	●
Mean grades for fall semester (HS only and scores only for the semester)	●	●	●
NWEA MAP scores			
Rit score, winter administration, reading (ELs only)	●	●	
Rit score, winter administration, math (ELs only)	●	●	

School outcomes	2018–2019	2019–2020	2020–2021
Sustained school enrollment			
Remained enrolled in the same school in the fall after being in at that schools during the preceding school year	●	●	

Note. EL = English learner; HS = high school; IS = in-school suspension; OSS = out-of-school suspension; rc1 = marking period 1; rc2 = marking period 2.

Complete descriptive results across all the measures outlined in Exhibit 44 can be found in Appendix C, with breakouts for the SCS schools and full domain of comparison schools. Generally, performance across the two groups was largely similar in most years and across most metrics.

CITS Subpopulations

The CITS analyses undertaken to examine SCS impact on the outcomes outlined in Exhibit 43 were completed using available data for all students enrolled in the schools in question, as well as separately for students in the following subpopulations:

- Black students
- Hispanic students
- Students who were English learners
- Students in special education

When examining program effects using CITS, it was important that the subpopulations examined were selected based on characteristics that were relatively stable and time invariant for the period under examination. The racial/ethnic and program categories used to examine how the SCS initiative affected different student groups were largely reflective of this requirement. Additional information about the prevalence of these subpopulations in SCS schools can be found in Exhibits 18 and 19.

CITS Results

The results from the CITS analyses undertaken that were statistically significant can be found in Exhibits 45 and 46, which outline significant positive (i.e., resulting in a desired outcome) and negative (i.e., resulting in a non-desirable outcome) effects, respectively. In each exhibit, the following structure is used to communicate effects found to be significant or moderately significant:

● indicates a significant effect among elementary school students ($p < .05$).

● indicates a significant effect among high school students ($p < .05$).

◯ indicates a moderately significant effect among elementary school students ($p < .10$).

◯ indicates a moderately significant effect among high school students ($p < .10$).

More detailed results for each model with significant results can be found in Appendix D.

Exhibit 45. Student Outcomes Where SCS-Funded Schools Were Found to Have a Significant Positive Effect Compared With a Matched Set of Comparison Schools Based on a CITS Analysis

Outcomes	All students			Black students			Hispanic students			Students who are English learners			Students in special education		
	1819	1920	2021	1819	1920	2021	1819	1920	2021	1819	1920	2021	1819	1920	2021
Attendance															
Chronic absenteeism	●			○						●	○	○	●		
Days attended								○		○○	●				
Disciplinary incidents															
OSS days		●			●									●	

Note. CITS = comparative interrupted time series; OSS = out-of-school suspension; SCS = Sustainable Community Schools.

● indicates a significant effect among elementary school students ($p < .05$).

● indicates a significant effect among high school students ($p < .05$).

○ indicates a moderately significant effect among elementary school students ($p < .10$).

○ indicates a moderately significant effect among high school students ($p < .10$).

Exhibit 46. Student Outcomes Where SCS-Funded Schools Were Found to Have a Significant Negative Effect Compared With a Matched Set of Comparison Schools Based on a CITS Analysis

Outcomes	All students			Black students			Hispanic students			Students who are English learners			Students in special education		
	1819	1920	2021	1819	1920	2021	1819	1920	2021	1819	1920	2021	1819	1920	2021
Grades for marking periods 1 and 2															
Mathematics		○													
Attendance															
Days attended						○									
Days unexcused									○						
Disciplinary incidents															
Students with ISS								●			○●				
Students with OSS							●	●							
Offense group 1 and 2 events	●						●						●		
Offense group 3 and 4 events				●	●		●	●		●	●				

Note. CITS = comparative interrupted time series; ISS = in-school suspension; OSS = out-of-school suspension; SCS = Sustainable Community Schools.

● indicates a significant effect among elementary school students ($p < .05$).

● indicates a significant effect among high school students ($p < .05$).

○ indicates a moderately significant effect among elementary school students ($p < .10$).

○ indicates a moderately significant effect among high school students ($p < .10$).

Significant Positive Impacts in SCS Schools

As shown in Exhibit 45, the most consistent significant, positive effects were found in relation to **school day attendance-related outcomes** in **high schools** during the 2018–2019 and 2019–2020 school years and included the following:

- **Positive effects related to all high school students.** Receipt of SCS funding was associated with a significant positive effect on chronic absenteeism, with fewer students identified as being chronically absent (in 2018–2019 specifically) relative to schools in the matched comparisons groups.

  For the percentage of students identified as chronically absent, students in SCS schools were chronically absent 15% less often in 2018–2019 compared with students in the matched comparison schools.

- **Positive effects related to English learners and special education students.** Significant, positive effects on chronic absenteeism (2018–2019) and the percentage of school days attended (2018–2019 and 2019–2020) were also seen among students classified as English learners who were enrolled in SCS schools. However, the 2018–2019 finding for school days attended was only moderately significant. For students in special education, a significant reduction in chronic absenteeism was seen specifically in 2018–2019.

  For **English learners**, the effect on school days attended was +4.03 percentage points and +6.37 percentage points, respectively, in 2018–2019 and 2019–2020. This would translate to approximately 7 to 11 additional school days attended on average in a 175-day school year in SCS high schools. English learners were chronically absent 14.2% less often in 2018–2019 compared with students in the matched comparison schools.

  Students in special education were chronically absent 14.9% less often in 2018–2019 compared with students in the matched comparison schools.

- **Positive effects related to Hispanic and Black students.** SCS high schools were found to have a positive effect on the percentage of school days attended for Hispanic students in 2019–2020, although this was a moderately significant finding. For Hispanic students, the effect on school days attended was +5.48 percentage points in 2019–2020. This would translate to approximately 9 to 10 additional school days attended on average in a 175-day school year in SCS high schools.

  Additionally, for Black students, being enrolled in an SCS school resulted in significantly fewer students being chronically absent in 2018–2019, although this finding was also only

moderately significant. More specifically, Black students were chronically absent 16.3% less often in 2018–2019 compared with students in the matched comparison schools.

Additional positive effects summarized in Exhibit 45 were found for out-school-suspension (OSS) days for high school students attending SCS schools.

- **Fewer OSS days.** Specifically, in 2019–2020, students in SCS schools who received an OSS served a fewer number of suspension days compared with students in the matched comparison school. This was the case for all students receiving an OSS, as well as for Black students and students receiving special education supports. Reductions in OSS days were -1.77 days for all students, -2.19 days for Black students, and -2.35 days for students receiving special education services on average.

A smaller number of positive effects were associated with SCS elementary schools, all of which related to positive effects on school-related attendance outcomes for **students identified as English learners** and all of which were moderately significant (see Exhibit 45).

- **Fewer chronically absent students across in 2019–2020 and 2020–2021**. SCS funding was associated with significantly fewer chronically absent students among English learners in SCS elementary schools compared with schools in the matched comparison group for 2019–2020 and 2020–2021. English learners in SCS schools were chronically absent 5.9% less often in 2019–2020 and 8.1% less often in 2020–2021 compared with students in the matched comparison schools.
- **Additional small, positive effects in school-day attendance in 2018–2019.** SCS elementary schools were effective in supporting positive school-day attendance outcomes among English learners, with positive effects in the percentage of school days attended in 2018–2019. More specifically, for English learners, the effect on school days attended was +1.42 percentage points in 2018–2019. This would translate to approximately two to three additional school days attended on average in a 175-day school year in SCS elementary schools.

Overall, then, the bulk of the positive effects associated with SCS schools based on the domain of CITS analyses undertaken by the evaluation team indicate that SCS funding contributed most consistently to improving student outcomes in attendance, particularly in high schools and for students classified as English learners during the 2018–2019 and 2019–2020 school years.

Although we have no evidence that this is the case, the evaluation team sees these results as meshing well with the more immediate initiative outcomes outlined earlier in this report. These included improved student engagement, school climate, and relationships among and between parents and schools. These improvements accompany improvements in school-day attendance,

particularly among high school students, who have more agency to decide whether or not to attend school. Such findings enhance the potential importance of examining these types of more immediate outcomes in future evaluation activities.

Significant Negative Impacts in SCS Schools

As shown in Exhibit 46, not all significant effects associated with SCS funding were positive.

The primary noticeable trend highlighted in Exhibit 46 is the number of effects associated with higher disciplinary incidents in SCS schools in both 2018–2019 and 2019–2020 compared with the matched comparison schools in pre-SCS trends.

In high schools, the negative (i.e., undesirable) effects were primarily incidents classified in offense groups 1 and 2 and offense groups 3 and 4 (incidents are more serious in higher numbered groups). The latter were especially prominent in SCS schools compared with matched comparison schools in light of pre-SCS trends, with a significantly higher number of such instances occurring among Hispanic students, English learners, and Black students in both 2018–2019 and 2019–2020. However, for Black students, these findings were only moderately significant. Students in SCS schools demonstrated an average of 0.4 to 1.0 additional incidents in offense groups 3 and 4.

Similar findings were found for incidents classified in offense groups 1 and 2 in 2018–2019 for all students, Hispanic students, and students receiving special education services. However, each of these results were moderately significant. Specifically, students in SCS schools demonstrated an average of 1.8 to 2.6 additional incidents in offense groups 1 and 2.

In addition, Hispanic students enrolled in SCS high schools had more OSSs in both 2018–2019 and 2019–2020 compared with students in the matched comparison group. However, in the latter school year, this finding was only moderately significant. Hispanic students in SCS high schools received an OSS 6.3% to 6.6% more often than students enrolled in schools in the matched comparison group.

Both English learners and Hispanic students enrolled in SCS high schools demonstrated higher ISSs in 2019–2020; for Hispanic students, this was a moderately significant finding. Hispanic students in SCS high schools received an ISS 19.1% more often than students enrolled in schools in the matched comparison group. English learners in SCS high schools received an ISS 20.8% more often than students in comparison schools. A moderately significant, negative effect was also found for English learners enrolled in SCS elementary schools in 2019–2020. In this case, English learners in SCS elementary schools received an ISS only 2.3% more often than students enrolled in schools in the matched comparison group.

What is not clear about these negative ISS findings is whether these effects could somehow be related to the implementation of restorative justice practices at SCS schools, where incidents that previously may have resulted in an OSS, resulted in a less substantive penalty. We have no direct evidence that this is the case, but this is a topic that may warrant additional exploration as we move into the 2021–2022 implementation study.

A couple of additional negative but moderately significant findings were found in SCS elementary schools for school-day attendance. Black students attended a smaller percentage of school days compared with similar students in the comparison schools in 2020–2021. Specifically, for Black elementary students, the effect on school days attended was -2.74 percentage points in 2020–2021 or about 4 to 5 fewer school days attended.

In addition, Hispanic students attending SCS elementary schools in 2020–2021 had more unexcused absences than their peers attending the matched comparison schools. However, this was a marginally significant finding. Hispanic students in SCS elementary schools were chronically absent 3.2% more often compared with similar students in the matched comparison schools.

One possible hypothesis for these negative school-day attendance outcomes may relate to the role that COVID-19 played in disrupting school operations during the 2020–2021 school year, with some neighborhoods with SCS schools being hit particularly hard. As noted in the introduction to this report, COVID-19 infection rates at the neighborhood level were not easily accessible and therefore were not included in the analytic data sets used to support the matching process between SCS and comparison schools. In light of these findings, it may be appropriate to dedicate some effort in the near term to reexamining the 2020–2021 effects once these data can be included in the school matching process.

Finally, we also found that elementary students in SCS schools demonstrated lower fall semester mathematics grades in 2019–2020 compared with the matched comparison schools. On average, math grades for elementary students in SCS high schools declined by 0.17 grade points in 2019–2020 compared with math grades for students enrolled in the matched comparison schools. This was a moderately significant finding.

KEY EVALUATION FINDINGS

Like previous findings outlined in this report related to changes in the service delivery infrastructure at SCS schools, results from the impact analyses seem to tell a different story before and after the onset of the COVID-19 pandemic.

Before the onset of the pandemic, the most consistent significant, positive effects (meaning in the desired direction) associated with being enrolled in an SCS school were related to **school-day attendance-related outcomes** in high schools during the 2018–2019 and 2019–2020 school years. Overall, receipt of SCS funding was associated with fewer students being chronically absent (in 2018–2019 specifically) compared with schools in the matched comparison group.

Additionally, significant, positive effects in each of the school-day attendance outcomes assessed in 2018–2019 and 2019–2020 were also consistently associated with students classified as **English learners** who were enrolled in SCS elementary schools and high schools. Being in an SCS high school also had a positive impact on a variety of annual school-day attendance-related outcomes for **Black, Hispanic,** and **special education** students in either 2018–2019 or 2019–2020.

Generally, SCS impacts were associated with high school students being chronically absent 14% to 15% less often compared with high school students in the matched comparison schools. Significant effects for elementary schools were smaller (students were chronically absent 6%–8% less often) and limited to English learners.

A small number of additional positive effects were found for **out-school-suspension (OSS) days** in SCS high schools. Specifically, in 2019–2020, students in SCS schools who received an OSS served a fewer number of suspension days compared with students in the matched comparison school. This was the case for all students receiving OSSs, as well as for **Black** students and students receiving **special education** supports.

Some significant negative effects were also observed in SCS-funded schools, specifically in relation to disciplinary incidents in high schools. In high schools, the negative (i.e., undesirable) effects were primarily observed in incidents classified in offense groups 1 and 2 and groups 3 and 4 and in increases in OSSs and ISSs for some student populations. Most of these negative effects were associated with specific subpopulations, including Hispanic students, English learners, and Black students.

What is not clear about these negative findings is how these effects are related to the implementation of restorative justice practices at SCS schools. Such results are another reason to hone in on the efforts of SCS schools to implement restorative justice practices when further studying efforts to implement the SCS strategy.

Overall, almost no positive impacts on the student outcomes examined were found for the 2020–2021 school year, with the exception a moderately significant positive impact in reducing chronic absenteeism among English learners.

Conclusions and Recommendations

Starting during the 2018–2019 school year, CPS, in collaboration and partnership with CTU, began providing district funding to support implementation of the Sustainable Community Schools (SCS) initiative at 20 district schools. The purpose of the SCS initiative is to provide approximately $400,000 to $500,000 in additional funding to SCS schools annually to support the implementation of a comprehensive community schools model.

The purpose of this report was to (1) explore how SCS schools went about expanding the domain of activities and services provided to students and their families between the 2018–2019 and 2020–2021 school years as they set about implementing the SCS model and (2) to conduct a preliminary impact analysis to assess how implementation of the SCS initiative may have supported desired student outcomes during this period.

As noted throughout the report, we believe it is critical to acknowledge that the SCS implementation period examined in this report overlapped with one of the most challenging periods in our nation's history, namely the onset of the COVID-19 pandemic and racial justice demonstrations sparked by the murder of George Floyd, as well as a CPS teacher's strike, which resulted in school closures in the fall of 2019. These events undoubtedly affected efforts to implement the SCS model and the data used to undertake the analyses described in this report. As a result, we encourage readers to be exceptionally cautious when interpreting the results outlined in this report given the likelihood that efforts to implement the SCS model and outcome measurement were substantially influenced by these larger events.

Summary of Results

Our initial evaluation question dealt with exploring how the service and activity infrastructure changed at schools once SCS funding was received and how these changes compared with a

group of schools initially identified as being potentially eligible for SCS funding but that ultimately did not receive these funds.

Overall, evidence indicates that SCS-funded schools ramped up after-school and summer learning programming for students in both 2018–2019 and 2019–2020. Specifically, the onset of SCS funding was associated with a substantial increase in both the percentage of students attending SCS programming who enrolled in after-school and summer programming (from 30% in 2017–2018 to 49% in 2018–2019) as well as the total number of participation hours associated with this programming compared with students in non-SCS schools in the comparison group (from 12,831 hours in 2017–2018 to 23,808 in 2018–2019). A decline in the percentage of students attending after-school and summer programming occurred in 2019–2020 from 2018–2019 levels with the onset of the COVID-19 pandemic, before falling sharply in 2020–2021. The move to remote learning in response to the pandemic affected service provision and participation levels, as schools and providers needed to work through the challenges related to keeping students safe and working around new elements of the service environment. These challenges included providing after-school activities virtually and working within the parameters established by the allowable use policy, which governed who could interact with students and families during remote learning.

In terms of parent and adult family member participation in activities and services, participation hours for these populations peaked in SCS schools before the receipt of SCS funding and fell between the 2018–2019 and 2019–2020 school years. However, among CSIx schools in particular, there was an observed increase in parent and adult family member participation hours between 2019–2020 and 2020–2021, which could be related to how these schools sought to support and engage families during the COVID-19 pandemic.

With the onset of SCS funding in 2018–2019 and continuing into the 2019–2020 school year, SCS schools also made progress in getting a higher proportion of students in each of the categories engaged in MTSS supports and in after-school and summer programming (evaluation question 2). This was particularly true for MTSS supports in literacy for elementary students and SEL for all grade levels, although in each case, a small number of SCS-funded schools appeared to drive most of the growth in each of these areas.

SCS-funded schools also demonstrated improvements in getting students who scored in the bottom quartile of the NWEA MAP reading and mathematics assessments in the prior year and students with disciplinary incidents engaged in after-school and summer activities in both 2018–2019 and 2019–2020. This involvement included increased participation in activities meant to cultivate skill building in state standards related to reading, math, and SEL. In addition, more students in these groups participated in after-school and summer programming

for 60 hours or more, a threshold shown to be associated with positive effects in previous CSI evaluations. Many of these gains could not be sustained with the onset of the 2020–2021 school year, due to the move to remote learning and after-school activities moving to an online format.

When examining school-level student outcomes (evaluation question 3), multiple year improvement in school attendance-related outcomes was often concentrated in high schools, with four of eight SCS high schools showing improvement on one or more attendance-related metrics in 2018–2019 and 2019–2020.

Multiple year improvement in metrics related to disciplinary incidents were also common, with 12 SCS schools demonstrating improvement across both 2018–2019 and 2019–2020. However, the practical significance of this finding is likely reduced given that reductions in disciplinary incidents in 2019–2020 were likely influenced by the move to remote learning with the onset of the COVID-19 pandemic.

Sustained, multiple-year improvements in academic achievement were most commonly seen in elementary schools in reading achievement specifically, while multiple-year improvements in math achievement and achievement at the high school level were less prevalent.

Finally, a set of impact analyses using a comparative interrupted time series (CITS) design were untaken to explore a variety of student outcomes in SCS schools relative to a matched set of comparison schools originally considered for eligibility for SCS funding. The most consistent significant, positive effects associated with being enrolled in an SCS school were related to school-day attendance-related outcomes in high schools during the 2018–2019 and 2019–2020 school years. Overall, receipt of SCS funding was associated with fewer students being chronically absent (in 2018–2019 specifically) compared with schools in the matched comparison group.

In addition, significant, positive effects in most of the school-day attendance outcomes assessed in 2018–2019 and 2019–2020 were consistently associated with students classified as English learners who were enrolled in both SCS elementary schools and high schools. SCS high schools were also found to have a positive impact on a variety of annual school-day attendance outcomes for Black and Hispanic students and students receiving special education services in either 2018–2019 or 2019–2020.

Some significant negative effects were also observed in SCS-funded schools, specifically in relation to disciplinary incidents in high schools. What is not clear about these negative findings is how these effects are related to the implementation of restorative justice practices at SCS

schools. Such results warrant further examination when studying how SCS schools went about implementing restorative justice practices.

Recommendations

Overall, a significant portion of this report was dedicated to examining the domain of outcomes associated with early implementation of the SCS strategy. It is important to note that data related to some important outcomes described in the SCS logic model were not available in the SCS implementation period examined. Ideally, steps would be taken in the future to develop and examine measures for the following types of outcomes, which are directly aligned with how implementation of the SCS model is expected to affect both students and families:

- Improved student engagement and perceptions of the relevance of school-day instruction
- Improved school climate
- Improved student functioning on social and emotional outcomes
- Improved relationships between and among parents and schools
- Improved confidence on the part of parents that they can support their child's learning
- Improved parent leadership and influence in partnering with teachers and educators to address their child's needs and interests

Many of these outcomes represent some of the more immediate ways that SCS implementation may potentially affect students and their families and would provide a more comprehensive portrait of how the SCS model is having an impact on students and families.

Additional recommendations include the following:

- Enhance the quality of data for tracking SCS activities and services in Cityspan by providing additional guidance on what fields to use when classifying activities by category and reinforcing the importance of tracking parent and adult family member participation hours. Some inconsistencies were noted when analyzing these data in terms of what Cityspan codes were being used to track different activities.
- Further explore what strategies and approaches seem to be associated with improvements in school-day attendance, both among high school students and English learners. Explore whether these strategies and approaches can be more widely adopted by SCS schools.
- Assess in greater detail how restorative justice practices are being implemented in SCS schools and what this means in relation to ISSs, OSSs, and how disciplinary incidents are handled and recorded. This recommendation is largely driven by several impact analysis

findings, which show an increase in disciplinary incidents among some student populations, particularly in high school, during the SCS implementation period.

- Explore what strategies and approaches were employed by some SCS schools to support an increase in parent and family participation during the COVID-19 pandemic and assess whether they can be more widely adopted by SCS schools. Some CSIx schools in particular recorded substantive increases in total parent and adult family participation hours with the onset of the COVID-19 pandemic.

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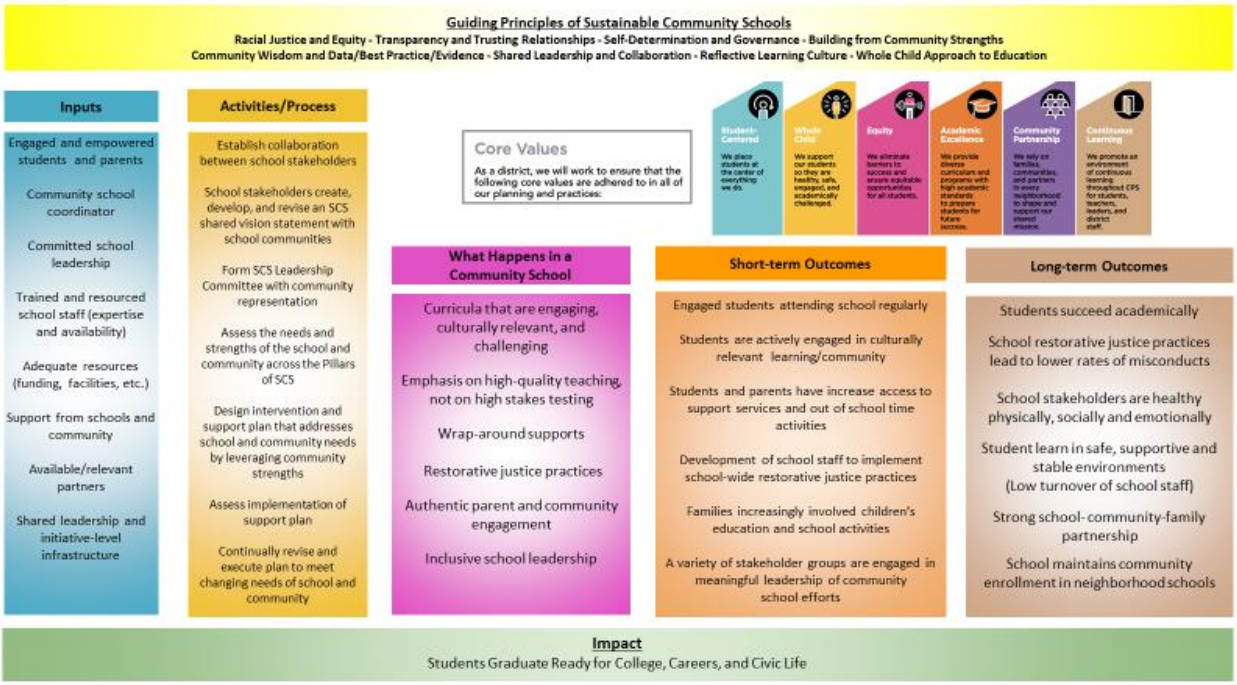
Appendix A. SCS Logic Model



Short-term Outcomes	
Engaged Students Attending School Regularly	• Daily Attendance • Early Chronic Absenteeism • Tardiness • Truancy
Students are actively engaged in culturally relevant learning/community	• Students feel they belong in the school • Availability of in-school and after-school programs • Students feel competent • Schools are open to community • Attendance at before-and after-school programs • Partnership for service learning in the school community • Post-secondary plans
Students and Parents have increased access to support services and out of school time activities	• Programs are offered to meet the immediate needs of school families identified and met • Students engaged in out of school time see SEL growth and peer supports
Development of school staff to implement school-wide restorative justice practices	• On-going Professional Development on Restorative Justice • Incorporation of Restorative Practices into the school day • Schools have Behavioral Health Teams
Families Increasingly Involved Children's Education and School Activities	• Families support students' education at home • Family attendance at school-wide events • Family experiences with school-wide events and classes • Family participation in school decision making
A variety of stakeholder groups are engaged in meaningful leadership of community school efforts	• Stronger neighborhood schools strengthen community ties and sense of community • Community is involved in decision making bodies that impact the school (Leadership Teams, LSC, PAC/BAC, etc.).

Long-term Outcomes	
Students succeed academically	• Teachers support students • Grades • Teachers take positive approach to teaching/learning • High School Graduation rates • Dropout rates • Reading by 3rd grade
School restorative justice practices lead to lower rates of misconducts	• Restorative discipline practices utilized over punitive discipline • Better communication amongst students and staff • Case management utilized for discipline issues
Students are Healthy Physically, Socially and Emotionally	• Asthma control • Vision, hearing, and dental status • Physical fitness • Healthy School Designation • Positive adult relationships • Positive peer relationships
Students learn in safe, supportive and stable environments (Low turnover of school staff)	• Students, staff, and families feel safe • Schools have a clean environment • Families provide for basic needs • Incidents of bullying • Reports of violence or weapons
Strong school community- family partnership	• Parents feel welcome in the building • Parents engaged in leadership teams-LSC, PAC, BAC • Parents participate in programming
School maintains community enrollment in neighborhood schools	• Families want to attend their neighborhood school • Families will not need to travel outside of neighborhood • Sense of community strengthened

Appendix B. Propensity Score Matching Results

This appendix outlines the domain of variables used to support the selection of matched comparison schools for the impact analyses summarized in this report. Results are presented separately for elementary schools and high schools.

Exhibit B1. Mean Values for Variables Used in the Matching Process for the Elementary School Impact Analyses—Complete and Matched Samples

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2018 school enrollment	577.08	539.51	0.17	589.18	520.64	0.34
2015 school attendance rate	94.81	94.37	0.35	94.64	94.62	0.02
2016 school attendance rate	95.28	94.88	0.35	95.24	95.15	0.08
2017 school attendance rate	94.40	94.31	0.08	94.36	94.45	-0.07
2018 school attendance rate	94.88	94.78	0.10	94.87	94.98	-0.11
2018 percentage of White students	0.81	1.68	-0.28	0.88	1.05	-0.12
2018 percentage of African American students	55.48	53.58	0.04	51.75	58.68	-0.16
2018 percentage of Hispanic students	42.98	43.09	0.00	46.57	39.33	0.17
2018 percentage of English learner students	20.24	21.59	-0.06	22.04	19.65	0.11
2018 percentage of students receiving special education services	14.81	14.94	-0.03	14.93	14.46	0.09
2018 percentage of economically disadvantaged students	86.84	87.57	-0.24	87.14	87.45	-0.12
2018 mobility rate	17.23	17.09	0.02	17.51	17.20	0.05

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2015 # of group 1 or 2 misconducts	72.58	51.76	0.32	78.45	61.30	0.24
2015 # of group 3 or 4 misconducts	116.00	72.08	0.64	125.45	85.52	0.50
2015 # of group 5 or 6 misconducts	17.67	11.74	0.41	18.82	14.18	0.28
2015 # of ISS	33.67	21.38	0.43	36.45	30.33	0.17
2015 ISS per 100 students	5.58	3.98	0.27	6.03	5.91	0.02
2015 average length of ISS	1.54	1.40	0.19	1.47	1.43	0.07
2015 # of OSS	44.25	28.66	0.42	47.27	30.36	0.45
2015 OSS per 100 students	6.96	5.64	0.17	7.39	6.30	0.13
2015 average length of OSS	1.93	2.08	-0.17	1.84	2.00	-0.18
2016 number of group 1 or 2 misconducts	115.33	87.04	0.21	124.18	109.94	0.09
2016 number of group 3 or 4 misconducts	206.50	137.58	0.45	223.09	150.42	0.42
2016 number of group 5 or 6 misconducts	26.33	21.15	0.27	25.45	21.58	0.16
2016 number of ISS	50.17	39.56	0.15	54.73	51.15	0.04
2016 ISS per 100 students	3.76	3.55	0.03	4.10	4.66	-0.06
2016 average length of ISS	2.38	2.70	-0.22	2.59	2.71	-0.10
2016 number of OSSs	91.00	63.56	0.35	94.91	67.58	0.30
2016 OSS per 100 students	7.71	6.37	0.16	7.99	6.97	0.10
2016 average length of OSS	4.47	4.14	0.18	4.21	3.94	0.16
2017 number of group 1 or 2 misconducts	61.92	62.49	-0.01	65.00	59.06	0.07
2017 number of group 3 or 4 misconducts	90.67	46.30	0.68	95.55	53.55	0.45
2017 number of group 5 or 6 misconducts	8.83	6.14	0.42	9.18	6.61	0.34

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2017 number of ISSs	10.33	18.71	-0.35	11.18	23.94	-0.41
2017 ISS per 100 students	1.65	3.59	-0.44	1.78	4.56	-0.49
2017 average length of ISS	1.19	1.30	-0.17	1.11	1.26	-0.21
2017 number of OSSs	30.00	23.69	0.21	31.36	27.82	0.09
2017 OSS per 100 students	5.19	4.90	0.05	5.37	5.70	-0.05
2017 average length of OSS	1.87	1.90	-0.03	1.87	1.65	0.29
2018 number of group 1 or 2 misconducts	73.08	53.84	0.28	74.82	52.45	0.33
2018 number of group 3 or 4 misconducts	52.33	39.73	0.30	51.73	33.67	0.49
2018 number of group 5 or 6 misconducts	7.50	6.22	0.21	8.00	5.82	0.38
2018 number of ISSs	13.83	17.24	-0.16	14.82	15.91	-0.05
2018 ISSs per 100 students	3.02	3.41	-0.09	3.24	3.11	0.03
2018 average length of ISS	1.35	1.25	0.16	1.38	1.34	0.09
2018 number of OSSs	26.75	20.63	0.28	25.55	21.42	0.16
2018 OSSs per 100 students	4.94	4.37	0.12	4.58	4.75	-0.03
2018 average length of OSS	1.83	1.91	-0.11	1.83	1.62	0.33
2015 NWEA math average Grade 2–8 RIT score	212.45	211.72	0.13	211.49	210.55	0.17
2015 NWEA math average Grade 3–8 RIT score	216.92	213.52	0.16	215.55	214.73	0.16
2015 NWEA reading average Grade 2–8 RIT score	204.46	204.67	-0.05	203.98	204.22	-0.05
2015 NWEA reading Grade 3–8 RIT score	208.38	205.93	0.12	207.48	207.90	-0.09
2016 NWEA math average Grade 2–8 RIT score	211.48	212.35	-0.17	211.32	211.10	0.04
2016 NWEA math average Grade 3–8 RIT score	215.40	216.08	-0.14	215.14	214.94	0.04

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2016 NWEA reading average Grade 2–8 RIT score	204.83	205.69	-0.19	204.95	205.41	-0.09
2016 NWEA reading Grade 3–8 RIT score	208.36	208.98	-0.15	208.39	208.82	-0.09
2017 NWEA math average Grade 2–8 RIT score	210.23	212.56	-0.45	210.24	211.49	-0.24
2017 NWEA math average Grade 3–8 RIT score	214.27	216.18	-0.42	214.25	215.33	-0.22
2017 NWEA reading average Grade 2–8 RIT score	204.30	206.38	-0.46	204.38	205.94	-0.33
2017 NWEA reading Grade 3–8 RIT score	208.20	209.58	-0.36	208.22	209.29	-0.26
2018 NWEA math average Grade 2–8 RIT score	210.89	213.21	-0.42	210.96	212.56	-0.29
2018 NWEA math average Grade 3–8 RIT score	214.49	216.80	-0.47	214.36	216.23	-0.37
2018 NWEA reading average Grade 2–8 RIT score	204.44	206.63	-0.49	204.58	206.44	-0.38
2018 NWEA reading Grade 3–8 RIT score	207.91	209.83	-0.51	207.82	209.78	-0.45
2015 Number of chronically truant students	99.92	136.02	-0.48	103.64	131.39	-0.39
2015 Chronic truancy rate	19.05	26.92	-0.47	19.51	26.34	-0.44
2016 Number of chronically truant students	130.83	164.13	-0.46	129.82	161.79	-0.46
2016 Chronic truancy rate	23.29	33.93	-0.62	22.51	34.27	-0.76
2017 Number of chronically truant students	182.83	162.75	0.28	181.00	163.85	0.24
2017 Chronic truancy rate	35.75	35.68	0.00	34.52	35.75	-0.07
2018 Number of chronically truant students	127.17	123.86	0.06	125.82	122.30	0.05
2018 Chronic truancy rate	26.62	28.36	-0.12	25.65	28.31	-0.18
2018 Teacher retention rate	84.88	85.95	-0.17	84.58	85.82	-0.21
2018 Principal turnover over last 6 years	2.67	2.02	0.62	2.64	2.18	0.40
2018 Chronic absenteeism rate	17.76	18.55	-0.11	17.96	17.49	0.07

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2018 Hardship index score	53.18	55.56	-0.21	52.67	55.42	-0.24
2018 school is a Communities in Schools site	0.33	0.27	0.14	0.36	0.33	0.06
2018 percentage of students in a transitional living situation (homeless)	0.09	0.06	0.50	0.07	0.06	0.21
2015 % of school memberships days counted an unexcused absence—mean	0.03	0.04	-0.41	0.03	0.04	-0.39
2015 mean of all grades for the entire school year—ELs	2.93	2.89	0.16	2.92	2.89	0.12
2015 mean of reading grades associated with the school year, all marking periods (ELs only)	2.42	2.39	0.15	2.43	2.38	0.23
2015 mean of math grades associated with the school year, all marking periods (ELs only)	2.44	2.42	0.10	2.44	2.41	0.13
2015 mean of writing grades associated with the school year, all marking periods (ELs only)	2.48	2.46	0.10	2.47	2.47	0.01
2015 mean reading grades for rc1 and rc2 (EL only and scores for both marking periods)	2.38	2.36	0.10	2.38	2.35	0.14
2015 mean math grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.40	2.40	-0.02	2.40	2.39	0.06
2015 mean writing grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.47	2.44	0.11	2.46	2.45	0.07
2015 mean grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.90	2.88	0.10	2.90	2.88	0.07
2016 % of school memberships days counted as unexcused absence—mean	0.03	0.04	-0.70	0.03	0.04	-0.83
2016 mean of all grades for the entire school year - ELs	2.99	2.95	0.17	2.97	2.95	0.11

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2016 mean of reading grades associated with the school year, all marking periods (ELs only)	2.52	2.49	0.16	2.52	2.48	0.24
2016 mean of math grades associated with the school year, all marking periods (ELs only)	2.56	2.50	0.30	2.56	2.48	0.39
2016 mean of writing grades associated with the school year, all marking periods (ELs only)	2.57	2.54	0.12	2.58	2.53	0.18
2016 mean reading grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.49	2.49	0.02	2.49	2.47	0.13
2016 mean math grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.53	2.50	0.15	2.53	2.48	0.25
2016 mean writing grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.58	2.54	0.18	2.59	2.53	0.28
2016 mean grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.99	2.96	0.17	2.98	2.95	0.11
2017 % of school memberships days counted as unexcused absence—mean	0.04	0.04	-0.07	0.04	0.04	-0.21
2017 mean of all grades for the entire school year—ELs	3.04	2.96	0.37	3.04	2.94	0.48
2017 mean of reading grades associated with the school year, all marking periods (ELs only)	2.50	2.51	-0.05	2.52	2.47	0.23
2017 mean of math grades associated with the school year, all marking periods (ELs only)	2.53	2.51	0.12	2.54	2.48	0.31
2017 mean of writing grades associated with the school year, all marking periods (ELs only)	2.57	2.55	0.09	2.59	2.51	0.37
2017 mean reading grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.49	2.49	-0.04	2.50	2.47	0.16

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2017 mean math grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.51	2.50	0.09	2.52	2.47	0.25
2017 mean writing grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.54	2.54	0.02	2.57	2.50	0.27
2017 mean grades for rc1 and rc2 (ELs only and scores for both marking periods)	3.01	2.95	0.31	3.01	2.93	0.37
2018 % of school memberships days counted as unexcused absence—mean	0.04	0.04	-0.22	0.04	0.04	-0.29
2018 mean of all grades for the entire school year—ELs	3.04	2.98	0.23	3.04	2.97	0.29
2018 mean of reading grades associated with the school year, all marking periods (ELs only)	2.55	2.53	0.10	2.57	2.55	0.06
2018 mean of math grades associated with the school year, all marking periods (ELs only)	2.57	2.54	0.12	2.57	2.54	0.15
2018 mean of writing grades associated with the school year, all marking periods (ELs only)	2.62	2.59	0.09	2.64	2.64	0.00
2018 mean reading grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.55	2.52	0.14	2.57	2.55	0.09
2018 mean math grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.56	2.54	0.09	2.57	2.53	0.18
2018 mean writing grades for rc1 and rc2 (ELs only and scores for both marking periods)	2.63	2.59	0.17	2.64	2.63	0.07
2018 mean grades for rc1 and rc2 (ELs only and scores for both marking periods)	3.03	2.96	0.33	3.03	2.96	0.28
2018 SQRP level 1	0.33	0.40	-0.13	0.36	0.42	-0.12
2018 SQRP level 2	0.50	0.29	0.45	0.55	0.30	0.52

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean Std difference	SCS	Comparison	Mean Std difference
2018 SQRP level 2+	0.17	0.31	-0.32	0.09	0.27	-0.44
2018 accountability status: good standing	0.50	0.67	-0.35	0.45	0.67	-0.44
2018 accountability status: intensive support	0.17	0.11	0.16	0.18	0.12	0.18
2018 accountability status: provisional support	0.33	0.22	0.27	0.36	0.21	0.35
2018 My School My Voice: moderately organized	0.00	0.10	-0.36	0.00	0.09	-0.37
2018 My School My Voice: not yet organized	0.25	0.08	0.56	0.27	0.06	0.70
2018 My School My Voice: organized	0.42	0.31	0.22	0.45	0.27	0.40
2018 My School My Voice: partially organized	0.08	0.17	-0.23	0.00	0.24	-0.65
2018 My School My Voice: well organized	0.25	0.33	-0.18	0.27	0.33	-0.13

Note: Mean std difference refers to mean standardized difference between SCS and comparison schools. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; ELs = English learners; ISS = in-school suspension; OSS = out-of-school suspension; rc1 = marking period 1; rc2 = marking period 2; RIT = Rasch unit scale score; SCS = Sustainable Community Schools; SQRP = School Quality Rating Policy.

Exhibit B2. Mean Values for Variables Used in the Matching Process for the High School Impact Analyses—Complete and Matched Samples

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean std difference	SCS	Comparison	Mean std difference
2018 school enrollment	834.00	541.44	0.61	906.29	592.43	0.56
2015 school attendance rate	76.50	86.14	-0.59	87.43	87.04	0.14
2016 school attendance rate	75.40	86.52	-0.69	86.17	87.06	-0.25
2017 school attendance rate	85.76	85.29	0.12	84.80	87.16	-0.75
2018 school attendance rate	86.31	85.19	0.27	85.49	88.53	-1.08
2018 percentage of White students	2.48	2.60	-0.03	2.79	1.57	0.50
2018 percentage of African American students	44.06	61.47	-0.47	36.37	40.30	-0.11
2018 percentage of Hispanic students	50.24	32.30	0.53	57.20	57.37	0.00
2018 percentage of English learner students	17.57	12.69	0.38	20.08	18.43	0.14
2018 percentage of students receiving special education services	21.50	23.24	-0.27	22.74	22.07	0.12
2018 percentage of economically disadvantaged students	91.64	93.59	-0.62	92.23	94.44	-1.00
2018 mobility rate	22.95	23.58	-0.09	24.10	24.33	-0.03
2015 # of group 1 or 2 misconducts	740.13	547.39	0.20	845.86	803.14	0.04
2015 # of group 3 or 4 misconducts	354.50	433.94	-0.22	405.14	550.57	-0.36
2015 # of group 5 or 6 misconducts	88.63	87.17	0.02	101.29	100.29	0.01
2015 # of ISSs	565.75	446.56	0.17	646.57	447.29	0.29
2015 ISSs per 100 students	89.87	95.06	-0.03	102.71	79.92	0.18
2015 average length of ISS	1.03	1.16	-0.33	1.18	1.14	0.25

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean std difference	SCS	Comparison	Mean std difference
2015 # of OSSs	176.75	185.94	-0.07	202.00	163.57	0.35
2015 OSSs per 100 students	28.05	36.44	-0.28	32.06	26.42	0.24
2015 average length of OSS	2.30	2.58	-0.36	2.63	2.59	0.06
2016 number of group 1 or 2 misconducts	1145.50	1167.78	-0.01	1309.14	2034.29	-0.33
2016 number of group 3 or 4 misconducts	462.75	787.89	-0.46	528.86	773.14	-0.41
2016 number of group 5 or 6 misconducts	125.00	162.56	-0.30	142.86	183.43	-0.33
2016 number of ISSs	535.50	948.00	-0.35	612.00	1091.14	-0.41
2016 ISSs per 100 students	32.94	98.50	-0.51	37.64	94.55	-0.72
2016 average length of ISS	1.89	2.35	-0.50	2.16	2.25	-0.13
2016 number of OSSs	270.25	346.89	-0.32	308.86	365.14	-0.21
2016 OSSs per 100 students	26.84	35.66	-0.31	30.67	32.53	-0.06
2016 average length of OSS	3.75	4.80	-0.79	4.29	4.40	-0.17
2017 number of group 1 or 2 misconducts	392.00	931.89	-0.26	446.71	1848.86	-0.52
2017 number of group 3 or 4 misconducts	151.75	263.39	-0.39	167.29	380.14	-0.61
2017 number of group 5 or 6 misconducts	53.00	48.22	0.11	56.00	54.29	0.03
2017 number of ISSs	230.13	341.11	-0.30	262.57	395.86	-0.36
2017 ISSs per 100 students	37.70	66.16	-0.32	42.79	50.67	-0.15
2017 average length of ISS	1.12	1.21	-0.18	1.14	1.22	-0.19
2017 number of OSSs	108.88	116.06	-0.11	114.00	99.86	0.20
2017 OSSs per 100 students	29.90	25.18	0.26	27.04	16.19	0.66
2017 average length of OSS	1.88	2.21	-0.51	1.78	2.09	-0.48

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean std difference	SCS	Comparison	Mean std difference
2018 number of group 1 or 2 misconducts	409.25	821.56	-0.25	467.14	1662.14	-0.58
2018 number of group 3 or 4 misconducts	150.75	206.06	-0.23	166.00	287.86	-0.39
2018 number of group 5 or 6 misconducts	52.63	43.11	0.24	50.00	51.43	-0.03
2018 number of ISSs	263.88	279.00	-0.04	300.14	384.86	-0.20
2018 ISSs per 100 students	47.84	59.71	-0.16	54.21	58.13	-0.07
2018 average length of ISS	1.25	1.17	0.17	1.24	1.18	0.13
2018 number of OSSs	71.38	99.39	-0.50	65.71	88.57	-0.38
2018 OSSs per 100 students	17.61	24.55	-0.43	15.04	16.03	-0.10
2018 average length of OSS	2.40	2.30	0.14	2.23	1.97	0.55
2018 percentage of first time ninth graders in the school who met the Freshman On-Track criteria	83.94	86.29	-0.26	82.13	89.93	-0.99
2018 percentage of students who enrolled in college in the fall of the following school year	50.91	56.49	-0.36	58.19	55.14	0.29
2018 percentage of students who were enrolled in college and who stayed enrolled until the fall semester following their enrollment	48.45	55.44	-0.46	55.37	52.54	0.27
2018 cohort dropout rates	19.33	18.87	0.05	22.09	19.40	0.38
2018 cohort graduation rates	58.98	69.91	-0.70	67.40	71.81	-0.54
2018 ninth grade PSAT 1-year cohort growth—score	29.63	32.28	-0.12	29.43	38.00	-0.40
2018 10th grade PSAT annual growth—score	23.25	24.06	-0.04	26.57	33.14	-0.32
2018 11th grade SAT annual growth—score	28.00	24.00	0.27	32.00	31.43	0.04
2018 PMCRB score	15.91	13.69	0.24	16.19	14.63	0.18
2015 number of chronically truant students	490.25	411.00	0.27	560.29	374.57	0.55

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean std difference	SCS	Comparison	Mean std difference
2015 chronic truancy rate	50.64	68.26	-0.82	57.87	59.03	-0.06
2016 number of chronically truant students	552.88	391.94	0.51	631.86	333.86	0.83
2016 chronic truancy rate	58.84	72.40	-0.62	67.24	59.76	0.41
2017 number of chronically truant students	522.50	390.56	0.44	594.00	372.00	0.64
2017 chronic truancy rate	60.86	77.43	-0.83	67.41	69.00	-0.09
2018 number of chronically truant students	433.75	383.72	0.19	492.86	362.29	0.46
2018 chronic truancy rate	60.51	79.57	-0.93	68.24	67.34	0.05
2018 teacher retention rate	70.61	79.84	-0.54	80.70	80.46	0.02
2018 principal turnover over last 6 years	2.63	2.44	0.13	3.00	2.57	0.29
2018 chronic absenteeism rate	58.05	65.44	-0.43	61.80	52.67	0.69
2018 hardship index score	56.24	53.21	0.24	54.81	59.23	-0.31
2018 school is a Communities in Schools site	0.25	0.06	0.63	0.29	0.14	0.35
2018 percentage of students in a transitional living situation (homeless)	0.17	0.15	0.10	0.18	0.11	0.45
2015 % of school memberships days counted as unexcused absence—mean	0.09	0.12	-0.66	0.11	0.11	-0.16
2015 mean of all grades for the entire school year—HS	1.92	2.26	-0.77	2.19	2.21	-0.09
2015 mean grades for fall semester (HS only and scores only for the semester)	2.01	2.38	-0.80	2.30	2.33	-0.14
2016 % of school memberships days counted as unexcused absence—mean	0.09	0.12	-0.67	0.10	0.11	-0.15
2016 mean of all grades for the entire school year—HS	2.11	2.29	-0.37	2.41	2.32	0.42

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean std difference	SCS	Comparison	Mean std difference
2016 mean grades for fall semester (HS only and scores only for the semester)	2.22	2.38	-0.31	2.54	2.40	0.70
2017 % of school memberships days counted as unexcused absence—mean	0.10	0.13	-0.59	0.12	0.11	0.12
2017 mean of all grades for the entire school year—HS	2.39	2.35	0.24	2.36	2.37	-0.06
2017 mean grades for fall semester (HS only and scores only for the semester)	2.51	2.46	0.31	2.50	2.49	0.05
2018 % of school memberships days counted as unexcused absence—mean	0.11	0.14	-0.60	0.12	0.10	0.58
2018 mean of all grades for the entire school year—HS	2.45	2.37	0.45	2.44	2.42	0.11
2018 mean grades for fall semester (HS only and scores only for the semester)	2.58	2.49	0.46	2.56	2.57	-0.06
2018 SQRP level 1	0.13	0.11	0.04	0.00	0.14	-0.58
2018 SQRP level 2	0.50	0.56	-0.11	0.57	0.29	0.60
2018 SQRP Level 2+	0.38	0.33	0.09	0.43	0.57	-0.29
2018 accountability status: good standing	0.25	0.33	-0.18	0.14	0.43	-0.67
2018 accountability status: intensive support	0.25	0.39	-0.29	0.29	0.29	0.00
2018 accountability status: provisional support	0.50	0.28	0.48	0.57	0.29	0.60
2018 My School My Voice: moderately organized	0.13	0.11	0.04	0.14	0.14	0.00
2018 My School My Voice: not yet organized	0.25	0.11	0.39	0.29	0.14	0.35
2018 My School My Voice: organized	0.13	0.33	-0.48	0.14	0.29	-0.35

Variables used in matching	Complete sample			Matched sample		
	SCS	Comparison	Mean std difference	SCS	Comparison	Mean std difference
2018 My School My Voice: partially organized	0.00	0.06	-0.29	0.00	0.14	-0.58
2018 My School My Voice: well organized	0.50	0.39	0.23	0.43	0.29	0.30

Note. Mean std difference refers to mean standardized difference between SCS and comparison schools. Source: CPS data warehouses from 8 SCS schools and 20 non-SCS schools. HS = high school; ISS = in-school suspension; OSS= out-of-school suspension; SQRP = School Quality Rating Policy

Appendix C. Descriptive Results for Outcomes Examined in the Impact Analyses

This appendix provides descriptive results for each of the outcomes examined as part of the impact analyses for SCS-funded schools and the domain of candidate comparison schools, with separate tables for elementary and high schools.

Exhibit C1. Mean School Day Attendance Outcomes in SCS Schools and Comparison Schools—Elementary Schools

Outcomes	2014–2015	2015—2016	2016—2017	2017—2018	2018—2019	2019—2020	2020—2021
% of days attended							
Comparison	94%	94%	94%	94%	93%	91%	90%
SCS	94%	95%	94%	94%	94%	90%	89%
% of days—unexcused absences							
Comparison	4%	4%	4%	4%	5%	8%	9%
SCS	3%	3%	4%	4%	4%	9%	9%
% chronic absentees							
Comparison	18%	17%	19%	17%	20%	25%	28%
SCS	16%	15%	19%	17%	19%	27%	31%

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit C2. Mean School Day Attendance Outcomes in SCS Schools and Comparison Schools—High Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
% of days attended							
Comparison	84%	85%	85%	85%	85%	78%	79%
SCS	87%	86%	85%	86%	86%	80%	78%
% of days—unexcused absences							
Comparison	12%	11%	12%	13%	12%	21%	21%
SCS	10%	10%	11%	10%	10%	19%	22%

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
% chronic absentees							
Comparison	51%	49%	53%	52%	53%	51%	50%
SCS	44%	47%	53%	46%	45%	47%	53%

Note. Source: CPS Data Warehouses from 8 SCS schools and 20 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit C3. Mean Number of Disciplinary Incidents by Offense Group in SCS Schools and Comparison Schools—Elementary Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Offense groups 1 & 2							
Comparison	-	.03	.07	.06	.08	.03	-
SCS	-	.03	.07	.10	.12	.04	-
Offense groups 3 & 4							
Comparison	-	.05	.10	.09	.06	.04	-
SCS	-	.06	.14	.09	.11	.05	-
Offense groups 5 & 6							
Comparison	-	.01	.01	.01	.02	.01	-
SCS	-	.01	.01	.01	.02	.01	-

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit C4. Mean Number of Disciplinary Incidents by Offense Group in SCS Schools and Comparison Schools—High Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Offense groups 1 & 2							
Comparison	-	.36	1.29	1.16	.57	.17	-
SCS	-	.27	.38	.43	.52	.33	-
Offense groups 3 & 4							
Comparison	-	.20	.42	.42	.19	.16	-
SCS	-	.09	.18	.17	.19	.19	-

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Offense groups 5 & 6							
Comparison	-	.04	.09	.10	.09	.04	-
SCS	-	.02	.07	.07	.09	.03	-

Note. Source: CPS Data Warehouses from 8 SCS schools and 20 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit C5. Percentage of Students With Suspensions in SCS Schools and Comparison Schools—Elementary Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
OSS							
Comparison	-	1%	2%	2%	2%	1%	-
SCS	-	1%	1%	2%	2%	2%	-
ISS							
Comparison	-	1%	2%	2%	2%	1%	-
SCS	-	1%	1%	2%	2%	2%	-

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; ISS = in-school suspension; OSS = out-of-school suspension; SCS = Sustainable Community Schools.

Exhibit C6. Percentage of Students With Suspensions in SCS Schools and Comparison Schools—High Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
OSS							
Comparison	-	1%	2%	2%	2%	1%	-
SCS	-	1%	1%	2%	2%	2%	-
ISS							
Comparison	-	16%	22%	19%	17%	5%	-
SCS	-	6%	12%	13%	11%	9%	-

Note. Source: CPS Data Warehouses from 8 SCS schools and 20 non-SCS schools. CPS = Chicago Public Schools; ISS = in-school suspension; OSS = out-of-school suspension; SCS = Sustainable Community Schools.

Exhibit C7. Percentage of Students With Suspension Days in SCS Schools and Comparison Schools—Elementary Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
OSS days							
Comparison	-	2.64	2.91	2.80	2.98	2.23	-
SCS	-	3.29	2.86	2.79	2.73	2.27	-
ISS days							
Comparison	-	1.66	1.82	1.73	1.77	1.49	-
SCS	-	1.72	1.66	1.64	1.99	1.69	-

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; ISS = in-school suspension; OSS = out-of-school suspension; SCS = Sustainable Community Schools.

Exhibit C8. Percentage of Students With Suspension Days in SCS Schools and Comparison Schools—High Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
OSS days							
Comparison	-	3.23	3.27	3.19	3.04	2.66	-
SCS	-	2.69	3.18	3.27	2.93	2.49	-
ISS days							
Comparison	-	2.39	2.76	2.85	3.04	2.00	-
SCS	-	2.33	3.03	3.12	2.79	2.01	-

Note. Source: CPS Data Warehouses from 8 SCS schools and 20 non-SCS schools. CPS = Chicago Public Schools; ISS = in-school suspension; OSS = out-of-school suspension; SCS = Sustainable Community Schools.

Exhibit C9. Mean Full Year Grades in SCS Schools and Comparison Schools—Elementary Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020*	2020–2021
Reading							
Comparison	2.42	2.52	2.54	2.57	2.58	*2.72*	-
SCS	2.43	2.54	2.53	2.57	2.61	*2.73*	-
Math							

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020*	2020–2021
Comparison	2.44	2.52	2.53	2.57	2.60	*2.73*	-
SCS	2.45	2.56	2.54	2.58	2.62	*2.72*	-
Writing							
Comparison	2.48	2.56	2.58	2.62	2.63	*2.77*	-
SCS	2.49	2.62	2.62	2.65	2.74	*2.84*	-
All grades							
Comparison	2.93	2.99	3.00	3.02	3.06	*3.20*	-
SCS	2.95	3.02	3.08	3.07	3.10	*3.20*	-

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

*There were indications that grade inflation characterized the last two marking periods of the 2019–2020 school year in light of the onset of the COVID-19 pandemic.

Exhibit C10. Mean Grades for Marking Periods 1 and 2 in SCS Schools and Comparison Schools—Elementary Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Reading							
Comparison	2.39	2.51	2.52	2.56	2.59	2.63	2.48
SCS	2.38	2.53	2.53	2.56	2.61	2.65	2.49
Math							
Comparison	2.42	2.52	2.52	2.57	2.60	2.64	2.50
SCS	2.43	2.54	2.53	2.57	2.59	2.62	2.54
Writing							
Comparison	2.46	2.56	2.57	2.62	2.63	2.69	2.54
SCS	2.48	2.64	2.61	2.66	2.71	2.78	2.59
All grades							
Comparison	2.92	2.99	2.98	3.00	3.04	3.14	2.85
SCS	2.93	3.03	3.05	3.05	3.07	3.16	2.87

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit C11. Mean Grades in SCS Schools and Comparison Schools—High Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020*	2020–2021
Full year							
Comparison	2.22	2.26	2.34	2.38	2.44	*2.55*	-
SCS	2.24	2.31	2.33	2.36	2.41	*2.54*	-
Fall semester only							
Comparison	2.35	2.36	2.44	2.50	2.55	2.51	-
SCS	2.34	2.46	2.47	2.50	2.52	2.52	-

Note. Source: CPS Data Warehouses from 8 SCS schools and 20 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.
*There were indications that grade inflation characterized the last two marking periods of the 2019–2020 school year in light of the onset of the COVID-19 pandemic.

Exhibit C12. Mean Winter RIT Score in SCS Schools and Comparison Schools—Elementary Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Reading							
Comparison	198	199	199	200	200	200	-
SCS	199	199	200	200	200	199	-
Math							
Comparison	204	203	204	205	204	204	-
SCS	204	203	204	203	203	203	-

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; RIT = Rasch unit scale score; SCS = Sustainable Community Schools.

Exhibit C13. Mean Percentage of Students Retained in the Same School in the Fall Following the School Year in Question—Elementary Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Retention %							
Comparison	-	88%	88%	89%	88%	93%	-
SCS	-	87%	85%	86%	86%	92%	-

Note. Source: CPS Data Warehouses from 12 SCS schools and 96 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Exhibit C14. Mean Percentage of Students Retained in the Same School in the Fall Following the School Year in Question—High Schools

Outcomes	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Retention %							
Comparison	-	90%	91%	89%	89%	95%	-
SCS	-	91%	91%	92%	90%	94%	-

Note. Source: CPS Data Warehouses from eight SCS schools and 20 non-SCS schools. CPS = Chicago Public Schools; SCS = Sustainable Community Schools.

Appendix D. Results Associated With Significant Impact Analyses

This appendix provides more detailed tables regarding the results from a comparative interrupted time series-based impact analyses that were found to be significant. The general impact model is as follows:

$$Y_{its} = \beta_0 + \beta_1 SCS_s + \beta_2 year_t + \beta_3 SCS_s year_t + \beta_4 Post1_t + \beta_5 Post2_t + \beta_6 Post3_t + \beta_7 SCS_s Post1_t + \beta_8 SCS_s Post2_t + \beta_9 SCS_s Post3_t + \boldsymbol{\delta}\mathbf{X_{its}} + \boldsymbol{\gamma}\mathbf{Z_{ts}} + u_s + v_{ts} + e_{its}$$

where *i* denotes students, *t* denotes time (or school year), and *s* denotes the schools. In this model, Y_{its} represents the outcome (e.g., NWEA RIT score) for student *i* at time *t* in school *s*, SCS_s is a binary indicator for whether a school was an SCS school or a comparison group school, and $Post1_t$, $Post2_t$, and $Post3_t$ are binary indicators for whether the outcome measure is in a post-SCS funding follow-up year. $year_t$ is the school year in which the outcome was assessed, relative to the baseline year of implementation. $\mathbf{X_{its}}$ represents a vector of time-varying student characteristics and $\mathbf{Z_{ts}}$ represents a vector of time-varying school characteristics. The model includes random effects for schools, cohorts of students within schools, and a residual error term. The treatment effect in each of three possible follow-up years (2018–2019, 2019–2020, and 2020–2021) are estimated by the coefficients β_7, β_8, and β_9.

Exhibit D1. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—Chronic Absenteeism

	Elementary students						High school students					
	2018–2019		2019–2020		2020–2021		2018–2019		2019–2020		2020–2021	
Student group	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	-0.01	> .10	-0.01	> .10	0.03	> .10	-0.15	< .05	-0.13	> .10	-0.06	> .10
Black	-0.00	> .10	0.02	> .10	0.07	> .10	-0.16	< .10	-0.12	> .10	-0.03	> .10
Hispanic	-0.02	> .10	-0.03	> .10	-0.04	> .10	-0.10	> .10	-0.06	> .10	0.07	> .10
English learners	-0.04	> .10	-0.06	< .10	-0.08	< .10	-0.14	< .05	-0.14	> .10	-0.03	> .10
Special education	0.01	> .10	0.01	> .10	0.02	> .10	-0.15	< .05	-0.10	> .10	0.64	> .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. Coeff = coefficient; CPS = Chicago Public Schools.

Exhibit D2. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—Days Attended

	Elementary students						High school students					
	2018–2019		2019–2020		2020–2021		2018–2019		2019–2020		2020–2021	
Student group	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	0.00	> .10	0.00	> .10	-0.01	> .10	0.04	> .10	0.07	> .10	0.06	> .10
Black	0.00	> .10	-0.00	> .10	-0.03	< .10	0.04	> .10	0.04	> .10	0.02	> .10
Hispanic	0.00	> .10	-0.00	> .10	-0.02	> .10	0.03	> .10	0.05	< .10	0.00	> .10
English learners	0.01	< .10	0.01	> .10	0.02	> .10	0.04	< .10	0.06	< .05	-0.00	> .10
Special education	0.00	> .10	0.00	> .10	-0.02	> .10	0.04	> .10	0.07	> .10	0.04	> .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; coeff = coefficient; CPS = Chicago Public Schools.

Exhibit D3. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—Days Unexcused

	Elementary students						High school students					
	2018–2019		2019–2020		2020–2021		2018–2019		2019–2020		2020–2021	
Student group	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	-0.02	> .10	-0.00	> .10	0.02	> .10	-0.02	> .10	-0.04	> .10	-0.03	> .10
Black	-0.00	> .10	-0.00	> .10	0.03	> .10	-0.04	> .10	-0.03	> .10	-0.01	> .10
Hispanic	-0.00	> .10	0.01	> .10	0.03	< .10	-0.02	> .10	-0.04	> .10	0.01	> .10
English learners	-0.01	> .10	-0.01	> .10	-0.01	> .10	-0.03	> .10	-0.04	> .10	0.02	> .10
Special education	0.00	> .10	0.01	> .10	0.03	> .10	-0.04	> .10	-0.04	> .10	-0.02	> .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; coeff = coefficient; CPS = Chicago Public Schools.

Exhibit D4. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year, Grades, Marking Periods 1 and 2—Mathematics

Student group	Elementary students					
	2018–2019		2019–2020		2020–2021	
	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	-0.06	> .10	-0.17	< .10	-0.04	> .10
Black	-0.08	> .10	-0.16	> .10	-0.05	> .10
Hispanic	-0.04	> .10	-0.12	> .10	-0.01	> .10
English learners	-0.03	> .10	-0.14	> .10	-0.05	> .10
Special education	-0.05	> .10	-0.13	> .10	0.03	< .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; coeff = coefficient; CPS = Chicago Public Schools.

Exhibit D5. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—Students With ISS

Student group	Elementary students				High school students			
	2018–2019		2019–2020		2018–2019		2019–2020	
	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	0.00	> .10	0.02	> .10	0.10	> .10	0.16	> .10
Black	0.02	> .10	0.03	> .10	0.13	> .10	0.18	> .10
Hispanic	-0.00	> .10	0.01	> .10	0.08	> .10	0.19	< .10
English learners	0.01	> .10	0.02	< .10	0.02	> .10	0.21	< .05
Special education	-0.01	> .10	0.02	> .10	0.11	> .10	0.14	> .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; coeff = coefficient; CPS = Chicago Public Schools; ISS = in-school suspension.

Exhibit D6. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—Students With OSS

Student group	Elementary students				High school students			
	2018–2019		2019–2020		2018–2019		2019–2020	
	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	0.02	> .10	0.01	> .10	0.02	> .10	0.01	> .10
Black	0.02	> .10	0.01	> .10	0.09	> .10	0.06	> .10
Hispanic	0.01	> .10	0.01	> .10	0.06	< .05	0.07	< .10
English learners	0.01	> .10	0.01	> .10	0.01	> .10	0.04	> .10
Special education	0.02	> .10	0.02	> .10	0.07	> .10	0.07	> .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; coeff = coefficient; CPS = Chicago Public Schools; OSS = out-of-school suspension.

Exhibit D7. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—OSS Days

Student group	Elementary students				High school students			
	2018–2019		2019–2020		2018–2019		2019–2020	
	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	0.13	> .10	0.15	> .10	-0.74	> .10	-1.77	< .05
Black	0.24	> .10	0.28	> .10	-0.97	> .10	-2.19	< .05
Hispanic	0.07	> .10	-0.14	> .10	0.14	> .10	-0.33	> .10
English learners	0.77	> .10	0.26	> .10	-0.53	> .10	-0.01	> .10
Special education	-0.11	> .10	0.31	> .10	-0.77	> .10	-2.35	< .01

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; Coeff = coefficient; CPS = Chicago Public Schools; OSS = out-of-school suspension.

Exhibit D8. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—Offense Groups 1 and 2 Events

Student group	Elementary students				High school students			
	2018–2019		2019–2020		2018–2019		2019–2020	
	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	0.01	> .10	-0.05	> .10	1.87	< .10	1.42	> .10
Black	-0.01	> .10	-0.11	> .10	2.88	> .10	2.51	> .10
Hispanic	0.01	> .10	-0.06	> .10	1.80	< .10	2.09	> .10
English learners	-0.00	> .10	-0.07	> .10	1.31	> .10	2.01	> .10
Special education	-0.04	> .10	-0.07	> .10	2.55	< .10	2.06	> .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; Coeff = coefficient; CPS = Chicago Public Schools.

Exhibit D9. Summary of SCS Effects Compared With a Matched Set of Comparison Schools Based on a CITS Analysis by Year—Offense Groups 3 and 4 Events

Student group	Elementary students				High school students			
	2018–2019		2019–2020		2018–2019		2019–2020	
	Coeff	*p*	Coeff	*p*	Coeff	*p*	Coeff	*p*
All students	0.06	> .10	0.02	> .10	0.20	> .10	0.36	> .10
Black	0.13	< .10	-0.00	> .10	0.80	< .10	1.04	< .10
Hispanic	0.01	> .10	-0.01	> .10	0.49	< .01	0.72	< .001
English learners	0.02	> .10	0.04	> .10	0.42	< .05	0.73	< .01
Special education	0.11	> .10	0.09	> .10	0.54	> .10	0.68	> .10

Note. Source: CPS Data Warehouse data from 18 SCS schools and a matched set of non-SCS schools. CITS = comparative interrupted time series; Coeff = coefficient; CPS = Chicago Public Schools.

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