

Evaluation of the Cumulative Impacts of the Student Enterprise Program on Academic Achievement

Jennifer Shand Pitzer, PhD

Economics Center

University of Cincinnati

Background and Motivation

- Strategies to address achievement concerns
- Schoolwide Positive Behavior Support (PBS)
 - Impact educational outcomes through addressing inputs
- Student Enterprise Program (StEP)
 - Previous research
 - Immediate versus cumulative effects

Research Design

- Standardized math and reading scores, basic student demographics, teacher and school building indicators
- Control group
 - Historical data on panel of students
 - 3rd, 4th, 5th, and 6th grade scores for current 8th graders
- Treatment group
 - Current scores for 3rd, 4th, 5th, and 6th graders

Conclusion

- Effect of StEP may require consistent, repeated exposure.
 - Gap between control and treatment group consistently closes in pooled model.
 - Positive impact results by 6th grade.
- Variation across teachers is important.
- Teacher effects may be more relevant for math.