

Impact on Schools

Conditions for Success
What can be done to promote these conditions for success? What is the role of the city-level partnership in helping to ensure that these conditions are in place to support the school-level work?

- Adequate financial support for community schools is sought and secured.
- HCS is set as a priority by multiple levels of leadership.
- Schools have adequate facilities.
- There is consistency and continuity among school leadership and other school staff
- District and city leadership see community schools as an integral strategy in achieving high performing schools
- The responsibility for developing community schools is understood as shared between lead agency organizations and the School District.

<p>Activities</p> <ul style="list-style-type: none"> ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	<p>Results (Outcomes)</p>	<p>Expected across all five schools</p>	<p>Outcomes Timeline</p> <ul style="list-style-type: none"> ▪ In what timeframe is it reasonable to expect to see this outcome? 	<p>Indicators</p>	<p>Data Source</p>
<ul style="list-style-type: none"> ▪ Structures and protocols are put in place to share space (e.g. classrooms) and information (e.g., classroom rules) between in-school and afterschool staffs. ▪ Space in the school is designated for community school staff and activities. ▪ Community school information and updates are communicated regularly to school staff through faculty meetings, newsletters, etc. ▪ School and lead agency leadership share and look at academic and afterschool data together to make decisions about community school activities. ▪ Lead agency staff provide training to teachers; teachers and school faculty provide training to lead agency staff. ▪ Lead agency and school staffs plan together and share curricula. ▪ Afterschool and in-school curricula are written and refined with the other in mind. 	<p>Decisions about community schools increasingly driven by data (student academic, student health and well being, student behavior, family)</p>	<p>✓</p>	<p>Expected in Year 1 but developmental, will increase over time</p>	<ul style="list-style-type: none"> ▪ Frequency data reports are generated ▪ Frequency data reports are distributed to partners ▪ Frequency and quality of data discussions in formal meetings 	<ul style="list-style-type: none"> ▪ Site visit observations ▪ Interviews ▪ School leadership meeting notes and agendas
	<p>Lead agency and school leadership increasingly develop and implement community school plans jointly</p>	<p>✓</p>	<p>Expected in Year 1 but developmental, will increase over time</p>	<ul style="list-style-type: none"> ▪ Regularity of school leadership and lead agency staff meetings ▪ Inclusion of community school topics in school governance and leadership meetings ▪ Alignment of community school programs and school priorities 	<ul style="list-style-type: none"> ▪ Site visit observations ▪ Interviews ▪ Network meeting notes ▪ Community school program schedules
	<p>Increased identification of lead agency and school personnel as one community school staff</p>	<p>✓</p>	<p>Expected in Year 1 but developmental, will increase over time</p>	<ul style="list-style-type: none"> ▪ Frequency of student referrals to lead agency staff for various supports during school day ▪ # of teachers and school leaders involved in afterschool and other extracurricular community school activities 	<ul style="list-style-type: none"> ▪ Site visit observations ▪ Interviews ▪ School and lead agency records (ETO data*) ▪ Focus group data

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Impact on Schools (cont'd)

<p>Activities</p> <ul style="list-style-type: none"> ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	<p>Results (Outcomes)</p>	<p>Expected across all five schools</p>	<p>Outcomes Timeline</p> <ul style="list-style-type: none"> ▪ In what timeframe is it reasonable to expect to see this outcome? 	<p>Indicators</p>	<p>Data Source</p>
<ul style="list-style-type: none"> ▪ Discipline systems are aligned in afterschool and in-school activities (e.g lead agency staff used for interventions during day). ▪ Common messages and expectations for kids are developed among lead agency and school staff. ▪ School and lead agency share costs of running and supporting community school programs. ▪ School and lead agency staff plan annual budgets together and align resources. ▪ Lead agency staff and school leadership convene community school leadership team that includes other community organizations. ▪ The school develops new relationships and partnerships with community organizations to support students in school and afterschool. ▪ Events and celebrations are held to bring together school community. 	<p>Greater integration of afterschool and in-school activities</p>	<p>✓</p>	<p>Expected in Year 1 but developmental, will increase over time</p>	<ul style="list-style-type: none"> ▪ Explicit alignment between school-day and afterschool curricula ▪ # of hours of lead agency service provided during school day ▪ Positive lead agency feedback about school leadership and staff ▪ Positive school leadership and teacher feedback about lead agency staff 	<ul style="list-style-type: none"> ▪ Site visit observations ▪ Interviews ▪ School climate survey ▪ Focus group data
	<p>Increased perception of safety</p>	<p>✓</p>	<p>Expect to see change in Year 2</p>	<ul style="list-style-type: none"> ▪ Positive parent feedback about safety of school ▪ Positive teacher feedback about safety of school ▪ Positive student feedback about safety of school 	<ul style="list-style-type: none"> ▪ School Climate Survey
	<p>Positive school environment</p>	<p>✓</p>	<p>Expect to see change in Year 2</p>	<ul style="list-style-type: none"> ▪ Positive parent feedback about school environment ▪ Positive teacher feedback about school environment ▪ Positive student feedback about school environment 	<ul style="list-style-type: none"> ▪ School Climate Survey ▪ Site visit observations ▪ Interviews
	<p>Broader menu of community schools services (afterschool programs, health services, etc) is offered</p>	<p>✓</p>	<p>Expected in Year 1 but developmental, will increase over time</p>	<ul style="list-style-type: none"> ▪ # of community school services offered ▪ Types of community school services offered ▪ Timing of community school services offered 	<ul style="list-style-type: none"> ▪ Site visit observations ▪ Interviews ▪ Community school program schedules ▪ School and lead agency records (ETO data*)

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Impact on Schools (cont'd)

<p>Activities</p> <ul style="list-style-type: none"> ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	<p>Results (Outcomes)</p>	<p>Expected across all five schools</p>	<p>Outcomes Timeline</p> <ul style="list-style-type: none"> ▪ In what timeframe is it reasonable to expect to see this outcome? 	<p>Indicators</p>	<p>Data Source</p>
<p>See lists on previous pages.</p>	<p>Higher volume of students participating in community school services</p>	<p>✓</p>	<p>Expected in Year 1 but developmental, will increase over time</p>	<ul style="list-style-type: none"> ▪ # of students participating in community school services 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*)
	<p>Quality improvements in community school programs and services that are offered</p>	<p>✓</p>	<p>Expected in Year 1 but developmental, will increase over time</p>	<ul style="list-style-type: none"> ▪ Ongoing refinement and development of community school programs ▪ Positive feedback from families, students, lead agency staff, and school staff about changes in community school efforts 	<ul style="list-style-type: none"> ▪ Site visit observations ▪ Interviews (E.g., ask school staff if they are staying true to their curricula. “You say you are using X. Are you, in fact, using X?”)

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Impact on Students

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Activities ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes?	Student-Level Results (Outcomes) ▪ Are these outcomes expected of all students or just students participating in community school activities?	Expected across all five schools	Outcomes Timeline ▪ In what timeframe is it reasonable to expect to see this outcome?			Indicators	Data Source
			Yr 1	Yr 2	Yr 3+		
<ul style="list-style-type: none"> ▪ Lead agency staff members, with the support of school staff and in alignment with in-school work: <ul style="list-style-type: none"> ▫ Bring physical health services (including dental) on site for students and families. ▫ Bring mental health services on site for students and families. ▫ Develop new afterschool programs and strengthen existing programs ▫ Develop and target programming for families that support students' success (e.g. college awareness workshops, supporting student literacy workshops) ▫ Develop marketing and targeted communication with parents and students that help recruit and maintain community school enrollment. 	Increased access to physical and dental health services and preventive care	✓	✓			<ul style="list-style-type: none"> ▪ # of dental health service hours onsite ▪ # of medical health service hours onsite 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*) ▪ Site visit observations ▪ Interviews
	Increased access to mental health services and preventive care	✓	✓			<ul style="list-style-type: none"> ▪ # of mental health service hours onsite 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*) ▪ Site visit observations ▪ Interviews
	Increase utilization of physical and dental health services and preventative care	✓		✓		<ul style="list-style-type: none"> ▪ # of students served by medical health services ▪ # of students served by dental health services ▪ # of booked medical health service hours (completed appts) ▪ # of booked dental health service hours 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*) ▪ Site visit observations ▪ Interviews

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Impact on Students (cont'd)

Activities <ul style="list-style-type: none"> Are the outcomes reasonable given the activities happening in the schools and the resources available? If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	Student-Level Results (Outcomes) <ul style="list-style-type: none"> Are these outcomes expected of all students or just students participating in community school activities? 	Expected across all five schools	Outcomes Timeline <ul style="list-style-type: none"> In what timeframe is it reasonable to expect to see this outcome? 			Indicators	Data Source
			Yr 1	Yr 2	Yr 3		
<ul style="list-style-type: none"> Lead agency and school leadership develop and implement community school plans jointly. In-school and afterschool activities are integrated and serve students more fluidly. 	Increase utilization of mental health services and preventive care	✓		✓		<ul style="list-style-type: none"> # of students served by mental health services # of booked mental health services 	<ul style="list-style-type: none"> School and lead agency records (ETO data*) Site visit observations Interviews
	Increase student participation in after-school programming	✓	✓	✓		<ul style="list-style-type: none"> # of students participating in after-school program # of hours of after-school programming Student attendance in after-school programming 	<ul style="list-style-type: none"> School and lead agency records (ETO data) Site visit observations Interviews
	Increase student participation in community school programming (events, services, activities)	✓	✓	✓	✓	<ul style="list-style-type: none"> # of students participating in community school program # of hours of community school programming Student attendance in community school programming 	<ul style="list-style-type: none"> School and lead agency records (ETO data*) Site visit observations Interviews
	Increased student leadership (for subset participating in community schools)	✓	✓	✓		<ul style="list-style-type: none"> Student council or governing body activities Student representation and involvement on school teams (school governance or leadership) Positive teacher feedback about student leadership in classroom 	<ul style="list-style-type: none"> SCP, Network, and school leadership meeting notes and agendas Site visit observations Interviews School climate surveys (District survey, school-specific surveys)

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Impact on Students (cont'd)

<p>Activities</p> <ul style="list-style-type: none"> ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	<p>Student-Level Results (Outcomes)</p>	<p>Expected across all five schools</p>	<p>Outcomes Timeline</p> <ul style="list-style-type: none"> ▪ In what timeframe is it reasonable to expect to see this outcome? 	<p>Indicators</p>	<p>Data Source</p>
<ul style="list-style-type: none"> ▪ Community school services (health, afterschool) serve more students. ▪ Interventions and supports provided during the school day. ▪ Activities are offered that align and support the school's core academic program. 	<p>Improved life and social skills among students (resiliency, problem solving, conflict resolution, interpersonal communication, budgeting, practical living skills)</p>	<p>✓</p>	<p>Year one for kids officially enrolled in CS but longer term see it widen across school</p>	<ul style="list-style-type: none"> ▪ Positive teacher feedback about student skills ▪ Positive lead agency feedback about student skills ▪ Positive school leadership feedback about student skills 	<ul style="list-style-type: none"> ▪ Site visit observations ▪ Interviews ▪ School climate survey ▪ Pre/post survey (draw on survey developed by Philliber and Associates)
	<p>Increased student attendance in school (all students)</p>	<p>✓</p>	<p>Starting in Year 1, but progressing in Yrs 2 and 3</p>	<ul style="list-style-type: none"> ▪ # of excused and unexcused absences 	<ul style="list-style-type: none"> ▪ District data (SASI) ▪ Site visit observations ▪ Interviews
	<p>Improved student behavior during afterschool and community school activities</p>	<p>✓</p>	<p>Starting in Year 1 for After-school; starting in Year 2 for community school activities</p>	<ul style="list-style-type: none"> ▪ # of discipline referrals ▪ # of student suspensions ▪ # of student arrests 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*)
	<p>Improved student behavior (all students)</p>	<p>✓</p>	<p>Year 1 starting, progressing in Years 2 & 3</p>	<ul style="list-style-type: none"> ▪ # of discipline referrals ▪ # of student suspensions ▪ # of student arrests 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*) ▪ District data (SASI) ▪ Site visit observations ▪ Interviews
	<p>Improved academic performance (for subset of students participating in community schools)</p>	<p>✓</p>	<p>Year 1 starting and progressing in Yrs 2 & 3</p>	<ul style="list-style-type: none"> ▪ Reported frequency and quality of homework completion ▪ Course grades ▪ GPA ▪ CMT scores ▪ DRA scores 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*) ▪ District data (SASI) ▪ Site visit observations ▪ Interviews

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Impact on Families

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- The responsibility for developing community schools is understood as shared between lead agency organizations and the School District.

<p>Activities</p> <ul style="list-style-type: none"> ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	<p>Results (Family Outcomes)</p> <ul style="list-style-type: none"> • Are these for all families or families of students participating in cs activities? 	<p>Expected across all five schools</p>	<p>Outcomes Timeline</p> <ul style="list-style-type: none"> ▪ In what timeframe is it reasonable to expect to see this outcome? 	<p>Indicators</p>	<p>Data Source (Outcomes Measures)</p>
<ul style="list-style-type: none"> ▪ Set school-wide expectations to develop a culture that is welcoming and open to families. ▪ Improve physical environment through bulletin boards, etc. ▪ Offer school-based health services to students and families. 	<p>Increased perception of school as a welcoming environment for families (parents and caregivers of all students)</p>	<p>✓</p>	<p>Incremental starting in Year 1</p>	<ul style="list-style-type: none"> ▪ Family member participation rates in community school activities ▪ Positive family feedback about school environment 	<ul style="list-style-type: none"> ▪ District School Climate Survey ▪ School and lead agency records (ETO data*) ▪ Site visit observations ▪ Interviews
<ul style="list-style-type: none"> ▪ Hold fun and culturally-relevant events at school to bring parents and caregivers into the school (e.g. dessert cook-off). ▪ Provide childcare for siblings of students during conferences/events/meetings. 	<p>Improved communication between schools and families (parents and caregivers of all students)</p>	<p>✓</p>	<p>Incremental starting in Year 1</p>	<ul style="list-style-type: none"> ▪ # of families filling out school climate survey ▪ Positive family feedback about communications 	<ul style="list-style-type: none"> ▪ District data about school climate survey participation rates ▪ School climate surveys given annually by schools (District survey, CAS survey, school-specific surveys) ▪ School and lead agency records (ETO data*) ▪ Site visit observations ▪ Interviews

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Impact on Families (cont'd)

<p>Activities</p> <ul style="list-style-type: none"> ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	<p>Results (Family Outcomes)</p> <ul style="list-style-type: none"> • Are these for all families or families of students participating in cs activities? 	<p>Expected across all five schools</p>	<p>Outcomes Timeline</p> <ul style="list-style-type: none"> ▪ In what timeframe is it reasonable to expect to see this outcome? 	<p>Indicators</p>	<p>Data Source (Outcomes Measures)</p>
<ul style="list-style-type: none"> ▪ Provide opportunities for families to interact more often in student activities (afterschool, in classrooms). ▪ Use existing and create new family forums and media and other print tools to inform parents and caregivers about community school programs and services. 	<p>Greater attendance and engagement at school meetings (parents and caregivers of all students)</p>	<p>✓</p>	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ # of attendees at PTO meetings 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*); If sites cannot collect these data, it is beyond the scope of OMG's evaluation (and will need to be tracked through observations and interviews) ▪ Site visit observations ▪ Interviews
<ul style="list-style-type: none"> ▪ Include lead agency and school staff members in family events ▪ Connect families to other community resources and partners ▪ Develop and strengthen educational opportunities at schools for families: <ul style="list-style-type: none"> ○ GED courses ○ ESL courses ○ Reading literacy programs 	<p>Active engagement in child's academic progress (parents and caregivers of all students)</p>	<p>✓</p>	<p>Incremental starting in Year 1</p>	<ul style="list-style-type: none"> ▪ # of attendees at parent-teacher conferences ▪ Positive family feedback about teachers ▪ Positive family feedback about participation in child's education 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*); If sites cannot collect these data, it is beyond the scope of OMG's evaluation (and will need to be tracked through observations and interviews) ▪ Site visit observations ▪ Interviews
<ul style="list-style-type: none"> ▪ Develop and strengthen programs that help families to better support their children: <ul style="list-style-type: none"> ○ Parenting programs ○ College exposure programs ○ Financial literacy programs 	<p>Improvement in skill building among parents and caregivers who are enrolled in special programs (e.g, adult literacy, child development and parenting, financial literacy)</p>	<p>✓</p>	<p>Incremental starting in year 1</p>	<ul style="list-style-type: none"> ▪ Perceptions of parents/caregivers, school and lead agency staff ▪ # of attendees at courses ▪ Participation rates in courses ▪ # of GEDs or other certificates awarded ▪ # of course completions 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*); If sites cannot collect these data, it is beyond the scope of OMG's evaluation (and will need to be tracked more distantly through observations and interviews) ▪ Site visit observations ▪ Interviews

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Impact on Communities (i.e., Neighborhood Surrounding the School)

Conditions for Success
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- Adequate financial support for community schools is sought and secured.
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- The responsibility for developing community schools is understood as shared between lead agency organizations and the School District.
- School improvement plan allows for the school building to be open to all community members before and after school hours.

<p>Activities</p> <ul style="list-style-type: none"> ▪ Are the outcomes reasonable given the activities happening in the schools and the resources available? ▪ If not, are the outcomes unrealistic or can we shift activities to meet desired outcomes? 	<p>Results (Community Outcomes)</p>	<p>Expected across all five schools</p>	<p>Outcomes Timeline</p> <ul style="list-style-type: none"> ▪ In what timeframe is it reasonable to expect to see this outcome? 	<p>Indicators</p>	<p>Data Source</p>
<ul style="list-style-type: none"> ▪ Support staff keep school open longer and offer activities (e.g., basketball) at night to bring community into school. ▪ School and lead agency staff collaborate and work with existing community organizations to leverage relationships w/community. 	<p>Increased community knowledge and improved perception of the individual community school</p>	<p>✓</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ # of media hits in local papers/TV ▪ Public comments made by local leaders about community schools 	<ul style="list-style-type: none"> ▪ Local media ▪ Mayor and superintendent speeches and press releases ▪ Site visit observations ▪ Interviews
	<p>Increased community access to school buildings</p>	<p>✓</p>	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ # of school events open to the public ▪ Buildings open later/on weekends 	<ul style="list-style-type: none"> ▪ School or district schedules ▪ Site visit observations ▪ Interviews

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Hartford Community Schools Outcomes Tool

Co-developed by HCS and OMG – Updated April 12, 2010

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<ul style="list-style-type: none"> ▪ School and lead agency staff reach out to churches, faith-based organizations, corner grocers, and local merchants to invest them in community school efforts. ▪ Community school offers community-wide events. • School improvement plan mentions need to keep school building open before and after school hours. 	<p>Increased community utilization of school buildings</p>	<p>✓</p>	<p>Year 3+</p>	<ul style="list-style-type: none"> ▪ # of scheduled events that take place ▪ # of event attendees from neighborhood 	<ul style="list-style-type: none"> ▪ Sites collect attendance data; otherwise, outside the scope of OMG's evaluation ▪ School or district schedules ▪ Site visit observations ▪ Interviews
	<p>Increased community engagement with the school</p>	<p>✓</p>	<p>Year 3</p>	<ul style="list-style-type: none"> ▪ Involvement of neighborhood participants on community school leadership teams ▪ # of event attendees from neighborhood without students in school 	<ul style="list-style-type: none"> ▪ School and lead agency records (ETO data*); If these data not available through ETO, then this is beyond the scope of OMG's evaluation ▪ Network and SCP meeting notes ▪ Site visit observations ▪ Interviews

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