Community Schools Progress Report

Indicators of Engagement, Planning and Early Progress for
Philadelphia's Community Schools during the 2016-17 School Year

November 2017

Introduction

Philadelphia's Community Schools initiative was launched in 2016 as the newly-elected Mayor Jim Kenney took office. The city's Community Schools are public schools in which a full-time coordinator works with the school and community to first identify the most pressing needs of students, their families and community members, and then to coordinate service providers and City agencies to bring services into the school to address those needs. The Mayor's Office of Education (MOE) coordinates the city's Community Schools initiative and works closely with the School District of Philadelphia.

Similar efforts in other cities underscore the importance of considerable strategic planning and community engagement as a foundation for the development of strong and sustainable community schools. In partnership with Philadelphia's Mayor's Office of Education, Research for Action (RFA) developed this Community Schools Progress Report to track the early planning and implementation of Philadelphia's Community Schools initiative and assess progress against national best practices.

This project was made possible through support from the Ford Foundation.

About the Community Schools Progress Report

This report tracks progress of the Community Schools initiative at two levels: 1) City of Philadelphia's Mayor's Office of Education (MOE) central staff and 2) the first cohort of nine Community Schools announced in the summer of 2016. Each level of assessment contains the elements, benchmarks and indicators that characterize the launch of a successful community school according to best practices and research conducted on similar efforts.

How We Assessed Progress

Philadelphia's Community Schools initiative was assessed against three levels of metrics:
1. **Elements** are the broad categories of work to be completed during the initial phase of the initiative.
2. **Benchmarks** are used to track progress on each element.
3. Individual **indicators** are used to gauge whether the benchmarks are being achieved.

As outlined in the Progress Report Key in Figure 1, the number of indicators that were addressed determined the rating on the applicable benchmark, and the number of benchmarks addressed determined the rating on the applicable element. Each element is given a rating of "on track," "emerging," or "area for growth." It is important to acknowledge that work will continue on many of the benchmarks and indicators included in the progress report.

Figure 1. Progress Report Key

Element Ratings

ON TRACK	EMERGING	AREA FOR GROWTH
Majority of Benchmarks making Progress for Element	Minority of Benchmarks making Progress for Element	Benchmarks in Element not yet Addressed

Benchmark Ratings

Majority of Indicators addressed for Benchmark	●	Minority of Indicators addressed for Benchmark	◐	No Indicators addressed for Benchmark	○

Indicator Ratings

- City of Philadelphia Mayor's Office of Education Progress Report: Indicators that have been addressed are marked ✔ ; indicators that have not been addressed are marked ○.
- Individual Community Schools Progress Report: Progress is reported only at the Element and Benchmark levels as progress is reported across Community Schools.

The elements included in the progress reports are listed below in Table 1. The more detailed benchmarks under each element, as well as the indicators that comprise each benchmark, are listed in the progress reports below.

Table 1. Progress Report Elements

Progress Made by the City of Philadelphia Mayor's Office of Education
Element 1. Community Schools Initiative Capacity
Element 2. Public Input from the Community
Element 3. Shared Leadership
Element 4. Community School Selection
Element 5. School and Community Data Collection Support
Element 6. Outcome Measures and Improvement Planning
Element 7. Financial Resources to Sustain Community School Initiative

Progress Made by Individual Community Schools
Element 1. Development of Community School Committee
Element 2. Data Collection on the Needs of the School and Community
Element 3. Data Collection on School and Community Resources
Element 4. Community School Planning and Progress Monitoring
Element 5. Service Partnership Development and Support
Element 6. Ongoing Engagement with the School and Community

Data Elements

The elements, benchmarks and indicators included in the Progress Report are based on promising practices documented by leading organizations in the field (e.g., National Coalition for Community Schools) and other communities that have already implemented similar initiatives (e.g., Cincinnati). Because the precise shape of any community schools initiative is influenced in part by its unique local context, the specific indicators chosen for this report were informed by extensive input from the Mayor's Office of Education.

The information used to complete the Community Schools Progress Report was drawn from the following sources:
1. Publicly available city and school-level documents
2. Information provided in writing by staff in the Mayor's Office of Education in response to individual indicators
3. A needs assessment questionnaire completed by community school coordinators, and
4. Interviews with community school coordinators.

Prior to release, drafts of the Community Schools Progress Reports were reviewed by the Mayor's Office of Education and individual community school coordinators for accuracy. For further detail on the data collection tools used and the definitions for each of the indicators, please reference the codebooks and glossary available **here**.

Progress Report

Section 1: Mayor's Office of Education Progress Report

As the managing organization for the Community Schools initiative in Philadelphia, the Mayor's Office of Education (MOE) is the primary driver of the work. While standards at the system or city level are not as well established as those for individual community school sites, the elements and benchmarks below outline established best practices for a citywide coordinating entity in the first year of a Community Schools initiative.

This section is meant to clearly identify the progress that was made by the Community Schools initiative during the 2016-17 school year, as well as areas of work that continue to emerge. In order to establish the foundation for such an initiative, it is important to address a number of key elements of the model. Staff capacity at the city and individual school levels needs to be developed. A campaign of community engagement is also essential to develop shared leadership and vision for the initiative and build public support. The first cohort of community schools needs to be selected in an open application process. Due to the essential nature of the needs assessment process, the managing organization can provide assistance to individual school coordinators with data collection. Finally, expected outcomes and plans for initiative sustainability need to be determined from the beginning.

CITY OF PHILADELPHIA MAYOR'S OFFICE OF EDUCATION
PROGRESS REPORT: 2016–2017

Element Ratings

ON TRACK	EMERGING	AREA FOR GROWTH
Majority of Benchmarks making Progress for Element	Minority of Benchmarks making Progress for Element	Benchmarks in Element not yet Addressed

Benchmark Ratings

Majority of Indicators addressed for Benchmark	●	Minority of Indicators addressed for Benchmark	◖	No Indicators addressed for Benchmark	○

Indicator Ratings

Indicators that have been addressed are marked ☑ ; indicators that have not been addressed are marked ○.

Element 1. Development of Community School Committee	ON TRACK

The Mayor's Office of Education built human capacity to implement the Community Schools initiative by hiring a director and support staff for the central office and a coordinator for each community school, as well as by providing training and ongoing support through meetings and technical assistance.

Benchmark	Indicators	Rating
Build staff capacity	☑ Hire Community Schools initiative Director ☑ Hire Community Schools initiative Support Staff ☑ Create Community School Coordinator position	●
Select Community School Coordinators	☑ Develop and widely advertise position description ☑ Include school principals in Community School Coordinator interview process ☑ Hire Community School Coordinators	●
Provide training and ongoing support to Community School Coordinators	☑ Provide Initial Coordinator Training ☑ Arrange regular meetings between coordinators and the Community School's Direct and Support Staff ☑ Provide ongoing technical assistance to Coordinators	●

Element 2. Public Input from the Community — ON TRACK

Staff from the Mayor's Office and the School District of Philadelphia collected information and input from stakeholder groups and experts before formally launching the initiative and selecting the first set of community schools.

Benchmark	Indicators	Rating
Gather input from the community and local leaders on the community schools strategy	☑ Collect input from public school students and families ☑ Collect input from public school educators ☑ Collect input from City residents ☑ Collect input from business owners ☑ Collect input from elected officials and City departments	🟢
Learn from community school initiatives in other locations	☑ Review reports on community school planning and implementation ☑ Attend conferences and/or conduct site visits ☑ Speak to members of learning communities	🟢
Consult local experts and partners	☑ Meet with Philadelphia Federation of Teachers ☑ Confer with researchers who have studied Community School planning and implementation ☑ Speak with Community School and youth advocates ☑ Consult social service providers ☑ Consult health care providers	🟢

Element 3. Shared Leadership — ON TRACK

The Community Schools initiative will need ongoing collaboration with city departments, policymakers, community groups and other stakeholders across the city in order to be successful.

Benchmark	Indicators	Rating
Ensure shared vision and responsibility for the initiative between the Mayor's Office of Education and the School District of Philadelphia	☑ Develop written agreement between Mayor's Office of Education and School District of Philadelphia confirming joint commitment to the initiative ☑ Ensure that the goals of the Community Schools initiative and the goals of the School District of Philadelphia are aligned ☑ Clearly define the roles of the Mayor's Office of Education and School District of Philadelphia regarding the Community Schools initiative	🟢
Establish a citywide advisory team of stakeholders	○ Launch citywide advisory team ○ Ensure membership is representative of the racial/ethnic and geographic diversity of the City ○ Include policymakers, such as representatives from the SDP, PFT, and City departments ○ Include diverse stakeholders, such as students and families, service providers, funders, business owners, and City residents ○ Host regular meetings of the advisory team	◯

Benchmark	Indicators	Rating
Establish an ongoing stakeholder input process across the City	☑ Meet with City and School District policymakers to provide updates and gather input on the initiative ☑ Sponsor meetings with a diverse set of other interested parties across the city to gather input on the initiative ☑ Utilize suggested improvements to the initiative advocated by stakeholders when appropriate	●
Establish a system for shared participation and leadership by Community School Committees	☑ Develop Community School Committee structure for each Community School ☑ Empower individual Community School Committees to provide input on the direction of their schools ○ Provide opportunities for members to share feedback on the overall initiative	●
Work with policymakers to align policies and procedures to support the initiative	☑ Review policies and procedures of the City, the School District of Philadelphia, the School Reform Commission, and the Philadelphia Federation of Teachers related to Community Schools ☑ Identify areas in which policies and procedures do not support the Community School initiative ☑ Advocate for alignment of policies and procedures to support Community School implementation	●

Element 4. Community School Selection — ON TRACK

In partnership with the School District of Philadelphia, the Mayor's Office of Education developed selection criteria and application review processes for the first cohort of nine Community Schools that were publicly announced in July 2016.

Benchmark	Indicators	Rating
Develop school selection criteria and process	☑ Collect public input on selection criteria ☑ Develop community school selection criteria ☑ Announce criteria to the public prior to the selection of community schools ☑ Develop standard application review and school selection process ☑ Ensure that there are opportunities for potential applicants to ask questions about the process	●
Distribute and review Community School applications	☑ Distribute applications districtwide ☑ Review all applications submitted based on selection criteria ☑ Include the School District of Philadelphia in review ☑ Conduct visits at schools with competitive applications ☑ Conduct interviews with applicant school staff and interested members of the school community	●
Announce selection of Community Schools	☑ Select first group of Community Schools ☑ Publicly announce the schools and communicate with media about the selection of the first group of Community Schools ☑ Review selection process and identify potential areas for improvement	●

Element 5. School and Community Data Collection Support		ON TRACK

The Mayor's Office of Education collected data from a number of different sources and developed survey instruments and interview questions to inform the needs assessment and strategic planning process at each community school.

Benchmark	Indicators	Rating
Provide Coordinators with existing data on each Community School	Collect demographic and academic data, such as student enrollment, demographics and proficiency levels of state standardized tests	●
Provide Coordinators with existing data on surrounding neighborhood	Collect community health and wellness data, such as U.S. Census data on poverty, unemployment, and health conditions	●
Support additional school-based data collection	☑ Develop student, family, educator, community and service provider surveys ☑ Provide training and resources to coordinators for focus groups and interviews ☑ Record and analyze interview and focus group data	●

Element 6. Outcomes, Measures and Improvement Planning		EMERGING

The Mayor's Office of Education is in the process of developing short and long term outcomes, measures and data collection processes to monitor the progress and impact of the Community Schools initiative.

Benchmark	Indicators	Rating
Identify short and long term outcomes and measures	☑ Identify short term outcomes, such as increases in: the number of services offered to and accessed by students, families and the community; family satisfaction with and engagement in the school ○ Identify measures to monitor progress on short term outcomes ☑ Identify long term outcomes, such as improved: attendance; academic development; physical, social and emotional health; school climate and community safety ○ Identify measures to monitor progress on long term outcomes ☑ Outcomes have been developed in collaboration with stakeholders from across the city	●
Develop data collection and sharing processes on outcome measures	○ Establish data sharing agreements with the School District of Philadelphia and service partners ○ Create outcomes data collection processes citywide and for individual community schools ○ Include collection of individual student and aggregate school information disaggregated by student subgroups	◯
Establish continuous improvement processes	○ Use outcomes data to track progress and continually improve the initiative ○ Regularly report outcomes data to the general public and media ☑ Develop processes for collecting and analyzing feedback from Community School Coordinators, school faculty and staff and members of the community ☑ Use feedback to continually improve the initiative ○ Select an external evaluator to study and provide feedback on the impact and implementation of the initiative	◑

Element 7. Financial Resources to Sustain Community School Initiative — ON TRACK

The Community Schools initiative is primarily funded through the city's tax on sweetened beverages, but in order to sustain and expand the services provided, the Mayor's Office of Education has begun exploring additional revenue streams from public and private sources.

Benchmark	Indicators	Rating
Evaluate existing funding sources and identify potential new funding sources	☑ Assess the adequacy of the Community School initiative's existing funding levels from both public and private sources ☑ Identify potential new sources of public funding to support the initiative ☑ Explore potential new private sources of funding to support the initiative (e.g., foundations)	🟢
Develop and secure additional funding to sustain the initiative	☑ Work with policymakers to develop public funding streams ☑ Secure additional public funding ☑ Apply to private organizations to secure additional funding streams ○ Secure additional private funding ○ Work with community schools to secure school-specific funding ☑ Assist partners in identifying and applying for potential funding sources ☑ Develop a plan to sustain the Community School initiative in the long term, including funding for both central office and school-based staff and programming	🟢
Develop budgets for the initiative	☑ Develop annual budgets for Community Schools initiative ○ Include both public and private revenue streams in annual budgets ○ Work with coordinators and community school committees to develop annual budgets for school level programs based on additional funding resources secured	🟡

Section 2: Community School Site-Level Progress Report

This section is meant to clearly identify the progress that was made by each community school during the 2016-17 school year, as well as areas of work that continue to emerge. In such an initiative, each community school also has foundational work to do in the first phase. The Coalition for Community School Standards emphasizes the need for collaborative leadership, data collection on the needs of the school and community as well as the exiting assets to address those needs. It is also critical to set goals for the community school based on those needs and develop a process for monitoring progress toward those goals. Further, the community schools model is based on the development and support of external partnerships with organizations that come into the school and neighborhood to provide needs-based services as well as ongoing engagement with stakeholders from the school and community. While this is not an exhaustive list of the standards in the field, the elements and benchmarks outlined below include the milestones that align to Philadelphia's Community Schools model in its first year.

Element Ratings

ON TRACK	EMERGING	AREA FOR GROWTH
Majority of Benchmarks making Progress for Element	Minority of Benchmarks making Progress for Element	Benchmarks in Element not yet Addressed

Benchmark Ratings

Majority of Indicators addressed for Benchmark	●	Minority of Indicators addressed for Benchmark	◐	No Indicators addressed for Benchmark	○

Indicator Ratings

- Progress is reported only at the Element and Benchmark levels as progress is reported across Community Schools.
- The rating for Element 6 is based on the number of indicators addressed

Element 1. Development of Community School Committee	Cramp ES	Dobbins HS	Edmonds ES	Gideon ES/MS	Kensington Health Science Academy	Logan ES	Southwark ES/MS	South Philadelphia HS	Tilden MS

The Community School Committee is an advisory committee in each community school that represents the school and community and works with the Community School Coordinator and school leadership to develop and implement community school plans.

Benchmarks	Indicators									
		●	●	●	●	●	●	●	●	●
Develop a Community School Committee	• Includes Principal • Includes teachers/ staff • Includes external service partners • Includes family members • Includes community members	●	●	●	●	●	●	●	●	●
Ensure that the Committee is representative of the school and community	• Includes members who represent the diversity of the school • Includes members who represent the neighborhoods served by the school	●	●	●	●	●	●	●	●	●

Benchmarks	Indicators	Cramp ES	Dobbins HS	Edmonds ES	Gideon ES/MS	Kensington Health Science Academy	Logan ES	Southwark ES/MS	South Philadelphia HS	Tilden MS
	• Includes both adults and students (middle and high school only)									
Ensure that the Committee meetings are ongoing and transparent	• Schedule meetings regularly • Make available public record of meeting agendas • Make available public record of meeting notes	◐ half	◐ half	◐ half	◐ half	○ open	● full	○ open	● full	◐ half

Element 2. Data Collection on the Needs of the School and Community

In this process, information is collected on the needs of the school's students, their families and the neighborhood community served by the school so that those needs can be addressed.

Benchmarks	Indicators	Cramp ES	Dobbins HS	Edmonds ES	Gideon ES/MS	Kensington Health Science Academy	Logan ES	Southwark ES/MS	South Philadelphia HS	Tilden MS
Collect information on the needs of the school and community	• Student Engagement • Family Engagement • Academic Development • Physical Health • Social and Emotional Health • School Climate • Community Stability/Safety	●	●	●	●	●	●	●	●	●
Ensure the process includes information from cross-section of school and community	• Include input from teachers/staff • Include input from external service partners • Include input from students, family/community members	●	●	●	●	●	●	●	●	●

Ensure the process includes information from a variety of sources	• Include school/ neighborhood statistical data • Include surveys, focus groups and interviews • Include neighborhood observation data	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢

Element 3. Data Collection on School/Community Resources		Cramp ES	Dobbins HS	Edmonds ES	Gideon ES/MS	Kensington Health Science Academy	Logan ES	Southwark ES/MS	South Philadelphia HS	Tilden MS

In this process, information is collected on the needs of the school's students, their families and the neighborhood community served by the school so that those needs can be addressed.

Benchmarks	Indicators									
Collect information on existing and potential school resources	• **Personnel:** Examples include: teachers, nurses, counselors • **Networks of existing connections:** Examples include: existing relationships with external service partners • **Space and facilities:** Examples include: gymnasium, kitchen, school playground	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢
Collect information on existing and potential community resources	• **Individuals:** Examples include: artists, families, clergy • **Institutions/ Organizations:** Examples include: colleges, libraries, faith-based groups	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢

| Collection information on existing and potential financial resources | • **Physical Spaces:** Examples include: parks, transit stops
• **School Resources:** Examples include: grant funding, budget surplus
• **Community Resources:** Examples include: local for-profit businesses, banks
• **Funding Resources:** Examples include: government funding, foundations | | | | | | | | |

Element 4. Community School Planning and Progress Monitoring	Cramp ES	Dobbins HS	Edmonds ES	Gideon ES/MS	Kensington Health Science Academy	Logan ES	Southwark ES/MS	South Philadelphia HS	Tilden MS
	●	●	●	●	●	●	○	○	●

Based on the needs of the school and community and the resources that can be used to address those needs, a community school plan is developed that outlines the priority areas that the community school will work to improve, the strategies that will be implemented and the goals that are to be met.

Benchmarks	Indicators									
Determine shared goals and vision for the Community School	• Create goals that support student learning • Create non-academic goals • Create goals that support both youth and adults • Create goals that address key student transitions • Create service delivery goals • Create participation goals	●	●	●	●	●	●	●	●	●

	• Ensure that Community School goals are aligned with building goals									
Develop Community School plan outlining activities and strategies	• Identify gaps between the needs of students, families and the community and existing resources • Outline specific activities and strategies to address needs and leverage resources • Outline roles of Coordinator, faculty and staff, and community members in the activities and strategies	◓	◓	●	◓	●	●	◓	◓	◓
Identify outcomes and measures and monitor progress	• Specify community school outcomes and measures aligned with shared goals • Collect data on services provided and participation in community school services • Monitor progress on meeting outcomes	○	◓	○	◓	○	○	○	◓	○

Element 5. Service Partnership Development and Support	Cramp ES	Dobbins HS	Edmonds ES	Gideon ES/MS	Kensington Health Science Academy	Logan ES	Southwark ES/MS	South Philadelphia HS	Tilden MS

The services provided through the community school are primarily delivered by external partners that provide needs-based services at community schools to the students, families and community members served by that school.

Benchmarks	Indicators									
Assess existing service partnerships	• Review existing services • Evaluate impact of existing service partners • Determine alignment with student, family and community needs	◑	●	◑	●	◑	●	◑	●	●
Establish new service partnerships	• Explore and engage new service partners • Ensure alignment between services and student, family and community needs • Bring new partners into the school	●	●	●	●	●	●	●	●	●
Support service partnerships	• Include partners in Community School Plan • Orient service partners to Community School • Maintain regular communication between the service partners and the Coordinator	●	◑	◑	●	◑	◑	●	●	●

• Develop processes to identify and refer individual students in need of services • Monitor individual student involvement in services • Formally recognize and acknowledge the efforts of service partners • Develop and facilitate partner agreements									

Element 6. Ongoing Outreach to School, Families and Community	Cramp ES	Dobbins HS	Edmonds ES	Gideon ES/MS	Kensington Health Science Academy	Logan ES	Southwark ES/MS	South Philadelphia HS	Tilden MS
In order to ensure that the services provided through the community school are used, the community school's Coordinator, committee and leadership need to reach out to school students, teachers and staff, families and the community members on an ongoing basis.									
Indicators*									

- Develop outreach strategies to encourage students to participate in Community School services
- Develop outreach strategies to encourage family and community members to participate in Community School services
- Offer opportunities for family and community members to volunteer at the school
- Offer opportunities for family and community members to provide feedback on services
- Orient faculty and staff on the Community School initiative
- Offer opportunities for faculty and staff to provide feedback on the implementation of the Community School initiative
- Include faculty and staff in the implementation of the Community School initiative

*The rating for Element 6 is based on the number of indicators addressed.