COMMUNITY SCHOOLS PROGRESS REPORT TOOLKIT

Indicators of Engagement, Planning and Early Success

December 2017

RFA | RESEARCH *for* ACTION

Community Schools Progress Report Toolkit

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Overview

A strong start is the foundation of a successful community schools initiative. In partnership with Philadelphia's Mayor's Office of Education, and with generous funding from the Ford Foundation, Research for Action (RFA) developed a **Community Schools Progress Report** in November 2017 to track the *early planning and implementation* of the community schools initiative in Philadelphia and assess progress against national best practices. Because such efforts can vary significantly, the Community Schools Progress Reporting Toolkit provided here, while based on the earlier work in Philadelphia, is designed to be applied to a broader range of community school programs.

This Toolkit provides community schools and managing organizations/lead agencies, such as school districts or non-profit agencies, with a template to track their progress in the initial stages of a community schools initiative at two levels:[1]

1) **System-Level** (e.g., city, school district or lead non-profit agency managing the initiative)
2) **Community School Building- or School Site-Level**.

For each level, the Toolkit contains simple metrics that characterize the launch of a successful community schools initiative as documented by research, leading organizations in the field (e.g., the Coalition for Community Schools), and the experiences of successful community schools efforts. Metrics are arranged as follows:

- **Elements** are the broad categories of work to be completed during the initial phase of the initiative.
- **Benchmarks** are the components used to track progress on each element.
- Individual **indicators** are used to gauge whether the benchmarks are being achieved.

Elements included in the Toolkit 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 Toolkit below.

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[1] This progress report only covers the early planning and implementation stage of a Community School initiative, and is not designed to evaluate the long-term operation or effectiveness of an initiative.

Table 1. Community School System- and School Building-Level Progress Elements

Community School System-Level Progress Elements
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. Outcomes, Measures, and Improvement Planning
Element 7. Financial Resources to Sustain Community School Initiative

Community School Building-Level Progress Elements
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 Outreach to Students, Families, and Community Members

Guide for Using the Community Schools Progress Reporting Toolkit

Potential Audiences

Information about the early stages of a community schools initiative is of potential interest to a wide range of audiences, including:

1) **The lead agency or school district.** Early feedback on progress can identify successes, challenges, and areas requiring further attention or refinement.

2) **Funders.** Early evidence of a successful launch can provide reassurance to funders as they await more substantial evidence of impact on key outcomes.

3) **Individual schools and involved community members.** The Toolkit's school-level indicators can provide important formative feedback to those most directly involved in individual community schools.

4) **The general public.** Community schools initiatives can generate significant interest and enthusiasm among the general public. Publication of Toolkit results can serve important communication and public accountability functions by displaying progress indicators in a clear and accessible way.

Those using the Toolkit should carefully consider the purpose and intended audiences as they plan their approach to data collection and dissemination.

Data Sources

Capacity for data collection and analysis can vary significantly. Therefore, the Toolkit is designed to be adapted to a range of data sources, including:

- Document review (e.g., community school plans, needs assessment documentation);

- Interviews with community school coordinators and system-level staff;

- A self-assessment process conducted by an individual or group involved in community schools; and

- Surveys and Questionnaires.

Community schools initiatives utilizing the Toolkit will need to determine what data sources are most feasible for them.

Assessing the Data

As outlined in the Progress Report Key in Figure 1 below, the number of indicators addressed by the initiative determines the rating on the applicable benchmark, and the number of benchmarks addressed determines the rating on the applicable element. Benchmarks are assigned a dot symbol to reflect the portion of indicators achieved. Each element is then given a rating of "on track," "emerging," or "area for growth."

Figure 1. Community Schools Progress Reporting Toolkit Key

Element Ratings		
ON TRACK	**EMERGING**	**AREA FOR GROWTH**
Majority of Benchmarks Making Progress for Element	Minority of Benchmarks Making Progress for Element	System or School Building-level not yet implementing Element
Benchmark Ratings		
Majority of Indicators Addressed for Benchmark ●	Minority of Indicators Addressed for Benchmark ⊖	No Indicators Addressed for Benchmark ✕

Completing the Toolkit

In completing the Toolkit at the system-, school-level, or both, you will want to work through the Toolkit in the following manner:

1) **Start with the indicators.** Each benchmark is comprised of an odd number of indicators. Once the data has been collected on these indicators, work through the Toolkit one benchmark and element at a time. Review each indicator under a benchmark and determine if it has been addressed. If it has been addressed, denote that with a check mark to the left of the indicator.

2) **Determine the progress against benchmarks.** Once you have reviewed the indicators under a benchmark and determined how many have been addressed, select the appropriate rating for the benchmark using the dropdown list of symbols based on whether a majority, minority, or none of the indicators have been addressed. If needed, review the Toolkit Key definitions of the ratings.

3) **Rate progress on the elements.** Each element is comprised of an odd number of benchmarks. Determine how many benchmarks have a majority of indicators addressed. If the majority of benchmarks under an element have a majority of indicators addressed, the element is rated as "on track." If the minority of benchmarks have a majority of indicators addressed, the element is rated as "emerging." If none of the benchmarks have a majority of indicators addressed, the element is rated as "area for growth."

A glossary of the terms used in the Progress Reporting Toolkit is included in Appendix A. Data collection tools that can be used in completing the Toolkit are included in Appendix B.

SYSTEM-LEVEL PROGRESS TOOLKIT

Element Ratings

ON TRACK	EMERGING	AREA FOR GROWTH
Majority of Benchmarks Making Progress for Element	Minority of Benchmarks Making Progress for Element	System or School Building-level not yet implementing Element

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. Community Schools Initiative Capacity		
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 central managing staff Provide ongoing technical assistance to coordinators	

Element 2. Public Outreach to the Community		
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 local residents	
	Collect input from business owners	
	Collect input from elected officials and local governance departments	
Learn from community school initiatives in other locations	Review reports on community school planning and implementation	
	Attend conferences and conduct site visits	
	Speak to members of learning communities	
Consult local experts and partners	Meet with local teachers union	
	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		
Benchmark	**Indicators**	**Rating**
Ensure shared vision and responsibility for the initiative	Develop written agreement between managing organization/lead agency and central stakeholders (e.g., school district) confirming joint commitment to the initiative	
	Ensure that the goals of the managing organization/lead agency and the goals of the school district and/or individual community schools are aligned	
	Clearly define the roles of the managing organization/lead agency and school district and/or community schools regarding the community schools initiative	

Benchmark	Indicators	Rating
Establish an initiative advisory team of stakeholders	Launch advisory team for the initiative Ensure membership is representative of the racial/ethnic and geographic diversity of the area Include policymakers, such as representatives from the school district, teachers union, and local government Include diverse stakeholders, such as students and families, service providers, funders, business owners, and local residents Host regular meetings of the advisory team	
Establish an ongoing stakeholder input process	Meet with local government and school district policymakers to provide updates and gather input on the initiative Sponsor meetings with a diverse set of other interested local groups 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 initiative	Review policies and procedures for the local government, school districts and teachers union 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

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	

Benchmark	Indicators	Rating
Distribute and review community school applications	Distribute applications widely	
	Review all applications submitted based on selection criteria	
	Include the school district(s) 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 for the future	

Element 5. School and Community Data Collection Support

Benchmark	Indicators	Rating
Provide coordinators with existing data on each community school	Compile existing data on academic development (e.g., standardized test scores, graduation rate, grade point averages)	
	Compile existing data on school climate (e.g., student demographics, suspension rates)	
	Compile existing data on student and community engagement (e.g., attendance rates, volunteers in community schools)	
Provide coordinators with existing data on surrounding community	Compile existing data on physical health (e.g., availability of medical, dental and vision care, substance abuse rates)	
	Compile existing data on social and emotional health (e.g., prevalence of children in foster care, teen pregnancy)	
	Compile existing data on community stability and safety (e.g., crime rate, community employment levels)	
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	
	Provide assistance with the recording and analysis of interview and focus group data	

Element 6. Outcomes, Measures and Improvement Planning

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	
	Develop outcomes and measures in collaboration with stakeholders from across the area	
Develop data collection and sharing processes on outcome measures	Establish data sharing agreements with the school district(s) and service partners	
	Create outcomes data collection processes at the system-level 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 on progress 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	
	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

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	

COMMUNITY SCHOOL BUILDING-LEVEL PROGRESS TOOLKIT

Element Ratings

ON TRACK	EMERGING	AREA FOR GROWTH
Majority of Benchmarks Making Progress for Element	Minority of Benchmarks Making Progress for Element	System or School Building-level not yet implementing Element

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		
Benchmark	**Indicators**	**Rating**
Develop a community school committee	Includes principal or assistant principal	
	Includes multiple teachers/staff	
	Includes multiple external service partners	
	Includes family and community members	
	Includes students (middle/high schools only)	
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 diversity of the community	
	Includes members who represent the neighborhoods served by the school	
Ensure that the committee meetings are ongoing and transparent	Schedule meetings regularly	
	Make public record of meeting agendas available	
	Make public record of meeting notes available	

Element 2. Data Collection on the Needs of the School and Community		
Benchmark	**Indicators**	**Rating**
Collect information on the needs of the school and community	Collect data on student engagement (e.g., attendance and tardiness rates)	
	Collect data on family engagement (e.g., attendance at back-to-school night and parent-teacher conferences)	
	Collect data on academic development (e.g., kindergarten readiness, graduation rate)	
	Collect data on physical health (e.g., asthma and obesity rates, access to healthy food)	
	Collect data on social and emotional health (e.g., prevalence of system involvement, rates of child abuse or neglect)	
	Collect data on school climate (e.g., prevalence of bullying, availability of extracurricular activities)	
	Collect data on community stability and safety (e.g., perceptions of safety traveling to and from school, level of gang activity)	
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 members and community stakeholders	
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 and Community Resources		
Benchmark[2]	**Indicators**	**Rating**
Collect information on existing and potential school resources	Personnel (e.g., teachers, nurses, counselors, paraprofessionals, administrators)	
	Networks of existing connections (e.g., existing relationships with external service partners and neighborhood associations)	
	Space and facilities (e.g., gymnasium, kitchen, school playground, garden)	

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[2] The resources are based on *Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity*, A Community-Building Workbook from the Asset-Based Community Development (ABCD) Institute School of Education and Social Policy Northwestern University: http://www.abcdinstitute.org/docs/kelloggabcd.pdf

Benchmark	Indicators	Rating
Collect information on existing and potential community resources	Individuals (e.g., artists, families, clergy, advocates) Institutions/Organizations (e.g., colleges, libraries, hospitals, counseling centers, faith-based groups) Physical Spaces (e.g., parks, transit stops, gardens, vacant land or buildings)	
Collect information on existing and potential financial resources	School Resources (e.g., grant funding for projects, budget surplus) Community Resources (e.g., local for-profit businesses, credit unions, banks) Funding Resources (e.g., government funding, foundations)	

Element 4. Community School Planning and Progress Monitoring

Benchmark	Indicators	Rating
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		
Benchmark	**Indicators**	**Rating**
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 potential 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 schools initiative	
	Maintain regular communication between the service partners and the coordinator	
	Formally recognize and acknowledge the efforts and impact of service partners	
	Develop and facilitate partner agreements	

Element 6. Ongoing Outreach to School, Families and Community Members		
Benchmark	**Indicators**	**Rating**
Develop outreach strategies for community school students	Develop outreach strategies to encourage students to participate in community school services	
	Develop processes to identify and refer individual students in need of services	
	Monitor individual student involvement in services	
Develop outreach strategies for family and community members	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	
Integrate faculty and staff in the community school initiative	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	

Appendix A: Community Schools Progress Reporting Toolkit Glossary

Community Schools are public schools where a full-time coordinator works with the school and community to identify their needs and then coordinate with service providers and local agencies to bring resources directly into the school to address these needs.

A **Community School Committee** is an advisory or governance committee in each community school that represents the school and community and works with the Community School Coordinator and school leadership to develop, implement and monitor community school plans.

A **Community School Coordinator** is based primarily at the community school level. Each community school has a coordinator who is responsible for the analysis of school and community data, the creation of a plan that supports existing and new partnerships and ongoing outreach with students, families, and community members served by the school, as well as the coordination of external service partners working with the school.

Community School Plans are developed by each community school and outline the goals of the school and surrounding community based on the needs identified through the data collection process. Along with the goals, the plans also specify (1) the activities and strategies that the community school will implement to address those areas of need, (2) the existing and potential resources that will be used to implement the activities and strategies, (3) the outcomes the community school hopes to achieve, and (4) the measures that will be used to monitor progress against these outcomes.

A **Continuous Improvement Process** is the practice of collecting and analyzing data and feedback on an initiative on an ongoing basis in order to improve the initiative on a regular basis.

Data Collection as part of the community schools initiative includes a variety of types and sources of data at the school- and community- levels:

- **School Data Collection** includes statistical data, such as student enrollment in a community school (e.g., the number of students attending the school), demographics (e.g., the percentage of students by race/ethnicity) and student proficiency levels of state standardized tests. However, it also includes information collected through surveys, interviews and focus groups with students, educators and parents. This data is used to determine the needs (e.g., lack of healthy food) of a school and community as well as the resources (e.g., after school programs) it has to address those needs.

- **Community Data Collection** includes health and wellness data of the neighborhood surrounding the school, such as U.S. Census data on poverty, unemployment, and health conditions. Some of this data is publicly available, but some can be collected through surveys, interviews, or focus groups with community members as well as observations of the neighborhood a school serves. This data is also used to determine the needs (e.g., lack of healthy food) of a school and community as well as the resources (e.g., after school programs, grant funding) it has to address those needs.

Goals are broad statements about what the community school wants to accomplish, such as providing additional healthy food options for students and their families or increasing access to public health services.

- **Goals that support academic learning** include those that can be directly tied to improving learning and academic outcomes (e.g., provide tutoring services after school).

- **Non-academic goals** are those that, while supporting overall student health and well-being critical for student success, are not as directly tied to learning and academic outcomes. For example, goals toward providing a positive school climate.

- **Goals that address key student transitions** are those that focus on strengthening the transition from one educational level to another, such as the transition from elementary to middle school or high school to a college or university.

- **Service delivery goals** address the number and types of programs and services provided to students, families, and communities by external service partners.

- **Participation goals** address the level of student, family and community member interaction with service partners.

Managing Organization/Lead Agency: Organization responsible for leading the community schools initiative at a system-level across multiple school sites in a school district or other area.

Measures are the indicators (e.g., student attendance rate, number of counselor visits) used to determine if the outcomes identified by the managing organization/lead agency or an individual community school have been achieved.

Outcomes are the measurable effects (e.g., increase in the percentage of students who feel safe at school) the community school hopes to accomplish.

Outreach is the process of making students, families and community members aware of the services and programs provided through the community school by service partners in order to encourage and increase participation in those services and programs.

Public Funding includes financial support from national, state, county or local (i.e., city or town) government agencies.

Private Funding includes financial support from organizations that are not funded by public resources, such as foundations, businesses, or other philanthropy.

Service Partners are community-based organizations, government agencies, institutions of higher education, or business and faith-based entities providing needs-based services at community schools to the students, families and community members served by that school.

Shared Leadership is a process of ongoing and collaborative decision-making on the direction of the community schools initiative involving representatives from local governing departments, community-based organizations and other stakeholders across the local area.

Stakeholders, in this context, include any individuals or organizations with an interest in the community schools initiative.

Strategies are the specific, planned activities that will take place at the community school and are designed to accomplish the goals outlined in the community school plan.

Appendix B: Community Schools Data Collection Tools

SYSTEM-LEVEL PROGRESS

Element 1. Community Schools Initiative Capacity

Benchmark	Indicators		Notes
Has the community school system:			
Built staff capacity	Hired community schools initiative director	Yes	
		No	
	Hired community schools initiative support staff	Yes	
		No	
	Created community school coordinator position	Yes	
		No	
Selected community school coordinators	Developed and widely advertised position description	Yes	
		No	
	Included school principals in community school coordinator interview process	Yes	
		No	
	Hired community school coordinators	Yes	
		No	
Provided training and ongoing support to community school coordinators	Provided initial coordinator training	Yes	
		No	
	Arranged regular meetings between coordinators and central managing staff	Yes	
		No	
	Provided ongoing technical assistance to coordinators	Yes	
		No	

Element 2. Public Outreach to the Community

Benchmark	Indicators		Notes
Has the community school system:			**Notes**
Gathered input from the community and local leaders on the community schools strategy	Collected input from public school students and families	Yes	
		No	
	Collected input from public school educators	Yes	
		No	
	Collected input from local residents	Yes	
		No	
	Collected input from business owners	Yes	
		No	
	Collected input from elected officials and local governance departments	Yes	
		No	
Learned from community school initiatives in other locations	Reviewed reports on community school planning and implementation	Yes	
		No	
	Attended conferences and conducted site visits	Yes	
		No	
	Spoke to members of learning communities	Yes	
		No	

	Met with local teachers union	Yes	
		No	
	Conferred with researchers who have studied community school planning and implementation	Yes	
		No	
Consulted local experts and partners	Spoke with community school and youth advocates	Yes	
		No	
	Consulted social service providers	Yes	
		No	
	Consulted health care providers	Yes	
		No	

Element 3. Shared Leadership

Benchmark	Indicators		
Has the community school system:			**Notes**
	Developed written agreement between managing organization/lead agency and central stakeholders (e.g., school district) confirming joint commitment to the initiative	Yes	
		No	
Ensured shared vision and responsibility for the initiative	Ensured that the goals of the managing organization/lead agency and the goals of the school district and/or individual community schools are aligned	Yes	
		No	
	Clearly defined the roles of the managing organization/lead agency and school district and/or community schools regarding the community schools initiative	Yes	
		No	
	Launched advisory team for the initiative	Yes	
		No	
	Ensured membership is representative of the racial/ethnic and geographic diversity of the area	Yes	
		No	
Established an initiative advisory team of stakeholders	Included policymakers, such as representatives from the school district, teachers union, and local government	Yes	
		No	
	Included diverse stakeholders, such as students and families, service providers, funders, business owners, and local residents	Yes	
		No	
	Hosted regular meetings of the advisory team	Yes	
		No	

Benchmark	Indicators		Notes
Established an ongoing stakeholder input process	Met with local government and school district policymakers to provide updates and gather input on the initiative	Yes No	
	Sponsored meetings with a diverse set of other interested local groups to gather input on the initiative	Yes No	
	Utilized suggested improvements to the initiative advocated by stakeholders when appropriate	Yes No	
Established a system for shared participation and leadership by community school committees	Developed community school committee structure for each community school	Yes No	
	Empowered individual community school committees to provide input on the direction of their schools	Yes No	
	Provided opportunities for members to share feedback on the overall initiative	Yes No	
Worked with policymakers to align policies and procedures to support initiative	Reviewed policies and procedures for the local government, school districts and teachers union related to community schools	Yes No	
	Identified areas in which policies and procedures do not support the community school initiative	Yes No	
	Advocated for alignment of policies and procedures to support community school implementation	Yes No	

Element 4. Community School Selection

Benchmark	Indicators		
Has the community school system:			**Notes**
Developed school selection criteria and process	Collected public input on selection criteria	Yes No	
	Developed community school selection criteria	Yes No	
	Announced criteria to the public prior to the selection of community schools	Yes No	
	Developed standard application review and school selection process	Yes No	
	Ensured that there are opportunities for potential applicants to ask questions about the process	Yes No	

Benchmark	Indicators		Notes
	Distributed applications widely	Yes No	
	Reviewed all applications submitted based on selection criteria	Yes No	
Distributed and reviewed community school applications	Included the school district(s) in review	Yes No	
	Conducted visits at schools with competitive applications	Yes No	
	Conducted interviews with applicant school staff and interested members of the school community	Yes No	
	Selected first group of community schools	Yes No	
Announced selection of community schools	Publicly announced the schools and communicated with media about the selection of the first group of community schools	Yes No	
	Reviewed selection process and identified potential areas for improvement for the future	Yes No	

Element 5. School and Community Data Collection Support

Benchmark	Indicators		
Has the community school system:			**Notes**
	Compiled existing data on academic development (e.g., standardized test scores, graduation rate, grade point averages)	Yes No	
Provided coordinators with existing data on each community school	Compiled existing data on school climate (e.g., student demographics, suspension rates)	Yes No	
	Compiled existing data on student and community engagement (e.g., attendance rates, volunteers in community schools)	Yes No	
	Compiled existing data on physical health (e.g., availability of medical, dental and vision care, substance abuse rates)	Yes No	
Provided coordinators with existing data on surrounding community	Compiled existing data on social and emotional health (e.g., prevalence of children in foster care, teen pregnancy)	Yes No	
	Compiled existing data on community stability and safety (e.g., crime rate, community employment levels)	Yes No	

Benchmark	Indicators		Notes
Supported additional school-based data collection	Developed student, family, educator, community and service provider surveys	Yes / No	
	Provided training and resources to coordinators for focus groups and interviews	Yes / No	
	Provided assistance with the recording and analysis of interview and focus group data	Yes / No	

Element 6. Outcomes, Measures and Improvement Planning

Benchmark	Indicators		
Has the community school system:			**Notes**
Identified short- and long-term outcomes and measures	Identified 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	Yes / No	
	Identified measures to monitor progress on short-term outcomes	Yes / No	
	Identified long-term outcomes, such as improved: attendance; academic development; physical, social and emotional health; school climate and community safety	Yes / No	
	Identified measures to monitor progress on long-term outcomes	Yes / No	
	Developed outcomes and measures in collaboration with stakeholders from across the area	Yes / No	
Developed data collection and sharing processes on outcome measures	Established data sharing agreements with the school district(s) and service partners	Yes / No	
	Created outcomes data collection processes at the system-level and for individual community schools	Yes / No	
	Included collection of individual student and aggregate school information disaggregated by student subgroups	Yes / No	

	Used outcomes data to track progress and continually improve the initiative	Yes / No	
	Regularly reported on progress to the general public and media	Yes / No	
Established continuous improvement processes	Developed processes for collecting and analyzing feedback from community school coordinators, school faculty and staff and members of the community	Yes / No	
	Used feedback to continually improve the initiative	Yes / No	
	Selected an external evaluator to study and provide feedback on the impact and implementation of the initiative	Yes / No	

Element 7. Financial Resources to Sustain Community School Initiative

Benchmark	Indicators		
Has the community school system:			**Notes**
Evaluated existing funding sources and identified potential new funding sources	Assessed the adequacy of the community school initiative's existing funding levels from both public and private sources	Yes / No	
	Identified potential new sources of public funding to support the initiative	Yes / No	
	Explored potential new private sources of funding to support the initiative (e.g., foundations)	Yes / No	

	Worked with policymakers to develop public funding streams	Yes No	
	Secured additional public funding	Yes No	
	Applied to private organizations to secure additional funding streams	Yes No	
Developed and secured additional funding to sustain the initiative	Secured additional private funding	Yes No	
	Worked with community schools to secure school-specific funding	Yes No	
	Assisted partners in identifying and applying for potential funding sources	Yes No	
	Developed a plan to sustain the community school initiative in the long term	Yes No	
	Developed annual budgets for community schools initiative	Yes No	
Developed budgets for the initiative	Included both public and private revenue streams in annual budgets	Yes No	
	Worked with coordinators and community school committees to develop annual budgets for school-level programs based on additional funding resources secured	Yes No	

SCHOOL BUILDING-LEVEL PROGRESS

Element 1. Development of Community School Committee

Benchmark	Indicators		Notes
Has the community school:			**Notes**
Developed a community school committee	Included principal or assistant principal	Yes	
		No	
	Included multiple teachers/staff	Yes	
		No	
	Included multiple external service partners	Yes	
		No	
	Included family and community members	Yes	
		No	
	Included students (middle/high schools only)	Yes	
		No	
Ensured that the committee is representative of the school and community	Included members who represent the diversity of the school	Yes	
		No	
	Included members who represent the diversity of the community	Yes	
		No	
	Included members who represent the neighborhoods served by the school	Yes	
		No	
Ensured that the committee meetings are ongoing and transparent	Scheduled meetings regularly	Yes	
		No	
	Made public record of meeting agendas available	Yes	
		No	
	Made public record of meeting notes available	Yes	
		No	

Element 2. Data Collection on the Needs of the School and Community			
Benchmark	**Indicators**		
Has the community school:			**Notes**
Collected information on the needs of the school and community	Collected data on student engagement (e.g., attendance and tardiness rates)	Yes	
		No	
	Collected data on family engagement (e.g., attendance at back-to-school night and parent-teacher conferences)	Yes	
		No	
	Collected data on academic development (e.g., kindergarten readiness, graduation rate)	Yes	
		No	
	Collected data on physical health (e.g., asthma and obesity rates, access to healthy food)	Yes	
		No	
	Collected data on social and emotional health (e.g., prevalence of system involvement, rates of child abuse or neglect)	Yes	
		No	
	Collected data on school climate (e.g., prevalence of bullying, availability of extracurricular activities)	Yes	
		No	
	Collected data on community stability and safety (e.g., perceptions of safety traveling to and from school, level of gang activity)	Yes	
		No	
Ensured the process includes information from cross-section of school and community	Included input from teachers/staff	Yes	
		No	
	Included input from external service partners	Yes	
		No	
	Included input from students, family members and community stakeholders	Yes	
		No	

Benchmark	Indicators		Notes
Ensured the process includes information from a variety of sources	Included school/neighborhood statistical data	Yes	
		No	
	Included surveys, focus groups and interviews	Yes	
		No	
	Included neighborhood observation data	Yes	
		No	

Element 3. Data Collection on School and Community Resources

Benchmark	Indicators		
Has the community school:			**Notes**
Collected information on existing and potential school resources	Personnel (e.g., teachers, nurses, counselors, paraprofessionals, administrators)	Yes	
		No	
	Networks of existing connections (e.g., existing relationships with external service partners and neighborhood associations)	Yes	
		No	
	Space and facilities (e.g., gymnasium, kitchen, school playground, garden)	Yes	
		No	
Collected information on existing and potential community resources	Individuals (e.g., artists, families, clergy, advocates)	Yes	
		No	
	Institutions/Organizations (e.g., colleges, libraries, hospitals, counseling centers, faith-based groups)	Yes	
		No	
	Physical Spaces (e.g., parks, transit stops, gardens, vacant land or buildings)	Yes	
		No	

Collected information on existing and potential financial resources	School Resources (e.g., grant funding for projects, budget surplus)	Yes	
		No	
	Community Resources (e.g., local for-profit businesses, credit unions, banks)	Yes	
		No	
	Funding Resources (e.g., government funding, foundations)	Yes	
		No	

Element 4. Community School Planning and Progress Monitoring

Benchmark	Indicators		
Has the community school:			Notes
Determined shared goals and vision for the community school	Created goals that support student learning	Yes	
		No	
	Created non-academic goals	Yes	
		No	
	Created goals that support both youth and adults	Yes	
		No	
	Created goals that address key student transitions	Yes	
		No	
	Created service delivery goals	Yes	
		No	
	Created participation goals	Yes	
		No	
	Ensured that community school goals are aligned with building goals	Yes	
		No	

	Identified gaps between the needs of students, families and the community and existing resources	Yes	
		No	
Developed community school plan outlining activities and strategies	Outlined specific activities and strategies to address needs and leverage resources	Yes	
		No	
	Outlined roles of coordinator, faculty and staff and community members in the activities and strategies	Yes	
		No	
	Specified community school outcomes and measures aligned with shared goals	Yes	
		No	
Identified outcomes and measures and monitored progress	Collected data on services provided and participation in community school services	Yes	
		No	
	Monitored progress on meeting outcomes	Yes	
		No	

Element 5. Service Partnership Development and Support

Benchmark	Indicators		
Has the community school:			**Notes**
	Reviewed existing services	Yes	
		No	
Assessed existing service partnerships	Evaluated impact of existing service partners	Yes	
		No	
	Determined alignment with student, family and community needs	Yes	
		No	
	Explored and engaged potential new service partners	Yes	
		No	
Established new service partnerships	Ensured alignment between services and student, family and community needs	Yes	
		No	
	Brought new partners into the school	Yes	
		No	

	Included partners in community school plan	Yes	
		No	
	Oriented service partners to community schools initiative	Yes	
		No	
Supported service partnerships	Maintained regular communication between the service partners and the coordinator	Yes	
		No	
	Formally recognized and acknowledged the efforts and impact of service partners	Yes	
		No	
	Developed and facilitated partner agreements	Yes	
		No	

Element 6. Ongoing Outreach to School, Families and Community Members

Benchmark	Indicators		
Has the community school:			**Notes**
	Developed outreach strategies to encourage students to participate in community school services	Yes	
		No	
Developed outreach strategies for community school students	Developed processes to identify and refer individual students in need of services	Yes	
		No	
	Monitored individual student involvement in services	Yes	
		No	
	Developed outreach strategies to encourage family and community members to participate in community school services	Yes	
		No	
Developed outreach strategies for family and community members	Offered opportunities for family and community members to volunteer at the school	Yes	
		No	
	Offered opportunities for family and community members to provide feedback on services	Yes	
		No	

Integrated faculty and staff in the community school initiative	Oriented faculty and staff on the community school initiative	Yes	
		No	
	Offered opportunities for faculty and staff to provide feedback on the implementation of the community school initiative	Yes	
		No	
	Included faculty and staff in the implementation of the community school initiative	Yes	
		No	

Questionnaire on the Information Collected during the Needs Assessment Process

School Name: _____

Survey Respondent: _____

Position: _____

Email Address: _____

Please check the box next to all of the areas of need that your community school **gathered information about during the needs assessment process**, either through data provided by the managing organization/ lead agency or through school-level data collection (reviewing school data, surveys, interviews, etc.) and dialogue with school and community stakeholders. This is not seeking which needs were *identified*, only which needs were *explored* in the needs assessment process.

NOTE: There is no expectation that information would have been collected on ALL of the indicators listed below.

Student Engagement
Attendance
Tardiness (lateness)
Availability of computers and internet at home
Participation in school activities (examples include clubs and sports teams)
Student sense of belonging (based on survey questions)

Family Engagement
Parent/family volunteers in school
Attendance at back-to-school night and parent-teacher conferences
Parent perceptions of the school

Academic Development
State Assessment Scores
School Progress Report academic metrics
Parental education levels
ACT/SAT scores (high school only)
Graduation rate (high school only)
Postsecondary (such as college or trade school) enrollment (high school only)
FAFSA completion (high school only)

Physical Health
Asthma
Diabetes
Obesity
Pregnancy
Food access (do students have regular access to healthy food)
Immunizations

	Availability and access to regular medical care
	Availability and access to dental care
	Availability and access to vision care
	Health Insurance (whether or not student families have health insurance)
	Substance Abuse
	Lead Exposure
	Hypertension

Social and Emotional Health

	Teen parents
	Students in Foster Care
	Common Mental Health Diagnoses (examples would include depression and anxiety)
	Availability and access to Mental Health Care
	Involvement in the Justice System
	Domestic Violence in Students' Homes
	Abuse and Neglect of Students

School Climate

	Bullying
	Suspensions
	Student Retention
	Teacher Retention
	Violent Incidents
	Condition of School Facilities
	Racial Tensions
	Student Perceptions of Safety in School (based on survey questions)
	Availability of Extracurricular Activities (examples include clubs and sports teams)

Community Stability and Safety

	Perceptions of safety traveling to and from school
	Gang Activity
	Crime Rate
	Level of Employment among Students' Families
	Neighborhood Mobility (whether students move in and out of school often)
	Access to Welfare Benefits
	Housing Instability