OSSE Community Schools
Community of Practice

Evaluating Community Schools
April 22, 2021
Growth of a Movement

25,000 Community Schools by 2025
Making the Case

**SNAPSHOT**

**ROI OF A COORDINATOR**

$$\text{ROI} = \frac{1,202,736 - 148,258}{148,258} \times 100 = 711\%$$

Resulting in each $1 invested in the coordinator returning approximately $7.11 net benefits.

**Illustrating the Promise of Community Schools**

An Assessment of the Impact of the New York City Community Schools Initiative

**Measuring Social Return on Investment for Community Schools**

*Case Study*
Begin with the End in Mind

Community Schools: A Results-Based Logic Model

Inputs
- Community School Coordinator
- Sufficient staff (expertise + availability)
- Sufficient resources (e.g., funding, facilities)
- Available/relevant partners
- Leadership & Initiative level infrastructure
- Support from schools and community

What Can Happen at a Community Schools?
- Family engagement (e.g., adult education)
- Extended Learning Opportunities/Youth Development
- Health, mental health, and social services, family support
- Social and Emotional Learning
- Early Childhood Development
- Professional development (school staff and community)
- Linkages between schools and partners

Outputs
- Supported Families
- Comprehensive learning supports
- Integrated academic enrichment and social services to support children’s intellectual, social, emotional, and physical development
- High quality, engaging, instructional programs
- Partner integration into school day

Short-term Results (proximal)
- Children are ready to enter school
- Students attend school consistently
- Students are actively involved in learning and their community
- Families are increasingly involved in their children’s education
- Schools are engaged with families and communities

Long-term Results (distal)
- Students succeed academically
- Students are healthy: physically, socially and emotionally
- Students live & learn in a safe, supportive, and stable environment
- Communities are desirable places to live

Impact
- Students graduate ready for college, careers, and citizenship

Your Planned Work
Your Intended Results
Build your evaluation advisory team

- Who are the different people that represent the diverse populations affected by your question?

- Who are the individuals that have experience in research methodology?

- Who are the individuals that can offer an outside view, AND that may become a champion?

- Build "Common Language"

- Be clear on "why they are here and why they were chosen"

- Identify concrete roles and practices

- Set timeframes
### Design the Evaluation

#### Short Term

<table>
<thead>
<tr>
<th>Children Are Ready To Enter School</th>
<th>Students Attend School Consistently</th>
<th>Students Are Actively Involved in Learning and the Community</th>
<th>Schools Are Engaged with Families and Communities</th>
<th>Families Are Actively Involved in Children’s Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunization rates</td>
<td>Daily attendance</td>
<td>Students feel they belong in school</td>
<td>Trust between faculty and families</td>
<td>Families support students’ education at home</td>
</tr>
<tr>
<td>Blood lead levels</td>
<td>Early Chronic Absenteeism</td>
<td>Availability of in-school and after-school programs</td>
<td>Teacher attendance and turnover</td>
<td>Family attendance at school wide events and parent-teacher</td>
</tr>
<tr>
<td>Parents read to children</td>
<td>Tardiness</td>
<td>Schools are open to community</td>
<td>Recognition of talents and competent team</td>
<td>Family experiences with school wide events and classes</td>
</tr>
<tr>
<td>Children attend early childhood programs</td>
<td>Truancy</td>
<td>Attendance at before- and after-school programs</td>
<td>Community-school partnerships</td>
<td>Family participation in school decision-making</td>
</tr>
<tr>
<td>Receptive vocabulary level</td>
<td></td>
<td>Partnerships for service learning in the school/community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family connected to support networks/services</td>
<td></td>
<td>Post-secondary plans</td>
<td></td>
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<tr>
<td>Vision, hearing, and dental status</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nutrition</td>
<td></td>
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</tr>
</tbody>
</table>

#### Long Term

<table>
<thead>
<tr>
<th>Students Succeed Academically</th>
<th>Students Are Healthy Physically, Socially, and Emotionally</th>
<th>Students Live and Learn In Stable and Supportive Environments</th>
<th>Communities Are Desirable Places to Live</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized test scores</td>
<td>Asthma control</td>
<td>Students, staff, and families feel safe</td>
<td>Employment and employability of residents and families served by the school</td>
</tr>
<tr>
<td>Teachers support students</td>
<td>Vision, hearing, and dental status</td>
<td>Schools are clean</td>
<td>Families with health insurance</td>
</tr>
<tr>
<td>Grades</td>
<td>Physical fitness</td>
<td>Families provide for basic needs</td>
<td>Community mobility and stability</td>
</tr>
<tr>
<td>Students take positive approach to teaching and learning</td>
<td>Mortality rates</td>
<td>Reports of violence or weapons</td>
<td>Juvenile crime</td>
</tr>
<tr>
<td>Graduation rates</td>
<td>Dropout rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading by 3rd grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Questions

- **What result do you want to create?**
- **What question would you like to answer?**
- **What indicator/s will help you measure it?**
  - Communication Power
  - Proxy Power
  - Data Power
Start Evaluating: Collecting Data

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>What</th>
<th>Where</th>
<th>How</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do students whose families are more involved in the school do better academically?</td>
<td>What data are needed</td>
<td>Where are the data located</td>
<td>How should the data be collected</td>
<td>Who should collect the data</td>
<td>When should the data be collected</td>
</tr>
<tr>
<td></td>
<td>Family attendance at school-wide events and parent-teacher conferences</td>
<td>- Teacher and school-wide attendance reports</td>
<td>Use school records, family surveys, and student surveys</td>
<td>Evaluation, Facilitator, Teachers</td>
<td>End of the year</td>
</tr>
</tbody>
</table>
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Sponsored by the New York City Mayor’s Office for Economic Opportunity
Things our RPN is thinking about...

1. Measuring Outcomes
2. Evaluating Student, Family, and Educator Voice
3. Translating Research into Practice
4. Collaborative Leadership and Relational Trust
5. Evolving the Community School Approach
6. Defining and Supporting Staff, Family, Admin, & Partner Roles
7. Racial equity and social justice
8. Organizing
9. Sustainability
10. COVID Impact
11. Teaching and Learning in Community Schools
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