Baltimore Community Schools: Promise & Progress

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Baltimore Community Schools: Promise & Progress

Executive Summary

Community Schools (CommSchs) establish a network of partners and community resources in a school to promote student achievement and family and community well-being. Partnerships support the whole school by providing additional resources for the entire community. Offerings are tailored to meet local needs, with each school offering somewhat different sets of resources and supports, e.g., food pantries, housing stability programs, mental health and family stabilization services, resume-building workshops and professional clothing for job searches, adult education and job training, or health centers. While this fact makes comparisons of schools challenging, the approach is responsive to the different issues that each community may face.

In 2012-13, 26 Baltimore City Public Schools (City Schools) adopted the Family League Community School strategy, adding to 11 that had previously been operating independently of Family League) and six more were added during SYs 2013-14 and 2014-15. Nine more schools began their "planning" years in 2014-15 so that during SY 2015-16, a total of 51 schools are using the CommSch strategy under the Family League initiative. Community Schools serve significantly higher proportions of students qualifying for free and reduced price meals (FARMS) and receiving English Language Learner (ELL) services; each school provides after school programming and supports a full-time coordinator who serves as a liaison between school leadership, families and community-based organizations to figure out how to best serve the school community's needs.

BERC published a report on Year 2 outcomes in 2014 that showed CommSchs were effectively recruiting the neediest students into Out-of-School-Time programs, which were showing early success with student attendance outcomes. This report documents the interim progress of the Baltimore Community School strategy by examining outcomes for the 2014-15 school year. Results show that CommSch parents more often reported being connected with community resources by school staff compared to parents at other schools. They also were more likely to report that school staff cared about their child and that the school was working closely with them to help their children learn.

While the current report does not show any significant differences between Community Schools and non-Community Schools in measures of organizational health and school climate, students in the longer-operating Community Schools had higher attendance in 2014-15, which suggests that school is a place they want to be and offers activities they do not want to miss. We did not find that students had higher attendance in all CommSchs; specifically, attendance in high schools remains a serious challenge, and it appears there is a relationship between the amount of time a school has implemented the model and student attendance. As might be expected, the more seasoned schools produced differences relative to non-Community Schools students not yet noticeable among students in newer schools.

The fact that transfers out of Community Schools were less frequent for older students, relative to those not attending Community Schools is further evidence that Community Schools are creating environments in which students want to stay. However, turnover among principal leadership has continued to be a challenge. There were a total of 24 principal changes at 19 different schools over

the three years examined. In addition, there were 18 community school coordinator position changes. The changing of key staff makes implementation difficult as new relationships must develop, and the rebuilding of trust has to begin anew.

Enrollment in Out-of-School-Time (OST) programs has continued to grow with a positive impact on attendance for regular attenders. Chronic absence is a particular struggle in City Schools in general, yet new OST participants in grades 6-8 were 77% less likely to be chronically absent by the end of the year compared to non-OST students. Further, students in kindergarten through 5th grade were 32% less likely to be chronically absent if they were in OST programs. No differences between OST participants and comparison students were noted for PARCC performance, but as OST programs tend to emphasize enrichment or sports activities, changes in academic performance would not immediately be expected. Perhaps with greater time, OST may create greater attachment to school that could, in turn, eventually lead to higher achievement.

In summary, the findings for CommSchs suggest promising indications of increased engagement as reflected in a significantly higher levels of parent connections to school staff and community resources. Attendance is also higher for many students in CommSchs than in non-CommSchs, especially those implementing for five or more years. We continue to find that OST participants attend school more often than similar peers. While we cannot prove causation with this comparative study design, the consistent findings are encouraging, especially for middle school grades where we often see disengagement from school begin.

Baltimore Community Schools: Promise & Progress

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Background

Just like traditional schools, an effective community school demonstrates a challenging instructional program with qualified teachers and high standards; mutual respect and collaboration among parents, families and staff; and a safe and supportive climate that connects students to a larger learning community (Blank et al., 2003). However, policy advocates propose that community schools meet two additional conditions. Blank et al (2003) argue that these include student engagement both during *and after* school, and meeting the basic physical and emotional health needs, and even economic needs, of students and their families. This is accomplished by harnessing local resources through strategic partnerships to provide a more holistic set of services to students. As a result, instructional staff can stay focused on instruction-related tasks, meet academic curricular standards and even provide opportunities for social-emotional learning (Blank et al., 2003; Blank 2004; Dryfoos, 2002).

Offering integrated support services, community schools attempt to mediate any number of barriers to educational achievement (c.f. Moore et al., 2014). Community schools are typically found in areas with a high number of families living in poverty, reflecting a recognition that in order to learn, students must first have basic needs met: housing, food, and physical and emotional health (Dryfoos, 2002). Ensuring that these needs are met via intensified family and community engagement strategies, along with providing quality education and horizon-broadening opportunities are the quintessential goals of a community school and what distinguishes them from others.

Baltimore's Community School Model

Starting in school year 2012-13, in partnership with the Mayor of Baltimore City and Baltimore City Public Schools (City Schools), Family League began aligning its ongoing Out of School Time (OST) work with a new Community School (CommSch) strategy. In that year there were 37 CommSchs supported by 48 OST programs. By 2014-15, there were 42 CommSchs along with 46 OST programs for which Family League provides facilitation, training and ongoing support. (See Appendix A for a chronological listing of all CommSchs by year of implementation, as well as each school's community-based lead agency partner.)

The Family League's vision for Baltimore Community Schools (CommSchs) has been to establish a network of partners and community resources that promote student achievement and family and community well-being. Partnerships then allow schools to become resources for the community and offer programs and opportunities that are open to all. Importantly, each school has flexibility to address the particular needs of its families. As a result of this hyper-local approach, each school offers somewhat different sets of resources and supports, e.g., food pantries, housing stability programs, mental health and family stabilization services, resume building workshops and professional clothing for job searches, adult job training, health centers, etc. While this fact makes comparisons of schools challenging, the approach is responsive to the different issues that each community may face. (See Appendix B for Family League's CommSch graphic display.)

In Baltimore City, implementation specifically includes a full-time community school coordinator at each school to partner with the principal and families, and serves as a liaison connecting the school community to its local resources. CommSch coordinators identify who will be involved in each component of implementation and address any challenges. In addition, they facilitate discussions among the stakeholders to reflect on the strategy and provide an evaluation of what is working and what strategies need to be adjusted.

The Baltimore Community School Engagement Strategy Steering Committee (launched in January 2013) defined CommSchs as places with a full time coordinator, extended learning opportunities, and which were:

- Developing strategic partnerships and links with community resources that promote student achievement and create positive conditions for learning and promoting the well-being of families and communities;
- Maintaining a core focus on children, recognizing that children grow up in families and communities; and
- Building an integrated strategy that improves student well-being and provides professional development for all service providers.

Past Research on Community School Implementation

There are a few implementation evaluations of community schools, and these studies indicate that high quality implementation is key to positive outcomes (Moore, 2014). These studies assessed which elements of the model were implemented and which proved more challenging. Past research on early childhood and OST programs has also emphasized the importance of high-quality implementation as key to producing positive outcomes (Moore and Hamilton, 2010; Burchinal, et al., 2009; Durlak and DuPre, 2008).

There are also some promising initial findings from the Coalition for Community Schools, yet conclusive research on the effectiveness of community schools is still not available. There have been only a few rigorous studies that suggest a positive impact of community schools on academic and non-academic outcomes (Moore, 2014). Performing a meta-analysis, researchers at Child Trends identified 11 rigorous outcome evaluation studies that provided limited support for improvements in measures of school progress, attendance/absenteeism, and academic achievement.[1]

In the following sections, we detail data sources and our analytical approach, examining school year (SY) 2014-15 outcomes in the populations served by CommSchs in Baltimore, parent engagement perceptions, organizational health, attendance and mobility. We also examine attendance and state assessment performance of students in OST programs during 2014-15. Finally, we discuss these findings and their implications.

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[1] See also Olson (2014) for findings from BERC's Year 2 report, which can be found at: http://baltimore-berc.org/wp-content/uploads/2014/12/CommunitySchoolsReportDec2014.pdf

Methodology

This report examines school-level and student-level outcomes for school year 2014-15. Outcomes examined include the characteristics of student served, family engagement, school organizational health, attendance, mobility, and outcomes for students participating in Out-of-School programs (OST) in 2014-15. Recognizing that a longer time frame may be necessary to fully implement and realize the benefits, we examine attendance outcomes according to the number of years that schools have been implementing the CommSch model.

Research Questions

- What were the characteristics of students enrolled in CommSchs in 2014-15 and were they different from students in non-CommSchs? Have the characteristics changed between 2012-13 and 2014-15?

- What were parents' perceptions of family engagement in CommSchs and non-CommSchs in 2014-15?

- How did CommSchs compare to non-CommSchs on dimensions of school organizational health?

- How did CommSch and non-CommSch students compare on attendance outcomes for 2014-15?

- Is student mobility different between CommSchs and non-CommSchs?

- Who attends CommSchs' out-of-school time (OST) programs?

- Does OST participation relate to attendance or state assessment performance?

Data Sources and Analysis

Sources of data included Baltimore City Public Schools district office and the Family League of Baltimore. Data for student characteristics (demographic and service receipt), school organizational health (annual school survey responses from staff and student responses to the Student Survey on Teacher Practices), parent school survey responses, attendance, and Partnership Assessment of Readiness for College and Career (PARCC) were provided by City Schools. Family League provided data on Community School timelines, lead agency partner information, OST program information, OST enrollment, and OST attendance.

We used both descriptive and multivariate analyses to compare 2014-15 outcomes for CommSchs and non-CommSchs. Analyses of parent responses to the school survey and comparisons of organizational health were performed using school-level data, where all CommSchs are grouped together because the survey data do not contain individual identifiers and must be aggregated to the school to be meaningful. Student-level data were employed to analyze student characteristics, attendance outcomes, as well as mobility.

Baltimore's CommSchs adopted the community school strategy over several school years, but most have been operating for three years (i.e., 11 for five or more years, 25 for three years, an additional six for two or fewer years). See Appendix Table C for a list of CommSchs by year of implementation, a list of non-CommSchs used in the analyses, as well as analytical details.

Definitions

Chronic Absence is a student-level summary indicator that s/he was absent 10% or more of total days enrolled in City Schools during a given school year.

Organizational Health is a scaling of two data sources: staff responses on the annual school survey, which features questions on feelings of belonging, perceptions of school leadership, safety, academic expectations for students, and other questions about school climate. The second source is the Student Survey of Teacher Practices, which is administered annually to students in grades 3-12 and asks questions about classroom climate and culture, interactions with teachers, and how teachers manage student behavior. Items from both data collection instruments were scaled and aggregated into five dimensions of organizational health: safety, teaching and learning, interpersonal relationships, institutional environment, and leadership and professional relationships. (See Appendix Table C.7 for more details on dimensions and survey items).

Propensity Score Matching is a procedure that generates a comparison group of children who are as statistically similar to the participant group as possible based on characteristics they had prior to the program's beginning. The approach is not as robust as a randomized control experiment for determining causal relationships, but is useful for making fair comparisons between groups. (See Appendix E for more details about the propensity score method used.)

Limitations

This set of analyses should be interpreted cautiously and used as a guide to think further about implementation needs, rather than an assessment of the success of CommSchs, as the outcomes featured here are interim precursors to long-term success. We especially caution against determinations for any individual schools, since the proceeding analysis can only speak to averages across all the schools. No measurement of the quality of program implementation within the schools was performed. Also, implementation is a highly context-dependent process with many unmeasured factors contributing to its success. For instance, we cannot explicitly control for other school initiatives, school leader qualities, specific neighborhood challenges, student health, or other home factors, even though they are related to student outcomes and school environment.

In the OST analysis, propensity score matching generates a comparison group of similar children but cannot correct for non-observables such as parental involvement or individual perseverance. Furthermore, we have no systematic information about student participation in OST programs falling outside the purview of Family League and the Community Schools strategy, which may also bias comparisons. Parents of students also had to complete consent forms to be included in the OST analysis. This potentially biases the sample, as lack of consent may be systematically related to other factors that affect student outcomes. (See Appendix Table F.1 for more details about enrollment versus consent.)

Findings

In the following sections, we present findings to the research questions above.

Characteristics of Students

Compared to non-CommSch students in 2014-15, students enrolled in Baltimore's 42 community schools were more likely to qualify for free/reduced-price meals, especially those in CommSchs implementing the strategy for three or fewer years (see Table 1). Students in CommSchs were also much more likely to qualify for English Language Learner services (ELL), and more likely to identify as Hispanic. CommSch students were also slightly more likely to receive Special Education services. As a result of these differences, comparisons between community and non-community schools and students include controls for demographic and service characteristics. (See Appendix Table C.3 for further disaggregation by grade span.)

Table 1
Characteristics in 2014-15 of Students in Community Schools by Year of Implementation and Comparison to Students in Non-Community Schools

	CommSch for **Five or more** Years (N=6,363)	CommSch for **Three** Years (N=11,343)	CommSch for **Two or fewer** Years (N=3,222)	Non-CommSchs (N=52,336)
Demographic				
% Male	53.0	51.1	52.5	52.3
% Female	47.0	48.9	47.5	47.7
% African-American	78.8	84.4	79.7	83.1
% White	18.9	13.5	17.4	14.7
% Hispanic	14.0	10.7	15.5	6.9
Service Receipt				
% FARMS	89.7	95.1	95.3	86.5
% ELL	9.9	4.8	12.3	3.6
% Special Education	20.6	18.5	17.3	17.9

We also examined how CommSch and non-CommSch student characteristics had changed since 2012-13, the first full year of the CommSch strategy launch. The patterns of change for CommSchs closely mirror those for other schools, where the percent African-American decreased somewhat, while percent identifying as Hispanic and the share of students receiving ELL services increased, though ELL populations increased more within CommSchs (see Table 2). The percent of students qualifying for FARMS increased slightly for both CommSchs and non-CommSchs.

Table 2
Changes in Demographics and Service Receipt of Students
Served In Community Schools and Non-Community Schools, 2012-13 and 2014-15

	Community Schools		Non-Community Schools	
	2012-13 (N=16,592)	2014-15 (N=20,928)	2012-13 (N=57,752)	2014-15 (N=52,336)
Demographic				
% Male	51.9	51.9	52.0	52.3
% Female	48.1	48.1	48.0	47.7
% African-American	84.6	82.0	84.9	83.1
% White	13.2	15.7	13.1	14.7
% Hispanic	8.6	12.4	5.5	6.9
Service Receipt				
% FARMS	92.3	93.5	85.8	86.5
% ELL	5.5	7.5	3.5	3.6
% Special Education	19.4	19.0	18.6	17.9

Parent Perceptions

One of the primary aims of CommSchs is intensive family and community engagement. We measured this outcome using parent responses to questions about school engagement efforts on the school survey. Specifically, we compared the percent who agreed with several statements about how well school staff work with parents and connect them with the school and community-based resources. Statistical significance was determined from regression models that controlled for school-level demographics, service characteristics and principal turnover. We also controlled for parent response rate, though notably there were no significant differences between CommSchs and non-CommSchs in parent survey participation for 2014-15.

Figure 1. Comparisons of parent engagement ratings between community schools and non-community schools, 2014-15

*p<.05
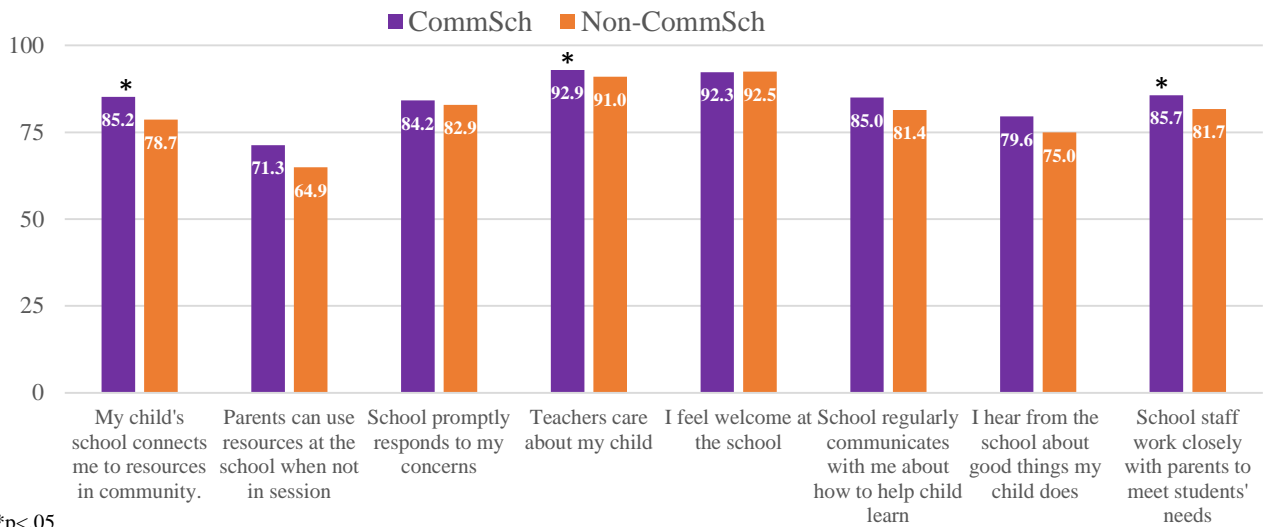
Relative to parents of children in comparable non-CommSchs, the parents at CommSchs who responded to the school survey in 2014-15 had significantly more agreement with questions concerning their school connecting them to community-based resources, whether teachers cared about their child, and school staff working closely with them to meet their child's needs (see Figure 1). Although no other differences were statistically significant, CommSch parents in general responded more positively to each of the questions regarding resource use and school communication. (See Appendix Table C.4 for further disaggregation by school type; see Appendix Tables D.1 through D.8 for full regression results.)

School Organizational Health

Another essential goal of CommSch is to create a student-centered environment for learning through positive school climate. The National School Climate Center (NSCC) emphasizes five dimensions of school functioning as components of climate, including safety, teaching and learning, interpersonal relationships, institutional environment, and leadership and professional relationships. We specifically hypothesize that having a CommSch model should positively impact stakeholders' perceptions of relationships and the environment, as the former are key to identifying students' and families' barriers and solutions, and the latter speaks to family and community engagement.

We developed scales of *organizational health* that correspond to the NSCC's dimensions of school climate using two data collection instruments employed by the district in all schools. The first was the annual school survey administered to all school staff members, and the second was the Student Survey on Teacher Practice. (See Appendix Table C.7 for organizational health dimensions and survey question items.)

Figure 2. Organizational health of community schools compared to non-community schools, 2014-15.
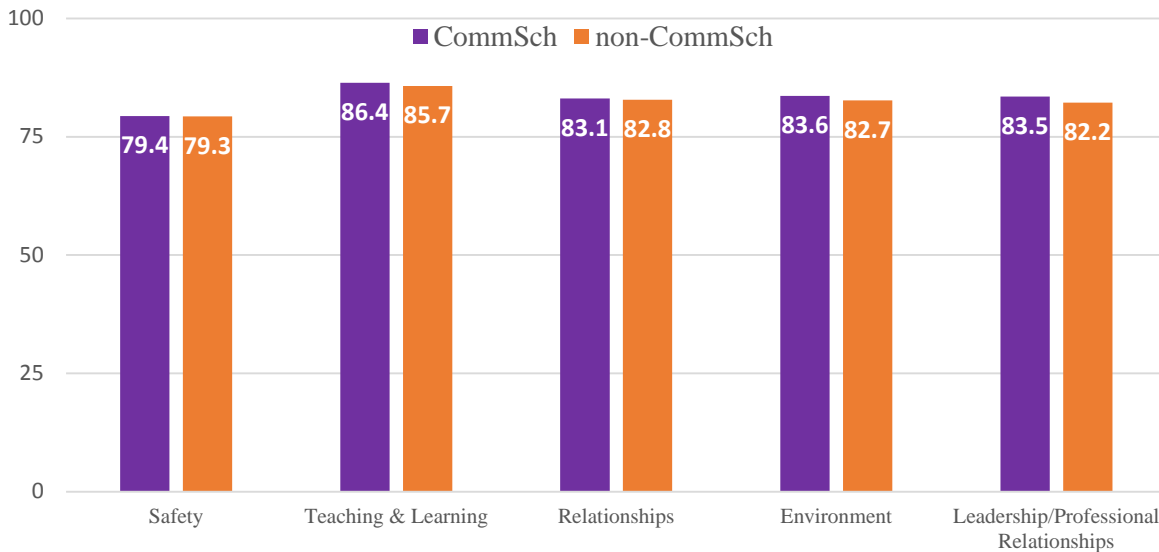
In Figure 2, we present mean levels of agreement, i.e., positive ratings, summarized across surveys, for each organizational health dimension. To determine whether differences in average

ratings were significantly different between CommSchs and non-CommSchs, we employed regression analysis controlling for school characteristics and principal turnover.

We found statistically non-significant, but higher ratings among CommSchs across all dimensions, particularly for Teaching & Learning, Environment, and Leadership/Professional Relationships. Corresponding survey items included within these scales include questions such as, "Students have the chance to participate in music/art/dance/plays at this school; "this school has an effective Student Support Team;" "teachers feel responsible for their students' social and emotional development." Answers to such questions speak directly to staff providing students with opportunities for enrichment and the school's effort with respect to serving the whole student. (See Appendix Table C.5 for disaggregation by grades served; see Appendix Tables D.9 through D.13 for the full set of regression results, and Tables D.14 through Tables D.18 for results specific to CommSchs operating for five or more years.)

Attendance

Average Daily Attendance. Student attendance outcomes for 2014-15 were analyzed by examining students in schools that had been implementing the CommSch model for five or more years, three years, and two or fewer years, and compared them to students in non-CommSchs. We show in Figure 3 that elementary students who attended a school using the CommSch model for five or more years (purple bars) had average daily attendance (ADA) that was 1.4 points higher than their peers in non-CommSchs. Middle school students' ADA in these seasoned CommSchs was 2.3 points higher; the negative 1.5 point ADA difference for high school students was not statistically significant.

Figure 3. Differences in ADA for students in Community Schools compared to students in non-Community Schools, 2014-15, by grade span and years of Community School implementation.

**p<.001 *p<.05 +p<.10
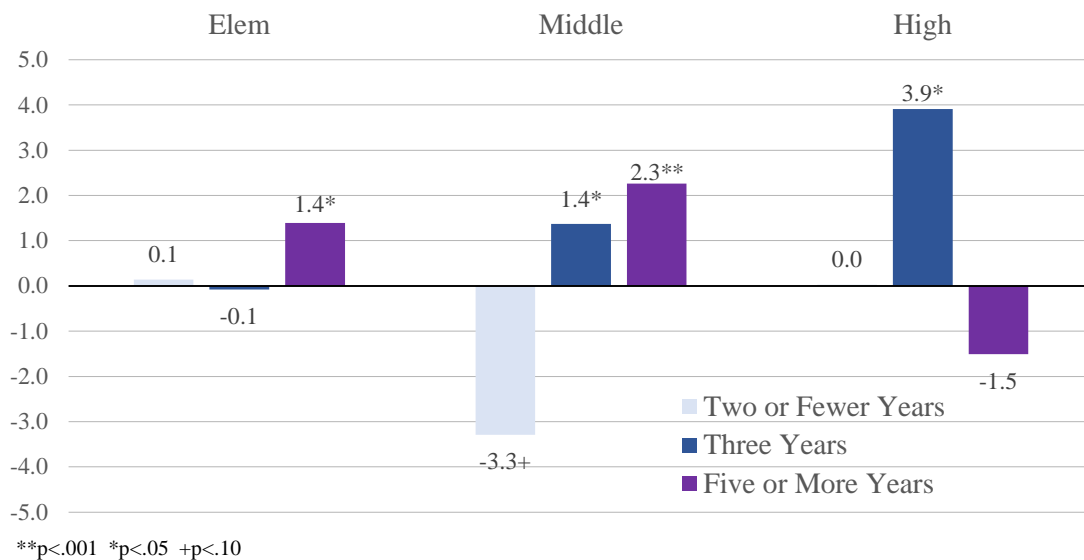
For students in schools with the CommSch model for three years, (darker blue bars), there were no differences for elementary-aged students, CommSch middle grades students' ADA was 1.4 points higher, and high school students' ADA in the three-year-old CommSchs was 3.9 points higher, though it should be noted that only one high school falls into this group.

For students in the newer CommSchs, i.e., with two or fewer years of implementation, (light blue bars) the only difference was among middle-grades students, whose ADA was 3.3 points lower, but this difference was only marginally significant.

Chronic Absence. Next, we examined chronic absence rates for students in CommSchs versus those in non-CommSchs. Again, we grouped students by the length of time that their school had been using the CommSch strategy. As seen in Figure 4, elementary students in schools using the CommSch strategy for five or more years (purple bar on the left) were 41% less likely to be chronically absent than peers in non-CommSchs; middle grades students were 48% less likely to be chronically absent. However, high school students in the five-or-more-year CommSchs were 40% *more* likely to be chronically absent.

Elementary-aged and middle-grades students in three-year CommSchs had chronic absence rates that did not significantly differ from non-CommSch students, yet high school students were 18% less likely to be chronically absent.

Finally, in CommSchs operating for two or fewer years, elementary students had chronic absence rates similar to their non-CommSch peers, as did high school students. Middle grades students, however, were 1.77 times more likely to be chronically absent at the newest CommSchs. (See Appendix Table C.6 for actual ADA and chronic absence rates by grade span and years of implementation; see Appendix Tables D.19 through D.36 for detailed regression tables.)

Figure 4. Odds of being present more than 90% of days on roll (i.e. *not* chronically absent), by grade span and years of implementation as a community school, 2014-15.
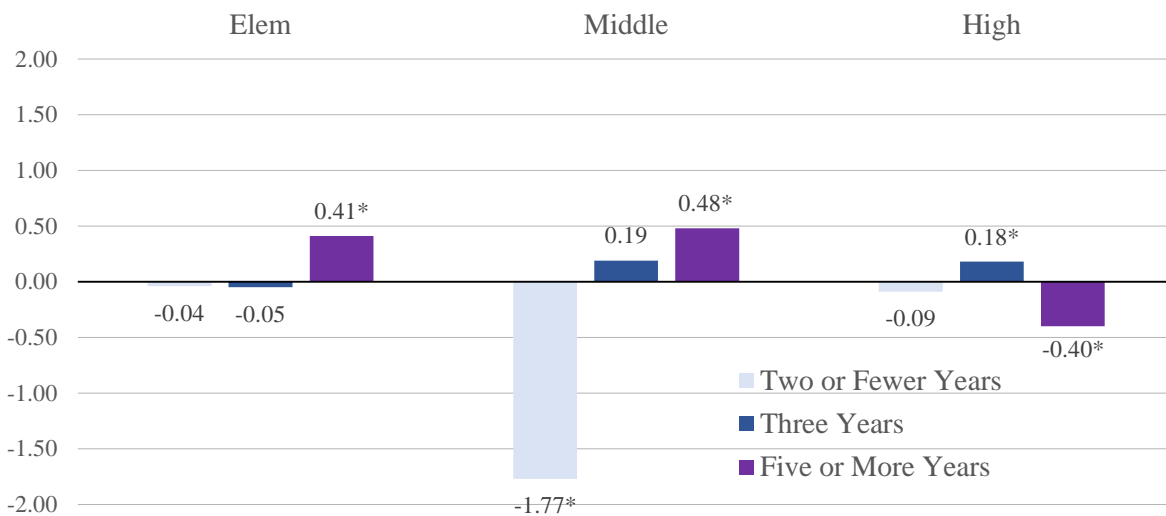
*p<.05

Student Mobility

As one of the goals of Baltimore CommSchs is to better engage students and families, we explored whether mobility out of CommSchs over three years was lower than from non-CommSchs. This may provide support for the argument that through more holistic services and providing opportunities that make students feel more connected to their schools, CommSchs are able to create a more stable learning environment over time. We explored this pattern both among elementary-aged students who in 2012-13 were in Pre-K, kindergarten, 1st, 2nd or 3rd grade in 2012-13, as well as students who were in 6th, 9th, or 10th grade, since students in other grades would have experienced a normal change in schools as a result of transitioning to a middle or high school during the three years examined.

Table 3
Percent of Students Changing Schools One or More Times between 2012-13 and 2014-15,
Community and Non-Community School Students, by Grade Span

Grade in 2012-13	Non-Community Schools	Community Schools
PreK – 3rd	30.8	30.1
6th, 9th – 10th	22.5	18.8*

* p < .05

School mobility was lower among older students who attended a CommSch between 2012-13 and 2014-15 (see Table 3). Specifically, 22.5% of students in 6th, 9th, or 10th grade who were initially enrolled in non-CommSchs changed schools at least once during this time period, compared to only 18.8% of students who started the 2012-13 school year in a CommSch. This difference was statistically significant. No significant differences in student mobility were found between CommSch and non-CommSch students in pre-K through 3rd grade.

OST Participation

Out of School Time (OST) programs provide children and youth the opportunity to enjoy a safe, nurturing environment to learn and play during out of school time/after school hours. Through participation, children and youth receive additional academic support, and opportunities to learn new skills, discover new talents, and develop interests in athletics and the arts. Additionally, children and youth receive needed nutrition resources in the form of snacks and suppers. These analyses are limited to participants whose parents provided active consent.

In 2014-15, OST programs included as part of Family League's CommSch strategy served 3,289 City Schools students in 46 different OST programs. OST offerings in 2014-15 grew from 2013-14, when 41 OST programs served 2,561 City Schools students. (See Appendix Table F.1 for a full listing of 2014-15 OST programs, along with the scheduled number of days and hours each program offered.)

Student Characteristics Attending Out-of-School Time (OST)

As shown in Table 4, and as compared to the district as a whole, students enrolling in CommSch OST programs were more likely to be FARMS-eligible and slightly more Hispanic and African-American. They were also less likely to have been chronically absent the prior school year. Nearly three-quarters of the enrolled students actually attended OST programming regularly (i.e., attended 80% or more of days enrolled), and this subset was slightly more Hispanic, more likely to be learning English, but slightly less likely to receive special education or be FARMS-eligible than all OST enrollees. (See Appendix Table F.2 for more detail about how OST enrollees and regular attenders compare to their own school's total enrolled student population). Family League's CommSch OST programs only served students in grades pre-K through 8, and students may have been participants in non-CommSch related programs about which we have no systematic information.

Table 4
Characteristics of OST Participants in 2014-15

	All OST Consented/Enrolled	Regular OST Attenders	District-wide, Pre-K through 8th
Demographics			
% Male	46.9	46.2	51.1
% Hispanic	9.9	10.5	8.5
% African-American	86.7	86.8	82.5
Service Receipt			
% FARMS	96.4	95.7	89.1
% Special Education	16.0	15.4	16.8
% ELL	5.1	5.7	4.5
% Chr Absent, 2014	17.8	14.7	23.5
N	3,289	2,370	63,813

OST Participation Relationship to Attendance and State Assessments

To examine the relationship between OST participation and students' later outcomes, we identified a group of students who were new OST participants in 2014-15 and used propensity score matching to establish a comparison group of students from non-CommSchs who were similar according to characteristics collected during the prior year, i.e., before they enrolled in an OST program. Students were matched on their attendance in 2013-14, demographic characteristics (including grade level), service receipt and characteristics of the schools they attended in 2013-14 (See Appendix E for details on the matching procedure and Table E.1 for balance statistics on all matching variables).

As outcomes, we examined student attendance, measured both as their average daily attendance and whether they were chronically absent in 2014-15. Second, we measured reading and math proficiency as measured by the PARCC assessment, specifically, whether students "met" or "exceeded expectations".

Table 5 shows the effect of OST in 2014-15 on these outcomes. There were significant effects on participants' attendance, especially among students in grades 6 through 8. Elementary-aged OST participants had significantly higher average daily attendance rates than non-participants and were 31.6% less likely to be chronically absent by the end of the year. Specifically, 19% of OST participants were chronically absent versus 24% of non-OST participants. Middle grade students' average daily attendance was 3.2 points higher than similar students who were not OST participants in 2014-15. Further, they were 77.3% less likely to be chronically absent than non-participants; specifically, 11% were chronically absent by end of year, compared to 27% of comparable non-participants. There were no effects of one year of OST participation on either math or reading PARCC assessment proficiency levels or scale scores (See Appendix Table G.1 for unadjusted mean ADA and chronic absence comparisons and Tables G.2 through G.7 for full regression results.)

Table 5
Relationship between Attendance, PARCC Outcomes and
One Year of OST Participation in 2014-15 among New OST Participants

Higher Attendance	Average Increase in ADA	Significance
Grades K-5	0.8	*
Grades 6-8	3.2	**

Lower Chronic Absence	Odds Less Likely Chr Abs	Significance
Grades K-5	31.6	*
Grades 6-8	77.3	**

PARCC Performance, Grades 3-8	More Likely to meet or exceed expectations
Reading	None
Mathematics	None

$**p \leq .001$ $*p < .05$

Discussion and Recommendations

The vision for Baltimore CommSchs is to establish a network of partners and community resources around a school that can help promote student achievement and family and community well-being. Partnerships allow schools to become resources for the community by offering programs and opportunities that meet local needs, with each school offering somewhat different sets of resources and supports, e.g., food pantries, housing stability programs, mental health and family stabilization services, resume building workshops and professional clothing for job searches, adult education and job training, or health centers. While this fact makes comparisons of schools challenging, the strategy is responsive to the different issues that each community may face.

A total of 26 City Schools began using the Family League CommSch strategy in 2012-13 (in addition to 11 that had previously been operating independently of Family League) and six more were added during SYs 2013-14 and 2014-15. Nine more schools began their "planning" years in 2014-15 so that during SY 2015-16, a total of 51 schools are using the CommSch strategy under the Family League initiative. Typically, CommSchs serve significantly higher proportions of students qualifying for free and reduced price meals (FARMS) and receiving English Language Learner (ELL) services; therefore any evaluation of the strategy must acknowledge the intense level of challenge that the CommSch model seeks to address.

Another ongoing challenge to acknowledge is the high level of turnover, where over the three year period from 2012-13 to 2014-15, principal leadership changed a total of 24 times at 19 different schools. In addition, there were 18 community school coordinator position changes. Although this frequency of principal turnover is not unique only to the CommSchs in Baltimore, changes in leadership and key staff make implementing a strategy that is centered on trusting relationships and deep understanding of a community especially difficult.

Despite these challenges, our findings showed that as compared to parents of students in non-CommSchs, parents associated with CommSchs more often reported being connected with community resources by school staff. They also were more likely to report that school staff cared about their child and that the school was working closely with them to help their children learn. These are promising leading indicators that the CommSch strategy is successfully engaging families through a school-based initiative.

While we did not find any significant differences between CommSchs and non-CommSchs in measures of organizational health and school climate, students in the longer-operating CommSchs had higher attendance in 2014-15, which suggests that school is a place they want to be and offers activities they do not want to miss. We did not find higher attendance in all CommSchs; specifically, it appears there is a relationship between the amount of time a school has had to implement the model and student outcomes, as the more seasoned schools produced differences relative to non-CommSch students not yet noticeable among students in newer CommSchs.

The fact that transfers out of CommSchs were less frequent for older students, relative to those not attending CommSchs is further evidence that CommSchs are creating environments in which students want to stay.

Enrollment in OST programs that are part of the CommSch strategy has continued to grow and in our examination of end-of-year attendance outcomes for the new 2014-15 recruits, we found a positive impact of participation. Chronic absence is a particular challenge in City Schools in general, yet OST participants in grades 6-8 were 77% less likely to be chronically absent by the end of the year compared to non-OST students. Specifically, just 11% of middle-grades OST participants were chronically absent by end of year, compared to 27% of comparable non-participants. Further, students in kindergarten through 5th grade were 32% less likely to be chronically absent if they were in OST programs (19% versus 24% chronically absent). No differences between OST participants and other students were noted for PARCC performance, but as OST programs tend to emphasize enrichment or sports activities, changes in academic performance would not necessarily be expected so early after implementation. Perhaps with more time, OST will create greater attachment to school that can, in turn, eventually lead to higher achievement.

In summary, the findings for community schools offer early indicators of improved family-school engagement. There are already significant differences in parent engagement with staff through connections with community resources. Attendance is also higher for many students in CommSchs, especially those enrolled in schools using the model for five or more years. We continue to find that OST participants attend school more often than similar peers and while we cannot absolutely prove causation, the consistent findings are encouraging, especially for middle school grades where early signs of disengagement from school appear.

For next steps:

- Continue to examine implementation, and conduct outlier analyses to find schools that are producing outcomes that are higher than what would be expected given student and school characteristics. Visit schools that demonstrated significant one year changes to determine if there are practices, partners, or policies that allow these schools to make changes faster than their peers.

- Further investigate challenges to OST participation, particularly with respect to students receiving special education services. We note that compared to all enrollees, regular OST attenders were less likely to have disabilities that qualified them for special education.

- Focus more CommSch resources on addressing the underlying causes of attendance problems in high school, as chronic absence is an especially intense challenge in Baltimore. Whereas CommSchs seem to be positively impacting attendance among elementary and middle grades students, simply being connected to a CommSch is not a protective factor for high school students. Further, in the statistical models very little variation was explained by factors that typically explain differences in chronic absence among younger students (e.g., poverty, prior attendance patterns, etc.). Clearly further research is also needed to better understand the barriers that prevent high school students from attending regularly, and while research typically delves into out-of-school factors that pull students away, we also need to consider the factors in school that may be dissuading students from being there daily.

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Appendix A: Baltimore Community Schools by Implementation Year

Table A.1
Chronology of Community Schools in Baltimore

2012-13 (N=37)	2013-14 (N=43)	2014-15 (N=42)
Afya*	Afya	Afya
Arlington Elem	Arlington Elem*	Arlington Elem
Armistead Gardens	Armistead Gardens +	Armistead Gardens +*
Arundel Elem/Mid	Arundel Elem/Mid*+	Arundel Elem/Mid
Augusta Fells Savage*	Augusta Fells Savage+	Augusta Fells Savage+
Barclay Elem/Mid$^@$	Barclay Elem/Mid*	Barclay Elem/Mid*
Bay Brook Elem/Mid*	Bay Brook Elem/Mid*	Bay Brook Elem/Mid
Ben Franklin at Masonville Cove$^@$	Ben Franklin at Masonville Cove	Ben Franklin at Masonville Cove
Callaway Elem	Callaway Elem	Callaway Elem
Calvin Rodwell	Calvin Rodwell *	Calvin Rodwell *
City Springs Elem	City Springs Elem	City Springs Elem+
Collington Square*	Collington Square	Collington Square
Comm John Rodgers	Comm John Rodgers	Comm John Rodgers+
Dr. Martin L King Jr.*	Dr. Martin L King Jr.* +	Dr. Martin L King Jr.* +
Dr. Rayner Browne*	Dr. Rayner Browne	Dr. Rayner Browne
Frederick Douglass High$^@$	Frederick Douglass High$^&$	Frederick Douglass High$^&$
Franklin Square	Franklin Square	Franklin Square
Furman Templeton	Furman Templeton	Furman Templeton$^&$
Gardenville	Gardenville	Gardenville
Guilford Elementary$^@$	Guilford Elementary+	Guilford Elementary+
Harlem Park Elem/Mid*+	Harlem Park Elem/Mid+	Harlem Park Elem/Mid*
Hilton Elementary+	Hilton Elementary*+	Hilton Elementary
John Eager Howard	John Eager Howard	John Eager Howard
Lakeland Elem	Lakeland Elem	Lakeland Elem
Liberty Elementary	Liberty Elementary+	Liberty Elementary
Margaret Brent Elem	Margaret Brent Elem*	Margaret Brent Elem
Morrell Park	Morrell Park	Morrell Park
Patterson High$^@$	Patterson Park HS	Patterson Park HS
Patterson Park PCS$^@$	Patterson Park PCS	Patterson Park PCS
Pimlico Elem$^@$	Pimlico Elem	Pimlico Elem
Reginald F. Lewis$^@$	Reginald F. Lewis*	Reginald F. Lewis*
Samuel Coleridge Taylor+	Samuel Coleridge Taylor+	Samuel Coleridge Taylor*
Tench Tilghman $^@$	Tench Tilghman	Tench Tilghman+
Waverly Elem/Mid$^@$	Waverly Elem/Mid*+	Waverly Elem/Mid+
Westside	Westside	Westside
William Pinderhughes	William Pinderhughes	William Pinderhughes+
Wolfe Street Academy$^@$	Wolfe Street Academy	Wolfe Street Academy
	Highlandtown-237	Highlandtown-237
	Moravia Park*	Moravia Park*
	Robert Coleman	Robert Coleman
	REACH!	REACH! +
	Booker T. Washington †	Booker T. Washington
	James McHenry †*	James McHenry*

* new principal   + new community Schools Coordinator
$^&$ An interim principal was announced mid-year   ^ExpandED school
† Began implementation year in January $^@$ Implemented ≥ 5 years

Table A.2
Community Schools Included in the 2014-15 Outcome Analysis and Community Agency
Lead Partners

Community School	Community Agency Lead Partner
Afya Public Charter School	Y of Central Maryland
Arlington Elem/Middle	Park Heights Renaissance
Armistead Gardens Elem/Mid	Education Based Latino Outreach (EBLO)
Arundel Elem/Mid	Humanim, Inc. (Elev8 Baltimore)
Augusta Fells Savage Institute of Visual Arts	University of Maryland School of Social Work – SWCOS
Barclay Elem/Middle	Greater Homewood Community Corp.
Benjamin Franklin at Masonville Cove	Greater Homewood Community Corp./ Benjamin Franklin Community School Foundation
Booker T. Washington Middle	University of Maryland School of Social Work - Promise Heights
Callaway Elementary School	Boys & Girls Club of Metropolitan Baltimore
Calvin M. Rodwell Elementary School	Child First Authority
City Springs Elementary/Middle School	Child First Authority
Collington Square Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)
Commodore John Rodgers Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)
Dr. Martin Luther King, Jr. Elementary/Middle School	Park Heights Renaissance
Dr. Rayner Browne Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)
Frederick Douglass High	Druid Heights CDC
Franklin Square Elementary/Middle School	Parks and People Foundation, Inc.
Furman L. Templeton Preparatory Academy	University of Maryland School of Social Work -- Promise Heights
Gardenville Elementary School	Koinonia Baptist Church
Guilford Elementary/Middle School	Greater Homewood Community Corporation
Harlem Park Elementary/Middle School	University of Maryland School of Social Work – SWCOS
Highlandtown Elementary/Middle #237	Southeast Community Development Cntr.
Hilton Elementary School	Child First Authority
James McHenry Elementary/Middle	University of Maryland School of Social Work – SWCOS
John Eager Howard Elementary School	Child First Authority
Lakeland Elementary/Middle School	Higher Achievement
Liberty Elementary School	Child First Authority
Moravia Park Elementary	Y of Central Maryland
Margaret Brent Elementary/Middle School	Greater Homewood Community Corp.
Morrell Park Elementary/Middle School	Access Art, Inc.

Community School	Community Agency Lead Partner
Patterson High School	Y of Central Maryland
Patterson Park Public Charter School	Patterson Park Public Charter School
Pimlico Elementary/Middle School	Park Heights Renaissance
Reginald F. Lewis High School	Y of Central Maryland
Reach! Partnership School	Civic Works, Inc.
Robert Coleman Elementary	Child First Authority, Inc.
The Historic Samuel Coleridge-Taylor Elementary School	University of Maryland School of Social Work -- Promise Heights
Tench Tilghman Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)
Waverly Elementary/Middle School	Greater Homewood Community Corporation
Westside Elementary School	Child First Authority
William Pinderhughes Elementary School	Druid Heights CDC
Wolfe Street Academy	University of Maryland School of Social Work – SWCOS

Appendix B: Family League's Vision of Community Schools in Baltimore

With support of the Wallace Foundation and the Mayor of the City of Baltimore, the Family League Quality and Professional Development strategies include support to meet the individual needs of community schools and their community partners and coordinators. This professional development and training includes:

- Summer Institute:
  Community School Coordinators participated in a 2-week Summer Institute where coordinators selected at least 30 hours of workshops to attend.

- Monthly Professional Development & Networking:
  Each month during the school year, Community School Coordinators will attend a 3-hour PD and Networking meeting.

- Community School Coordinators' Quarterly Cohort Meetings
  Provide opportunities for community school coordinators to share best practices, participate in small group problem solving and offer peer support.

- Out of School Time Quality Improvement
  All Out of school time programs participate in a continuous quality improvement cycle utilizing tools in the Youth Program Quality Assessments (YPQA).

- Out of School Time Professional Development
  All sites are asked to complete a certain number of PD hours throughout the year (Site Director- 15 hours, frontline staff- hours based on number of youth served).

- Community & School Engagement Strategy Coaching Support
  Coaching providers act as on-call supporters for all coordinators and providers in various areas including attendance, family engagement, climate, youth development, and partnership collaboration.

Appendix C: Methodology for Community Schools Analyses

Community Schools Outcome Analysis. Outcome analyses compared community schools with Baltimore City Schools that are non-community schools. Some schools (or students in these schools in student-level analyses) were excluded from the non-Community Schools group to prevent biased comparisons. In particular, we excluded 10 schools that serve extremely special-needs populations or provide alternative options to overaged and under-credited students. Among high schools only, we additionally excluded 8 schools with entrance criteria, as well as 7 charter schools, as there are no Community Schools serving high school populations that are extremely special-needs, admitted based on entrance criteria, or attending charter schools. (See Table C.1 for school groupings by length of time of implementation as used in analysis of attendance outcomes. See Table C.2 for all schools treated as non-Community Schools.)

Table C.1
Community Schools by Number of Years of Strategy Implementation

Five or More Years	Three Years	Two or Fewer Years
Barclay Elem/Mid	Afya Charter	Highlandtown E/M #237
Ben Franklin @ Masonville High	Arlington E/M	Moravia Park Prim
Frederick Douglass High	Armistead Gardens E/M	Robert Coleman Elem
Guilford E/M	Arundel E/M	REACH!
Patterson High	Augusta Fells High	Booker T. Washington
Patterson Park Public Charter	Callaway Elem	James McHenry E/M
Pimlico E/M	Calvin Rodwell Elem	
Reginald F Lewis High	City Springs E/M	
Tench Tilghman E/M	Collington Square E/M	
Waverly E/M	Comm John Rodgers E/M	
Wolfe Street Acad	Dr. Martin L King Jr. E/M	
	Dr. Rayner Browne E/M	
	Franklin Square E/M	
	Furman Templeton Elem	
	Gardenville Elem	
	Harlem Park E/M	
	Hilton Elem	
	John Eager Howard Elem	
	Lakeland E/M	
	Liberty Elem	
	Margaret Brent E/M	
	Morrell Park E/M	
	Samuel Coleridge Taylor E	
	Westside Elem	
	William Pinderhughes E/M	
11 schools	25 schools	6 schools

Analytical Details

Analyses examining Community School-related outcomes employed multivariate regression models that controlled on characteristics from the baseline year (i.e., 2012-13) for each outcome of interest. For analysis of organizational health and parent responses to the school survey, we controlled for school-level characteristics, specifically % African-American, % Hispanic, % FARMS, % ELL, % Special Education, % Male) and principal changes in 2012-13 and 2014-15.

For ADA, chronic absence, and mobility comparisons, student-level analyses were conducted using individual characteristics as controls (gender, race, ethnicity, ELL, special education services, and FARMS-eligibility). Standard errors in regressions employing student-level data were adjusted using the Huber/White/sandwich variance estimators to account for students being clustered within schools.

Students' enrollment in CommSchs were determined using City Schools' end-of-year attendance file, and students were assigned to the school they attended the longest during the school year. Students who were enrolled fewer than six days or who left the school before October 1st were excluded from analyses.

Table C.2
Non-Community Comparison Schools, 2014-15 (N=115)

Steuart Hill Academy	Thomas Johnson E/M	Westport Acad E/M	The Green School Elem
Langston Hughes Elem	Fort Worthington Elem	Violetville E/M	Balt Int'l Acad E/M
Cecil Elem	Lakewood Elem	John Ruhrah E/M	Balt Montessori Charter
Eutaw-Marshburn Elem	Windsor Hills E/M	Holabird E/M	Friendship Acad Eng/Tech
Stadium School	Lyndhurst Elem	Brehms-Lane Elem	KASA M/H
Johnston Square Elem	Rognel Heights E/M	Thomas Jefferson E/M	City Neighbors Hamilton
George Washington Elem	Samuel FB Morse Elem	Roland Park E/M	KIPP Harmony E/M
Matthew A. Henson Elem	Gilmore Elem	Glenmount E/M	NACA Freedom II
Coldstream Park E/M	Bay-Brook E/M	Hamilton E/M	Bluford Drew Acad West
Charles C. Barrister Elem	Walter P Carter E/M	Graceland-O'Donnell E/M	Henderson-Hopkins E/M
Harford Heights Elem	James Mosher Elem	Fallstaff E/M	Tunbridge Charter E/M
Dallas F Nicholas Elem	Alexander Hamilton Elem	Northwood Elem	Vanguard Middle
Montebello E/M	Mary A Winterling Elem	Leith Walk E/M	Baltimore I.T. Acad
Federal Hill Prep	Cherry Hill E/M	Beechfield E/M	Roots & Branches School
Hampstead Hill E/M	Carter G Woodson E/M	Cross Country E/M	Monarch Acad Charter
Northeast Middle	Dickey Hill E/M	Sinclair Lane Elem	Baltimore Design School
Abbottston Elem	Maree G Farring E/M	Medfield Heights Elem	Balt Montessori Middle
Hampden E/M	Mary E Rodman Elem	Bernard Harris Elem	Creative City Charter
Nathan Pitts-Ashburt E/M	Woodhome E/M	Frederick Elem	Northwestern High
Gwynns Falls Elem	Furley Elem	Lockerman Bundy Elem	Forest Park High
Edgecombe Circle E/M	Curtis Bay E/M	Empowerment Acad E/M	Digital Harbor High
Rosemont E/M	Hazelwood E/M	Midtown Acad E/M	WEB DuBois High
Mount Royal E/M	Garrett Heights E/M	New Song Acad E/M	National Acad Fnd'n High
Edgewood Elem	Govans Elem	The Crossroads School	New Era Acad High
Sarah M Roach Elem	Highlandtown E/M #215	City Neighbors E/M	Heritage High
Calverton E/M	Belmont Elem	Southwest Balt Charter	ACCE High
Francis Scott Key E/M	Yorkwood Elem	Inner Harbor East Acad	Vivien T Thomas High
North Bend E/M	Mt Washington School	Northwood Appold Elem	Maritime Acad High
William Paca Elem	Grove Park E/M		Renaissance Acad High

Table C.3

Characteristics in 2014-15 of Students in Community Schools by Year of Implementation and Comparison to Students in Non-Community Schools, By Grade Span

	Grades Pre-K through 5			
	CommSch for Five or more Years (N=2,481)	CommSch for Three Years (N=8,404)	CommSch for Two or fewer Years (N=2,080)	Non-CommSchs (N=33,839)
Demographic				
% Male	48.1	50.7	52.2	51.5
% Female	51.9	49.3	47.8	48.5
% African-American	79.0	85.2	75.1	81.6
% White	18.7	12.8	20.6	16.1
% Hispanic	15.2	10.7	18.8	7.8
Service Receipt				
% FARMS	92.8	95.3	96.0	87.4
% ELL	8.8	4.9	16.2	4.0
% Special Education	14.1	16.6	11.9	15.0
	Grades 6 through 8			
	CommSch for Five or more Years (N=857)	CommSch for Three Years (N=2,446)	CommSch for Two or fewer Years (N=802)	Non-CommSchs (N=11,976)
Demographic				
% Male	50.1	51.6	51.8	52.5
% Female	49.9	48.4	48.2	47.5
% African-American	92.1	79.5	83.5	84.0
% White	7.4	18.0	15.8	13.8
% Hispanic	5.1	12.6	13.5	5.5
Service Receipt				
% FARMS	93.0	95.1	95.6	85.4
% ELL	1.8	5.7	7.4	3.0
% Special Education	22.6	22.0	24.8	20.9
	Grades 9 through 12			
	CommSch for Five or more Years (N=3,025)	CommSch for Three Years (N=493)	CommSch for Two or fewer Years (N=340)	Non-CommSchs (N=6,521)
Demographic				
% Male	57.9	44.0	55.9	56.1
% Female	42.1	56.0	44.1	43.9
% African-American	74.9	96.8	98.5	83.4
% White	22.3	3.0	0.9	9.3
% Hispanic	15.6	0.6	0.3	5.0
Service Receipt				
% FARMS	86.1	91.3	90.0	84.3
% ELL	13.2	0.0	0.0	3.0
% Special Education	25.5	33.7	32.7	27.4

Table C.4

Comparisons of Average Percent Agreement to Parent School Survey Questions 2014-15,
by School Type (i.e., Grade Span Served)

	Pre-K – 5th		Pre-K – 8th		9th-12th		6th-8th or 6th-12th	
	Comm Sch	Non ComSch	Comm Sch	Non ComSch	Comm Sch	Non ComSch	Comm Sch	Non ComSch
My child's school connects me to resources in community	89.8	79.6	81.9	79.6	88.7	81.0	85.4	71.1
Parents can use resources at school when not in session	72.9	66.8	67.5	63.3	81.5	72.9	74.9	60.7
School promptly responds to my concerns	88.3	83.6	81.1	82.6	89.0	88.0	82.5	79.4
Teachers care about my child	95.0	92.2	92.4	91.1	92.8	92.5	88.1	86.4
I feel welcome at the school	94.8	92.9	90.9	91.9	93.0	94.1	91.5	92.6
School regularly communicates with me about how to help child learn	91.4	84.4	82.1	80.9	87.4	80.6	77.3	74.4
I hear from the school when my child does something good	85.5	78.6	77.2	73.9	82.3	72.5	69.0	69.3
School staff work closely with parents to meet child's needs	89.8	83.3	83.1	81.4	88.6	80.5	84.4	78.4
N schools	12	42	22	51	5	8	3	14

Table C.5

Mean Percent Agreement for Organizational Health Dimensions, 2014-15,
by School Type (i.e., Grade Span Served)

	Pre-K – 5th		Pre-K – 8th		9th-12th		6th-8th or 6th-12th	
	Comm Sch	Non ComSch	Comm Sch	Non ComSch	Comm Sch	Non ComSch	Comm Sch	Non ComSch
Safety	85.2	80.7	77.1	80.9	77.5	72.1	76.3	73.4
Teaching & Learning	90.2	86.6	84.5	86.5	87.8	81.2	84.3	82.0
Interpersonal Relationships	87.6	83.7	80.5	83.3	87.3	80.4	80.8	79.7
Institutional Environment	87.1	85.0	82.3	83.5	81.0	76.6	82.0	76.2
Leadership/ Professional Relationships	86.0	85.2	82.2	82.3	85.1	76.8	81.3	75.5
N schools	11	38	21	46	3	7	3	12

Table C.6

Average Daily Attendance and Percent Chronically Absent by Grade Span and Years of
Community School Strategy Implementation

Years of Community School Implementation by EOY 2014-15:	Average Daily Attendance			% Chronically Absent		
	Elem	Middle	High	Elem	Middle	High
0 Years (Non-CommSch)	92.0	92.0	79.3	27.4	23.8	56.0
2 or Fewer Years	92.2	86.0	82.0	26.1	48.0	55.0
3 Years	91.6	92.7	75.3	30.2	23.7	62.1
5 or More Years	93.9	94.3	76.3	19.3	17.0	64.5

Operationalization of Organizational Health

Although there is no single, uniform definition of school climate, efforts to measure and manipulate climate have uncovered several common elements that are tightly tied to higher achievement and reported satisfaction with schooling among school staff and students. With the goal of synthesizing the research on climate, the National School Climate Center (NSCC) offers school leaders a simplified typology of the five domains of school climate, along with 12 specific indicators. We aligned the School Survey data for staff collected by the Office of Achievement and Accountability with this framework to create measures of the five dimensions of school climate, which when combined with responses to the relevant items from the Student Survey on Teacher Practice constitute the measure of Organizational Health.

Table C.7
National School Climate Center's Domains and Indicators
and Alignment with the Staff and Student Survey Instrument Items: Organizational Health

Dimensions	Indicators	2014-15 Staff and Student Survey Question Items
Safety	▪ Rules and Norms ▪ Sense of Physical Safety ▪ Sense of Social-emotional Security	Staff: School has clear expectations for student behavior; Students are rewarded for positive behavior; If students break rules, there are fair consequences; When a student does something good, parents hear about it; When a student does something bad, parents hear about it; Student drug/alcohol use is not a problem at this school; Students fighting is not a problem at this school; Student possession of weapons like knives and guns is not a problem at this school; Students picking on/bullying others is not a problem at this school; Students feel safe at this school; Students feel safe going to and from school; Students picking on/bullying others is not a problem at this school; Students respect each other; This school has programs that address conflict and violence among students. Students: Everybody knows what they should be doing in class; My teacher corrects students when they do not follow the rules of the class; I understand how we are supposed to behave in this class.; Students in this class follow the classroom rules; My teacher encourages me to share my ideas or opinions about what we are learning in class.
Teaching & Learning	▪ Support for Learning ▪ Social and Civic Learning	Staff: Students have the chance to participate in music/art/dance/plays at this school; School staff work closely with parents to meet students' needs; This school regularly communicates with parents about how they can help their children learn; This school provides an orderly atmosphere for learning; Teachers regularly inform students about lesson objectives; Teachers encourage students to take challenging classes; I am well organized and prepared; Teachers feel responsible for their students' academic success; This school has programs/services to help students with suspected learning problems; Teachers provide extra academic help to students who need it; This school has an effective Student Support Team; This school does a good job educating students; Students roaming in the halls during

		class time is not a problem at this school; Students are rewarded for positive behavior; This school prepares students for college or to have a career; This school has programs to support students' emotional and social development; This school has programs that address conflict and violence among students; Teachers feel responsible for their students' social and emotional development. <u>Students</u>: We are learning or working during the entire class; My teacher encourages us to ask questions in class; My teacher respects my ideas; My teacher is nice to me when I need help; My teacher encourages me to do my best; My teacher has everything ready for the next activity; My teacher shows respect for all students.
Interpersonal Relationships	▪ Respect for Diversity ▪ Social Support from Adults ▪ Social support among Students	<u>Staff</u>: Students respect each other; Students respect school staff; School staff respect the students; School staff respect each other; Teachers feel responsible for their students' academic success; Teachers feel responsible for their students' social and emotional development; Teachers provide extra academic help to students who need it; This school has programs to support students' emotional and social development; School has programs that address conflict and violence among students; This school has an effective Student Support Team; Students respect school staff; Teachers care about their students; School staff respect the students; When a student does something bad at school, the parents are informed; When a student does something good at school, the parents are informed; School staff work closely with parents to meet students' needs; Students picking on/bullying other students is not a problem at this school. <u>Students</u>: My teacher treats students fairly; My teacher respects my ideas; If I am sad or angry my teacher helps me feel better; My teacher is nice to me when I need help; My teacher encourages me to do my best; Students in this class show respect for the teacher; My teacher shows respect for all students.
Institutional Environment	▪ School Connectedness and Engagement ▪ Physical Surroundings	<u>Staff</u>: Students have the chance to participate in music/art/dance/plays at this school; Teachers care about their students; I feel like I belong at this school; I view my work as contributing to student success in the district; Parents or guardians are welcome at this school; When a student does something good at school, the parents are informed; When a student does something bad at school, the parents are informed; School staff work closely with parents to meet students' needs; This school regularly communicates with parents about how they can help their children learn; There are opportunities for teachers to serve in leadership roles at this school; I like the classes I teach; I would recommend this school to others; Teachers feel responsible for their students' academic success; Teachers feel responsible for their students' social and emotional

		development; The school building is clean and well-maintained; Students have satisfying food options at this school; This school is well lit; It is not often too hot at this school; It is not often too cold at this school; This school provides an orderly atmosphere for learning; I have adequate supplies to do my job; Students have the opportunity to take books home from this school; Vandalism of school property is not a problem at this school; Students roaming the halls during class time is not a problem at this school; I am well organized and prepared. Students: No student survey items.
Leadership/Staff Relationships	▪ Leadership ▪ Professional Relationships	Staff: The school administration promptly responds to my concerns; The school administration supports the staff in performing their duties; Staff members know what is expected of them; I have the opportunity to provide input into the school's programmatic decisions; I have the opportunity to provide input into the school's budgetary decisions; Feedback from the community influences the administrations' decision-making; The school administration provides teachers actionable feedback on their instruction; The school mission is clearly communicated; If students break rules, there are fair consequences; There is sufficient school-based PD for staff regarding instruction; There is sufficient school-based professional development for staff regarding classroom management; There are opportunities for teachers to serve in leadership roles at this school; I feel valued by the administration at this school; Collaboration among school staff is valued in this school; I feel like I belong at this school; School staff respect each other; I view my work as contributing to student success in the district; I view my work as contributing to my professional growth; The staff are willing to help each other out; I would recommend this school to others; This school has an effective Student Support Team; Teachers participate in weekly collaborative planning time at this school. Students: No student survey items.

Appendix D: Regression Results from Community School vs non-Community School Analyses

Regressions of Parent Survey Responses on School Covariates

Table D.1
School-Level Regression of 2014-15 Parent Survey Response to "My child's school connects me to resources in community" on School Characteristics (N=156)

	Coef	S.E.
Intercept	84.76	16.19
Community School=yes	6.32	2.03
Same Survey Question, 2013	.20	.08
% FARMS	-.15	.09
% Special Education	-.13	.18
% ELL	.20	.29
% Hispanic	.04	.22
% African-American	.10	.07
New Principal, 2013	-4.63	2.04
New Principal, 2015	.74	2.77
Parent Response Rate, 2015	.12	.06
Enrollment (nat. log.)	-2.82	1.91
R-square	.24	

Table D.2
School-Level Regression of 2014-15 Parent Survey Response to "Parents can use resources at the school when not in session" on School Characteristics (N=156)

	Coef	S.E.
Intercept	24.79	20.17
Community School=yes	2.62	2.70
Same Survey Question, 2013	.31	.09
% FARMS	.09	.12
% Special Education	.38	.24
% ELL	.23	.38
% Hispanic	.03	.29
% African-American	.06	.10
New Principal, 2013	-3.49	2.71
New Principal, 2015	-.10	3.51
Parent Response Rate, 2015	.24	.08
Enrollment (nat. log.)	-.71	2.53
R-square	.22	

Table D.3
School-Level Regression of 2014-15 Parent Survey Response to "School promptly responds to my concerns" on School Characteristics (N=156)

	Coef	S.E.
Intercept	66.45	13.39
Community School=yes	.90	1.66
Same Survey Question, 2013	.26	.06
% FARMS	-.20	.07
% Special Education	.11	.15
% ELL	.11	.24
% Hispanic	.15	.18
% African-American	.13	.06
New Principal, 2013	-4.00	1.69
New Principal, 2015	1.38	2.19
Parent Response Rate, 2015	.15	.04
Enrollment (nat. log.)	-.56	1.57
R-square	.33	

Table D.4
School-Level Regression of 2014-15 Parent Survey Response to "Teachers care about my child" on School Characteristics (N=156)

	Coef	S.E.
Intercept	100.40	13.16
Community School=yes	2.89	1.28
Same Survey Question, 2013	.07	.09
% FARMS	-.14	.06
% Special Education	-.09	.12
% ELL	-.17	.19
% Hispanic	.17	.14
% African-American	.02	.05
New Principal, 2013	-.58	1.31
New Principal, 2015	-1.09	1.70
Parent Response Rate, 2015	.08	.04
Enrollment (nat. log.)	-.94	1.22
R-square	.16	

Table D.5
School-Level Regression of 2014-15 Parent Survey Response to "I feel welcome at my child's school" on School Characteristics (N=156)

	Coef	S.E.
Intercept	73.16	13.91
Community School=yes	.02	1.41
Same Survey Question, 2013	.13	.08
% FARMS	-.14	.06
% Special Education	.08	.13
% ELL	.15	.20
% Hispanic	.01	.15
% African-American	.08	.05
New Principal, 2013	-1.34	1.44
New Principal, 2015	1.73	1.86
Parent Response Rate, 2015	.14	.04
Enrollment (nat. log.)	1.32	1.36
R-square	.15	

Table D.6
School-Level Regression of 2014-15 Parent Survey Response to "The school regularly communicates with me about how to help my child learn" on School Characteristics (N=156)

	Coef	S.E.
Intercept	69.89	16.49
Community School=yes	3.01	2.03
Same Survey Question, 2013	.33	.09
% FARMS	-.19	.09
% Special Education	-.18	.18
% ELL	.24	.29
% Hispanic	.07	.22
% African-American	.13	.07
New Principal, 2013	-2.85	2.04
New Principal, 2015	.37	2.65
Parent Response Rate, 2015	.20	.06
Enrollment (nat. log.)	-1.99	1.90
R-square	.31	

Table D.7
School-Level Regression of 2014-15 Parent Survey Response to "I hear from the school about good things my child does" on School Characteristics (N=156)

	Coef	S.E.
Intercept	65.89	17.48
Community School=yes	2.65	2.12
Same Survey Question, 2013	.30	.09
% FARMS	-.07	.09
% Special Education	-.15	.19
% ELL	.27	.30
% Hispanic	.12	.23
% African-American	.16	.08
New Principal, 2013	-3.60	2.10
New Principal, 2015	1.75	2.72
Parent Response Rate, 2015	.23	.06
Enrollment (nat. log.)	-3.94	1.98
R-square	.32	

Table D.8
School-Level Regression of 2014-15 Parent Survey Response to "School staff work closely with parents to my students' needs" on School Characteristics (N=156)

	Coef	S.E.
Intercept	82.82	16.61
Community School=yes	4.25	2.02
Same Survey Question, 2013	.12	.08
% FARMS	-.17	.09
% Special Education	.08	.18
% ELL	.05	.29
% Hispanic	.16	.22
% African-American	.09	.08
New Principal, 2013	-2.39	2.05
New Principal, 2015	.82	2.66
Parent Response Rate, 2015	.19	.06
Enrollment (nat. log.)	-1.67	1.91
R-square	.19	

Regressions of Organizational Health on School Covariates (all schools)

Table D.9
School-Level Regression of 2014-15 Organizational Health Dimension of *Safety* on School Characteristics (N=141)

	Coef	S.E.
Intercept	82.17	12.72
Community School=yes	1.65	1.34
Same Org Health Dimension, 2013	.48	.07
% FARMS	-.12	.07
% Special Education	-.24	.12
% ELL	-.30	.18
% Hispanic	.24	.14
% African-American	-.04	.05
New Principal, 2013	-4.26	1.42
New Principal, 2015	-3.29	1.76
Enrollment (nat. log.)	-3.14	1.32
R-square	.54	

Table D.10
School-Level Regression of 2014-15 Organizational Health Dimension of *Teaching & Learning* on School Characteristics (N=141)

	Coef	S.E.
Intercept	65.71	11.25
Community School=yes	1.32	1.09
Same Org Health Dimension, 2013	.50	.08
% FARMS	-.05	.05
% Special Education	-.19	.10
% ELL	-.15	.15
% Hispanic	.08	.12
% African-American	-.04	.04
New Principal, 2013	-2.73	1.17
New Principal, 2015	-2.68	1.43
Enrollment (nat. log.)	-1.25	1.06
R-square	.45	

Table D.11
School-Level Regression of 2014-15 Organizational Health Dimension of *Interpersonal Relationships* on School Characteristics (N=141)

	Coef	S.E.
Intercept	67.71	10.66
Community School=yes	.92	1.03
Same Org Health Dimension, 2013	.53	.07
% FARMS	-.09	.05
% Special Education	-.15	.09
% ELL	-.16	.14
% Hispanic	.12	.11
% African-American	-.03	.04
New Principal, 2013	-2.81	1.10
New Principal, 2015	-2.45	1.35
Enrollment (nat. log.)	-2.11	1.00
R-square	.53	

Table D.12
School-Level Regression of 2014-15 Organizational Health Dimension of *Institutional Environment* on School Characteristics (N=141)

	Coef	S.E.
Intercept	69.87	11.75
Community School=yes	1.95	1.21
Same Org Health Dimension, 2013	.50	.07
% FARMS	-.04	.06
% Special Education	-.25	.11
% ELL	-.26	.17
% Hispanic	.13	.13
% African-American	-.05	.05
New Principal, 2013	-2.72	1.28
New Principal, 2015	-1.39	1.60
Enrollment (nat. log.)	-2.09	1.19
R-square	.48	

Table D.13

School-Level Regression of 2014-15 Organizational Health Dimension of *Leadership & Professional Relationships* on School Characteristics (N=141)

	Coef	S.E.
Intercept	91.59	13.23
Community School=yes	2.18	1.55
Same Org Health Dimension, 2013	.32	.06
% FARMS	-.03	.07
% Special Education	-.26	.14
% ELL	-.30	.21
% Hispanic	.12	.17
% African-American	-.09	.06
New Principal, 2013	-4.67	1.66
New Principal, 2015	-2.01	2.03
Enrollment (nat. log.)	-2.82	1.51
R-square	.37	

Regressions of Organizational Health on School Covariates (Schools with five or more years of implementation)

Table D.14

School-Level Regression of 2014-15 Organizational Health Dimension of *Safety* on School Characteristics (N=113)

	Coef	S.E.
Intercept	94.12	14.29
Community School for >5 years	1.53	2.39
Same Org Health Dimension, 2013	.40	.08
% FARMS	-.13	.07
% Special Education	-.31	.14
% ELL	-.37	.23
% Hispanic	.29	.19
% African-American	-.05	.05
New Principal, 2013	-2.94	1.62
New Principal, 2015	-2.90	1.97
Enrollment (nat. log.)	-3.70	1.45
R-square	.49	

Table D.15

School-Level Regression of 2014-15 Organizational Health Dimension of *Teaching and Learning* on School Characteristics (N=113)

	Coef	S.E.
Intercept	77.11	12.65
Community School for >5 years	1.64	1.96
Same Org Health Dimension, 2013	.42	.09
% FARMS	-.06	.06
% Special Education	-.23	.11
% ELL	-.22	.19
% Hispanic	.12	.15
% African-American	-.05	.04
New Principal, 2013	-1.79	1.34
New Principal, 2015	-2.49	1.61
Enrollment (nat. log.)	-1.79	1.17
R-square	.39	

Table D.16

School-Level Regression of 2014-15 Organizational Health Dimension of *Interpersonal Relationships* on School Characteristics (N=113)

	Coef	S.E.
Intercept	77.77	11.76
Community School for >5 years	1.15	1.80
Same Org Health Dimension, 2013	.49	.08
% FARMS	-.10	.05
% Special Education	-.17	.10
% ELL	-.20	.17
% Hispanic	.13	.14
% African-American	-.04	.04
New Principal, 2013	-1.62	1.23
New Principal, 2015	-2.22	1.48
Enrollment (nat. log.)	-2.57	1.07
R-square	.49	

Table D.17
School-Level Regression of 2014-15 Organizational Health Dimension of *Institutional Environment* on School Characteristics (N=113)

	Coef	S.E.
Intercept	79.76	13.09
Community School for >5 years	2.59	2.20
Same Org Health Dimension, 2013	.45	.08
% FARMS	-.04	.06
% Special Education	-.30	.13
% ELL	-.36	.21
% Hispanic	.16	.17
% African-American	-.06	.05
New Principal, 2013	-1.80	1.48
New Principal, 2015	-.96	1.81
Enrollment (nat. log.)	-2.87	1.31
R-square	.45	

Table D.18
School-Level Regression of 2014-15 Organizational Health Dimension of *Leadership & Professional Relationships* on School Characteristics (N=113)

	Coef	S.E.
Intercept	95.79	14.02
Community School for >5 years	2.87	2.69
Same Org Health Dimension, 2013	.29	.07
% FARMS	-.02	.08
% Special Education	-.27	.15
% ELL	-.40	.26
% Hispanic	.17	.21
% African-American	-.10	.06
New Principal, 2013	-4.41	1.84
New Principal, 2015	-1.78	2.22
Enrollment (nat. log.)	-3.07	1.61
R-square	.35	

Student-Level Regression Results for 2014-15 Attendance Outcomes

Table D.19
Student-Level Regression of 2014-15 Average Daily Attendance, Elementary Grades (N=28,468)

	Coef	S.E.
Intercept	39.52	2.02
Attends ≥5 year-CommSch	1.39	.44
ADA 2014	.58	.02
Male	-.04	.07
Hispanic	.88	.22
FARMS	-1.10	.14
ELL	.89	.19
Special Education	-.51	.13
African-American	-.11	.23
R-square		.36

Table D.20
Student-Level Regression of 2014-15 Average Daily Attendance, Middle Grades (N=11,982)

	Coef	S.E.
Intercept	18.81	3.65
Attends ≥5 year-CommSch	2.26	.54
ADA 2014	.79	.04
Male	-.26	.31
Hispanic	1.51	.42
FARMS	-1.16	.28
ELL	1.07	.37
Special Education	-.83	.23
African-American	.55	.43
R-square		.34

Table D.21
Student-Level Regression of 2014-15 Average Daily Attendance, High School (N=8,444)

	Coef	S.E.
Intercept	17.07	6.99
Attends ≥5 year-CommSch	-1.51	1.23
ADA 2014	.70	.07
Male	.19	.45
Hispanic	-.29	2.95
FARMS	-.75	.83
ELL	4.11	.95
Special Education	-1.47	.77
African-American	4.08	.49
R-square		.31

Table D.22

Student-Level Regression of 2014-15 Average Daily Attendance, Elementary Grades (N=33,176)

	Coef	S.E.
Intercept	38.42	1.73
Attends 3-year-CommSch	-.08	.36
ADA, 2014	.60	.02
Male	-.02	.06
Hispanic	.95	.19
FARMS	-1.11	.13
ELL	.96	.18
Special Education	-.51	.11
African-American	-.10	.20
R-square	.37	

Table D.23

Student-Level Regression of 2014-15 Average Daily Attendance, Middle Grades (N=13,441)

	Coef	S.E.
Intercept	20.81	3.44
Attends 3-year-CommSch	1.37	.45
ADA, 2014	.77	.04
Male	-.10	.29
Hispanic	1.07	.44
FARMS	-1.21	.28
ELL	1.42	.43
Special Education	-.84	.21
African-American	.63	.39
R-square	.34	

Table D.24

Student-Level Regression of 2014-15 Average Daily Attendance, High School (N=6,337)

	Coef	S.E.
Intercept	15.51	7.58
Attends 3-year-CommSch	3.91	1.40
ADA, 2014	.72	.08
Male	.18	.49
Hispanic	1.66	3.08
FARMS	-1.24	1.05
ELL	4.25	1.27
Special Education	-1.97	.78
African-American	4.21	.71
R-square	.35	

Table D.25
Student-Level Regression of 2014-15 Average Daily Attendance, Elementary Grades (N=28,117)

	Coef	S.E.
Intercept	38.69	1.97
Attends ≤2-year-CommSch	.14	.42
ADA, 2014	.59	.02
Male	-.05	.07
Hispanic	.74	.25
FARMS	-1.08	.14
ELL	1.31	.29
Special Education	-.53	.13
African-American	-.10	.23
R-square	.37	

Table D.26
Student-Level Regression of 2014-15 Average Daily Attendance, Middle Grades (N=11,894)

	Coef	S.E.
Intercept	17.19	3.42
Attends ≤2-year-CommSch	-3.30	1.93
ADA, 2014	.81	.04
Male	-.36	.33
Hispanic	1.87	.49
FARMS	-1.10	.28
ELL	1.15	.35
Special Education	-.87	.23
African-American	.48	.43
R-square	.35	

Table D.27
Student-Level Regression of 2014-15 Average Daily Attendance, High School (N=6,197)

	Coef	S.E.
Intercept	10.86	7.28
Attends ≤2-year-CommSch	.03	.72
ADA, 2014	.77	.07
Male	.14	.50
Hispanic	2.06	2.96
FARMS	-1.03	1.03
ELL	3.92	1.21
Special Education	-1.48	.77
African-American	4.51	.74
R-square	.37	

Table D.28
Student-Level Regression of 2014-15 Chronic Absence, Elementary Grades (N=28,468)

	Log-odds	S.E.
Intercept	-2.75	.12
Attends ≥5 year-CommSch	-.53	.17
Chronically Absent, 2014	2.34	.04
Male	.01	.03
Hispanic	-.40	.13
FARMS	.87	.09
ELL	-.60	.16
Special Education	.23	.05
African-American	.10	.11
Pseudo R-square	.21	

Table D.29
Student-Level Regression of 2014-15 Chronic Absence, Middle Grades (N=11,982)

	Log-odds	S.E.
Intercept	-2.45	.20
Attends ≥5 year-CommSch	-.66	.20
Chronically Absent, 2014	2.34	.09
Male	.02	.06
Hispanic	-.82	.18
FARMS	.81	.15
ELL	-.46	.21
Special Education	.47	.07
African-American	-.15	.12
Pseudo R-square	.19	

Table D.30
Student-Level Regression of 2014-15 Chronic Absence, High School (N=8,444)

	Log-odds	S.E.
Intercept	-.81	.18
Attends ≥5 year-CommSch	.34	.15
Chronically Absent, 2014	2.18	.10
Male	-.11	.04
Hispanic	-.20	.15
FARMS	.24	.12
ELL	.07	.18
Special Education	.09	.06
African-American	-.02	.11
Pseudo R-square	.19	

Table D.31
Student-Level Regression of 2014-15 Chronic Absence, Elementary Grades (N=33,176)

	Log-odds	S.E.
Intercept	-2.66	.12
Attends 3-year-CommSch	.05	.13
Chronically Absent, 2014	2.30	.04
Male	-.01	.03
Hispanic	-.42	.12
FARMS	.83	.09
ELL	-.57	.16
Special Education	.20	.04
African-American	.08	.09
Pseudo R-square	.21	

Table D.32
Student-Level Regression of 2014-15 Chronic Absence, Middle Grades (N=13,441)

	Log-odds	S.E.
Intercept	-2.37	.20
Attends 3-year-CommSch	-.22	.19
Chronically Absent, 2014	2.36	.09
Male	-.02	.06
Hispanic	-.75	.15
FARMS	.83	.15
ELL	-.42	.23
Special Education	.48	.07
African-American	-.25	.11
Pseudo R-square	.19	

Table D.33
Student-Level Regression of 2014-15 Chronic Absence, High School (N=6,337)

	Log-odds	S.E.
Intercept	-1.00	.17
Attends 3-year-CommSch	-.20	.08
Chronically Absent, 2014	2.21	.12
Male	-.07	.05
Hispanic	-.18	.27
FARMS	.42	.12
ELL	-.26	.19
Special Education	.16	.08
African-American	-.02	.10
Pseudo R-square	.19	

Table D.34
Student-Level Regression of 2014-15 Chronic Absence, Elementary Grades (N=28,117)

	Log-odds	S.E.
Intercept	-2.73	.12
Attends ≤2-year-CommSch	.02	.20
Chronically Absent, 2014	2.34	.04
Male	.01	.03
Hispanic	-.32	.14
FARMS	.86	.09
ELL	-.83	.21
Special Education	.24	.04
African-American	.10	.11
Pseudo R-square	.21	

Table D.35
Student-Level Regression of 2014-15 Chronic Absence, Middle Grades (N=11,894)

	Log-odds	S.E.
Intercept	-2.46	.20
Attends ≤2-year-CommSch	1.02	.30
Chronically Absent, 2014	2.33	.09
Male	.05	.07
Hispanic	-.82	.16
FARMS	.79	.15
ELL	-.59	.21
Special Education	.47	.07
African-American	-.12	.12
Pseudo R-square	.20	

Table D.36
Student-Level Regression of 2014-15 Chronic Absence, High School (N=6,197)

	Log-odds	S.E.
Intercept	-.97	.17
Attends ≤2-year-CommSch	.10	.08
Chronically Absent, 2014	2.23	.12
Male	-.08	.05
Hispanic	-.22	.27
FARMS	.40	.12
ELL	-.25	.19
Special Education	.10	.07
African-American	-.03	.10
Pseudo R-square	.19	

Appendix E: Methodology for OST Analyses

<u>Data File Development for OST Analyses.</u> The files from Family League on OST participation contained records for three consecutive school years, 2012-13, 2013-14, and 2014-15. Examining the files, we noted that in some cases there were two different attendance records for the same student in the same program in the same year. We made the decision to select the record with the longest enrollment period in these cases.

For 2013-14, Family League data indicated 2,752 OST enrollees with affirmative parental consent, and 2,715 of these could be matched to students in City Schools administrative data. Of these, 1,960 participated in at least 200 hours of OST programming and were eligible to be included in an outcome analysis.

In 2014-15, 3385 OST enrollees had positive consent, and 3289 were able to be matched with 2014-15 City Schools administrative data. Among these, 2370 attended an OST program for at least 200 hours.

<u>Out of School Time (OST) Outcome Analysis.</u> Two years of OST data were employed --2013-14 and 2014-15. Students were included in the analysis if they attended OST programs for 200 or more hours during 2014-15. Hours of attendance were calculated by multiplying days of reported OST attendance by program hours as stipulated in their contract with the Family League.

The "treatment" group was defined as students who were new OST enrollees for 2014-15 and had not participated in 2013-14. We initially anticipated analyzing a second treatment group of students who were in OST programs in 2013-14 and 2014-15 and had not been in OST in 2012-13. But only the single-year of OST treatment groups could be employed in the analyses, as an appropriate matched comparison group for the students who participated in OST programs for two years could not be identified among students in non-CommSchs. This implies that the students who remained in OST a second year were an especially idiosyncratic group with characteristics different from the average student in City Schools' non-CommSchs. Specifically, appropriate comparison students could not be identified as a result of OST participants attending schools that were more Hispanic and having higher percentages of student receiving ELL services.

The OST "treatment group" was also limited to those whose parents consented to being included in the research study and those who were regular attenders of an OST program, regardless of mobility between programs within the year. Although the regular attendance criterion limits the set of OST students to those who were most engaged, this constraint is necessary to make firm conclusions about any actual impact of OST participation.

Further, the students included in the treatment group varied according to the outcome examined. Since the PARCC assessment was only administered to students in grade 3 and above, a subset of the treatment group was separately matched to comparison students for that particular outcome analysis. Then, for attendance outcomes, the full treatment group was matched to comparisons and included all OST program regular attenders for the relevant year, pre-K through eighth grade (N.B. OST programs served only students in Pre-K through grade 8).

Comparison students were identified through propensity score matching using student-level and school-level covariates, identifying similar students from similar schools, but who were

constrained to be in the same grade in the year prior to participating in OST. In order to guard against selection bias, we excluded students who attended a Community School but were not enrolled in OST, as they had clearly opted not to participate and represented an intrinsically different set of students.

Propensity Score Matching for Comparison Groups. We used propensity score matching to establish comparison groups of students who resembled the OST treatment group according to available data points taken prior to OST participation. In order to guard against selection bias, we drew comparison group students from students across the district who were not in CommSchs. Students in the pool of potential comparison students needed to have had City Schools data from 2013-14, i.e., prior to their initial year of OST participation. The school of record used in all analyses was the school in which the student was longest enrolled during a particular school year. Thus the comparison group was drawn from all other City Schools students who had student-level and school-level background data available for the relevant year.

We used the 'MatchIt' program in R as a matching algorithm (Ho, Imai, King & Stuart, 2007), employing "nearest neighbor matching," to choose comparison students from the same grade selected from all schools across the district that were not a community school. Our matching model (the log-odds of participation regressed on background variables) included student-level covariates identified in the year prior: gender, Hispanic, African American, age, receipt of FARMS and special education services, prior attendance and chronic absence. To ensure that the comparison group included students from comparable schools, we also included a set of school-level indicators from the prior year: average daily attendance, % chronically absent, % FARMS, % ELL, % Special Education, % Proficient or Advanced on the Math and Reading Maryland School Assessment for the lowest and highest grades served by a school, five dimensions of organizational health (Safety, Interpersonal Relationships, Teaching and Learning, Institutional Environment, Leadership/Staff Relationships), and the school survey parent response rate.

This process returned for the treatment students a comparison group of control students from the same grade who, on average and prior to SY 2014-15, looked like the treatment students in terms of the student-level covariates and who had attended schools that, on average, resembled the treatment schools in terms of the school-level covariates in the matching model.

Table E.1 below shows the means and standard deviations for all student- and school-level variables used in the matching algorithm as well as group sizes for each treatment and comparison group used in the analyses. As detailed above, the matching protocol was performed twice, once for students in grades 3-8 for PARCC score outcome analysis, and again for students in pre-K through grade 8 for the attendance analysis.

Table E.1

2013-14 Student and School Covariates	3rd through 8th Grade in 2014-15 only			
	1 Year OST Participants N=512		Matched Comparison Students N=512	
	Mean	SD	Mean	SD
Student-level Covariates				
Century-month of birth	1254.34	19.05	1254.67	18.43
Male	.46	.50	.45	.50
Hispanic	.07	.26	.08	.27
African-American	.90	.30	.89	.31
FARMS	.96	.19	.96	.20
Special Ed Svcs	.19	.39	.21	.41
Chronically Absent	.17	.37	.19	.39
Average Daily Attendance (ADA)	94.30	5.61	93.88	5.87
School-level Covariates				
% Hispanic	9.09	16.60	8.73	16.77
% African-American	87.67	21.24	87.68	20.77
% FARMS	94.55	6.46	94.24	6.83
% Special Ed Svcs	18.10	4.37	17.96	5.68
% ELL	5.17	10.41	5.19	10.17
Average Daily Attendance	92.04	2.32	92.01	2.10
% Chronically Absent	27.10	11.09	27.43	10.12
% Prof/Adv -- Reading, Lowest grade	50.96	14.76	51.45	17.08
% Prof/Adv – Reading, Highest grade	57.56	18.06	59.27	16.25
% Prof/Adv -- Math, Lowest grade	38.73	18.10	39.46	19.76
% Prof/Adv – Math, Highest grade	30.16	20.29	31.10	17.38
School Org'l Health				
Safety (% agree)	76.62	10.36	75.78	8.77
Interpersonal Relationships (% agree)	80.59	8.04	80.01	6.50
Institutional Environment (% agree)	81.87	9.12	81.42	7.62
Teaching & Learning (% agree)	84.43	7.50	84.01	6.52
Leadership/Prof'l Relations (% agree)	82.25	9.21	81.52	7.71
Parent Survey Response Rate	28.70	18.88	28.81	16.84

2013-14 Student and School Covariates	K through 8th grade in 2014-15			
	1-Year OST Participants N=1,146		Matched Comparison Students N=1,146	
	Mean	SD	Mean	SD
Student-level Covariates				
Century-month of birth	1277.39	26.48	1277.62	26.13
Male	.47	.50	.46	.50
Hispanic	.09	.28	.08	.28
African-American	.90	.31	.89	.31
FARMS	.96	.19	.96	.19
Special Ed Svcs	.14	.35	.15	.36

Chronically Absent	.20	.40	.21	.40
Average Daily Attendance (ADA)	93.44	6.64	93.16	7.21
School-level Covariates				
% Hispanic	9.16	17.36	9.19	17.07
% African-American	87.22	22.75	87.05	22.44
% FARMS	94.89	5.87	94.82	6.59
% Special Ed Svcs	17.89	5.22	18.18	8.43
% ELL	5.22	11.03	5.08	10.15
Average Daily Attendance	92.09	2.28	92.09	2.18
% Chronically Absent	27.06	11.25	27.16	10.68
% Prof/Adv -- Reading, Lowest grade	50.57	15.02	49.70	16.51
% Prof/Adv – Reading, Highest grade	60.44	19.01	61.20	16.86
% Prof/Adv -- Math, Lowest grade	39.93	18.26	39.52	18.47
% Prof/Adv – Math, Highest grade	31.97	22.72	32.91	18.47
School Org'l Health (% agree)				
Safety	76.66	10.81	76.74	8.91
Interpersonal Relationships	80.77	8.31	80.84	6.79
Institutional Environment	81.81	9.12	82.00	7.87
Teaching & Learning	84.45	7.64	84.65	6.93
Leadership/Prof'l Relations	81.65	9.87	81.74	8.70
Parent Survey Response Rate	28.46	17.91	28.25	16.86

Appendix F: 2014-15 OST Serving Information

Table F.1
2014-15 OST Program Provision Information, by Program Lead Agency

OST Program Lead	Program Code	School/Site	# Scoped Days	# Scoped Hours	# Scoped Seats	# of *Consented* Students	% of Enrolled with Consent
Afya Baltimore, Inc	AFY01	Afya Public Charter	132	3	60	27	35.1
Access Art, Inc.	AAI01	Morrell Park E/M	120	3	30	66	74.2
BaltCurrProject	BCP03	Wolfe St Acad	133	3	143	157	90.2
Bell Foundation	BEL06	Harlem Park E/M	133	3	173	135	100.0
Bell Foundation	BEL07	Arundel E/M	120	3	100	112	96.5
Bell Foundation	BEL08	SamColeridgeTaylor	120	3	140	143	100.0
Bell Foundation	BTW01	BookerTWash Middle	120	3	50	56	100.0
Bell Foundation	HLT01	Highlandtown 237	120	3	50	72	98.6
Boys&GirlsClub	BGC08	Callaway/Webster-Kendrick	170	6	100	80	89.7
Boys&GirlsClub	BGC13	Arlington	171	4	65	31	30.4
Boys&GirlsClub	BGC14	Dr. MLK	171	4	65	104	90.4
Creative Alliance	CAT01	TenchTilghman	105	3	65	41	36.0
Druid Heights CDC	CDC04	Wm Pinderhughes	100	3	45	22	62.9
ChildFirstAuthority	CFA04	Calvin Rodwell	115	3	145	132	78.4
ChildFirstAuthority	CFA18	Hilton Elem	123	3	215	150	57.4
ChildFirstAuthority	CFA20	City Springs	121	3	105	153	99.4
ChildFirstAuthority	CFA23	Westside	115	3	90	101	90.4
ChildFirstAuthority	CFA27	Barclay	114	3	100	97	76.4
ChildFirstAuthority	CFA28	Furman Templeton	111	3	100	111	93.3
ChildFirstAuthority	CFA29	Guilford	115	3	90	123	96.9
ChildFirstAuthority	CFA30	John Eager Howard	115	3	90	65	83.3
ChildFirstAuthority	CFA32	Liberty	115	3	115	102	81.0
ChildFirstAuthority	RCN01	Robert Coleman	139	3	50	145	93.0
Patterson Park PCS	CRE01	PattersonPublicCharter	101	3	34	32	75.0
Humanim-Elev8-EBDI	EBD01	Tench Tilghman	110	3	60	78	72.2
Humanim-Elev8-EBDI	EBD03	DrRaynorBrowne	112	3	50	22	56.8
Humanim-Elev8-EBDI	EBD04	Collington Square	112	3	60	81	73.4
Humanim-Elev8-EBDI	EBD05	CommodoreJohnRoger	110	3	60	65	57.3
EpiscopalCommSvcs	ECS01	Collington Square	133	3	60	29	45.9
EBLO	ELO05	Arminstead Gardens	127	3	70	74	87.1
Fitness Fun&Games	FFG05	PattersonPublicCharter	170	3	60	48	63.2
HighrAchievmntBmore	HAB01	Collington Square	72	4	20	2	100.0
HighrAchievmntBmore	HAB04	Lakeland Elem	72	5	50	45	55.6
HighrAchievmntBmore	HAB05	Arundel E/M	72	5	25	51	83.9
HighrAchievmntBmore	HAB07	PattersonPublicCharter	72	4	15	10	50.0

OST Program Lead	Program Code	School/Site	# Scoped Days	# Scoped Hours	# Scoped Seats	# of *Consented* Students	% of Enrolled with Consent
HighrAchievmntBmore	HAB08	City Springs	72	4	10	21	47.1
KoinoniaBaptistChurch	KBC01	Gardenville	127	3	50	49	94.2
LivingClassroomsFndn	LCF04	CommodoreJohnRoger	148	3	53	50	73.2
LivingClassroomsFndn	LCF05	City Springs	173	3	60	45	81.1
Parks & People	PPE03	Franklin Square	152	4	65	91	76.9
BmoreUrbanLeadrshp Foundation, The Door	TDO03	CommodoreJohnRoger	155	3	35	45	91.8
US Dream Academy	UDA01	Pimlico E/M	174	3	65	103	80.0
Village Learning Place	VLP01	Margaret Brent	147	3	64	89	91.8
YMCA	YMC21	DrRaynorBrowne	150	3	75	0	0.0
YMCA	YMC50	Waverly E/M	115	4	125	83	89.4
YMCA	MRV01	Moravia Park	121	3	50	47	71.2
Total	All	All	5,695	152	3,402	3,385	76.9

Table F.2
Characteristics of OST Participants (*with parental consent*), Compared to Total
School Populations, 2014-15

SY 2014-15	OST		% FARMS			% Special Ed Svcs		
School Site	OST Enrolled N	Regular Attenders N	School wide	OST Enrolled	OST Reg. Att.	School wide	OST Enrolled	OST Reg. Att.
City Springs	211	127	98.8	99.5	100.0	17.0	12.3	10.2
Lakeland	45	24	96.6	97.8	95.8	15.6	28.9	20.8
Tench Tilghman	119	62	97.9	100.0	100.0	18.5	11.8	16.1
Hilton	149	149	92.1	94.0	94.0	23.1	20.1	20.1
Wolfe Street	155	147	96.4	94.8	94.6	15.1	18.7	17.7
Westside	95	68	96.0	96.8	98.5	16.0	15.8	11.8
Rayner Browne	22	4	99.0	100.0	100.0	14.2	18.2	25.0
Commodore John	159	108	95.9	97.5	96.3	15.7	19.5	17.6
Wm Pinderhughes	21	10	96.2	100.0	100.0	14.9	14.3	10.0
Harlem Park	133	129	99.5	100.0	100.0	13.7	15.0	14.0
Waverly	58	54	92.2	98.3	98.2	16.7	20.7	22.2
Margaret Brent	84	75	89.2	82.1	80.0	19.8	20.2	18.7
Barclay	96	67	96.1	97.9	97.0	11.6	12.5	13.4
John Eager Howard	64	46	98.0	98.4	97.8	15.4	17.2	17.4
Liberty	99	95	94.5	97.0	96.8	16.1	17.2	16.8
Franklin Square	91	76	99.8	100.0	100.0	18.6	17.6	14.5
Collington Square	110	61	98.3	100.0	100.0	18.1	14.6	6.6

SY 2014-15	OST		% FARMS			% Special Ed Svcs		
School Site	OST Enrolled N	Regular Attenders N	School wide	OST Enrolled	OST Reg. Att.	School wide	OST Enrolled	OST Reg. Att.
Moravia Park	46	32	95.4	91.3	87.5	11.8	13.0	12.5
Samuel Coleridge	142	60	96.5	99.3	100.0	20.0	14.1	11.7
Furman Templeton	111	63	98.3	99.1	98.4	17.3	15.3	14.3
Booker T. Wash	56	28	98.2	96.4	92.9	31.6	25.0	28.6
Robert Coleman	140	113	98.6	98.6	98.2	15.0	12.9	12.4
Arundel	162	125	98.0	97.5	96.8	21.2	10.5	5.6
Gardenville	47	47	93.4	85.1	85.1	18.2	23.4	23.4
Guilford	118	64	94.8	97.5	96.9	15.6	14.4	15.6
Morrell Park	64	22	88.8	89.1	81.8	17.6	20.3	31.8
Pimlico	100	53	99.3	99.0	98.1	20.2	20.0	18.9
Arlington	31	31	94.5	100.0	100.0	15.6	12.9	12.9
Highlandtown 237	67	38	94.2	97.0	97.4	10.8	9.0	10.5
Armistead Gardens	72	46	91.5	98.6	100.0	17.5	9.7	8.7
Callaway	77	77	97.3	98.7	98.7	25.6	18.2	18.2
Dr. MLK	103	71	99.4	100.0	100.0	20.9	24.3	31.0
Calvin M. Rodwell	125	105	86.8	87.2	87.6	12.5	9.6	9.5
Patterson Pk Charter	90	72	81.5	83.3	83.3	15.9	13.3	13.9
Afya Charter	27	21	88.3	88.9	90.5	28.0	22.2	23.8
Total	3,289	2,370	94.9	96.4	95.7	17.1	16.0	15.4

Appendix G: OST Outcome Analyses

Unadjusted Outcome Comparisons

Table G.1

Mean Unadjusted ADA and Chronic Absence, 2014-15, One-Year OST Participants and Matched Comparison Students in Non-CommSchs

	OST for 1 Year		Comparison No OST	
Average Daily Attendance	Mean	St Dev	Mean	St Dev
Grades K-5	93.88	5.99	92.87	6.93
Grades 6-8	95.03	4.88	92.16	7.95
Chronic Absence				
Grades K-5	18.63	0.39	24.17	0.43
Grades 6-8	10.83	0.31	26.67	0.44
PARCC Performance, Grades 3-8				
Reading, % Met or Exceeded	12.1	0.33	11.72	0.32
Math, % Met or Exceeded	8.0	0.27	8.2	0.28
N	512		512	

Regression Results for OST Outcome Analyses

Table G.2

Relationship between 2014-15 PARCC Reading Proficiency and One-Year OST Participation and Prior Year Background Covariates (N=1,024)

	Log Odds	Robust S.E.
Intercept	-17.30	5.55
One-Year OST Participation [a]	.01	.22
Male	-.48	.24
Hispanic	-1.34	.67
African American	-.46	.43
FARMS	-.37	.39
ADA, 2013-14	.13**	.03
Chronically Absent	.99*	.47
Special Ed	-1.27	.41
Average school ADA	.08	.05
% School FARMS-eligible	-.03*	.01
Pseudo R-squared		.09

**p<.001 *p<.05

[a] Relative to matched comparison students.

Table G.3

Relationship between 2014-15 PARCC Math Proficiency and One-Year OST Participation and Prior Year Background Covariates (N=1,024)

	Log Odds	Robust S.E.
Intercept	-17.11	8.37
One-Year OST Participation [a]	-.07	.28
Male	-.26	.24
Hispanic	-1.42*	.69
African American	-.84	.51
FARMS	.24	.53
ADA, 2013-14	.14*	.05
Chronically Absent	-.20	.83
Special Ed	-1.08*	.40
Average school ADA	.05	.07
% School FARMS-eligible	-.02	.02
Pseudo R-squared		.08

**p<.001 *p<.05

[a] Relative to matched comparison students.

Table G.4

Relationship between 2014-15 Student-Level Average Daily Attendance and One-Year OST Participation and Prior Year Background Covariates, Grades K-5 (N=2,051)

	Log Odds	Robust S.E.
Intercept	42.54	9.62
One-Year OST Participation [a]	.84*	.28
Male	-.22	.24
Hispanic	.28	1.17
African American	-.15	.99
FARMS	-1.07	.61
ADA, 2013-14	.52**	.06
Chronically Absent	-.31	.72
ELL	.84	.60
Special Ed	-.37	.39
Average school ADA	.06	.08
% School FARMS-eligible	-.02	.02
Pseudo R-squared		.19

**p<.001 *p<.05

[a] Relative to matched comparison students.

Table G.5

Relationship between 2014-15 Student-Level Average Daily Attendance and One-Year OST
Participation and Prior Year Background Covariates, Grades 6-8 (N=240)

	Log Odds	Robust S.E.
Intercept	25.57	23.77
One-Year OST Participation [a]	3.19**	.91
Male	-.21	.84
Hispanic	.76	2.10
African American	.65	1.49
FARMS	-1.39	1.74
ADA, 2013-14	.43*	.21
Chronically Absent	.71	2.61
ELL	1.69	1.10
Special Ed	.42	.94
Average school ADA	.34	.17
% School FARMS-eligible	-.05	.06
Pseudo R-squared		.23

**p<.001 *p<.05

[a] Relative to matched comparison students.

Table G.6

Relationship between 2014-15 Chronic Absence and One-Year OST Participation and Prior Year
Background Covariates, Grades K-5 (N=2,051)

	Log Odds	Robust S.E.
Intercept	14.61	4.40
One-Year OST Participation [a]	-.38*	.14
Male	.06	.12
Hispanic	-.39	.70
African American	.28	.47
FARMS	1.41	.71
ADA, 2013-14	-.15**	.02
Chronically Absent	.32	.25
ELL	-.20	.39
Special Ed	.01	.18
Average school ADA	-.04	.04
% School FARMS-eligible	-.01	.01
Pseudo R-squared		.21

**p<.001 *p<.05

[a] Relative to matched comparison students.

Table G.7

Relationship between 2014-15 Chronic Absence and One-Year OST Participation and Prior Year Background Covariates, Grades 6-8 (N=240)

	Log Odds	Robust S.E.
Intercept	10.55	7.99
One-Year OST Participation [a]	-1.48**	.43
Male	.07	.34
Hispanic	-2.65	1.63
African American	-2.69*	1.09
FARMS	--	--
ADA, 2013-14	-.05	.05
Chronically Absent	.99	.68
ELL	--	--
Special Ed	.13	.37
Average school ADA	-.10	.07
% School FARMS-eligible	.06	.04
Pseudo R-squared		.18

**p<.001 *p<.05

[a] Relative to matched comparison students.   – no outcome variation by covariate.