**Exhibit 2. Community Schools Framework for Student Success**

**“Students Succeeding at School and in Life”**

<table>
<thead>
<tr>
<th>CONDITIONS FOR LEARNING</th>
<th>RESULTS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SHORT TERM</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development. | Children Are Ready To Enter School | Immunization rates  
Blood lead levels  
Parents read to children  
Children attend early childhood programs  
Receptive vocabulary level  
Families connected to support networks/services  
Vision, hearing, and dental status |
| The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students. | Students Attend School Consistently | Daily attendance  
Early Chronic Absenteeism  
Tardiness  
Truancy |
| Students are motivated and engaged in learning—both in school and in community settings, during and after school. | Students Are Actively Involved in Learning and the Community | Students feel they belong in school  
Availability of in-school and after-school programs  
Students feel competent  
Schools are open to community  
Attendance at before- and after-school programs  
Partnerships for service learning in the school/community  
Post-secondary plans |
| The basic physical, social, emotional, and economic needs of young people and their families are met. | Schools Are Engaged with Families and Communities | Trust between faculty and families  
Teacher attendance and turnover  
Faculty believe they are an effective and competent team  
Community–school partnerships |
| There is mutual respect and effective collaboration among parents, families, and school staff. | Families Are Actively Involved in Children’s Education | Families support students’ education at home  
Family attendance at school-wide events and parent-teacher conferences  
Family experiences with school-wide events and classes  
Family participation in school decisionmaking |
| The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community. | **LONG TERM** |          |
| | Students Succeed Academically | Standardized test scores  
Teachers support students  
Grades  
Teachers take positive approach to teaching and learning  
Graduation rates  
Dropout rates  
Reading by 3rd grade |
| | Students Are Healthy Physically, Socially, and Emotionally | Asthma control  
Vision, hearing, and dental status  
Physical fitness  
Nutritional habits  
Positive adult relationships  
Positive peer relationships |
| | Students Live and Learn In Stable and Supportive Environments | Students, staff, and families feel safe  
Schools are clean  
Families provide for basic needs  
Incidents of bullying  
Reports of violence or weapons |
| | Communities Are Desirable Places to Live | Employment and employability of residents and families served by the school  
Student and families with health insurance  
Community mobility and stability  
Juvenile crime |