

Final Report 2009-2011

Hartford Community Schools Evaluation

Submitted to the School-Community Partnership

OMG Center for Collaborative Learning
10/25/2011

Introduction

Hartford Community Schools (HCS) began implementation in January 2009 following a year of planning. From the outset, partners identified this effort as a school reform strategy and not a program. As this work enters its second phase of funding support, it is expanding into new schools with new partners. The progress and experience of HCS in its initial phase offer important lessons and opportunities about developing community schools as a school reform strategy in the Hartford community.

From the beginning, an important component of the Hartford Community Schools model has been its approach to partnership, engaging multiple stakeholders at the systems and school levels, including leadership from Hartford Public Schools, the City of Hartford, the Hartford Foundation for Public Giving, and the United Way (Leadership Team); core representatives from these community partners and others (School-Community Partnership); nonprofit organizations to manage the work at the school level (Lead Agencies); and various school-level partners (including principals and teachers). Appendix A provides a full overview of the HCS governance structure.

As the five original schools enter their third full academic year as community schools, partners can point to many programmatic wins at the school level. While progress at the systems level has inevitably been slower, partners can also identify many opportunities to continue developing HCS as a school reform strategy as this work enters its next phase.

About this report

The OMG Center for Collaborative Learning (OMG) began its evaluation in January 2009 and has submitted two annual reports to date. In this third report, we present findings from the past nine months since our last report in December 2010, draw some summary assessments across all three years, and provide recommendations for moving forward.

Throughout our evaluation, we have used three research questions to guide our thinking.

- How and to what extent do investing partners support the implementation of community schools? (*Systems-Level Implementation*)
- How and to what extent do Hartford Community Schools fully develop school-based partnerships, systems, and programs according to their community school models? (*School-Level Implementation*)
- To what extent are outcomes realized for schools, students, families, and ultimately communities associated with the community schools? (*Progress toward Outcomes*)

Section I includes a summary assessment of school- and systems-level progress across the three years of the initiative thus far.

Section II provides an overview of specific findings over the past nine months since our last report, highlighting areas of success and ongoing challenges around partnership development, school-level programming, and data capacity.

Section III highlights recommendations, based on our most recent data collection efforts and reflections across the full OMG evaluation period, for continuing the progress of Hartford Community Schools as it moves into the next phase.

In addition, this report includes a **Data Addendum** that presents an updated analysis of: (1) Hartford Public Schools (HPS), and (2) ETO data from the Hartford Office of Youth Services for the 2010-2011 academic year. We draw comparisons to the 2008-2009 and 2009-2010 academic year data included in our Year 2 report where possible. However, because of some concerns about the quality of the data match between the HPS and ETO data systems, we present these data, but draw only preliminary conclusions, recommending that additional data cleaning and inquiry may be necessary.

OMG Methodology

As mentioned earlier, we draw upon our two previous annual reports, as well as the following data collection methods that took place this year, including:

- In-person local leadership interviews (May 2011)
- In-person focus groups with community school directors and lead agency managers (July 2011)
- Follow-up phone interviews with the HCS director and HFPG program officer (August 2011)
- Secondary data requests from Hartford Public Schools and Hartford Office of Youth Services (July/August 2011)

For a comprehensive list of the methodologies utilized across the two-and-a-half years of our evaluation, please refer to Appendix B.

Section I: Summary Assessment and Recommendations

As HCS enters the next phase of funding and expansion, and OMG reaches the end of our initial evaluation period, we want to take this opportunity to reflect on the full scope and progress of the HCS work to date. We consider the findings and data presented in the first two sections of this report about 2010-2011 implementation and in our previous two reports to draw some summary assessments and recommendations for the consideration of all the partners involved in this work.

Typical of an urban environment and school district, Hartford Community Schools has taken root at a time of flux in the Hartford community, which is facing leadership shifts that range from the superintendent and mayor to the school and community school director levels. However, within this context, Hartford Community Schools has made some important strides forward, especially at the school level over the course of the past three years. Although systems-level change has unsurprisingly been slower, the School-Community Partnership (SCP) has successfully poised this effort to make progress. Appendix C provides a series of timelines highlighting the milestone activities that have taken place over the course of HCS at the school and systems levels, as well as some of the key contextual changes in the Hartford community over the course of the effort.

Below, we highlight some of the most critical areas of progress at the school level. In addition, we use the outcomes framework developed by the SCP and school-level partners (as we did in our second year report) to present a summary overview of progress toward HCS outcomes.

At the systems level, our progress findings focus on some of the conditions that are now in place and are recognized by partners as opportunities for pursuing broader-scale change in the Hartford community, rather than on specific indicators.

Based on these assessments, we conclude this section with an overview of the most critical areas of focus as this effort moves into the next phase of work and seeks to make greater progress not only across the individual HCS schools but also across the community.

School-level progress

As this effort enters its third full academic year and the second phase of funding support, OMG offers the following four elements as the areas where schools have made the most progress and seen the greatest development in the community schools work:

- **More robust community school programs:** Three of the five schools started this work with strong afterschool programs. However, across all five schools, community schools are offering new programs, not only during afterschool, but also during the school day—for example, running programs that support school leaders around truancy and discipline efforts and positive behavior models. In addition, new mental health services are in place at all five schools, and a mobile

medical van is serving three of the five schools. The lead agencies have also been able to leverage other partners, new and existing, to develop a more streamlined set of programs for students.

- **Increased capacity of lead agency staff:** Although two of the five community schools experienced a change in their community school director during the initial HCS phase, four of the five community school directors have been involved in this effort since the beginning. Going into the 2011-2012 academic year, all five original community schools have the same directors as in the previous year. In addition, the three lead agency managers across the five schools have remained consistent. This provides a level of stability and continuity at the schools, even as other community school staff turnover, and an increased ability and interest in taking on new community school activities.
- **Demonstrated value to school leadership:** Across the five community schools, many community school directors and their staff have made important strides in developing relationships with school leaders, evidenced by their growing involvement in school leadership activities—for example, governance teams and the willingness of some principals to support HCS efforts with funds over which they have discretion.
- **Increased data quality:** From the beginning, HCS made substantive financial and time investments in data collection. The quality of data has improved each year with very intentional efforts and the focus of the HCS director, community schools staff, and the HOYS data administrator. Although frustrations continue to exist, these data provide sites with monthly reports and also allowed for the year-to-year analysis included in this report.

Although we highlight the elements above as the strongest areas of school-level progress, as we did in our last report, Figure 1 on page 6 provides a summary assessment of progress toward all of the identified HCS school-level outcomes. Each outcome is ranked: strong progress; some progress; no progress; or not enough data to estimate progress.

Systems-level progress

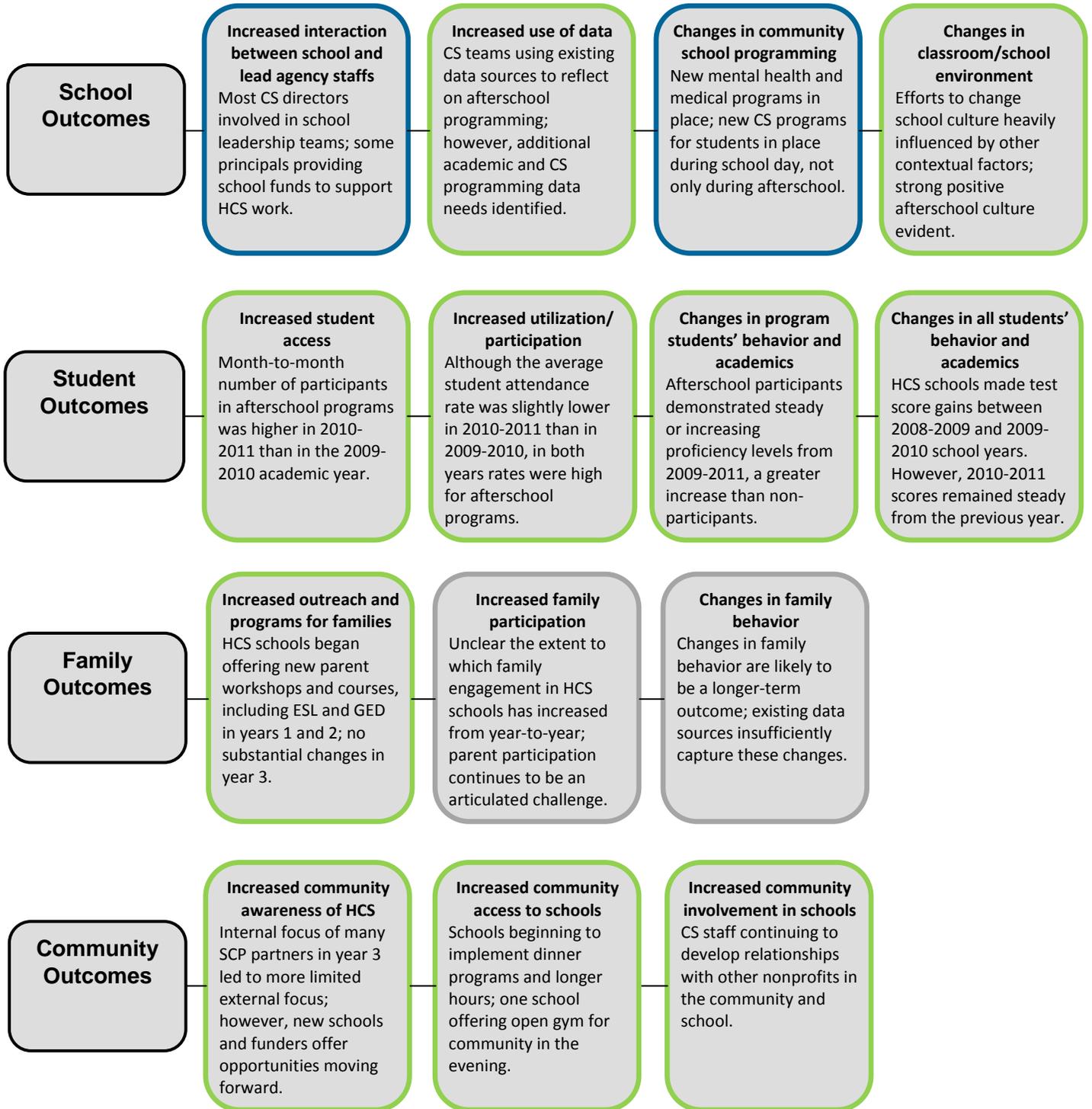
At the systems level, as we mentioned earlier, the pace of change has been slower. In OMG's experience working with systems-change efforts, this is not uncharacteristic when taking on broader-scale change in a community. Community leaders report steps forward and backward over the course of the initiative as HCS has adjusted and adapted to contextual changes, especially leadership shifts and priorities, at the school district level and in the city.

However, despite this flux, our most recent interviews uncovered a common interest and set of opportunities for the community schools work to continue to grow. Many partners at the community leadership and school implementation levels are thinking about how to expand this work by both going deeper in existing community schools and broadening

the number of schools involved in this specific school-community partnership effort. The following opportunities emerged:

- **Increased clarity about the importance of a systems-level focus:** Partners increasingly recognize the importance of aligning systems—e.g., data systems, financial resources, and policies across the school district, other city departments, and among philanthropic partners—to support the types of deep school-community partnerships that are the goal of community schools. Partners appear to recognize that changes at the school level are not enough to sustain HCS efforts in the long term.
- **District-wide emphasis on school-community partnerships:** The emphasis on school-community partnerships as a strategy across the school district is one that appears to have grown over the course of the initiative. Many recognize that HCS is well-poised to contribute lessons from the first phase of these efforts, as well as to help support continued progress toward the goal of deeper school and community integration.
- **Expansion of funding and school partners in HCS:** During the 2011-2012 school year, HCS added two new schools through the support of two new funding partners and additional resources from the United Way. These new commitments offer an important expansion opportunity for HCS—hopefully demonstrating interest and ability to scale the community schools strategy, through increased community involvement at the school level and among community partners.

Figure 1: Evidence of Progress toward HCS Outcomes



Strong Progress

Some Progress

No Progress

Not Enough Data

Section II: Update: 2010-2011 Implementation

Bottom-Line Academic Year 2010-2011 Assessment:

Contextual factors played a role in slowing progress at the systems level this year with various changes in leadership and strategy taking place in the Hartford community among partners. However, even in the face of these contextual challenges, HCS secured funding for another phase of work for the five original community schools, as well as two new community schools. At the school level, the five original community schools continued to make programmatic progress but still struggled in effectively tapping systems-level support.

Since our last report, many important shifts have taken place in the Hartford community that impacted the HCS work. This summer a new superintendent took the helm at Hartford Public Schools, and although it was an internal promotion, she comes with her own vision for community schools. One of the major partners, the Hartford Office of Youth Services, merged with two other mayor's offices to create a new Office for Children and Youth, raising concerns about the visibility of HCS in the larger structure. The Hartford Foundation for Public Giving (HFPG) underwent a strategic planning process and revamped its grant-making strategies in the community, renewing its commitment to HCS for one additional year. Last, a new mayoral election is underway, which leaves the support of another significant partner in question.

These shifts in the community had a strong impact on HCS' systems-level work. Partners reported backtracking regarding some of the strides highlighted in our Year 2 report. However, in OMG's experience working with systems-change efforts, these kinds of fluctuations in a partnership are to be expected and can be opportunities for strengthening efforts if weathered effectively.

At the school level, progress continued as schools focused on adding services and supports in addition to their afterschool efforts. However, opportunities still exist for strengthening cross-school supports and structures to deepen and expand community school efforts.

Figure 2 on page 8 provides an overview of our 2010-2011 academic year findings, highlighting specific areas of success and ongoing challenges across three areas: partnership and engagement, data capacity and use, and school-level programs. More detailed explanations and implications of these findings follow the summary chart.

Figure 2: Overview of 2010-2011 Implementation Findings

	Successes	Challenges
Partnership Structure and Engagement	<ul style="list-style-type: none"> • New resources: New resources from existing partners and new partners are in place to expand the HCS portfolio from five to seven schools. • Strong cross-school connections: Community school directors and lead agencies continue to strengthen relationships across the five original schools. • Recognition of school-community partnerships as critical district strategy: New district leadership supports school-community partnerships and recognizes HCS as part of that strategy. 	<ul style="list-style-type: none"> • Under-resourced staff: Stretching a single full-time person to manage deepening school-level implementation and systems-level change efforts is a challenge. • Partner leadership changes: Leadership changes and personnel shifts within the SCP member organizations have resulted in some loss of momentum and lack of clarity around the HCS agenda. • Lack of clarity about HCS as a leading reform strategy: The role of HCS as a leader for all school-community partnerships in the district versus just one reform strategy among other community partnership strategies is unclear. • Reactive solutions: Conversations about school-level challenges are more often addressed as one-off troubleshooting challenges versus opportunities for broader-based system solutions.
Data Capacity and Use	<ul style="list-style-type: none"> • Improved ETO data quality: Through the effort of the HCS director, conversations around data quality have been made a top priority, leading to significant strides in data collection. • New orientation tool: Data training and assistance has helped orient new community school staff members. 	<ul style="list-style-type: none"> • Narrow data collection focus: Data collection is still focused primarily on afterschool programming even though community schools efforts are broader than afterschool. • Data use support: Data trainings have been repetitive and could be strengthened to better support the use of school-level data in decision-making.
School-Level Programs	<ul style="list-style-type: none"> • Expansion beyond afterschool: Community schools continue to expand beyond afterschool programming to include more school day enrichments and community partnerships. • Principal support: Community school directors continue to play stronger roles in school leadership with support of principals. 	<ul style="list-style-type: none"> • School-based budgeting: The lack of community school dedicated funding from the district has resulted in schools having to compete for resources, often piecing together a variety of financial resources to support programming. • Teacher understanding and buy-in: Community school staff and leaders indicate a tension between school building buy-in and engagement in community school efforts, particularly among teachers.

Partnership Structure and Engagement

Since December 2010, a key step forward for the partnership has been securing the support of additional funders and implementing a process for the selection and inclusion of two new community schools in Hartford Community Schools. With two new community schools identified to join the effort, the School-Community Partnership secured the support of the Vance Foundation, The Fund for Greater Hartford, and the United Way, and released a request for proposals for lead agencies to head the community schools, selecting the Village for Families and Children and the Boys and Girls Club as the new lead agencies. In addition, HFPG committed another round of funding to the three original lead agencies and five original community schools for another year.

- ***Implication for future work:*** The addition of two new schools and funders is an important benchmark of the initiative, but raises questions of how new partners are included at the SCP level, how the community school model is evolving, and how the initiative plans to scale up while continuing to deepen work in existing community schools.

The creation of a Hartford Community Schools director continues to be highlighted as a key lynchpin in this initiative. However, the capacity of a single full-time staff person within an unclear authority structure to manage both school-level implementation and systems-level change conversations continues to be a challenge. Community school partners indicate the need for a stronger central authority and intermediary to facilitate the leadership structure. Evidence suggests that despite the strides made in bringing new partners to the table and securing additional resources, the current structure still needs to be positioned better to influence policy decisions that result in significant systems change. Specifically, the HCS director role is not enough to influence leadership at the school district and SCP member organizations. Partially, the level of influence is impacted by the reporting structure—whereas the director is employed by the HFPG and is stationed at the school district, with dual reporting requirements to those entities.

- ***Implication for future work:*** As the SCP develops its accountability structure, the director's role needs to be re-evaluated and given the administrative and leadership support to allow greater focus on key policy areas. Likewise, providing the position with the autonomy and leadership to take on this role is critical to the sustainability of HCS.

Leadership changes and personnel shifts within the SCP member organizations have resulted in some loss of momentum and lack of clarity around the HCS agenda. However, partners are very aware of this challenge and are seeking to address this. With shifts in HCS partner leadership and the contextual landscape, community school leaders at both the school and partnership levels are increasingly aware of the need for a cohesive governance structure at the SCP. The partnership is still

operating mostly in a mode of multiple partner organizations that function as separate entities rather than operating as one with a unified vision and strategy to advance the community school initiative.

- ***Implication for future work:*** Without a unified and cohesive strategy, the power of the SCP and Leadership Team to influence broad-scale change is in question. Fluctuations in leadership and context are a natural challenge that partnerships have to address, but having a commitment to a common vision and strategy is critical to sustaining such changes.

The change in leadership at the district level presents an opportunity to renew the commitment and get additional buy-in from the district in support of the HCS work. Last year, HCS gained momentum following the release of positive CMT data showing community schools as a key element of Hartford’s school reform strategy. However, with the appointment of a new superintendent, school and community leaders are unclear about the commitment of the new administration to the community school model. Although the prior superintendent had made a pledge to having every school be a community school and the current superintendent is committed to a school-community partnership strategy, how HCS fits into a broader school-community partnership strategy is unclear. While Hartford Public Schools supports the work financially through supporting the costs of district level staff, evaluation and transportation, to date, there is not additional allocation that schools receive through the district when they are designated as community schools. As a result, costs of security and maintenance need to come out of the school’s regular student based budgeting allocation. In some schools, this has been an issue for principals who are required to staff the facility in the after school hours.

- ***Implication for future work:*** Supporting community schools through external funding sources (e.g., HFPG) has been critical to developing the HCS model. However, to maintain and expand HCS in a sustainable way will require a common understanding of how HCS fits into district- and city-level strategies, as well as the commitment or reconfiguring of public resources to support HCS.

Although systems change is a key area identified in the HCS theory of change, the extent to which systems-level shifts have occurred through the work of the School-Community Partnership is limited. Evidence suggests that better linkage between the needs of community schools and resources available at the SCP level is required to advance the work. Community school lead agency staff indicate that they often spend a great deal of time and resources to get services that might be available fairly easily through partners at the SCP level. At the same time, some SCP members indicate that they are not aware of how their resources can better be connected with the needs of the schools. Some examples of these issues are the lack of connection to additional school resources at the SCP level, and the need for a structure to guarantee uniform principal accountability across schools and a commitment to the initiative at all of the community schools.

- ***Implication for future work:*** The SCP and Leadership Teams need to shift conversations to solutions at a policy and systems level that have the potential to impact not only the five community schools but also schools across the district.

Community school collaboration, especially among the community school directors and lead agency managers is strong, providing opportunities for developing cross-school programming and troubleshooting. Community school lead agencies and staff are increasingly collaborating to leverage existing resources that improve programming, such as the recent acquisition of a medical mobile van. Mental health services are also available across all schools with the exception of HMTCA. Staff regularly provide support to each other, and share resources and practices across the community schools.

- ***Implication for future work:*** The network that has developed among the original lead agencies and schools provides a strong base for bringing in the two new community schools and new lead partners. In addition, it serves as a potential model for sharing with and across other school-community partnerships.

Data Capacity and Use

Significant strides have been made to improve data collection in ETO with advances in the types of reports generated and information available. Through the effort of the HCS director, conversations around data quality have continued to be a top priority and schools made progress in more timely data collection and increased data quality. Through the capacity of HOYS staff, monthly reports about afterschool attendance are now available for both school staff and SCP members.

- ***Implication for future work:*** With current data collection efforts more stable, opportunities now exist for moving on to other data collection and use priorities.

Data collection is still focused primarily on afterschool programming even though there are many other aspects to community schools. Evidence suggests that community school partners are finding it difficult to move beyond tracking basic afterschool programming. There is an increased desire to look at broader outcomes beyond the afterschool component, particularly those outcomes around family and community engagement. To some extent, the current reports generated by ETO are perceived as catering more to the needs of investing partners and grants management, rather than being used for planning and refinement at the school level.

- ***Implication for future work:*** Data collection needs to move toward capturing more of the elements in the outcomes tools, not just afterschool attendance, but other student and parent outcomes as well. Furthermore, more targeted training with community school lead agencies could help to strengthen use of ETO and other data for programmatic decision-making.

The data training and assistance currently provided are useful for orientating new community school staff members and getting a common understanding of data related to HCS. However, the recent trainings are viewed as being repetitive and not

particularly helpful in getting schools to develop a real interest in data for decision-making. School-level staff appreciated the training that occurred over the past three years, but they are eager for more training around data collection and use that focuses on indicators beyond specific student outcomes. They highlight the importance of broader community and parent/family indicators that might inform current programming.

- ***Implication for future work:*** Shifting from a model of group evaluation trainings to more one-on-one assistance to help support individual community school staff could bring about stronger data use outcomes.

School-Level Programs

The community schools are continuing to move from just providing afterschool-focused programming to more school day enrichments and involvement. Some examples include schools where class time is dedicated to a specific enrichment program, teen outreach programs that are incorporated into the school day, community service learning opportunities, as well as community school led alternative settings to address some of the behavioral issues in the classroom. In addition, community school staff are continuing to build and bring in additional partnership resources to the schools. For example, two schools developed a partnership with the Hartford Police Department to provide a range of behavioral classes and activities for students and another school developed a partnership with Capital Workforce to provide students with summer jobs and skills training.

- ***Implication for future work:*** Schools should continue to pursue opportunities that build on these kinds of tailored approaches to developing programming that support identified school needs. This approach highlights how school-community partnerships across the district can strengthen connections to provide a more integrated suite of supports for students.

Evidence suggests that community schools have forged strong relationships and a sense of trust at the community school director and principal levels, often calling on one another for support and integrating efforts. Community school directors indicate that they are continuing to develop stronger relationships with school leaders. They attribute this development to better data-sharing, more access to core school meetings and trainings, as well as seamless communication.

- ***Implication for future work:*** Although individual relationship building is key to partnership development, more attention needs to be paid to building in systemic supports and accountability mechanisms that will maintain integration of school and community staff during leadership changes.

Schools cite having pieced together a variety of financial resources to support the community school programming. However, they indicate a challenge in replicating services without dedicated funding from the district. Community schools have varied funding sources such as the 21st Century Community Learning Center grants, United Way funding, Department of Social Services funding, State Department of Education funding, and some corporate funding. However, they indicate challenges in continuing

this work without having a dedicated budget from the school district. For example, many community schools are interested in expanding to community- and family-oriented programming, but issues such as staffing, building security, and additional resources continue to be a deterrent.

- ***Implication for future work:*** Without the commitment of dedicated resources from the district, the sustainability of community school efforts is in question and although the drive exists to extend and expand services, the resources may not be available to support such changes.

Community school staff and leaders indicate a tension between school building buy-in and engagement in community school efforts particularly among teachers.

Evidence suggests that communication is not necessarily extending beyond principals and that schools still struggle with reaching a common vision of community schools. Staff turnover and consistent messaging have been cited as reasons for lack of a community school brand. Some community school staff members indicate they are being given opportunities to address and be involved in school-wide staff development opportunities. However, regardless, reaching and orienting new staff continues to be a challenge.

- ***Implication for future work:*** School staff turnover is likely to be an ongoing challenge that community schools will face. Identifying and implementing structures for orienting new staff will be critical to maintaining a sustained, integrated community school effort in schools.

Section III: Recommendations for Moving Forward

OMG's overarching recommendation for partners moving forward is: to better connect school-level progress with systems-level progress. Although some mechanisms have been put in place for sharing information across the school and HCS leadership levels—in particular, the role of the HCS director—evidence suggests that opportunities exist for further strengthening the connection between these two levels of the work.

With a stronger flow of actionable information between school- and systems-level conversations in mind, we make the following recommendations for moving forward:

- 1. Expand data collection to reflect broader community school goals:** To date the data collected through the ETO system have focused almost entirely on attendance in different afterschool activities. However, these data reflect only a fraction of expected community school efforts, which also seek to support school day activities, as well as stronger family and community connections. This is reflected in our analysis of the progress to date on HCS outcomes; the data available to measure and inform non-afterschool activities are limited.
- 2. Develop a common understanding of how HCS fits into Hartford Public Schools' larger school-community partnership strategy:** HCS offers a powerful model for school-community partnerships. But many HCS partners acknowledge that other models of school-community partnerships exist in Hartford schools. Determining and coming to a common understanding about how HCS fits into the HPS' larger school-community partnership strategy is critical for identifying appropriate expansion efforts—whether through bringing more schools into the HCS fold or sharing practices and lessons learned with other school-community efforts to deepen these types of partnerships across the district.
- 3. Identify system alignments and policies that could support sustainability and work beyond specific HCS schools:** Almost three years into this initiative, the experiences of the five community schools involved in HCS provide important information about system obstacles that challenge the implementation of school-level partnerships. For example, the time required for signing an MOU to bring a mobile medical van to three of the five schools or the challenges of keeping school buildings open to the community for extended hours due to security costs. Are there lessons from experiences like these that could be addressed at a policy level to ease the development of these kinds of programs in the future?
- 4. Ensure integration of new partners and new leaders in this work:** In OMG's experience, navigating changes in partnership composition is a challenge that many community-level partnerships face. However, with the flux in leadership that is inevitable in urban communities and the importance of continuing to expand the partnership to include new influential players in the community, ensuring that structures are in place for including new partners is critical. Expanding beyond the founding partners and members is essential to the sustained success of community-level partnerships.

Data Addendum: 2010-2011 Findings from HPS and HCS Data

In this section, we present data from the 2010-2011 school year from Hartford Public Schools, and the HCS afterschool attendance data from the ETO system, managed by the Hartford Office of Youth Services. We compare these 2010-2011 data to those data that we received and analyzed in our Year 2 report, for 2008-2009 and 2009-2010.¹

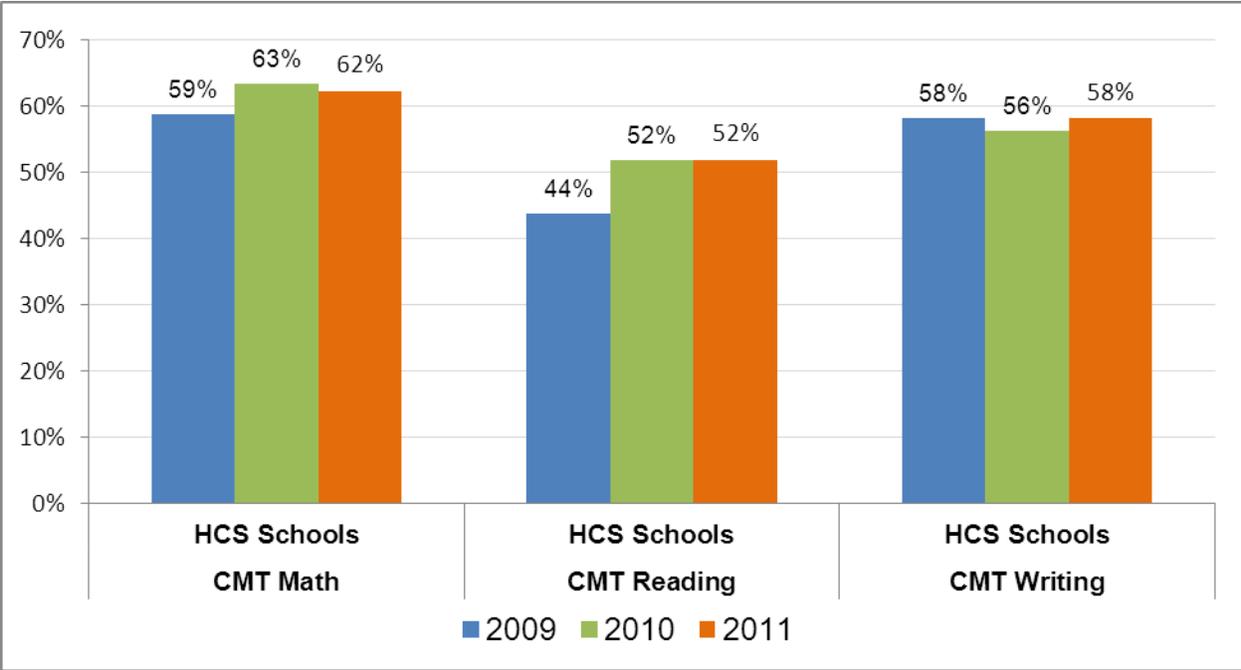
Although we present test scores in this section and there is a tendency to focus on test scores as evidence of progress, caution must be exercised in interpreting these findings. The 2010-2011 academic data show positive patterns, but it is important to remember that more data verification should be conducted as well as an analysis of what other factors are driving these patterns. It is important to note that: (1) The data sets include missing data, which could be the result of certain students not taking the exams or other issues with compiling the data files at the district level. (2) Even if confidence existed with the current data set, it is difficult to attribute the HCS strategy as the primary driver of this change. There are many interventions at the school and district levels that may play a role in assessment outcomes. (3) It is difficult to move the needle on test scores, and this raises concern whether this is a fair assessment of the strategy in the short term. Other more appropriate measures might be used to demonstrate change, such as school attendance, homework completion, grade retention, behavior violations, etc. OMG recommends that these data be collected at the school level, in addition to administering a climate survey to teachers, students, and parents to measure perceptions of change.

The ETO data that OMG received about enrollment and attendance in the afterschool portion of the day showed higher enrollment figures. It is important to note that to some extent enrollment figures are dependent on levels of funding. The student attendance rate was 74% on average, slightly lower than last year. Although these results are considered good by afterschool programming statistics in high-poverty communities (where typically 50% of students attend on a consistent basis), there is still room for improvement. OMG would recommend placing a greater emphasis on encouraging students to attend regularly.

The graphs below highlight trends in academic achievement, enrollment, and attendance data.

¹ ETO data were not available for 2008-2009. Therefore comparisons to our Year 2 report data for afterschool attendance include only 2009-2010 data.

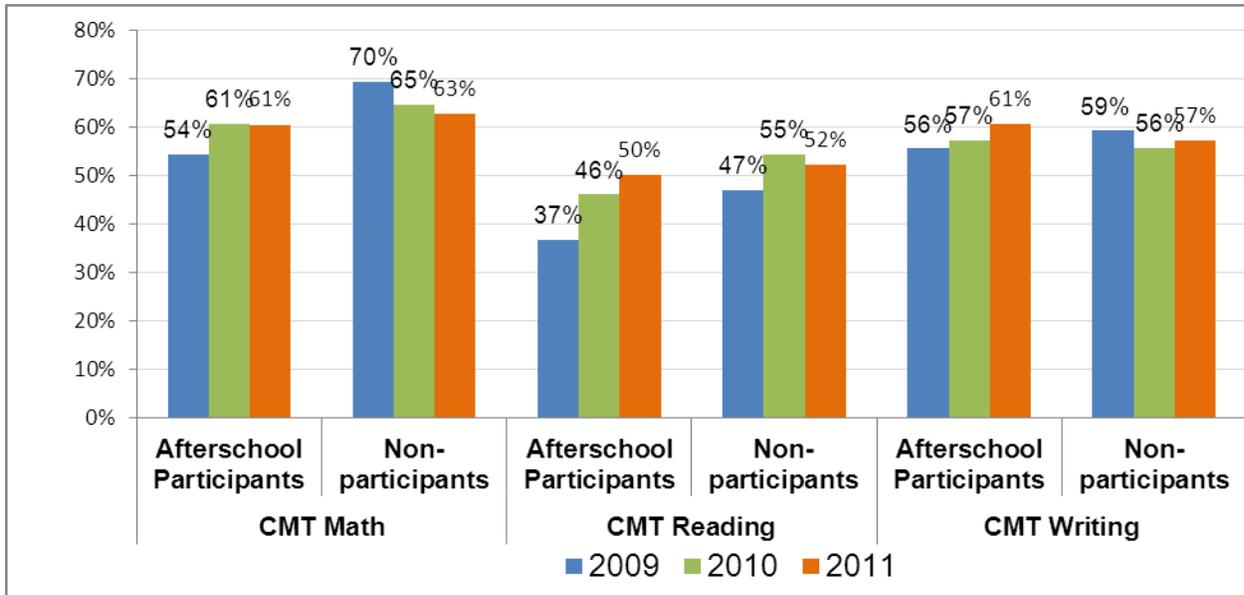
Graph 1: Percentage of Students Scoring At/Above Proficiency on CMTs at HCS Schools (2009-2011)



Note: Appendix D provides information about Ns.

The CMT scores in Hartford Community Schools appear to be about the same in 2011 as in 2010. Math scores declined slightly since 2010 but remained higher than in 2009; writing scores increased slightly between 2010 and 2011 (graph 1).

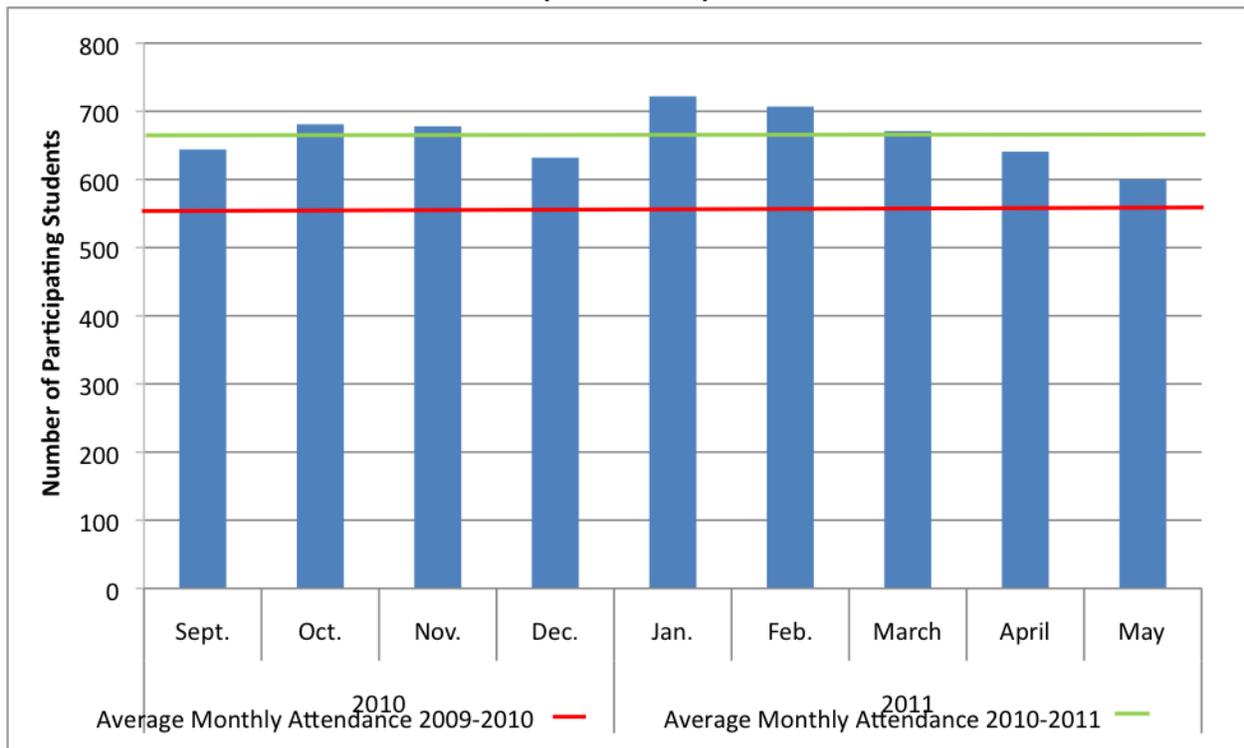
Graph 2: Percentage of Afterschool in Comparison to Traditional Day Students Scoring At/Above Proficiency on CMTs² (2009-2011)



Overall, afterschool participants scored at proficient levels in 2011 as or more often than in 2010, where non-participants scores dropped in math and reading between 2010 and 2011. Proficiency level increases between 2009 and 2011 were higher for afterschool participants than non-participants. The students that attend the after school portion had lower rates of scoring above proficiency in math and reading; however their writing scores were above proficiency more often than non-participants (graph 2).

² HCS Afterschool participant and non-participant data is from OMG’s analysis of matched HPS and ETO data for all five schools.

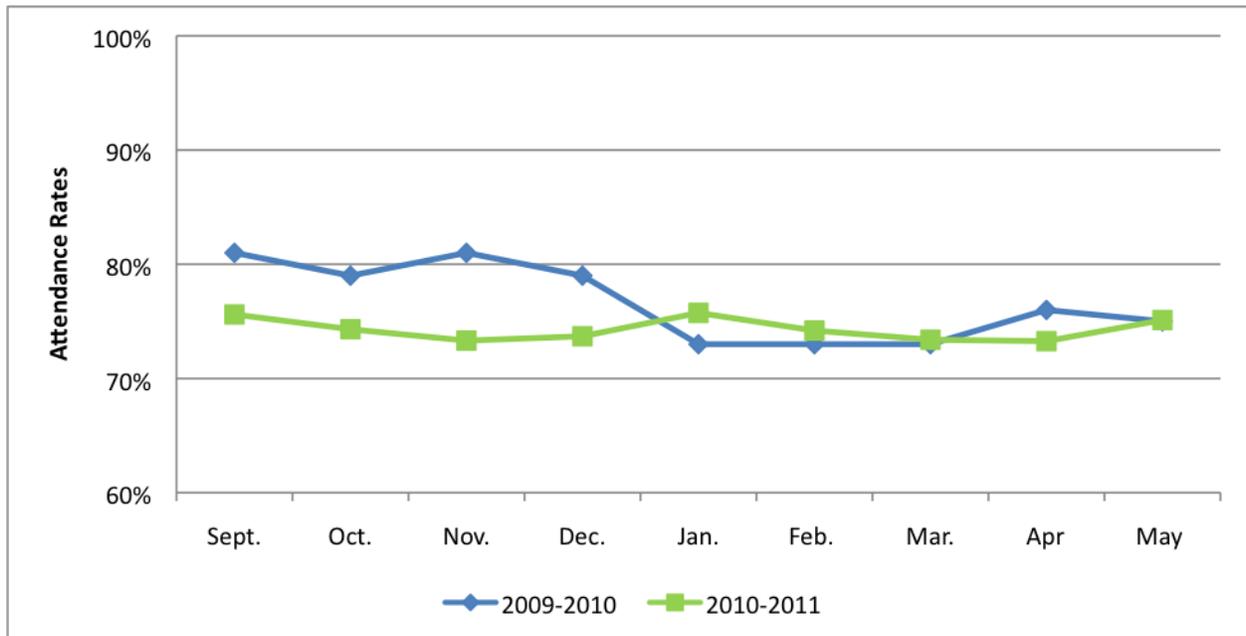
Graph 3: Student Participation in HCS Afterschool Programs Each Month (2010-2011)



The average enrollment was 664 students each month across the five community school afterschool programs between September and May.³ The enrollment varied month to month. However, as might be expected, enrollment was highest during the colder months. During the month of January 2011, student enrollment reached a high of 722 students (graph 3).

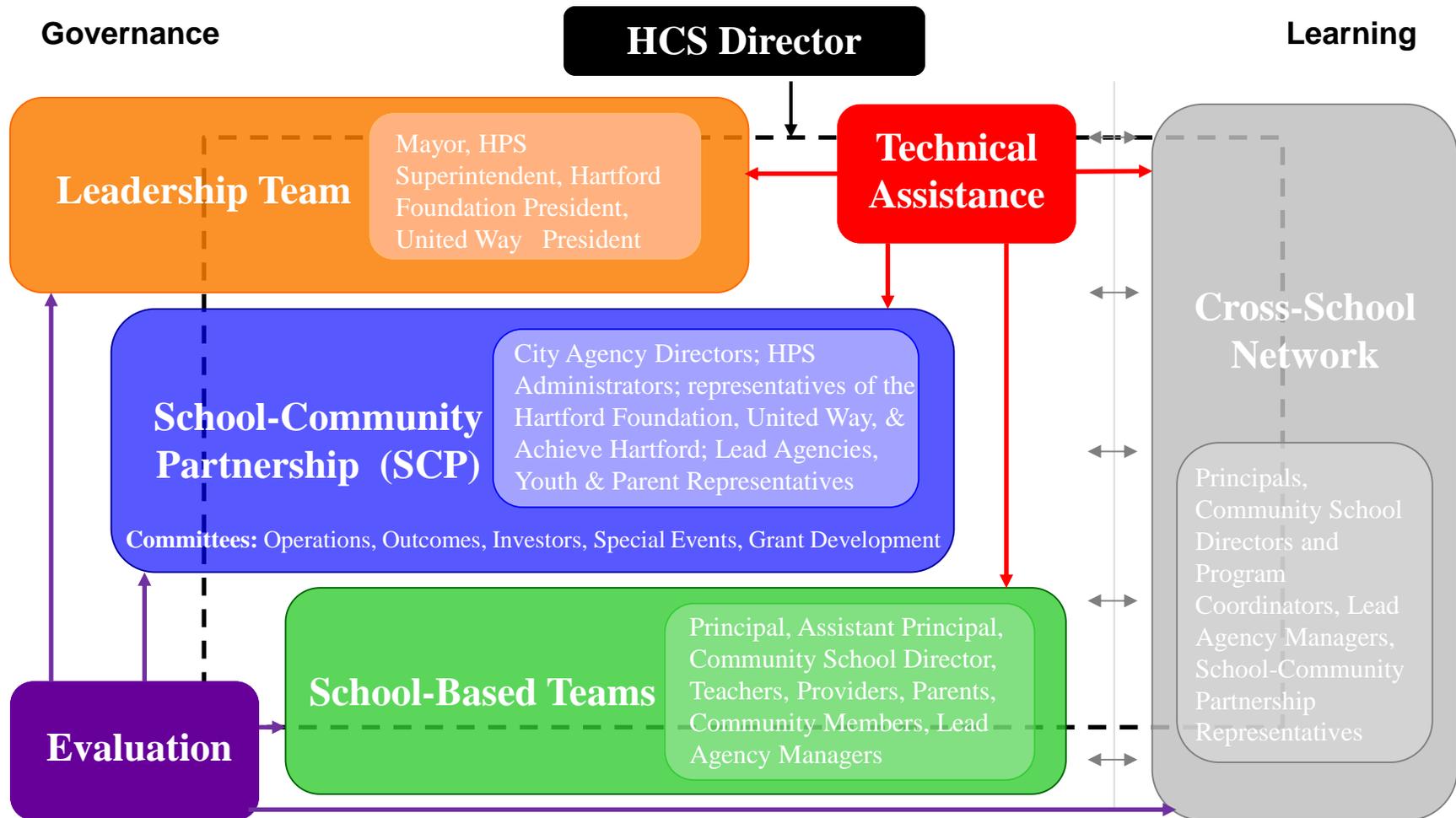
³ June data were excluded from our analysis due to the fact that the school year ends mid-month and some programs do not run into June.

Graph 4: Average Student Attendance in HCS Afterschool Programs Each Month (2009-2010 and 2010-2011)



The average attendance rate of individual students between September 2010 and May 2011 was 74%, a strong rate for an afterschool program. Although this rate was lower than 2009-2010 in the early months of the school year, the consistency of student attendance rates was much stronger in 2010-2011 and in the later months of the school year, the attendance rate was even with 2009-2010 rates (graph 4).

Appendix A: Hartford Community Schools Partnership Structure

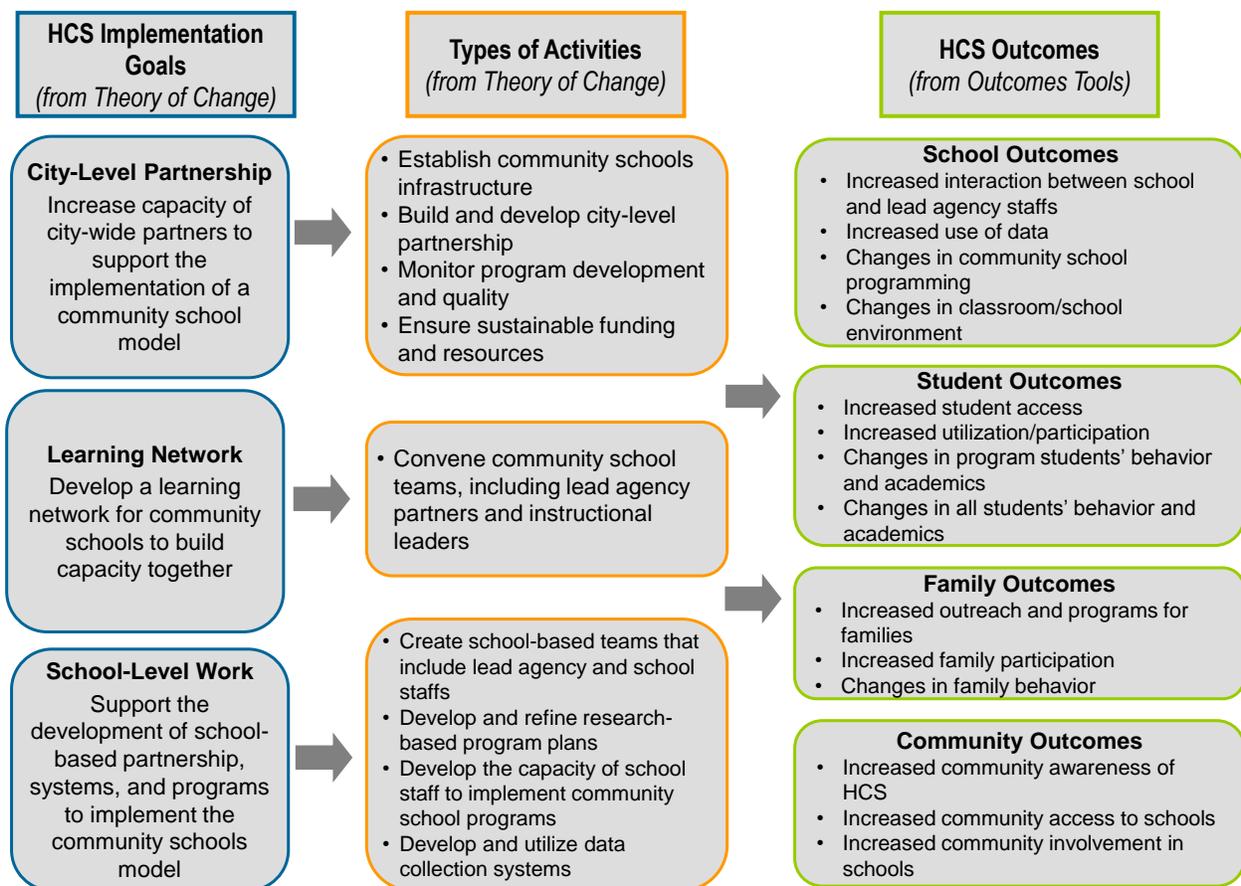


Adapted from HCS Governance Structure chart developed by the SCP; modified to include other additional key structures including the Cross-School Network and role of the HCS Director.

Appendix B: Comprehensive Methodology

OMG Center for Collaborative Learning (OMG) is conducting a multi-year evaluation of the initial phase of Hartford Community Schools (HCS) from January 2009-August 2011. The emphasis of this evaluation includes:

- **Formative data collection:** Methods to document and learn from progress in implementation efforts;
- **Summative data collection:** Methods to identify and track key outcomes; and
- **Participatory design:** Engagement of community- and school-level stakeholders to build their capacity to collect, use, and analyze evaluation data.



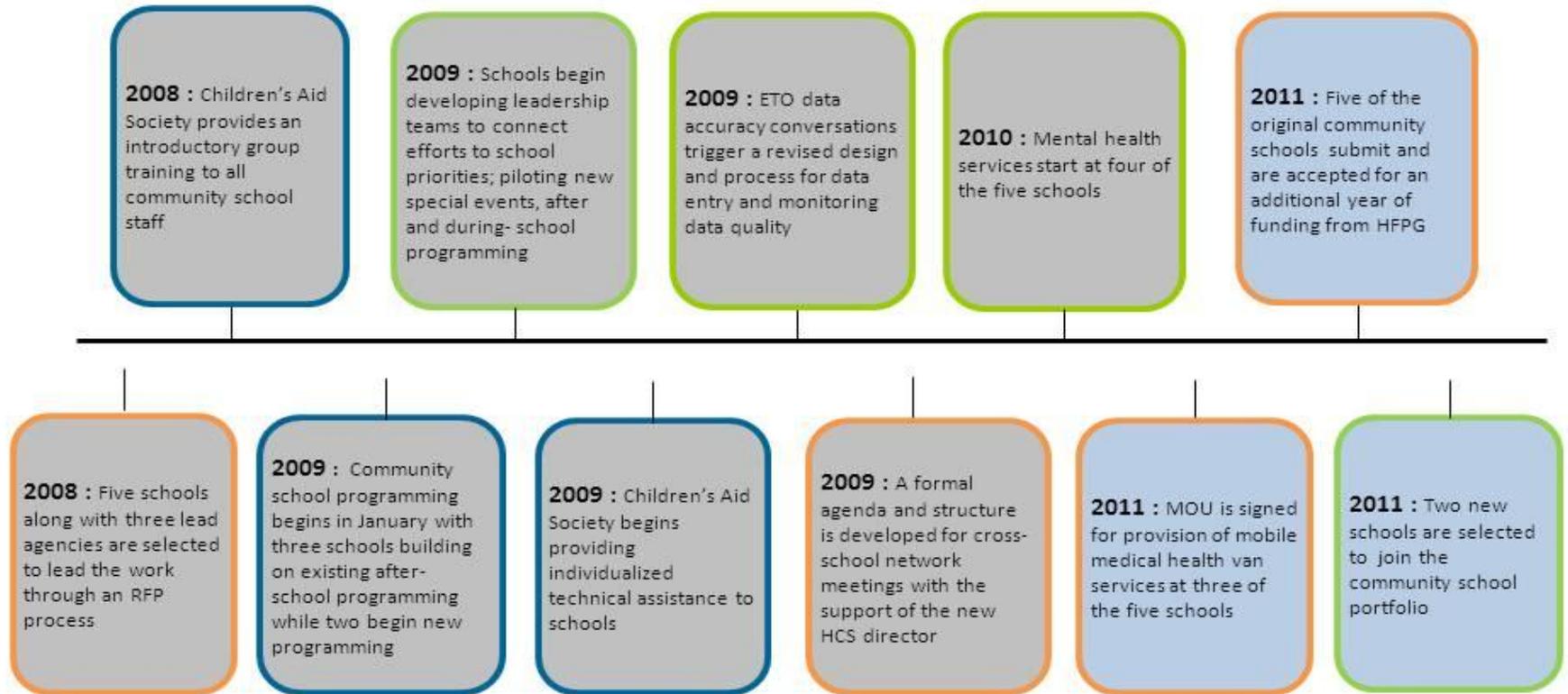
Our research methodology and evaluation questions (outlined in the full report) draw heavily on the theory of change developed with HCS partners in February 2009, as well as a series of outcomes tools developed in June 2010. The figure above provides an overview of these frameworks.

In the first year of OMG's evaluation, data collection and analysis focused primarily on documenting initial implementation efforts (see OMG's Year 1 report). In the second year, OMG's data collection focused on implementation efforts, as well as early indicators of initiative progress toward outcomes (see OMG's Year 2 report). Methods to document the ongoing implementation of HCS efforts at the city and school levels included:

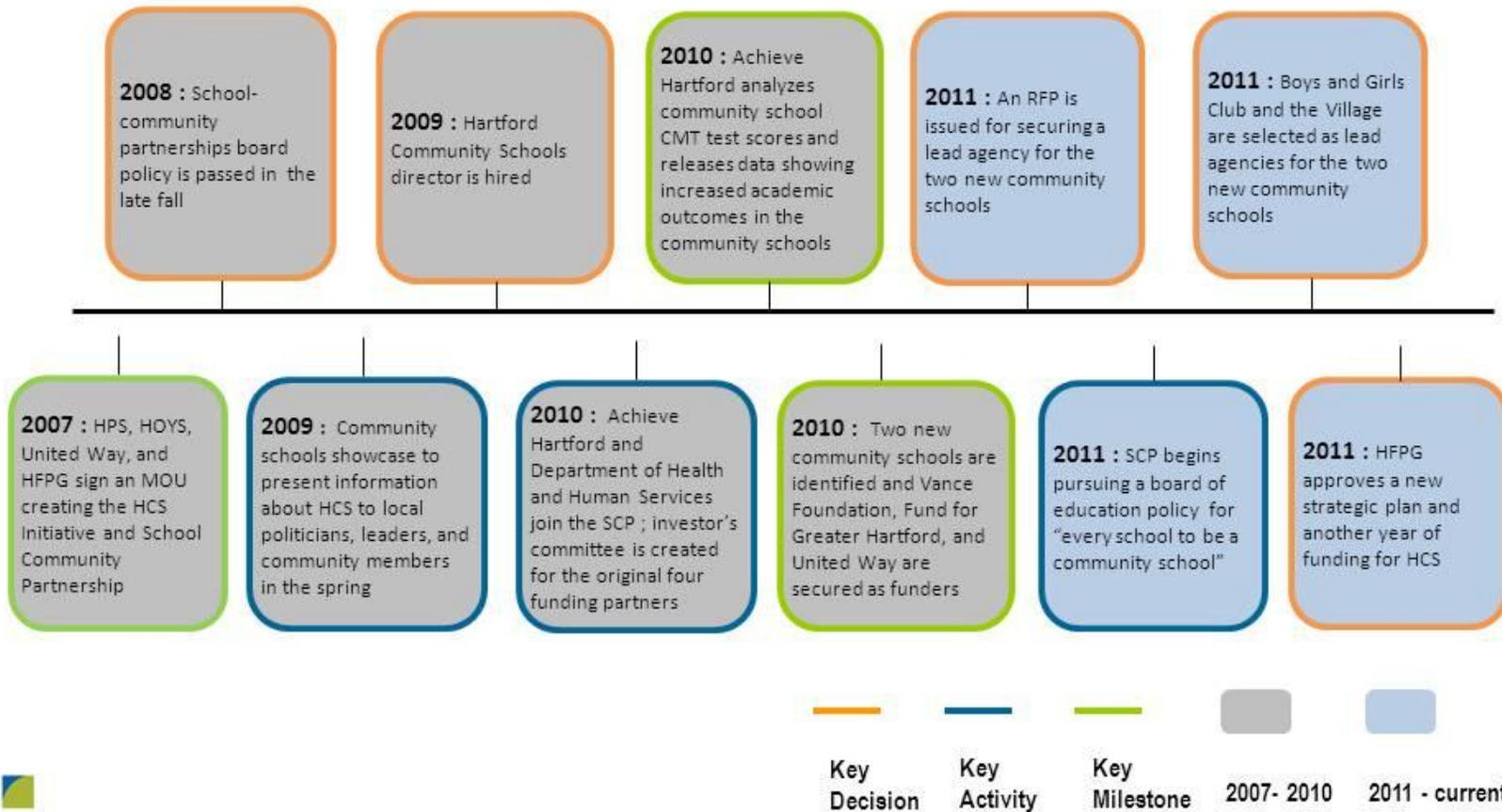
- HCS Theory of Change (February 2009)
- Local leadership interviews (March 2009)
- First evaluation liaison training (April 2009)
- First series of site visits (May 2009)
- HCS Theory of Change Refresh (August 2009)
- Second evaluation liaison training (December 2009)
- Developing Outcomes Tools (Spring 2010)
- Community school director and lead agency manager focus groups (April 2010)
- Local leadership interviews (May 2010)
- Second series of site visits (November 2010)
- Local leadership interviews (May 2011)
- Third evaluation liaison training (June 2011)
- Community school director and lead agency manager focus groups (July 2011)

Appendix C: Key Milestones, Activities, and Contextual Changes

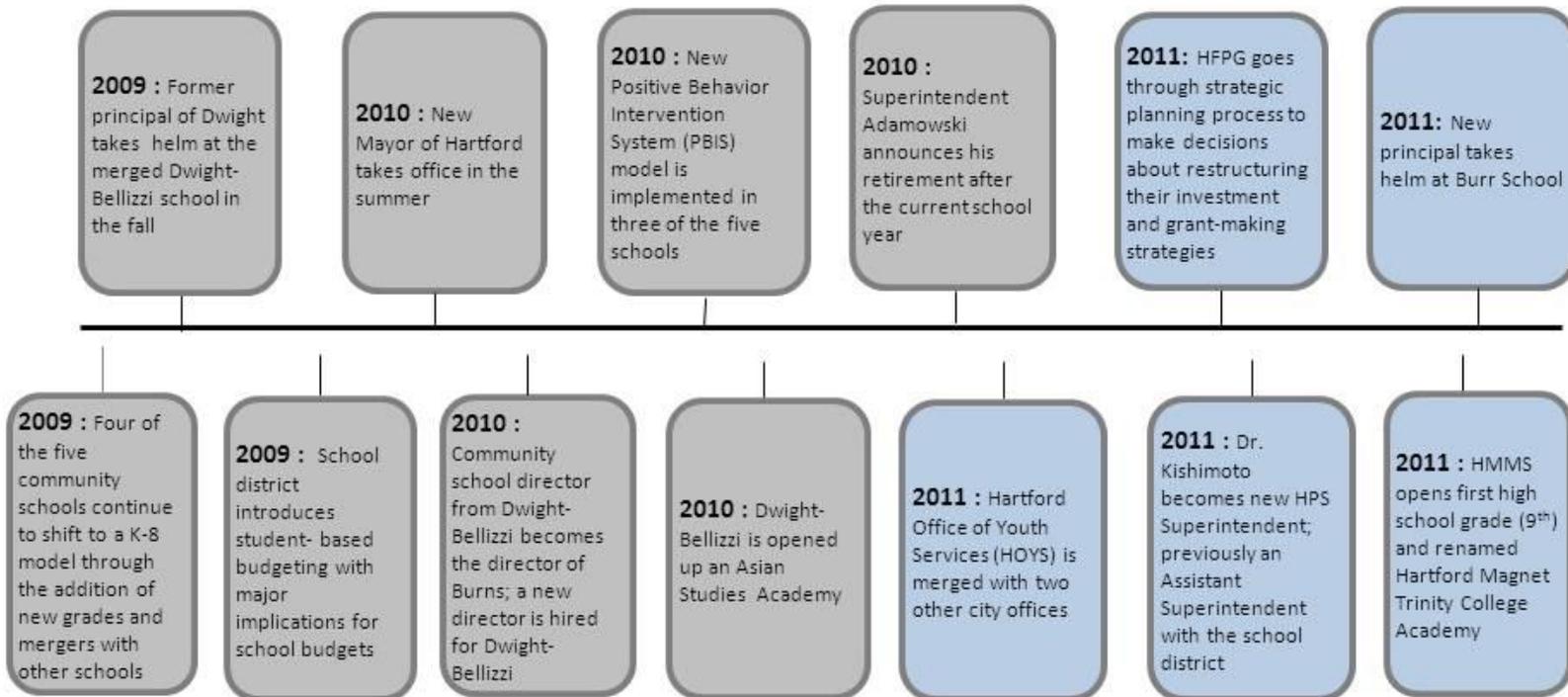
School Level



City Level Partnership



Key Contextual Changes



2007- 2010
 2011- current

Appendix D: Number of Students Included in Analyses for Graphs 1 and 2

Graph 1: Percentage of Students Scoring At/Above Proficiency on CMTs at HCS Schools (2009-2011)

	2010	2011	2011
Math	733	1071	1113
Reading	539	871	914
Writing	772	1036	1113

Graph 2: Percentage of Afterschool in Comparison to Traditional Day Students Scoring At/Above Proficiency on CMTs (2009-2011)

	2009	2010	2011
Math - nonparticipants	597	740	829
Math - afterschool participants	210	331	284
Reading - nonparticipants	402	625	680
Reading - afterschool participants	140	246	234
Writing - nonparticipants	545	702	814
Writing - afterschool participants	227	334	300