



Step 1: The Community Schools Logic Model (LM)

The design principles suggest that community schools be built to achieve results for students, families, and the community. These results should be developed around a Logic Model (LM). CCS created the LM (page 8) to help guide community school efforts around improving student learning and development and strengthening families and communities.

By focusing their work around results, community schools can position themselves to identify partnerships, secure funding, and achieve selected results. The toolkit is organized around the LM to provide community schools nationwide with common language for assessment.

Using a “Results Based Accountability (RBA)” process, the specific results that community schools seek – both in terms of how they function and in relationship to the well being of students, families, and communities – were determined. Mark Friedman defines RBA as:

...a disciplined way of thinking and taking action that can be used to improve the quality of life in communities, cities, counties, states, and nations...it can also be used to improve the performance of programs, agencies, and service systems.¹

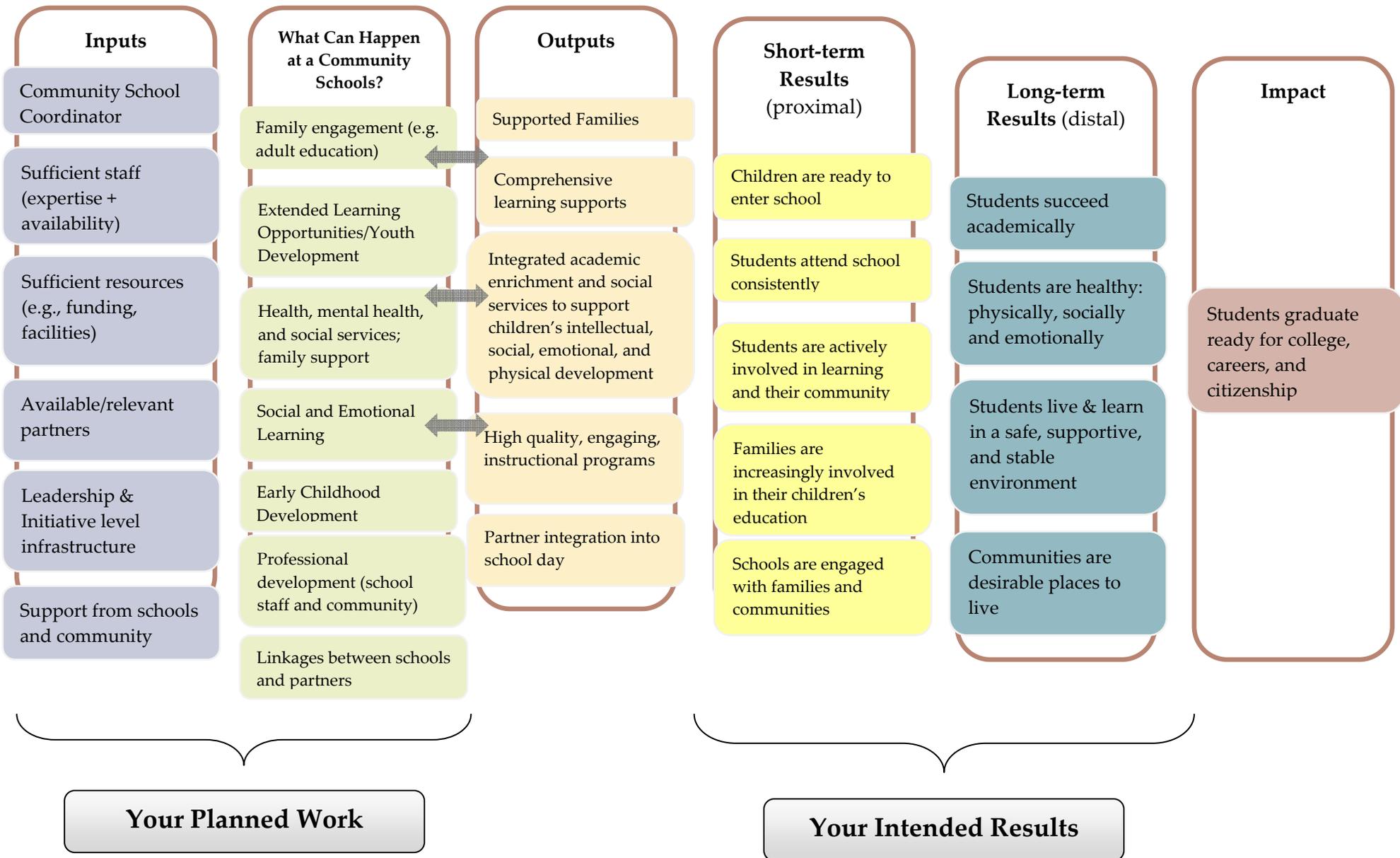
We are continuously learning at CCS. Therefore, the LM builds on CCS’ results framework². The Community Schools LM illustrates the intended results and activities linked to them. It demonstrates how your results are expected to drive the decisions about which inputs and programs will make up your community school strategy. For example, if your school or initiative finds that family involvement is lower than you want it to be, a result you may consider is “Families are increasingly involved in their child’s education.” (See LM, page 8.) Ask yourself: “Are we providing enough and appropriate opportunities for families to be engaged?” Addressing questions such as these leads to both short and long-term results which, in turn, support community school’s intended impact—students who graduate ready for college, careers, and citizenship.

Using a community school strategy, develop the inputs and activities that you expect will help you achieve your results and support the community school’s intended impact—students graduating ready for college, careers, and citizenship. It is important to note that there is reciprocity between *What Can Happen at a Community School* and the *Outputs*. This is depicted by the two way arrows in the LM. Utilizing this LM will help you determine which results are important for your students, families, and communities.

¹ See <http://www.communitypartnerships.info/rba.htm> for an elaboration of Friedman’s Results Based Accountability model. Also visit: <http://www.raguide.org/>

² Coalition for Community Schools. 2007. *Community Schools-Promoting Student Success: A Rationale Results Framework*. <http://www.communityschools.org/assets/1/AssetManager/Results%20Framework.pdf>
www.communityschools.org
www.iel.org

Table A. Community Schools: A Results-based Logic



Community schools recognize that many factors influence the education of our children and that various conditions need to be in place to produce positive results. This is why they work with partners to mobilize the assets of the school and the entire community to improve educational, health, social, family, economic, and related results.

Community schools move through stages of development. For example, a community school in its first year could have one or two activities (i.e. *What Can Happen at Community Schools* – see LM). These community schools are just getting started and aiming to achieve short-term results such as those highlighted in the LM. On the other hand, there are also schools further along in this developmental trajectory. This type of community school will have many more of the activities listed under the *What Can Happen at a Community School* column in the LM. If you fall into this category, you will want to look more carefully at the long-term results designed to lead to community schools' intended impact. The Children's Aid Society's *Stages of Community School Development* is a useful resource to assist you in locating your school's development and is available at:

http://www.communityschools.org/resources/community_school_evaluation_toolkit_resources.aspx.

Because it links activities and consequences in a sequenced way, a LM helps you focus on program implementation—where did activities and consequences come about as intended, and where did they fall short? Where are links strong?

As Table B (below) shows, for each result there are a number of ways to measure your success—in the toolkit these are called indicators. There are several indicators for each result that provide a way to measure whether the community school is progressing in meeting the results they have chosen. These indicators were identified from evaluations of community schools and reflect the research literature on best practices for youth development and community schools. Access the research on indicators here, by clicking on each result area:

<http://www.communityschools.org/results/default.aspx>.

Table B: Results and Corresponding Indicators

RESULTS	INDICATORS THAT ALIGN WITH EACH RESULT
SHORT-TERM RESULTS	
Children are ready to enter school	<ul style="list-style-type: none"> ▪ Immunizations ▪ More children with health insurance³ ▪ Children in expected height and weight range for their age⁴ ▪ Availability of early childhood education programs ▪ Attendance at early childhood education programs ▪ Parents read to children⁵ ▪ Vision, hearing, and dental status
Students attend school consistently	<ul style="list-style-type: none"> ▪ Daily attendance ▪ Early chronic absenteeism ▪ Tardiness ▪ Truancy
Students are actively involved in learning and their community	<ul style="list-style-type: none"> ▪ 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
Schools are engaged with families and community	<ul style="list-style-type: none"> ▪ Trust between faculty and families ▪ Teacher attendance and turnover ▪ Faculty believe they are an effective and competent team ▪ Community-school partnerships
Families are actively involved in their children's education	<ul style="list-style-type: none"> ▪ 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 decision-making

³ Schorr, Lisbeth B. and Vicky Marchand. *Pathway to Children Ready for School and Succeeding at Third Grade*. Pathways Mapping Initiative, 2007. <http://www.cssp.org/uploadFiles/3RD%20GRADE%20PATHWAY%20PDF%2009-07.pdf>

⁴ Ibid.

⁵ Ibid.

RESULTS	INDICATORS THAT ALIGN WITH EACH RESULT
LONG-TERM RESULTS	
Students succeed academically	<ul style="list-style-type: none"> ▪ Standardized test scores ▪ Teachers support students ▪ Grades ▪ Teachers take positive approach to learning and teaching ▪ Graduation rates ▪ Dropout rates ▪ Reading by 3rd grade
Students are healthy: physically, socially and emotionally	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Students, staff, and families feel safe ▪ Schools are clean ▪ Families provide basic needs ▪ Incidents of bullying ▪ Reports of violence or weapons
Communities are desirable places to live	<ul style="list-style-type: none"> ▪ Employment and employability of residents and families served by the school ▪ Student and families with health insurance ▪ Community mobility and stability ▪ Juvenile Crime

Review the original Rationale Results Framework from the Coalition for Community Schools here:

http://www.communityschools.org/resources/community_school_evaluation_toolkit_resources.aspx.

Organizing and Conducting Your Evaluation

The three following sections will take you through the evaluation process, based on the LM (page 8), step by step: **Get Ready** helps you assess your readiness for evaluation. **Get Set** leads you through the evaluation planning process. **Go** teaches you how to collect and study your data.

