A First Look at Community Schools in Baltimore

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Executive Summary

In partnership with the Mayor of Baltimore City and Baltimore City Public Schools (City Schools), Family League of Baltimore (Family League) launched the Community & School Engagement Strategy in school year 2012-13. As part of that process, it intentionally aligned its existing Out of School Time (OST) activities with community schools practices. In that first year, there were 38 community schools and 48 OST programs, one community school was not funded the following year leaving,37 operating community schools in 2013-14. This report responds to research questions generated through a participatory model with BERC researchers, staff from City Schools and the Family League.

The major finding is that community schools that had been implementing community school practices for five or more years had statistically significant higher rates of attendance and lower rates of chronic absence when compared to non-community schools. There were no differences with respect to suspension.

Review of the 37 community schools found that many experienced leadership changes, which made implementation challenging. In fact, 7 of the 37 community schools had a new principal in school year 2012-13, while 10 did so in school year 2013-14. Two schools had new principals each year. All told, almost half (40.5%) of the community schools experienced a change in leadership by the end of the second year. In addition, during school year 2013-14, ten schools had a new site coordinator, with three schools experiencing both a new principal and site coordinator.

In addition to these key leadership transitions, community schools serve students with greater needs when compared to the rest of the district. The community schools enrolled significantly higher proportions of students qualifying for free and reduced price meals (FARMS) and receiving English Language Learner (ELL) services. Because of these disparities all outcome analyses include controls for the different populations of students served by community schools and non-community schools.

An interesting difference for community schools is that parent response rates on the school climate survey were significantly higher in the 37 community schools, even after controlling for the prior response rate. This increase from 13.4% to 27.6%, compared to an increase of 11.9% to 20.1% for non-community schools, suggests an additional level of engagement from parents at the schools. Parent participation in completing surveys may be an early indicator of increased family engagement in general, a key component of a community school.

Individual schools had significant changes in perceptions of school climate, attendance, and suspension rates were observed in individual schools from school year 2012-13 to school year 2013-14. One school, Wolfe Street Academy, had chronic absence below 10% in school years 2012-13 and 2013-14, and suspension below 5% in both years. Some schools also had a significant decline in performance, yet, all but one of them also had a new principal.

A secondary analysis of Out of School Time (OST) activities identified significant findings around attendance for middle grades students in school years 2012-13 and 2013-14, as well as for elementary grades students in school year 2013-14. Elementary school students newly recruited to OST also had significantly higher attendance and lower chronic absence rates than similar peers. Moreover, students who attended two years of OST had higher attendance rates and lower levels of chronic absence compared to similar peers who did not attend OST. While no causal claims can be made, these findings suggest encouraging trends. Overall, students who regularly attended OST programs in school year 2013-14 had significantly higher school attendance than a comparison group of students. The results also suggest that new recruits to the program, especially elementary students, received benefits during their initial year of participation.

Recommendations

- Publish annual reports to assess impact, monitor school climate and parent response rates as early indicators, and later follow up with attendance and performance outcomes.

- Identify *best practices* at the schools that demonstrated significant changes over the past year to determine if there are practices, partners, or policies that allow these schools to make changes faster than their peers.

- Collect and examine data on teacher and staff retention as well as attendance patterns of staff at the school. In addition, future analysis should include examination of student choice into and out of community schools.

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Background

Community Schools

Community schools serve the specific purpose of connecting schools within a community-based context. This connection of school to community "epitomize[s] reform efforts that link education and place." (Green and Gooden, 2014, p. 932). Community schools aim to "transform local education institutions into neighborhood hubs and provide a range of services for students, parents and community members, such as social, health, adult education, and financial support." (Green and Gooden, 2014, p. 932)

Over the past decade, the community school initiative has spread to school districts in 49 states and the District of Columbia, and represents a change in how community members perceive and interact with their school. Community schools integrate academic, health, mental health and social services within the school by developing partnerships with community organizations aimed at improving student and adult learning, strengthening families, and promoting healthy communities.

In Baltimore City the vision for community schools is to establish a network of partners and community resources that promote student achievement and family and community well-being. Partnerships allow schools to become resources to the community and offer programs and opportunities that are open to all. See Appendix A for a representation of the model.

In Baltimore City, implementation includes a full-time community schools coordinator at each school to partner with the principal and to serve as a liaison connecting the school community with many different services and resources available to students, their families, and the neighborhood. The community school coordinator identifies who will be involved in each component of implementation, and addresses the challenges of the implementation. In addition, they facilitate discussions among the stakeholders to reflect on the overall community schools strategy and provide an evaluation of what is working and what strategies need to be adjusted.

Evaluation of Community School Implementation

There are few implementation evaluations of community schools, but studies do 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 out-of-school time programs has 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).

Outcome Evaluation Research on Community Schools

Despite *promising* findings from Coalition for Community Schools reports, conclusive research on the effectiveness of community schools is still not available. The limited number of rigorous studies suggest a positive impact of community schools on academic and non-academic outcomes (Moore, 2014). Researchers at Child Trends identified eleven rigorous outcome evaluation studies that provided limited support for improvements in measures of school progress, attendance/absenteeism, and academic achievement.

History of Community Schools in Baltimore

Created as a Local Management Board in 1991, the Family League of Baltimore (Family League) uses federal, state, City and private funds to address critical needs of the Baltimore City's vulnerable residents. Family League is a 501(c)(3) organization governed by a Board of Directors that includes leaders from government, higher education, healthcare, foundations, and other community and faith-based organizations. Family League's mission is to serve as an architect of change in Baltimore by promoting data-driven, collaborative initiatives and aligning resources to create lasting outcomes for children, families and communities.

Starting in school year 2012-13, Family League, in partnership with the Mayor of Baltimore City and Baltimore City Public Schools (City Schools), launched the Community & School Engagement Strategy, intentionally aligning their Out of School Time (OST) work with a new community schools strategy. In school year 2012-13 there were 38 community schools supported by 48 OST programs. In school year 2013-14, there were 43 community schools and in 2014-15 47 schools. In response to identified needs and partner feedback, Family League provides facilitation, training and ongoing support to school-based teams.

Baltimore's Community School Model

The Baltimore Community & School Engagement Strategy Steering Committee (launched in January 2013) defined community schools 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, while recognizing that children grow up in families, and that families are integral parts of communities;

- Building an integrated strategy that enhances academics, enrichment, health and social supports, family engagement, youth and community development that improves student well-being, and provides professional development for all service providers.

Methodology

This report will describe the selection process for community schools, partner organizations, OST providers and, finally, community school coordinators. Recognizing that a longer time frame may be necessary to fully implement and realize the benefits, we also examined separately a group of eleven community schools that have been community schools for five or more years.

Research Questions

- How were community schools selected?

- Who attends community schools?

- What is the school climate of community schools compared to other City Schools from 2012-13 through 2013-14? Are the schools showing significant change from one year to the next?

- Is family and community engagement different at community schools compared to other City Schools?

- Is attendance in community schools different from other City Schools? Do any schools show significant change from 2012-13 to 2013-14?

- Is the rate of suspensions in community schools different from other City Schools? Do any schools show significant change from 2012-13 to 2013-14?

- Do schools that have been community schools for five or more years have significantly different attendance and suspension outcomes?

- Is participation in OST programs associated with increased student attendance and reductions in chronic absenteeism?

- Do new recruits to OST programs show increased attendance?

- Do students participating in OST programs for two years show increased attendance?

Data Sources

Sources of data include Baltimore City Public Schools and the Family League. Data on attendance, suspensions, and school climate were supplied by City Schools, specifically: attendance, enrollment, demographic and service receipt data from A-files and suspension data for school years 2009-10, 2011-12, 2012-13, 2013-14; Maryland School Assessment (MSA) results for school years 2011-12 and 2012-13; school surveys for 2011-12, 2012-13 and 2013-14.

Family League provided data on OST participation and attendance for school years 2011-12, 2012-13, and 2013-14, number of seats available for each program, program length, and focus of services such as academic or activity related.

Analysis. Community school outcome analyses compared community schools with non-community schools. See Appendix B for more detail on the analysis of community schools and OST participation. Community school analyses used three approaches:

- To compare two-year change for the 37 community schools opened in school year 2012-13, a baseline was established with data from 2011-12, and outcome data was used for the most recent data available, school year 2013-14. Outcomes of interest included school climate, attendance, suspension rates, repeat suspensions, and parent survey response rates. Schools which became community schools in 2013-14 were excluded from both the community schools and the non-community school groups, as were alternative education programs such as Home and Hospital and Eager Street Academy.

- An outlier analysis examined one-year change from school year 2012-13 to 2013-14 for individual schools. This analysis takes into consideration that some community schools may have been slow implementers and would not see progress until the second year. The analysis identified schools that exceeded expectations in terms of their attendance, suspensions and climate after controlling for student demographics prior attendance and behavior.

- An analysis that focused on eleven schools that have been community schools for at least five years. Here we examined change in attendance and suspensions from school year 2009-10 to 2013-14. Models included the 11 longer implemented schools, the younger community schools, and non-community schools.

Definitions

Chronic Absence is missing more than 20 days, or missing more than 1/9 of days (20/180).

Mean Suspension is the number of suspension events divided by October 1 enrollment.

Repeat suspension is number of students suspended two or more times divided by the October 1 enrollment.

Limitations

This first look at status and performance should be interpreted cautiously and used as a guide to think further about implementation, rather than an assessment of the success of community schools. We note transitions in school leadership, as a new principal may disrupt implementation and require a re-envisioning of the relationships, partnerships, and process.

In the OST analysis, propensity score matching creates a comparison group of similar children but cannot correct for non-observables such as parental involvement or individual perseverance. Propensity score matching is less robust than a randomized, experimental design that would allow for causal inference.

Parents of students also had to complete consent forms to be included in the OST analysis. This potentially biases the sample. In school year 2013-14 a smaller percentage of students had consent forms than previous years, which resulted in a smaller sample that may represent participants with particular characteristics rather than all participants.

Findings

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

Selection of Community Schools

Request for Proposal (RFP). Family League's Community School RFP was released in spring 2012 and was publicized through multiple community forums. Principals were asked to submit a letter of intent (LOI) in partnership with a lead community-based organization and at least one OST provider.

Application Review. The external review panel included community leaders, representatives from the Mayor's office, foundation staff, educators, and staff from Baltimore City Public Schools. A total of 30 reviewers examined 67 applications and selected 43 schools as finalists. Review panel members and Family League staff conducted a site visit at each school, meeting also with the principal, the lead community school organization, and OST providers. In addition, Family League and the Office of Engagement reviewed and scored each principal's commitment and current community/family engagement strategy. A total of 38 schools with 43 OST providers were selected to be part of the Community School Engagement strategy (CSE); 37 were still Community Schools in 2013-14. See Appendix C for a list of the 2013-14 community schools and partners.

Experiences for Families and Students at Community Schools

Parent focus groups at two schools were conducted in order to gain more information on parents' reasoning behind their school selection as well as their familiarity with the services and resources available at their schools. The first parent focus group was held in an elementary school and included around 10 parents. The interview lasted around 40 minutes. During the interview the parents conveyed appreciation for their principal and school staff. They mentioned that the principal is very involved in the school. As one mom said, "They really care about the child and go above and beyond to help them. My child has opportunities here that they won't find anywhere else." Some of these opportunities include: food pantries, GED training programs for any adults regardless whether they have a student in the school, school uniforms provided for students who can't meet the uniform code, availability of mental health professionals for students in addition to trained teachers who also play that role when appropriate, Teach for America (TFA) volunteers to provide extra attention to students in the classrooms, tutoring classes and sessions outside of regular school hours for students who need more help, incentives offered by the school to parents for completing and returning their version of the annual School Survey, and parent events every month.

Despite their awareness of these resources, focus group parents at the elementary school reported that they did not select a community school for its services and resources, but rather because of proximity to home, sibling enrollment, perceptions of a welcoming environment, and quality opportunities for their child.

The second parent focus group, lasting around 45 minutes, was held in a high school and included 11 adults, a mix of parents, grandparents, and community members. Compared to the elementary school, parents and community members at the high school seemed less aware of resources at their school. Most parents voiced appreciation for the school staff at the high school, especially when they call home when their child is absent. One parent said, "They really care here about the students. They have an open door policy where a parent can come in and tour the schools." Other resources mentioned were: food pantries, family stability program to help families keep their homes, programs to tutor students, and quality sports programs

Again, despite the resources at the school, the quality of the sports programs and the proximity to their home were the two major reasons stated for selecting this high school. They did not seem aware of what it means to be a community school. Improvements they saw that could be made were updates to the computer labs, more communication with parents including handing out information in the morning directly to parents rather than sending it home with the students, and having the food pantry open during the summer months.

Students Who Attend Community Schools

Students enrolled in community schools received Free and Reduced Price Meals (FARMS) services at a significantly higher rate than students in the other schools in the district. In school year 2013-14, 92.6% of community schools' students received FARMS compared to 83.9% of non-community schools' students. Community schools also served more Hispanic students (9.7% vs. 5.0%) and students receiving English Language Learners (ELL) services (6.3% vs. 2.9%). These differences were present across all grade levels.

Table 1
Demographics and Service Receipt of Students in 2013-14
Served In Community Schools and Non-Community Schools

	Community Schools (N =16,918)	Non-Community Schools (N = 64,766)
Gender (% Male)	51.7*	50.5
% African American	83.9*	85.0
% Hispanic	9.7*	5.0
% FARMS	92.6*	83.9
% ELL	6.3*	2.9
% Special Education	18.0*	17.2

* statistically significant, $p < .05$

As a result, comparisons between community and non-community schools include controls for background characteristics.

School Climate and Organizational Health

Community schools are designed to encourage families and students to see their school as a positive place and resource. They hope to develop an environment that supports students' academic, social and emotional development. Consequently, the first measure that a community school would be expected to impact is overall school climate. Staff responses to the School Survey can provide several measures of climate for comparison. See Appendix B for a full description of the climate dimensions and their alignment with the National School Climate Center's model of school climate, whose framework we have adopted for this analysis.

As seen in Table 2, staff perceptions of school climate between school years 2011-12 and 2013-14 between community and non-community schools did not change significantly. Interestingly, when a climate domain was regressed against their background characteristics and having a new principal, new leadership was highly significant. Or said more plainly, if a school had a new leader in school year 2013-14, they were significantly less likely to show positive change in all climate domains (except for staff relationships.) For this reason, Table 2 distinguishes new principals from returning principals.

Table 2
Mean Staff Responses for Community Schools and Non-Community Schools
in 2011-12 and 2013-14 by Principal Tenure (1=Strongly Disagree, 5= Strongly Agree)

% Agree/Strongly Agree	Community Schools		Non-Community Schools	
	2011-12	2013-14	2011-12	2013-14
Returning Principals in 2013-14	(n =27)		(n =106)	
Response Rate	64.5	74.8	62.4	71.9
Safety	3.0	3.0	2.9	3.0
Teaching & Learning	3.2	3.3	3.1	3.2
Interpersonal Relations	3.0	3.2	3.0	3.1
Institutional Environment	3.0	3.1	3.0	3.1
Leadership/Staff Relationships	3.1	3.2	3.0	3.1
New Principals in 2013-14	(n = 10)		(n = 36)	
Response Rate	67.8	72.3	69.8	77.3
Safety	2.9	2.8	2.9	2.9
Teaching & Learning	3.0	3.0	3.1	3.1
Interpersonal Relations	2.9	2.9	3.0	3.1
Institutional Environment	2.9	2.9	3.0	3.0
Leadership/Staff Relationships	3.0	2.9	2.9	3.1

These data suggest that schools with returning principals have more positive climate than those with new principals. Indices for new principals are below or comparable to the returning principal values in both years. This suggests new principals have to establish policies and procedures to create a positive environment.

Analysis of Schools, 2012-13 to 2013-14. When considering change over the most recent year, two schools showed statistically significant improvements in at least 3 of the 5 dimensions of climate, over and above what would have been predicted by the school's background characteristics.

- Arlington[#] (Teaching & Learning, Interpersonal Relationships, Institutional Environment, Leadership/Staff Relations)
- Reginald F. Lewis[#][+] (Teaching & Learning, Interpersonal Relationships, Leadership/Staff Relations)

One school also had statistically significant decreases along three climate dimensions, over and above what was predicted by the school's background characteristics and experienced a change in leadership in 2013-14.

- Augusta Fells[+] (Teaching & Learning, Interpersonal Relationships, Institutional Environment), also note that Augusta Fells has been slated for closure.

[#] new principal in 2013-14   [+] new site coordinator in 2013-14

Family and Community Engagement

Although measuring family engagement is challenging, one possible measure is the number of parents who submit completed School Surveys. As seen in Table 3, parent participation was just over 10% in school year 2011-12 and increased in school year 2013-14 for both community and non-community schools. The increase is significantly higher in community schools compared to non-community schools (27.6% compared to 20.1). This change was statistically significant even after controlling for the background characteristics and baseline parent response rate of each school.

Table 3
Response Rate to Parent Version of School Survey
as a Percentage of School Enrollment from 2011-12 and 2013-14

	Community Schools* (N = 37)		Non-Community Schools (N = 142)	
	2011-12	2013-14	2011-12	2013-14
Parent Response Rates -- Percent of School Enrollment	13.4	27.6	11.9	20.1

* significant difference between community and non-community schools at 95% confidence level.

Attendance

In general, average daily attendance and chronic absence in community and non-community schools did not change significantly between school years 2011-12 and 2013-14; see Table 4. The high rates of chronic absence seen in school year 2013-14 may be due to the fact that school year 2013-14 was unique in its large number of snow days. Snow days disrupt the regular patterns of

getting to school and may have provided additional disruption to attendance. Yet overall, nine community schools saw an increase in average daily attendance and reduction in chronic absence from 2011-12 to 2013-14, and a greater proportion of community schools than non-community schools experienced a decline in chronic absence.

Table 4
Average Daily Attendance and Chronic Absence in Community and Non-Community Schools
2011-12 through 2013-14 by Grade Level of Students

Grade	Average Daily Attendance				Chronic Absence			
	Community School (N=37)		Non-Community (N=145)		Community School (N=37)		Non-Community (N=145)	
	2011-12	2013-14	2011-12	2013-14	2011-12	2013-14	2011-12	2013-14
PreK-5	93.2	92.0	93.1	92.0	17.3	23.7	17.1	22.6
6-8	92.7	91.3	92.3	91.8	17.6	24.5	19.0	20.8
9-12	73.6	76.8	79.0	79.4	57.1	56.0	44.7	44.0
All	90.5	89.9	89.6	88.5	22.6	27.7	23.9	28.3

After controlling for school background characteristics, prior attendance rate, and whether or not the school had a new or returning principal, the change in average daily attendance and chronic absence between school years 2011-12 and 2013-14 was not significantly different for all community schools compared to non-community schools.

School Level Change from 2012-13. In one school, there was a statistically significant reduction from school years 2012-13 to 2013-14 in the percent of students who were chronically absent, beyond what would have been predicted by the school's background characteristics.

- The Historical Samuel Coleridge Taylor[+] (CA reduced from 27.9% to 11.5%)

Three other schools were already below 10% in 2012-13 and remained below 10% in 2013-14.

- Afya Public Charter
- Patterson Park Public Charter
- Wolfe Street Academy[~]

There were also two schools with a statistically significant increase in chronic absence over what would be predicted. Both schools experienced a change in leadership in 2013-14.

- Dr. Martin Luther King Jr.[#][+] (CA increased from 15.4% to 38.8%)
- Frederick Douglass[&] (CA increased from 40.5% to 65.8%)

[#] new principal in 2013-14   [&] An interim principal was announced mid-year   [~] ExpandED school
[+] new site coordinator in 2013-14

Suspensions

Suspension rates –the number of suspension events per student - and the percent of students receiving repeat suspensions declined between school year 2011-12 and school year 2013-14 in

both community and non-community schools (see Table 5). After controlling for background characteristics of schools, we found no significant difference in the rate of change between community and non-community schools. Overall 25 community schools saw a reduction in suspensions from 2011-12 to 2013-14, and 28 saw a reduction in the number of students suspended multiple times in one year.

Table 5
Suspension and Repeat Suspension Rates for
Community and Non-Community Schools 2011-12 through 2013-14 by Grade

	Mean Suspensions				Mean Repeat Suspension			
	Community School (N=37)		Non-Community (N=145)		Community School (N=37)		Non-Community (N=145)	
Grade	2011-12	2013-14	2011-12	2013-14	2011-12	2013-14	2011-12	2013-14
PreK-5	7.9	5.9	8.8	5.5	1.8	1.1	1.9	1.2
6-8	20.9	20.0	25.3	12.4	4.5	4.2	5.3	2.4
9-12	16.7	14.9	16.3	9.4	3.2	2.8	3.0	1.5
All	11.6	9.5	14.0	8.4	2.5	1.8	2.9	1.6

School Level Change from 2012-13. One school saw a significant reduction in suspensions greater than what would have been predicted by its students' characteristics.

- Franklin Square   (Decreased from 26.8% to 4.1%)

Six other schools already had rates below 5% in 2012-13 and maintained a low rate:

- Calvin Rodwell[#]   (4.2% to 1.7%)
- Gardenville   (2.2% to 2.4%)
- John Eager Howard   (4.4% to 0.8%)
- Liberty[+]   (3.5% to 1.4%)
- Tench Tilghman   (2.6% to 1.2%)
- Wolfe Street Academy~   (2.5% to 0.0%)

Three schools had a statistically significant increase in suspension rates over what school characteristics would predict. Two of these schools experienced a change in leadership in 2013-14.

- Dr. Rayner Browne   (Increased from 19.3% to 26.5%)
- Dr. Martin Luther King[# +]   (Increased from 1.2% to 19.1%)
- Reginald Lewis[#+]   (Increased from 4.7% to 22.0%)

[#] new principal in 2013-14   + new site coordinator in 2013-14   ~ExpandED school

Repeat Suspensions. One school saw statistically significant decreases in repeat suspensions over what would be expected:

- Franklin Square   (Decreased from 6.5% to 0.6%)

Twelve other schools were below 1% in 2012-13 and maintained that rate in 2013-14.

- Armistead Gardens[+]
- City Springs
- Gardenville
- Guilford [+]
- John Eager Howard
- Liberty [+]
- Margaret Brent[#]
- Tench Tilghman
- Waverly Elem/Mid [+#]
- Wolfe Street Academy[~]

Three schools had a statistically significant increase in repeat suspension rates over what would otherwise be predicted. Each of these schools experienced a change in leadership in 2013-14.

- Bay-Brook Elem/Mid[#] (Repeat Suspension Rate increased from 4.7% to 8.9%)
- Dr. Martin Luther King Jr.[#+] (Repeat Suspension Rate increased from 0.0% to 4.2%)
- Reginald Lewis[#+] (Repeat Suspension Rate increased from 0.0 to 4.2%)

[#] new principal in 2013-14   + new site coordinator in 2013-14   [~] ExpandED school

Community Schools Implemented for Five or more Years

Acknowledging the challenges of implementing community school models, we conducted an examination of schools that had been community schools for five or more years, and considered changes in outcomes over the period 2009-10 to 2013-14. Because some schools implemented a community school model prior to 2009-10, these estimates are conservative and the impact actually larger than reported here. The schools include:

- Elementary
  - Wolfe Street Academy [~]
  - Waverly [#]
  - Patterson Park Public Charter School
- K-8
  - Barclay Elementary / Middle School [#]
  - Guilford Elementary/Middle School
  - Tench Tighlman Elementary/Middle School
  - Pimlico Elementary/ Middle School
- High Schools
  - Benjamin Franklin High School at Masonville Cove
  - Frederick Douglass High School [&]
  - Patterson High School[+]
  - Reginald F. Lewis High School [#]

[#] new principal in 2013-14   [&] An interim principal was announced mid-year
[~] ExpandED school   + new site coordinator in 2013-14

As seen in Table 6, students enrolled in the 5-year community schools were significantly more often Hispanic (10.9% vs. 5.0%), more likely to qualify for FARMS (89.4 vs. 83.9), and receive ELL (8.9 vs. 2.9) and special education services (20.0% vs. 17.2%).

Table 6
Demographics and Service Receipt of Students in 2013-14 in
5-Year Community Schools and Non-Community Schools

	5-Yr Community Schools (N =5,667)	Non-Community Schools (N = 64,766)
Gender (% Male)	52.8*	50.5
% African American	80.8*	85.0
% Hispanic	10.9*	5.0
% FARMS	89.4*	83.9
% ELL	8.9*	2.9
% Special Education	20.0*	17.2

* statistically significant, $p \leq .01$

Attendance. Differences in attendance were statistically significant after controlling for the background characteristics and prior attendance, see Table 7. Between 2009-10 and 2013-14, the 5-year community schools increased average daily attendance and reduced chronic absence rates significantly more than the non-community schools.

Looking at differences by student grade span, there were marginally significant differences in change among Prek-5 and high school students for average daily attendance, and significant differences in chronic absence among Prek-5 students, as well as on average in the 5-year community schools.

The upward trend in attendance was present in seven of the eleven 5-year community schools, while in the majority of the non-community schools, attendance declined (in only 41 of 135 non-community schools did chronic absence rates improve).

Table 7
Average Daily Attendance and Percent of Students Chronically Absent in 5-Year Community and Non-Community Schools 2009-10 through 2013-14, by Grade Span of Students

	Average Daily Attendance				Chronic Absence			
	5-Yr Community (N= 11)		Non-Community (N=135)		5-Yr Community (N= 11)		Non-Community (N=135)	
	2009-10	2013-14	2009-10	2013-14	2009-10	2013-14	2009-10	2013-14
Prek-5	92.8	93.6[+]	92.0	93.6	19.5	15.3*	20.3	22.7
6-8	92.2	93.4	92.8	91.7	18.9	16.3	17.7	21.1
9-12	74.2	77.9[+]	81.4	78.4	61.6	55.0	44.8	45.8
All	86.3	87.9*	90.0	88.2	33.7	29.6*	25.3	28.9

* statistically significant, $p \leq .05$ + statistically significant, $p \leq .10$

Suspensions. Suspension rates and percentages of students receiving repeat suspensions went down between 2009-10 and 2013-14 in both the 5-year community schools and the non-community schools (see Table 8). Controlling for the schools' characteristics, the change in the rate of suspension or repeat suspensions over the last four years was not significantly different between the 5-year community and non-community schools.

Table 8
Mean Suspensions and Repeat Suspensions for
Community and Non-Community Schools 2009-10 through 2013-14 by Grade Level of Students

	Mean Suspensions				Mean Repeat Suspension			
	5-Yr Community (N= 11)		Non-Community (N=135)		5-Yr Community (N= 11)		Non-Community (N=135)	
	2009-10	2013-14	2009-10	2013-14	2009-10	2013-14	2009-10	2013-14
Prek-5	3.6	3.0	6.5	5.4	0.6	0.6	1.4	1.2
6-8	15.5	9.5	19.5	12.3	2.2	1.6	4.0	2.4
9-12	19.6	17.2	18.1	8.9	3.7	3.5	3.5	1.4
All	10.9	9.1	11.4	8.1	1.9	1.8	2.3	1.6

* statistically significant, p ≤ .05   + statistically significant, p≤ .10

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. By participating, children and youth will receive additional academic support and the opportunity 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 conducted using data from participants who provided parental consent.

We used propensity score matching to establish comparison groups of students who resembled the students who participated in OST programs (see Appendix B for full details).

2012-13 OST. Compared to similar peers (students matched using propensity scores and therefore resembled the students who participated in OST programs, see Appendix B for full details), who attended similar schools, regular OST attendees in grades K-5 had significantly higher average daily attendance and lower chronic absence (12.2% vs. 14.8%) in 2012-13 than the comparison group (see Table 9). However, when a test for robustness was performed, i.e., accounting for individual student differences, these significant associations disappeared.

For students in grades 6-8, OST participants had marginally, but significantly lower chronic absence rates than the comparison group (6.8% vs. 10.3%). This difference remained significant when a robustness test was performed.

While we cannot make any causal claims, there was a weak relationship between OST participation and attendance for students in grades K-5, but a significant association between OST participation and attendance for middle school students.

2013-14 OST. Compared to similar peers who attended similar schools across the district, regular OST attendees in grades K-5 had significantly higher average daily attendance and lower chronic absence (11.0% vs. 18.7%) in 2013-14 than the comparison group (see Table 9). These significant associations were sustained when a test for robustness was performed.

For students in grades 6-8, OST participants had marginally significantly higher average daily attendance than the comparison group (95.2% vs. 94.1%). This difference remained significant when a robustness test was performed.

Thus the picture looks somewhat different among OST participants in school year 2012-13 and 2013-14. While we cannot make any causal claims, there was a significant, positive association between OST participation and attendance, especially for students in grades K-5 in 2013-14.

For middle school students in school year 2012-13 there was a significant relationship between OST participation and lower chronic absence rates, and school year 2013-14 OST participants had significantly higher average daily attendance than the comparison students.

Table 9
School Attendance in 2012-13 and 2013-14 for OST Regular Attenders
in Kindergarten through Grade 8and Comparable Students in Similar Schools

2012-13	Regular Attenders	Comparison Group	Robustness Check
Grades K-5 (N=2012)			
Attendance	94.6*	94.1	
Chronic Absence	12.2*	14.8	
Grades 6-8 (N=339)			
Attendance	95.7	95.3	
Chronic Absence	6.8+	10.3	*
2013-14			
Grades K-5 (N=1587)			
Attendance	94.7*	93.4	*
Chronic Absence	11.0*	18.7	*
Grades 6-8 (N=217)			
Attendance	95.2+	94.1	*
Chronic Absence	12.0	12.9	

Source: Family League 2012-13 OST Data and City Schools Enrollment and Attendance Data.
 * statistically significant, p ≤ .05   + statistically significant, p≤ .10

New Recruits to OST in 2012-13. Participating in OST programs for a second year might have muted the effects on students' attendance since models controlled on previous year's attendance; that is, there might have been effects of OST on attendance in the first year of participation that

wouldn't be apparent when measuring the effects of a second year of attendance. To check this, we examined students who first participated in any OST program in 2012-13.

Table 10
2012-13 Attendance for Newly Recruited OST Regular Attenders and Comparable Students

Outcomes 2012-13	Regular Attenders %	Comparison Group %	Robustness Check
Grades K-5 (N=1596)			
Attendance	94.5*	93.8	*
Chronic Absence	12.5*	15.7	*
Grades 6-8 (N=213)			
Attendance	95.4	95.3	
Chronic Absence	7.5	10.3	
2013-14			
Grades K-5 (N=851)			
Attendance	94.2*	93.0	*
Chronic Absence	12.8*	21.0	*
Grades 6-8 (N=90)			
Attendance	93.7	94.1	
Chronic Absence	17.8	15.6	

Source: Family League 2012-13 OST Data and City Schools Enrollment and Attendance Data.
 * statistically significant, $p \leq .05$

As seen in Table 10, new recruits to OST in grades K-5 had significantly higher attendance in that first year of OST participation (2012-13) than comparable peers, whether measured by average daily attendance (94.5 vs. 93.8) or chronic absence (12.5% vs. 15.7%) Newly recruited OST participants in grades 6 through 8 showed no statistically significant change in attendance or chronic absence, though the chronic absence rate among the OST students was lower.

New Recruits to OST in 2013-14. Just as was found for school year 2012-13 outcomes, newly recruited students in grades K-5 had significantly higher attendance in school year 2013-14 than a comparison group of students; they had higher average daily attendance (94.2% vs. 93.0%), and lower chronic absence (12.8% vs. 21.0%).

Similar to school year 2012-13 outcomes, middle school students newly recruited to OST programs in 2013-14 did not have higher attendance than the comparison group of students, and the differences that did exist favored the comparison group. However, there were only 90 middle school new recruits, which limits the generalizability of the finding.

Comparing One-year and Two-Year OST Participants. About half (46.4%) of K-5 OST students in 2013-14 had also participated in OST programs the previous year, and these students differed significantly on a range of demographic characteristics from students who participated for only one year in 2013-14. They were on average more likely to be Hispanic (13.2% vs. 8.5%), to receive ELL services (7.1% vs. 4.0%), and Special Education services (15.8% vs. 12.6%).

Table 11
Demographics and Outcomes for One or Two Year Regular OST Attenders

	One Year of OST	Two Years of OST
Grades K-5	(N= 851)	(N=736)
% Male	48.4	44.8
% African American	90.6	82.1*
% Hispanic	8.5	13.2*
% Free Lunch	96.8	94.6*
% Special Ed	12.6	15.8+
% ELL	4.0	7.1*
Outcomes		
% Chronic Absence, 2013-14	12.8	9.0*
Average Daily Attendance, 2013-14	94.2	95.4*
% Chronic Absence, 2012-13	15.6	8.2*
Average Daily Attendance, 2012-14	93.6	95.3*
Grades 6-8	(N=90)	(N=127)
% Male	56.7	36.2*
% African American	90.0	85.0
% Hispanic	4.4	5.5
% Free Lunch	96.7	96.1
% Special Ed	20.0	13.4
% ELL	4.4	0.0*
Outcomes		
% Chronic Absence, 2013-14	17.8	7.9*
Average Daily Attendance, 2013-14	93.7	96.3*
% Chronic Absence, 2012-13	11.1	7.9
Average Daily Attendance, 2012-14	94.7	96.0*

Source: Family League 2012-13 and 2013-14 OST Data and City Schools Enrollment and Attendance.
* statistically significant, $p \leq .05$ + statistically significant, $p \leq .10$

Students in OST 2012-13 and 2013-14 Compared to Similar Peers. Two-year OST students were compared to similar students from similar schools who had not participated in OST during either year. As seen in Table 12, two-year participants in grades K-5 had higher attendance than comparable students, significantly lower chronic absence rates (9.0% vs. 13.5%), and significantly higher average daily attendance (95.4% vs. 94.5%). This suggests that they maintained higher levels of attendance over time.

Results were similar among middle school students; the two-year OST students had significantly higher average daily attendance than comparable non-OST students (96.3% vs. 95.0%).

These changes in attendance may reflect benefits of participation in OST, or may reflect a change in family or life circumstances that made both school attendance and participation in an OST program more likely. Caution is advised when interpreting these findings.

Table 12
Measures of Attendance in 2013-14 for Students in Grades K-8:
OST Regular Attenders Who Attended Two Years and Comparable Students in Comparable Schools

Outcomes 2013-14	Regular Attenders %	Comparison Group %	Robustness Check
Grades K-5 (N=736)			
Attendance	95.4*	94.5	*
Chronic Absence	9.0*	13.5	*
Grades 6-8 (N=127)			
Attendance	96.3*	95.0	*
Chronic Absence	07.9	10.2	

Source: Family League 2012-13 and 2013-14 OST Data and City Schools Enrollment and
Attendance Data.

* significant at 95% confidence level

Discussion and Recommendations

Community schools are a national initiative of school reform focused on connecting schools to their communities and enabling schools to become a neighborhood resource for children, their families, and their communities. Community schools are now in school districts in 49 states and the District of Columbia, and they represent a change in how community members perceive and interact with their school. Community schools integrate academic, health, mental health and social services within the school by developing partnerships with community organizations aimed at improving student and adult learning, strengthening families, and promoting healthy communities. The school becomes a local resource for all.

In Baltimore City, implementation includes a full-time community schools coordinator to partner with the principal and serve as a liaison between the school and community. They coordinate partnerships and connect individuals with needed services and resources. The community school coordinator identifies who will be involved in each component of implementation, and addresses the challenges of the implementation. In addition, they facilitate discussions among the stakeholders to reflect on the strategy and determine what is working and what needs to be adjusted.

A total of 37 community schools operated in 2012-13 and continued to be community schools in 2013-14. Relative to the rest of the schools in the district, the community schools served significantly higher proportions of students qualifying for free and reduced price meals (FARMS) and receiving English Language Learner (ELL) services. Serving high-needs students required all analyses to control for students served at the schools and do not allow direct school comparisons.

Another challenge the schools had to deal with was changing staff. Over the two-year period, seven schools had new principals in 2012-13 and ten in 2013-14. Two of these schools had new principals in *both* 2012-13 and 2013-14, Bay-Brook Elementary /Middle and Dr. Martin Luther King Jr. In addition, seven schools had new site coordinators in 2013-14. Three schools had both a new principal and site coordinator, Arundel Elementary/Middle, Dr. Martin Luther King Jr., and Waverly Elementary/Middle. The changing of key staff makes implementation difficult as new relationships need to develop, and the rebuilding of trust begins anew.

An early indicator of the engagement component of the initiative is parent and family engagement. To examine this, parent completion rates of the School Survey was examined. From 2011-12 to 2013-14, there was a significant increase in parent response to the survey. This is encouraging, as parent engagement, a challenge for any school, has increased. It indicates a positive change in the development of relationships with parents.

While overall there were no significant differences from 2011-12 to 2013-14 between the 37 community schools and non-community schools for attendance or suspension, some schools did show significant positive change from 2012-13 to 2013-14. On that note, evaluations of complex initiatives like community schools often allow five or more years of implementation to elapse before examining outcomes. To test this hypothesis, we examined schools that had been community schools for five or more years and found that these eleven schools had statistically

significantly greater increases in school attendance and reductions in chronic absence than non-community schools. Suspension and repeat suspension rates were not significantly different.

Analysis of Out of School Time (OST) activities identified some significant findings for attendance in the middle grades in 2012-13 and 2013-14, as well as elementary students in 2013-14. Additionally, elementary grade students newly recruited to OST had significantly higher attendance and lower chronic absence rates than similar peers. Moreover, students who attended two years of OST had higher attendance rates and lower levels of chronic absence compared to similar peers who did not attend OST. While no causal claims can be made, these findings suggest encouraging trends.

These analyses find that students who regularly attended OST programs in 2013-14 had significantly higher school attendance than a group of similar students. The results also suggest that new recruits, especially those in the elementary grades, received significant benefits during their initial year of participation. In addition, students who participated for two years maintained consistently higher school attendance over that period.

In summary, the 37 community schools have an early indicator of family engagement as reflected in a significant increase in parental response to the School Survey. Attendance and suspension do not yet show a significant change. Yet community schools that have been implementing for five or more years show significant differences for attendance. We continue to find that OST participants attend school more often than similar peers and while we cannot prove causation, the consistent findings are encouraging, especially for middle school grades where we have seen disengagement from school begin.

For next steps:

- Continue to examine implementation, monitor school climate and parent response rates as early indicators, and later follow up with attendance and performance outcomes.

- 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.

- Examine staff stability, especially principals and the retention of high quality teachers and their attendance, as well as changes in student choice into and out of community schools.

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

Quality & Professional Development
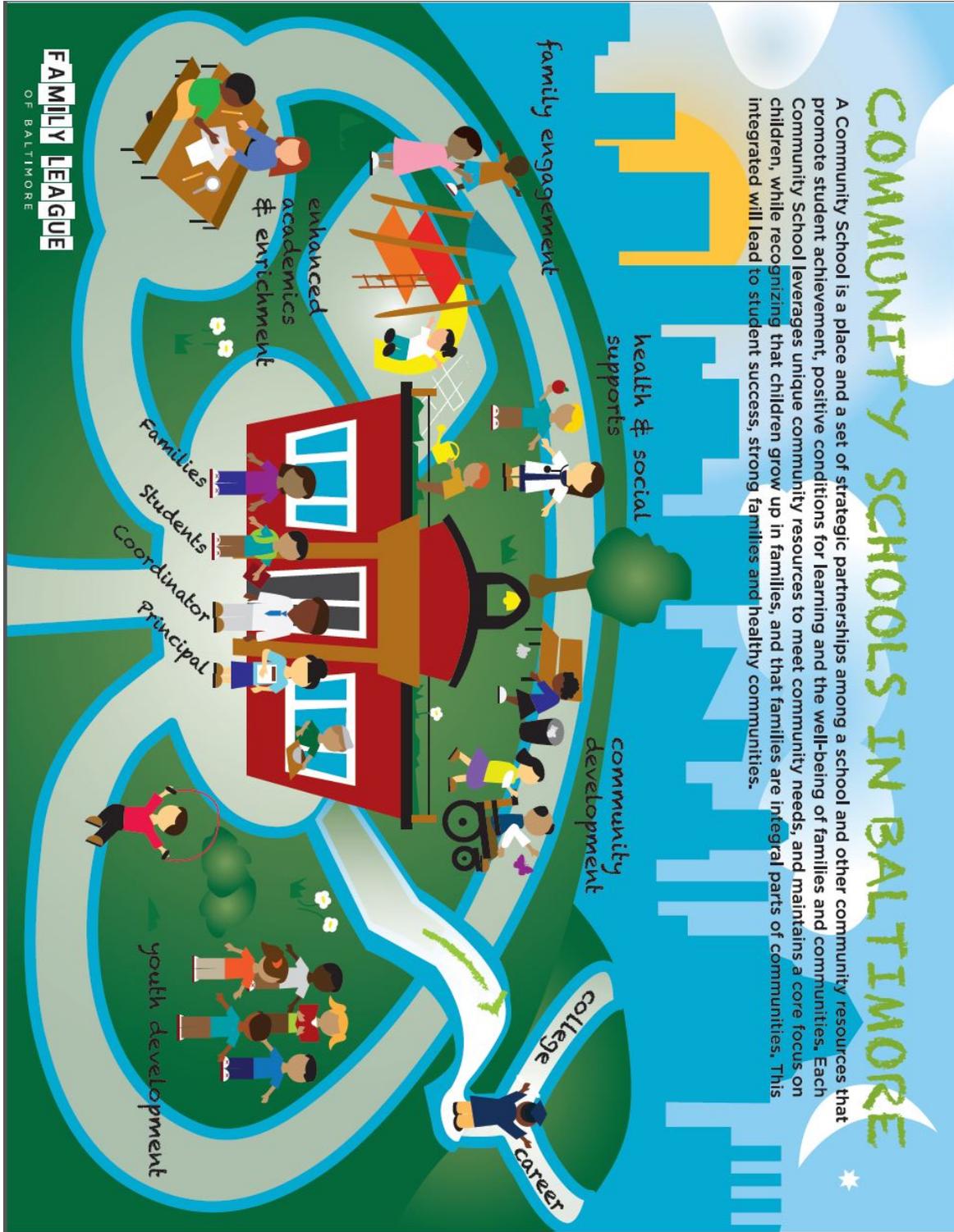
With support of the Wallace Foundation and the Mayor of the City of Baltimore, the Family League Quality and Professional Development strategies include support to meet the individual needs of community schools, community school coordinators and out of school time providers. This professional development 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 Intervention (YPQI).

- 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, gamily engagement, climate, youth development, and partnership collaboration.

Appendix B: Methodology

Community Schools Included in the Outcome Analysis
Implemented 2012-13 and Still Operating as Community Schools in 2013-14

Community School	Community Partner
Afya	Y of Central Maryland, Inc.
Arlington Elem*	Park Heights Renaissance, Inc.
Armistead Gardens +	EBLO
Arundel Elem/Mid*+	Higher Achievement, Inc.
Augusta Fells Savage+	UMSSW
Barclay Elem/Mid*	Greater Homewood CC
Bay Brook Elem/Mid*	Baltimore Child First Authority
Ben Franklin at Masonville Cove	UMSSW
Callaway Elem	Boys and Girls Club
Calvin Rodwell *	Baltimore Child First Authority
City Springs Elem	Baltimore Child First Authority
Collington Square	Elev8 Baltimore
Comm John Rodgers	Elev8 Baltimore
Dr. Martin Luther King Jr.* +	Park Heights Renaissance, Inc.
Dr. Raynor Browne	Elev8 Baltimore
Frederick Douglass High&	Druid Heights CDC
Franklin Square	Parks and People Foundation, Inc.
Furman Templeton	UMSSW
Gardenville	Koinonia Baptist Church
Guilford Elementary+	Greater Homewood CC
Harlem Park Elem/Mid+	UMSSW
Hilton Elementary*	Baltimore Child First Authority
John Eager Howard	Baltimore Child First Authority
Lakeland Elem	Higher Achievement, Inc.
Liberty Elementary+	Baltimore Child First Authority
Margaret Brent Elem*	Greater Homewood CC
Morrell Park	Access Arts
Patterson Park HS+	Y of Central Maryland, Inc.
Patterson Park PCS	Patterson Park PCS
Pimlico Elem	Park Heights Renaissance, Inc.
Reginald F. Lewis*+	Y of Central Maryland, Inc.
Samuel Coleridge Taylor+	UMSSW
Tench Tilghman	HEBCAC
Waverly Elem/Mid*+	Greater Homewood CC
Westside	Baltimore Child First Authority
William Pinderhughes	Druid Heights CDC
Wolfe Street Academy ^	UMSSW

* new principal
& An interim principal was announced mid-year

+new community Schools Coordinator in 2013-14
^ExpandED school

Analyses

<u>Community Schools Outcome Analysis</u>. Outcome analyses compared community schools with non-community schools. These analyses used three approaches:

- Comparing two-year change, from Family League's inaugural community schools in 2011-12 to the most current year for which we have data, 2013-14. Outcomes of interest included school climate, attendance, suspension rates, repeat suspensions, and parent survey response rates.

- An outlier analysis examined one-year change from 2012-13 to 2013-14 for schools. This analysis takes into consideration that some community schools may have been slow implementers and would not see progress until the second year. The analysis identified schools that exceeded expectations in terms of their attendance, suspensions and climate after controlling for student demographics prior attendance and behavior.

- An analysis that focused on eleven schools that have been community schools for at least five years. Here we examined change in attendance and suspensions from 2009-10 to 2013-14. Models included the 11 longer implemented schools, the younger community schools, and non-community schools.

Analyses employed Ordinary Least Squares (OLS) regression models that controlled on characteristics from the baseline year for each outcome of interest, i.e., the schools' background characteristics (% African-American, % Hispanic, % FARMS, % ELL, % Special Education, % Male) and whether or not the school had a new principal in 2013-14. For example, the analysis examining change in chronic absence over the period 2011-12 to 2013-14 controlled on the schools' chronic absence rate in 2011-12 as well as other school-level background characteristics for 2011-12 and whether or not school had a new principal in the outcome year.

<u>Out of School Time (OST) Outcome Analysis.</u> Two years of OST data were analyzed -- 2012-13 and 2013-14. Students were included if they attended OST programs for 200 or more hours. For most students this is attending 80 or more days for two and a half hours. Hours of attendance were calculated by multiplying days of OST attendance by program hours as stipulated in their contract with the Family League. In addition, students who attended multiple programs were included if their total hours of attendance in all OST programs was at least 200 hours.

Comparison students were identified through propensity score matching using student-level covariates and school-level covariates, identifying similar students from similar schools. Comparison groups were separately identified for 2012-13 and 2013-14 OST participants. In order to guard against selection bias, we excluded students who attended the community schools but who were not enrolled in OST, as they had clearly opted not to participate and represented an intrinsically different set of students. Specifically, we excluded students from community schools who did not participate in Family League OST programs in 2011-12 or 2012-13 (for the 2012-13 analysis) and in 2012-13 or 2013-14 (for the 2013-14 analysis).

School Climate

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 school climate.

National School Climate Center's Domains and Indicators
and Alignment with the Staff Climate Survey Instrument Items

Domains	Indicators	2013-14 Staff Survey Questions
Safety	▪ Rules and Norms ▪ Sense of Physical Safety ▪ Sense of Social-emotional Security	Learn3 learn7 learn11 learn19 parent3 parent4 safe2r safe5r safe6r safe7r safe11 resource10
Teaching & Learning	▪ Support for Learning ▪ Social and Civic Learning	Creative6 resource5 resource7 resource9 resource10 satisfy1 teach1 teach5 teach9 learn7 learn18
Interpersonal Relationships	▪ Respect for Diversity ▪ Social Support from Adults ▪ Social support among Students	Learn8 learn11 learn12 learn13 learn15 learn16 parent1 parent3 parent4 resource7 resource9 resource10 resource15 teach8 safe6r
Institutional Environment	▪ School Connectedness and Engagement ▪ Physical Surroundings	Creative5 learn5 learn13 learn14 meaning1 parent1 parent5 parent23 satisfy8 satisfy12 environ1 environ2r environ5 environ6 resource4 resource17 safe3r safe15r teach7
Leadership/Staff Relationships	▪ Leadership ▪ Professional Relationships	Creative6 learn14 learn17 learn19 resource1 resource2 resource15 resource16 resource19 teach1 teach2 satisfy6 meaning1 meaning2 meaning3 meaning4

Data File Development for 2012-13 OST Analysis. The file from Family League on OST participation contained records for 3381 students who were in the 2012-13 A-file. Examining the file, 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 higher attendance level for such cases.

A total of 63 students had multiple records, i.e. they attended more than one program.

For the year 2012-13 two programs enrolled fewer than 5 students:
- OED01 at ACCE
- ROC02 at Collington Square

These programs are excluded from analyses performed by program site, but are included in descriptive tables of all students attending OST programs in 2012-13 and in the outcome analyses.

Since this evaluation pertains to OST participation in 2012-13, only students who attended OST programs in 2012-13 are included; data from OST participation in 2011-12 are only included for students who also attended programs the following year. This evaluation only included students in grades K-8 so 34 Pre-K students were excluded.

Altogether, 3334 students in grades K-8 attended Family League sponsored OST programs and were enrolled in a Community School in 2012-13; a small number (13) did not attend a Community School and they are excluded from all analyses.

Most programs provided 3 to 3.5 hours of service, however, some programs provided 4.5 or more hours:

Program	Days	Hours
AAI01 Youthlight at Access Art	120	3.5
BCP03 Wolfe St Academy	140	3
BEL06 at Harlem Park	121	3
BEL07 at Arundel Elementary	121	3
BEL08 at Samuel Colemen	103	3
BGC08 at Webster Kendrick	170	5
BSO01 at ORCHkids	125	3
CFA04 at Calvin Rodwell Element	131	3
CFA09 at Bay Brook Elementary	113	3
CFA18 at Hilton Elementary	105	3
CFA20 at City Springs Elementary	100	3
CFA23 at Westside Elementary	100	3
CFA27 at Barclay Elementary	105	3
CFA28 at Furman L Templeton	103	3
CFA29 at Guilford Elem	100	3
CFA30 at John Eager Howard	105	3
CFA32 at Liberty Elementary	113	3
CRE01 Create at Patterson Public Ch	101	3
EBD01 at Tench Tighlman EM	112	3
EBD03 at Dr Raynor Brown Acady	112	3
EBD04 at Collington Square Elemen	112	3
EBD05 at Commodore Rogers	112	3
ECS01 Club at Collington Square Elt	136	3
ELO05 at Armistead Gardens Elem	127	3.25

Program - *continued*	**Days**	**Hours**
• FFG05 at Patterson Park Public Ch	170	3
• FYC01 at Waverly Elem-Middle	98	3
• HAB01 at Collington Square	72	4.5
• HAB04 at Lakeland Elem	72	4.5
• HAB05 at South Baltimore	72	4.5
• HAB07 at Patterson Park Public Ch	72	4.5
• HAB08 at City Springs	72	4.5
• KBC01 Project Safe Haven	158	3.5
• LCF01 CARE at Living Classrooms	173	3
• LCF03 CARE at Tench Tilghman El	148	3
• LCF04 at Commodore John Rogers	136	3
• LCF05 Powerhouse at Living Classr	136	3
• OED01 at ACCE	116	3.25
• PPE03 SuperKids at Franklin Square	163	3
• PPE37 Franklin Square Sports	85	3
• ROC02 at Collington Square	120	4
• SVF01 Reading Edge at St Frances	117	3
• SVP01 St Ambrose Youth Center	160	3
• SVP02 at Arlington Elem	160	3
• TDO03 at Baltimore Urban Leader	155	3
• UCT02 at Afya Public Charter	132	3
• UDA01 US Dream Academy	156	3.25
• VLP01 LINK	154	3
• YMC21 at Dr Rayner Browne Elem	150	3

Students were included in the outcome analyses if they attained specific levels of "dosage." Students met dosage if they attended OST programs for 200 or more hours; such students were defined as "regular attenders". This dosage cutoff was equivalent to students attending 80 or more days for programs providing 2 and a half hours of service, a criterion used in 2011-12 to define students as "regular attenders" as done in previous reports. Hours of attendance were derived by multiplying students' "days attended" by "hours of service provided" as specified in the program's contract with the Family League. In addition, students who attended more than one program were classified as "regular attenders" if their total number of hours of attendance in all OST programs was at least 200 hours.

In 2012-13, 2507 students (75.2%) in grades K-8 were "regular attenders." On average, the students who did not meet the threshold attended OST programs for 93.6 hours, compared to 355.7 hours for the regular attenders, and 30.5 days compared to 113.7 days for the regular attenders.

A much smaller group of students (425) received a "double dose" of OST services, i.e., they attended programs regularly for two years (2011-12 and 2012-13), and a small group (178) attended programs regularly for three years (2010-11, 2011-12 and 2012-13).

The analysis of "new recruits" only considered the 1965 students who met dosage in 2012-13 and had no OST participation in 2011-12 (note that 85 of these students had OST the year before in 2010-11 and were retained in the analysis).

OST 2013-14. A similar set of procedures were used to analyze students who participated in OST in 2013-14. In 2013-14, 2711 students participated in OST programs and 1936 students (72.3%) were "regular attenders." The final treatment group of regular attenders in 2013-14 included 1804 students, that is, students who met dosage requirements and had data available from the previous year (2012-13).

Propensity Score Matching for Comparison Groups

The final treatment group of regular attenders in 2012-13 used to analyze outcomes in 2012-13 included 2351 students in grades K-12; 149 students were excluded because they were missing 2011-12 data or attended schools in 2011-12 that did not participate in the school survey or MSA testing; 7 students were excluded because they were in atypical school environments in 2011-12 (alternative schools or PreK students in high schools).

We used propensity score matching to establish comparison groups of students who resembled the OST treatment groups. In order to guard against selection bias, we drew comparison group students from students across the district who were not in community schools and who did not participate in Family League OST programs in 2011-12 or 2012-13. Students in the pool of potential comparison students must have had data from the previous year (2011-12) and must have been still enrolled in City Schools on June 1, 2013. The school of record used in all analyses is the final school in which the student was enrolled. Thus the comparison group was drawn from among 32,161 City Schools students who met the above criteria and had student-level and school-level background data available for 2011-12.

We used the 'MatchIt' program in R as a matching algorithm, 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 included additional student-level covariates: gender, Hispanic, African American, age, homeless, receipt of FARMS and special education services, prior attendance, and suspension history. To ensure that the comparison group included students from comparable schools, we also included a set of school-level indicators: average daily attendance, % chronically absent, % FARMS, % ELL, % Special Education, % Proficient or Advanced Math and Reading MSA, measures of the 12 dimensions of school climate from the 2011-12 staff school survey collapsed into 5 dimensions (Safety, Interpersonal Relationships, Teaching and Learning, Institutional Environment, Leadership/Staff Relationships), and the staff survey response rate. Each school had 4 MSA scores: % proficient/advanced in reading and math for the lowest and highest grade served by the school. In order to allow for separate analyses of K-5 and grades 6-8 students, the matching protocol was done separately for these two groups of students, while allowing for "exact matches" by student grade level.

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

The same set of procedures was used to create a comparison group for the "new recruits", students who met dosage in 2012-13, but had not participated in OST in 2011-12. The final treatment group of "new recruits" in 2012-13 used to analyze outcomes in 2012-13 included 1809 students in grades K-12; 156 students were excluded because they were missing 2011-12 data, attended schools in 2011-12 that did not participate in the school survey or MSA testing, or were in atypical school environments (alternative schools or PreK students in high schools).

A similar set of propensity score matching procedures was used to select comparison groups for the OST students in 2013-14.

Appendix C: 2013-14 Community Schools, Lead Agencies and OST Providers

School	CRS Lead	OST Leads
Afya Public Charter School	Y of Central Maryland	Afya Baltimore, Inc
Arlington Elem/Middle	Park Heights Renaissance	Boys & Girls Clubs of Metropolitan Baltimore
Armistead Gardens Elem/Mid	Education Based Latino Outreach	Education Based Latino Outreach
Arundel Elem/Mid	Higher Achievement	Higher Achievement, The BELL Foundation
Augusta Fells Savage Institute of Visual Arts	University of Maryland School of Social Work – SWCOS	
Barclay Elem/Middle	Greater Homewood Community Corp.	Child First Authority
Bay Brook Elementary/Middle School	Child First Authority	Child First Authority
Benjamin Franklin at Masonville Cove	University of Maryland School of Social Work – SWCOS	
Callaway Elementary School	Boys & Girls Club of Metropolitan Baltimore	Boys & Girls Clubs of Metropolitan Baltimore
Calvin M. Rodwell Elementary School	Child First Authority	Child First Authority
City Springs Elementary/Middle School	Child First Authority	Child First Authority., Higher Achievement, Living Classrooms Foundation
Collington Square Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)	Humanim (Elev8 Baltimore), Reclaimng our Children and Community Program, Episcopal Community Services of Maryland, Higher Achievement
Commodore John Rodgers Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)	Baltimore Urban Leadership Foundation / The Door, Humanim (Elev8 Baltimore), Living Classrooms Foundation
Dr. Martin Luther King, Jr. Elementary/Middle School	Park Heights Renaissance	Boys & Girls Clubs of Metropolitan Baltimore
Dr. Rayner Browne Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)	Humanim (Elev8 Baltimore), Y of Central Maryland
Frederick Douglass High	Druid Heights CDC	
Franklin Square Elementary/Middle School	Parks and People Foundation, Inc	Parks and People Foundation
Furman L. Templeton Preparatory Academy	University of Maryland School of Social Work -- Promise Heights	Child First Authority
Gardenville Elementary School	Koinonia Baptist Church,	Koinonia Baptist Church

School	CRS Lead	OST Leads
Guilford Elementary/Middle School	Greater Homewood Community Corporation	Child First Authority
Harlem Park Elementary/Middle School	University of Maryland School of Social Work – SWCOS	The BELL Foundation
Hilton Elementary School	Child First Authority	Child First Authority
John Eager Howard Elementary School	Child First Authority	Child First Authority
Lakeland Elementary/Middle School	Higher Achievement	Higher Achievement
Liberty Elementary School	Child First Authority	Child First Authority
Margaret Brent Elementary/Middle School	Greater Homewood Community Corporation	Village Learning Place
Morrell Park Elementary/Middle School	Access Art, Inc	Access Arts
Patterson High School	Y of Central Maryland	
Patterson Park Public Charter School	Patterson Park Public Charter School	Higher Achievement, Patterson Park Public Charter School, Fitness, Fun, and Games
Pimlico Elementary/Middle School	Park Heights Renaissance	US Dream Academy
Reginald F. Lewis High School	Y of Central Maryland	
The Historic Samuel Coleridge-Taylor Elementary School	University of Maryland School of Social Work -- Promise Heights	The BELL Foundation
Tench Tilghman Elementary/Middle School	Humanim, Inc. (Elev8 Baltimore)	Creative Alliance, Inc., Humanim (Elev8 Baltimore)
Waverly Elementary/Middle School	Greater Homewood Community Corporation	Y of Central Maryland
Westside Elementary School	Child First Authority	Child First Authority
William Pinderhughes Elementary School	Druid Heights CDC	Druid Heights Community Development Corporation
Wolfe Street Academy	University of Maryland School of Social Work – SWCOS	Baltimore Curriculum Project

Appendix D: Chronology of Community Schools in Baltimore

2011-12 – Planning Year	2012-13	2013-14
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 Luther King Jr.	Dr. Martin Luther King Jr*.	Dr. Martin Luther 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 Park HS	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
AACE – funded 2011-12 only		Booker T. Washington
		Highlandtown (237)
		Moravia Park*
		Robert Coleman
		REACH

* new principal	+ new community Schools Coordinator
[&] An interim principal was announced mid-year	^ExpandED school