

Introduction. Wheatley Middle School in the San Antonio Independent School District (SAISD) is within the EastPoint Promise Zone (EPZ), the EastPoint Promise Neighborhood (EPN) and the Choice Neighborhood Initiative (CNI). This area is benefiting from extensive revitalization, including an influx of new and enhanced resources, and SAISD has launched a series of education reform projects in EastPoint elementary and high schools. The need for the academic upgrades could not be greater, as student performance in EastPoint schools is up to 31 percentage points behind San Antonio's highest performing schools. To ensure a rapid and efficient response, EastPoint residents and facilitating partners prioritized early education, grade level reading and math skills and a STEM concentration in secondary education; after two years of implementation, standardized test scores at the three EastPoint elementary schools have improved by 9-59%, two-thirds of high school students who had previously failed one or more state assessments are now passing, and the high school is no longer classified as Academically Unacceptable.

Though the elementary and high school strategies will continue and expand, EastPoint leaders have updated the needs assessment and identified two next-level priorities: academic enrichment for Wheatley MS students and development of a coordinated service delivery system and single point of entry for the rapidly growing number of programs and providers seeking to help stabilize EastPoint families and contribute to enhanced student achievement. SAISD and its partners – the United Way of San Antonio and Bexar County, the San Antonio Housing Authority and the City of San Antonio – will respond by implementing a Community School model at Wheatley MS that integrates academic, social and health services for students, their families and the community.

A. Quality of the Project Design. 1. Description of students, family members, and community.

EastPoint covers approximately 3.5 square miles, including five census tracts and two zip codes just east of downtown San Antonio. The community is bounded by IH-37 to the west, Joint Base

San Antonio to the north, and major cross-town thoroughfares to the east and west. SAISD is the designated Local Education Agency and EastPoint students attend six Title I schools: Tynan Early Childhood Education Center, Bowden Elementary School, Pershing Elementary School, Washington Elementary School, Wheatley Middle School, and Sam Houston High School.

Historically, EastPoint was the center of San Antonio’s African American community but in recent years has become far more ethnically diverse. The population also is contracting -- down 3% since 2000 compared to a 16% increase in San Antonio’s total population -- and remaining residents skew younger, poorer and less educated. The EastPoint demographic profile contained in Table 1 *is reflective of the students/families at Wheatley MS.*

<b>Table 1: Demographic Characteristics (2010 Census)</b>		
	<b>EastPoint</b>	<b>San Antonio</b>
Total Population	17,516	1,327,407
African-American	23.9%	6.9%
Hispanic	68.1%	63.2%
White	6.4%	26.6%
Other	1.6 %	3.3%
Males	49%	49%
Females	51%	51%
<b>Indicators (Amer. Comm. Survey)</b>	<b>EastPoint</b>	<b>San Antonio</b>
Employed (>16 years old)	51%	59%
Owner-occupied housing	46%	59%
Children in poverty	56%	27%
Median household income	\$21,491	\$43,152

Adults without HS Diploma	39%	21%
Children 0-19 years old	32%	30%

Threats to family stability are often correlated with poor student performance; the profile of Wheatley MS students corroborates the relationship but *also indicates progress*.

<b>Table 2: Overview and Academic Performance of Wheatley MS Students</b>	
Total Students, 2012-13 School Year	375
Economically Disadvantaged, 2012-13	98.4%
At-Risk of Dropping Out (i.e., failed one or more grades, limited English proficiency, homeless, pregnant, disciplinary problems, etc.), 2012-13	65.3%
6 <sup>th</sup> – 8 <sup>th</sup> Grade Students Passing All State Assessments, 2012-13	57%
Change from Prior School Year	+32.6%
6 <sup>th</sup> – 8 <sup>th</sup> Grade Students Passing State Reading Assessments, 2012-13	64%
Change from Prior School Year	+30.6%
6 <sup>th</sup> – 8 <sup>th</sup> Grade Students Passing State Mathematics Assessments, 2012-13	59%
Change from Prior School Year	+34.1%
8 <sup>th</sup> Grade Students Showing Preparation for Post-Secondary Success, 2012-13	15%
Change from Prior School Year	+25%
Attendance Rate, 2012-13	94.5%
Change from Prior School Year	+1.2%
<b>2013 Accountability Rating, Texas Education Agency: Improvement Required</b>	

SAISD believes that a Community School model could effectively address all issues cited above, i.e., high unemployment and poverty, low levels of adult educational achievement, students struggling to perform academically. However, recent history shows that *the degree of community*

*input* will dictate the viability of the approach in EastPoint. Therefore, SAISD surveyed and conducted focus groups with Wheatley MS students, their families and community members to ascertain their perceptions of need before designing compatible services.

<b>Table 3: Needs Perceived by Students, Families and Community Members</b>
<b>Academic Enrichment and Improvement</b>
Support for college readiness and academic completion, service learning opportunities, sports and physical fitness programs, computer lab (afterschool), mentoring and tutoring
<b>Family Self Sufficiency</b>
Job training (adults and youth), ESL instruction and literacy and adult education programs
<b>Service Linkages</b>
Easily accessed social services and more non-profit resources
<b>Behavioral Health</b>
Counseling and substance abuse treatment and prevention for adults and youth

Accordingly, the Wheatley Community School (CS) model was intentionally developed to address the needs of the *6,000 unemployed EPN adult residents, 4,600 EPN adults without a high school diploma, 3,100 EPN children in poverty, and the 245 Wheatley MS students classified as at-risk of dropping out.* Using significant service and programmatic efficiencies, and fully applying the abundant resources of the EPN, the CNI and the EPZ, the Wheatley CS will have the capacity to serve a significant share of EastPoint residents.

<b>Table 4: Estimated Numbers to Be Served by the Wheatley CS</b>		
	Year 1	Years 2-5
Wheatley Middle School students to be served (afterschool)	200	1,000
Wheatley family members to be served	300	1,500

Community members to be served	250	1,250
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2. Description of services, relation to needs and frequency. Implementation of a Community School model at Wheatley will rapidly address two predominant EastPoint problems. First, though significant academic improvement has occurred in SAISD’s elementary schools and at Sam Houston High School, Wheatley MS remains in Improvement Required status, and Wheatley students may not be prepared to meet the new, rigorous academic expectations at Houston High School or take full advantage of its New Tech magnet school resources. Closing the achievement gap will require academic enrichment both during the school day and during out of school time. Second, community utilization of EastPoint’s new programs and services has been challenged by an infrastructure weakness: there is no single point of entry through which students, family and community members can learn about and access these resources. Wheatley CS will efficiently address both by building upon the strong foundation laid by the EPN, the CNI and the EPZ to provide 11 of the 12 eligible services. Three are currently available -- high quality early learning programs from pre-k through elementary school, daily family engagement and parental involvement activities from Parent Rooms on every EastPoint school campus, and community-based nutrition services and physical activities -- and EPN partners will *continue* to provide each one. Students, families and community members will be able to *learn about and/or access* these services from Wheatley CS. Eight eligible services will be *newly launched* and available from the Wheatley CS, as described in Table 5.

<b>Table 5: Eligible Services, Partners, Frequency</b>	
<b>Eligible Service – Partner Responsible</b>	<b>Frequency</b>
Academic Enrichment for Wheatley MS Students	

Remedial Education – SAISD	Daily
Mentoring – City Year	Weekly
Community Service and Service Learning – SAISD	Weekly
Assistance to At-Risk Students – SAISD	Daily
Arts and culture, sports and recreation – YMCA	Daily
Family Self Sufficiency Services for Wheatley Families and Community Members	
Connections to Job Training/Career Counseling – Communities in Schools	Weekly
Adult Education and Literacy – SAISD Adult Education Department	Daily
Service Linkages for Wheatley MS Families and the Community	
Connection to Social Services – Communities in Schools	Daily
Connection to Counseling – Communities in Schools	Daily
Connection to Substance Abuse Treatment – Communities in Schools	Daily

Each of the above will be accessible from Wheatley CS, either directly from on-site providers or through linkages to other EPN partners and contractors (see MOU and Addendum). In-school academic enrichment activities will correspond to baseline student achievement indicators at Wheatley MS and community input, which strongly requested additional STEM activities, project based learning, enhanced resources in the science lab, and robotics. Additionally, music instruction at Wheatley CS will be increased and improved with the addition of a video and music production component; research has consistently shown a correlation between music and STEM skill development and the greater availability of these activities is expected to support improvements in student academic achievement.

Goals and objectives for the Wheatley CS model will favorably impact aforementioned EastPoint

needs in the areas of academic enrichment, family self-sufficiency and service linkages. Student mobility will be monitored as a proxy indicator of family stability.

<b>Table 6: Goals, Objectives and Outcomes of the Wheatley Community School</b>	
Goal I: Improve educational and developmental outcomes for Wheatley CS students.	
1	Improve academic performance and college readiness with consistent enrichment activities delivered during the school day and afterschool.
Methods: a) Upgrade STEM instructional resources and increase instructional time, prioritizing project based learning, hands on experimentation and other proven skill development strategies. Ask Fine Arts and STEM teachers to align their curricula to gain maximum student benefit. Enhance fine arts instruction, especially music, to include artists in residence, new equipment and instruments, and increase time in fine arts classes during the school day. b) Establish an Out of School Zone (daily afterschool program) staffed by SAISD teachers and external providers. Offer remedial education, tutoring, mentoring, service learning, college awareness, arts and culture, fitness, and sports activities aligned with school curricula.	
Eligibility: Any Wheatley CS student; priority for Out of School Zone enrollment will be given to at-risk students, i.e., failing state standardized tests and/or with 10 or more school absences.	
Duration: School day and afterschool program throughout school year; four week, 40 hour Jump Start program before the school year begins (August 2015).	
Outcomes: 45% of participating students demonstrate improved performance on state standardized tests in two or more subjects (baseline 2012-13 school year).	
Goal II: Designate Wheatley CS as a point of entry into a coordinated service delivery system	

dedicated to strengthening EPN families and enhancing financial stability.	
2	Organize existing social service, adult education and employment-focused providers into a collaborative, coordinated team able to meet the complex needs of EastPoint families.
<p>Methods: Case Managers work intensively with residents to identify and resolve problems. Conduct brief assessments to quickly ascertain immediate and longer-range needs and focus resources effectively. Use Family Self Sufficiency Plans to establish and track goals and select needed services. Offer on-site adult education and career counseling. Provide connections to job training, mental health counseling and/or substance abuse treatment from off-site partners.</p>	
Eligibility: Any adult resident living in EastPoint.	
Duration: Average service trajectory will be rapid problem identification, intensive short-term service and hand off to longer-term solutions. Most participation episodes will last 3 months; however, participants may return an unlimited number of times for additional assistance.	
Outcomes: 15% decrease in student mobility rate (baseline 2012-13 school year). 2,750 adults receive services, 45.8% of community residents with demonstrated needs (see A.1).	

**Academic Enrichment and Remediation Services.** SAISD and the EastPoint community are well aware of the positive effects of enhanced instructional resources and aligned out-of-school programs for academically at-risk students. EastPoint elementary schools enjoy powerful supplemental learning opportunities but they are not continued at the secondary level, contributing to diminished student performance at Wheatley. Extended day services -- tutoring, project based and service learning and recreation focused on team building and character development – are routinely requested by EastPoint parents and Wheatley students out of belief that these opportunities contribute to higher grades and standardized test scores.

The Wheatley CS AE program will offer engaging, education-enhancing services during the school

day and afterwards. All AE activities will encourage exploration and resourcefulness and will inculcate or reinforce the attributes that are essential to academic success and college preparation. Project based and service learning activities will be common both in-school and afterschool, e.g., students will plan, plant and manage a community garden using a variety of STEM and life skills (e.g., time management, persistence), and will use what they grow during healthy eating cooking classes and as afterschool snacks. Teachers will plan all service learning activities to comply with the National Youth Leadership Council’s K-12 Service-Learning Standards for Quality Practice: meaningful service, explicit links to the curriculum, promotion of diversity, inclusion of youth voice, and engagement in collaborative partnerships.

The afterschool AE program will operate for two hours per day (4:00 until 6:00), Monday through Friday throughout the 35-week school year and during a four week, 40 hour Jump Start program (beginning in August 2015) dedicated to refreshing skills and preparing students for new grade level expectations before the beginning of the school year. SAISD teachers will plan, staff and deliver academic enrichment components and City Year will provide mentoring through an existing EPN contract. Also, YMCA currently contracts with EPN to offer arts and cultural and sports and recreation services afterschool on the Wheatley campus; these fun, healthy activities will be available and will serve as incentives for continued participation. An example of an afterschool schedule follows; the AE teachers will develop final schedules after assessing student needs (based on 9-week grades) and obtaining information from their peers.

Activity (4:00 to 6:00 p.m.)	M	T	W	Th	F
Snack	X	X	X	X	X
Homework Assistance	X	X	X	X	X
Project-Based Learning and STEM Challenges	X		X		

Service Learning Projects		X		X	
Music, Dance, Drama, Debate, Book Club, Chess					X
Learning Through Sports--Math, Reading, Character Development	X		X		
Computer Lab		X		X	
Mentoring					X
Special Events (monthly): Career Days, College Exploration Activities, Financial Literacy Training, STAAR Nights, Math Nights, Science Nights, Family Dinners					

Definitions of key academic enrichment activities follow.

**Homework Assistance (afterschool).** Students and teachers will work on specific homework assignments for that evening or weekend or, if homework is not assigned, an age appropriate, academically challenging activity assigned by the teacher. Teachers will provide appropriate guidance and feedback.

**Tutoring (afterschool).** Grades and test scores will be monitored and struggling students will be pulled aside for subject-specific one on one or small group tutoring or academic remediation until they demonstrate mastery in the subject(s).

**STEM Activities (in- and afterschool).** Virtually all students enjoy science, technology, engineering and math when the experiments are fun and stimulate their natural curiosity. Teachers, with support from the SAISD Curriculum and Enrichment Coordinator, will increase utilization of age-appropriate lessons from verified sources, e.g., Region 20, [www.k12lab.com](http://www.k12lab.com).

**Project-Based Learning in STEM (in- and afterschool).** Students will participate in rotating activities, including: Practical Uses of Math and Science, 60 earth science and probability experiments; Engineering Design Challenges, NASA-advised activities in designing, building, testing, re-designing and re-building rocket models; LEGO Design and Programming System, a

bilingual program that teaches engineering principles using LEGOs; and, Great Exploration in Math and Science (GEMS), kits that use active learning to explore Beaches, Falling and Flying Forces, Magnets, Habitats, and Predators and Prey.

**Service Learning.** SAISD's Curriculum and Enrichment Department has an inventory of proven service learning projects for all grade levels. Teachers will be expected to increase their use of this resource; a system will developed to document service learning activities.

**Learning Through Sports.** Teachers will increase their use of this online, video game-based math and reading enrichment program, which includes a character education component.

**Mentoring.** City Year will mentor all participants (individually or in small groups) and will continue specialized services with students who are frequently absent, to identify and remove barriers to attendance and build their interest in school. The project's goal for City Year's mentoring services is a 15% increase in attendance for participating students.

The planned AE activities were intentionally selected for their capacity to improve academic achievement by strengthening: *Key Cognitive Strategies*, patterns of thinking and specific ways of approaching and attacking challenging learning situations; *Key Content Knowledge*, strengthening literacy through proficiency in reading, writing, English, math, science, social studies, world languages, and arts, mastering and processing information and then probing, consolidating and applying it; and, *Academic Behaviors*, self-management, self-awareness, self-monitoring and self-control. Enhanced student capacities attributable to this approach are: a) consistent intellectual growth and development; b) deep understanding of and ability to apply key foundational ideas and concepts; c) ability to use knowledge to solve problems; and, d) reading and writing skills sufficient to process a full range of textual materials.

**Family Self Sufficiency Services and Service Linkages.** The Wheatley CS model is dedicated to

addressing both student academic needs and those conditions within families that either enable or hinder student performance, e.g., economic instability, low levels of parental education, continuous crises. For accomplishment of the latter, SAISD will contract with Communities in Schools (CIS) to provide case management services at Wheatley CS. CIS currently provides similar supports on other SAISD campuses. CIS will use a rapid cycle approach to identify presenting problems, work with the family (average time will be 3 months) to develop short-term, responsive solutions and construct a Family Self-Sufficiency Plan to direct the longer-term acquisition of academic, vocational and health resources. CIS will assign two full-time, highly-skilled Case Managers to Wheatley CS and their primary goal will be to provide a single point of entry into EastPoint's growing continuum of available and emerging programs. After the initial assessment and meeting of immediate needs, the Case Managers and the client will organize a Family Self Sufficiency Plan with time referenced goals and enabling resources. The needs of all family members will be reflected and specific child-focused problems, e.g., mobility issues, other barriers to achievement, will be given high priority. CIS will initially serve Wheatley MS families (Year 1); however, all community residents will be eligible for assistance in Years 2-5. The Case Managers will be available from 7a until 6p on school days. (A service methodology for summer will be developed during the project's proposed three-month start up phase.) The Case Managers' problem-solving competence will strongly contribute to the community's perception of Wheatley CS as not just a school but an essential partner in the EPZ revitalization.

Resource connections currently available from EPN partners and to be accessed by the CIS Case Managers include: emergency assistance (rent, utilities, food, clothing) from the City of San Antonio; job training, career counseling and job placement from St. Philip's College (in the EPZ) and Goodwill Industries; social and supportive services, i.e., child care, parenting education,

transportation assistance; and mental health counseling or substance abuse treatment from the Center for Health Care Services (local mental health authority). Also, SAISD's Adult and Community Education Department will directly provide a blended model of adult basic education using distance learning (Aztec or GED Academy), online instruction and face-to-face interaction. On-line and face-to-face students will receive instructional support a minimum of two times per week, 2.5 hours per session at flexible times in the afternoon or evening. Optimal group size will be 25 but as few as 15 students can form an instructional cohort. Teachers will be provided and funded through another SAISD grant; however the requested Community School grant will equip a computer lab for adult education on the Wheatley campus. Students electing to use SAISD's distance learning portals must: a) have basic computer skills and Internet access; b) complete a short ABE Distance Learning Orientation; c) be self-motivated, organized, and possess strong study skills; and d) agree to complete all work independently.

3. Coordination, integration and sustainability. The Wheatley CS model was designed to derive maximum benefit from the assets of the EPN, the CNI and the EPZ. The partners have the capacity and resources, i.e., *existing staffing and funding*, to deliver the eligible services depicted in Table 5; SAISD has many assets required for Academic Enrichment and will use grant funding to secure the remainder (see B.1). The long-term sustainability of Wheatley CS will be largely dependent upon the quality and reach of the partnering organizations. In this regard, EPN will be a critical partner, as the initiative includes capacity building strategies in response to needs assessment findings indicating that in-area providers were trusted by the community but had limited infrastructure and could not meet area needs. Over the last two years, EPN has worked to: a) enhance the capacity of public and private partners with training and technical assistance; and, b) monitor impact via a data sharing system (developed and managed by CI:Now) that provides

accountability reports on the system and each provider. A high functioning service system that is valued by the community will drive demand for Wheatley CS beyond the grant period.

4. Alignment with other school improvement strategies. SAISD has prioritized Wheatley MS for extensive school improvement strategies. In addition to academic supports accruing from EPN funding, Wheatley is a participating campus in the Texas Literacy Initiative (a vertically aligned curriculum that builds literacy and language skills in disadvantaged Pre-K through high school students from a single feeder pattern) and the High School Graduation Initiative (supporting sustainable and coordinated drop out prevention strategies in a secondary feeder pattern with high school graduation rates lower than the state average). Wheatley also received a Title 1 1003(A) Priority and Focus Grant and allocations from Title I, Part A-Improving Basic Programs and IDEA-B Formula Grant to support instructional improvements and provide the enabling professional development required for academic achievement and a supportive school climate. These initiatives have strongly contributed to positive changes in student achievement (Table 2) and the proposed model will build upon these gains in two key ways: 1) layered academic enrichment activities will be integrated with Wheatley's core academic program and will use service learning and other proven approaches to enhance benefit; and, 2) student and family issues that can become distractions to attendance and learning will be reduced by family self sufficiency and service linkage programs.

B. Adequacy of Resources. 1. Adequacy of support. Wheatley MS is ideally suited to become a Community School. The 82-year old campus is an EastPoint icon that was converted from a high school to a middle school in 1970 due to dwindling enrollment. As a result, Wheatley has approximately 12,800 square feet of excess space. SAISD will develop a plan to reconfigure unused rooms to enable placement of on-site providers, services and activities and headquarter the

afterschool, family self-sufficiency and service linkage components. As described in Section A, the EPN partners will bring to the Wheatley CS all resources (staffing, materials, professional development) required for *mentoring services* and *connections to social and health services*. SAISD will be primarily responsible for the provision of *academic enrichment*, including *aligned remedial education, service learning activities, services to assist at-risk students*, and *family self-sufficiency services*, including direct provision of or connections to *job training, career counseling* and *adult education* for family and community members. SAISD will budget grant funds for teachers (contracted) and materials for the afterschool, Jump Start and adult education components and will contract with CIS for case management services.

The proposed Wheatley CS has two additional advantages that will enable rapid implementation and maximum benefit. The first is the significant housing and commercial redevelopment occurring throughout EastPoint as a result of the CNI and the EPZ. The centerpieces of the housing strategies are the revitalization of Wheatley Courts Public Housing (across the street from Wheatley MS), the reclamation and rehabilitation of abandoned homes and the building of new single and multi-family dwellings on vacant lots, yielding an increase of at least 785 mixed income affordable housing units in EastPoint. *A larger inventory of safe, affordable housing will help stabilize families, driving down high mobility rates and improving academic performance.*

The second is the strong parent engagement project in place at Wheatley MS, supported by the EPN and modeled after the United Way's highly touted Families-Schools-Community Partnership. A parent-to-parent approach is used, i.e., parents help one another increase their involvement in their children's schools and become more active and engaged with their children's education. *The Partnership's parental engagement model has led to verified positive changes in parental empowerment and parents realizing they are their child's life-long educational advocate,*

*stimulating shared accountability for academic achievement.* Response to the model has surpassed expectations. Parental involvement in school events and volunteering has increased, daily and all day student attendance have improved and middle school disciplinary referrals are down, with school administrators crediting the presence of so many parents on campus. These results track with recent research showing that parental involvement is a critical tool in improving the educational outcomes of children in low-income families<sup>1</sup>.

2. Relevance and demonstrated commitment. With this application, approved by the Superintendent, SAISD agrees to plan and implement a Community School model on the campus of Wheatley MS. SAISD has laid the groundwork for a Community School by building knowledge about and commitment to the concept with EastPoint residents. Across three community meetings (May-June 2014) attended by 375 adults and youth, SAISD has been in continuous conversation with stakeholders, community leaders and residents about their perceived needs and the ways in which easily accessed, well targeted resources could be valuable supports for student academic success and strengthening families. During the first three months of the grant period, these same concept designers will help SAISD develop an accountability system with short and long range action plans and deadlines for accomplishment that will ensure Wheatley CS is what the community envisioned and needs and is having maximum positive impact. During the final year of the grant period, if the outcomes are as favorable as projected, SAISD will develop a template for the replication of the Wheatley CS model on other SAISD

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<sup>1</sup> Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology, 98*, 653–664.

*campuses. SAISD also is committed to sustaining the student achievement gains attributable to the afterschool program using local or Title I funding or grants from foundations or public sources; in-school enhancements will be easily maintained using existing classroom and curriculum resources and funding streams.*

SAISD is one of the original partners in EPN and CNI and provides support to the EPZ. The partners in these endeavors -- United Way of San Antonio and Bexar County, San Antonio Housing Authority, City of San Antonio, EastPoint residents -- have worked since 2010 to stimulate revitalization in San Antonio's EastPoint community. Their successes have attracted over \$60M in federal investments and today EastPoint is becoming a neighborhood where residents choose to **STAY, GROW, GRADUATE AND STAY**. The availability of these deep relationships will jump start implementation of the Wheatley CS and will provide a constant source of technical assistance to enhance service delivery and impact.

The attached EPN MOU and contracts, supplemented by an Addendum that specifically encompasses the Community School project, reflect the commitments of all partners. Because the partnership is three years old, the service delivery model is mature enough to yield significant outcomes. For example, EPN partners currently provide early learning services to pre-school aged children at SAISD's Tynan Early Childhood Center to support kinder readiness and SAISD subsequently administers the Early Development Instrument (EDI) to entering kindergarten students at the three EPZ elementary schools to verify impact. For the 2011-12 school year (baseline), 14.9% of entering students scored "very ready" in four or more developmental domains but after one year of EPN's early learning initiative, 29.8% scored "very ready". Clearly, SAISD and its partners have the demonstrated capacity to well implement the proposed project and stimulate the intended impact, i.e., 45% of participating students demonstrate improved

performance on state assessments in two or more subjects; student mobility decreases by 15% and 2,750 adults receive services.

3. Costs are reasonable. The annual cost of operating the Wheatley CS will be \$607 per student or adult served. This small investment will yield major benefits in terms of improved academic achievement and family self-sufficiency and a significant multiplier effect may be realized. The *Federation for Community Schools* estimates that for every \$1 spent, \$4-15 is saved or leveraged; in EastPoint, this will amount to \$2,000,000 to \$7,500,000 per year.

C. Quality of the Management Plan. 1. Planning, coordination, management, oversight and roles. SAISD and its partners began developing a Community School model for Wheatley MS in 2010 as part of the United Way's Promise Neighborhood Planning Grant. A needs assessment and segmentation analysis completed for the grant first signaled the opportunity in finding: 1) The target area did not include sufficient or easily accessed social services and those that existed were siloed. 2) EastPoint schools exhibited the highest degree of student mobility in San Antonio, largely because families in the area lived with persistent poverty and economic crisis and had diminished access to the supportive services that would promote economic security. 3) Higher mobility rates appeared to be negatively affecting student outcomes. In the subsequent Promise Neighborhood Implementation Grant, the partners proposed establishment of a community-linked school at Wheatley MS as one of the solutions. However, the EPN's federal partners gave higher priority to improving and increasing early learning resources, based on extremely low rates of kinder readiness, and asked the partners to redirect funding from implementation of a Community School model to early learning strategies. The reallocation materially increased kinder readiness but the partners have remained dedicated to the concept of a Community School at Wheatley, waiting for an opportunity to attain the original goal of *ensuring families and residents have ready*

*access to comprehensive assistance that promotes learning and reduces barriers to resiliency and strength.*

Also, to promote accomplishment of the EPN academic improvement agenda and drive the District's support initiatives and investments, SAISD's Curriculum and Instruction Department developed a 2013-17 Strategic Plan for SAISD schools. The Plan directs a comprehensive redesign focused on building teacher capacity, improving student performance and sustaining the efforts with aligned curriculum and professional development initiatives. Academic components are focused on: a) building STEM proficiency; b) addressing state standards in all core subjects and literacy; c) increasing teacher capacity for vertically aligned STEM instruction; and, d) strengthening pedagogy and technology skills. The long-term success of the Strategic Plan will be measured by the degree to which SAISD students improve STEM skills, from pre-k through 12<sup>th</sup> grade, and the number of students who are inspired to enter STEM fields. The Plan's reprioritization of resources has triggered significant improvement in student achievement and supported the conversion of Sam Houston High School from an Academically Unacceptable campus to a high performing STEM magnet school. However, to take full advantage of the opportunities at Houston HS, ensure a sufficient pipeline of STEM-prepared students from Wheatley MS, and support student capacity for post-secondary success and adult self-sufficiency, *Wheatley MS students need additional academic enrichment in and afterschool.* SAISD and its partners have planned responsive strategies but lack the resources required for full implementation; however, having this well established backbone will jump start the Wheatley CS project and will *enable the project to begin full implementation within three months.*

Clearly, the Wheatley CS was designed to fully benefit from the well-coordinated efforts of the EPN, CNI and EPZ initiatives. All eligible services and planned service delivery approaches are

aligned to diminish duplication and rapidly extend community assets to students, their families and the larger EastPoint community. This approach will enable low unit costs (\$607 per student or adult) and high numbers of project beneficiaries (3,750 across the project period).

The compounding effects of resource coordination and the community's growing faith in the EastPoint revitalization efforts will assist Wheatley CS in meeting its goals for greater family self sufficiency, lower mobility rates and improved student achievement. For years, enrollment at Wheatley MS dropped as families sought better educational opportunities for their children. And too many of the families that remained were not fully committed to their children's academic success, as demonstrated by some of this community's lowest average daily attendance numbers. However, since revitalization began in 2012, Wheatley's enrollment has *increased by 16%* and average daily attendance *has increased by 32%*. These accomplishments, and the trust that underpins them, will form a strong foundation for the Wheatley CS.

The Project Director will be Darnell McLaurin, currently serving as SAISD's Facilitator for EPN. His depth of knowledge about EastPoint needs and partnership resources will support consistent coordination (see C.3 for experience and qualifications). Also, SAISD will employ a full-time Community School Coordinator (CSC). The CSC will report directly to the Superintendent, will be accountable to the Wheatley MS Principal and will be expected to plan and align all programs, services and opportunities collaboratively. In general, SAISD's CSC will be primarily responsible for: a) implementing a menu of needs-driven, high-quality programs and services in adherence with the Community School model; b) ensuring the alignment and integration of programming with the Principal's vision and school-day curricula; c) advising the Principal on integrating partners and the community into school governance structures; d) coordinating on-going needs and resource assessments and ensuring the full integration and involvement of the

EPN, CNI and EPZ partners; e) convening and staffing a site-based leadership team, co-led by the Principal to identify needs, set priorities and coordinate strategies; f) supporting the project evaluation by supervising and coordinating data collection and reporting (federal and local, with assistance from CI:Now) and responses to requests for information from SAISD leadership and partners; g) participating in capacity-building activities, including trainings and partner meetings, with the Principal and other site-based staff; and, h) representing Wheatley CS in public forums and advocacy activities.

The CSC will receive the full support of and technical assistance from the Superintendent and his 15-member Cabinet. Additionally, SAISD's District Coordinator of School Improvement (DCSI) will assist the CSC in ensuring the programs, services and processes of the new Community School improve the quality of education and help all children meet challenging academic achievement standards. The DCSI is charged with enacting meaningful school reform throughout SAISD, including administering and ensuring the success of programs like the Wheatley CS. The DCIS will serve as a mentor and liaison to the Wheatley Principal and the CSC, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCIS communicates directly with the SAISD Superintendent and Deputy Superintendent, which will quickly eliminate implementation barriers.

In a variety of ways, SAISD has methodically built the capacity to effectively manage and fully benefit from conversion of Wheatley MS to a Community School. The skills and competencies of the Superintendent's Cabinet members are highly rated by their peers and the community, data analysis and interpretation has been embedded as standard operating practice at the campus and District levels, and the Curriculum and Instruction Department has significantly improved resources for teachers to promote student achievement, e.g., readily available coaching and support

for content development and delivery. These assets have enabled SAISD to receive and maximize new federal and state funding, e.g., GEAR UP, the High School Graduation Initiative, TTIPS Cycles 1 and 2, and improve student achievement at the elementary and secondary levels.

Management and implementation of the Wheatley CS also will benefit from the expertise of the existing Promise And Choice Together (PACT) Coordinating Council. PACT will provide input and advice to the Wheatley CS Project, ensuring its alignment with the EPN, the CNI and the EPZ. PACT is chaired by City Councilwoman Ivy Taylor and members include: Mayor Julian Castro; Sheryl Sculley, San Antonio City Manager; Dr. Sylvester Perez, SAISD Superintendent; James Howard, SAISD Board Member; Lourdes Castro Ramirez, Chief Executive Officer, San Antonio Housing Authority; Mary Ellen Burns, Vice President, United Way; Dr. Dennis Ahlburg, President, Trinity University; Bill Clark Kent, President, BTL Technologies, Inc.; and, Floyd Wilson, Vice President, Frost Bank. Having these strategic stakeholders support and assist Wheatley CS implementation will be of immeasurable benefit.

As previously described, Wheatley families and the general EPZ community had significant input into the proposed Wheatley CS and there will be opportunities across the life of the grant for that input to continue. For example, every EastPoint school has a Parent Room staffed by volunteers who are responsible for soliciting and communicating parent perceptions of EPN projects and partners, the level of community trust in the activities and gaps that should be filled. This is valued input and changes have been made to methods and partners as a result. Finally, semi-annual listening sessions will be sponsored by the Wheatley CS to ensure all voices are heard, including residents without students in SAISD schools.

SAISD’s timeline for planning and implementing the proposed project follows.

**Table 8: Timeline for 5 Year Project Period**

Months 1-3	Staffing, training of staff and partners, field visits to successful Community Schools to learn from their best practices, final service sequencing and scheduling, including summer schedules; community awareness and outreach to maximize utilization; finalization of data collection and analysis processes with CI:Now, and timelines for project evaluation and evaluation products.
Months 4-60	Implementation of Community School model, including academic enrichment activities, family strengthening supports and service linkages.
Months 48-60	Development of a Community School template for replication in other SAISD schools.
Months 1-60	Continuous communication with and input from students, parents, EastPoint residents and PACT; modification of resources, partners, sequencing as needed to improve performance or better address community needs
Months 1-60	Monthly review of data to monitor impact on student success, access to services and utilization of services, defined as the percentage of targeted beneficiaries who receive services; modifications to resources, partners and/or sequencing as needed to improve or extend outcomes; compilation and dissemination of evaluation findings.

2. Data use for decision-making and measuring success. The Wheatley CS project leadership team -- the CSC, the Wheatley MS Principal, the SAISD Superintendent and Cabinet – and the PACT partners will continuously review data produced by CI:Now and the Project Evaluators to determine the effectiveness of the model. See Section E for description of planned quantitative and qualitative methods. Three indicators have been selected to signal outcome achievement: students at or above grade level in math and English language arts assessments; student mobility

(as a proxy indicator of family stability), and the percentage of EastPoint residents using or benefiting from services accessed from Wheatley CS. Planned data collection methods follow.

<b>Table 9: Data Use for Impact Verification</b>		
<b>Wheatley students at or above grade level in mathematics and English language arts</b>		
Data Source, Frequency	Grade level data from Texas Education Agency, annual	
Population	Students in 6 <sup>th</sup> through 8 <sup>th</sup> grade	
Planned Outcome	45% of participating students demonstrate improved performance.	
<b>Student mobility</b>		
Data Source, Frequency	Grade level data from Texas Education Agency, annual	
Population	Students in 6 <sup>th</sup> through 8 <sup>th</sup> grade	
Planned Outcome	15% decrease in student mobility rate.	
<b>EastPoint residents using or benefiting from services accessed from Wheatley CS</b>		
Data Source, Frequency	Number of students, student family members, community residents receiving services; percentage of target population in need	
Population	EastPoint residents	
Outcome	2,750 community residents, 45.8% of those in need (see Section A), are supported by Wheatley CS.	

The CSC will meet monthly with the EPN Collaboration Coordinator to review data regarding resources, services and utilization and to plan modifications to methods and providers as needed to realize intended results. The CSC, with assistance from CI:Now, will develop and present to

the SAISD Superintendent a *quarterly report* on utilization, the status of working relationships, and early outcome data. Finally, the CSC will prepare an annual outcomes report using data from the Texas Education Agency and service records. The report will be approved by the SAISD Superintendent, shared with the PACT and posted on the SAISD website.

Data collected for the Wheatley CS will be maintained as a designated subset in the CI:Now data warehouse. For EPN, CI:Now's data system merges academic, environmental and community information and monitors school and student performance and other indicators *while maintaining student confidentiality*. The system has the capacity for input from multiple authorized sites, including SAISD schools, and is accessible to the public. Partner staff receive individual login and password settings, giving them access to as-needed data elements only, and receive training in using the data warehouse. For the Wheatley CS project, monthly, quarterly and annual data reports will indicate the systems and providers involved in each service component, enabling SAISD and its partners to compare outcomes with providers, make data-driven decisions and hold one another accountable for project impact.

3. Qualifications of the FSCS Coordinator, other key personnel. Darnell McLaurin will be the Wheatley CS Project Director (see C.1). Since 2004, Mr. McLaurin has been the primary SAISD contact in the EastPoint community and has worked to ensure neighborhood residents are informed of and participate in decision-making about their neighborhood schools. His continuous follow-up with community members and the trust they have placed in him has helped to quickly identify and resolve problems and build community satisfaction with EastPoint revitalization. Mr. McLaurin was part of the planning team for EPN and assists PACT in managing EPN, CNI and EPZ. Mr. McLaurin will be involved selecting the CSC; required training and experience for the position may be found in the attached job description.

SAISD will not employ any other staff for project services. Teachers will have the opportunity to provide afterschool and Jump Start services under contract with the District. Mentoring, arts and cultural and recreational services, family self-sufficiency and service linkage support will be provided by existing EPN contractors (City Year, YMCA) or new SAISD contractors (CIS).

4. Prior performance on similar efforts. SAISD provides a comprehensive instructional program and related services for 55,000 students, pre-k through 12th grade. Specialized components include a college preparatory curriculum, Magnet programs for middle and high school students, career and technology education, bilingual education, special education, and a variety of extracurricular opportunities. SAISD has demonstrated superior performance delivering or coordinating all 11 eligible services. For example, since 1995 SAISD has offered a comprehensive afterschool program at 63 elementary and middle school campuses, in partnership with the City of San Antonio. Approximately 6,000 students enroll and program quality has earned a 90% daily attendance rate. Also, by aligning content with classroom instruction and using project based and service learning activities, SAISD has shown that at least 80% of students, regardless of disadvantages, will read, write and complete math at or above grade level, compared to their non-participating peers. A large part of the program's impact is attributable to standardized, closely supervised services and fidelity to evidence based practices, despite the involvement of multiple subcontractors and over 60 sites. SAISD has incorporated these experiences into the planned afterschool component and the existing infrastructure and technical framework will help rapidly and effectively launch these new resources at Wheatley.

A key reason for SAISD's success in similar projects is the District's commitment to total quality management (TQM), an operational framework that insures a clear focus, agreement on what is to be accomplished, a basis in positive outcomes, and correspondence to SAISD, student and family

needs and expectations. Outcome and achievement data is continuously collected and reviewed and anytime a discrepancy or mismatch is detected between activities and intent, realignment occurs. The lessons learned from TQM have been applied to the Wheatley CS: effective management will be advanced by clear routines and procedures among partners, regular monitoring and quality assurance activities, and feedback loops to disseminate results to the partners, the Superintendent and Cabinet and the PACT. Clear processes also will allow for the early detection of operational problems and technology (e.g., conference calls, email, drop box file sharing) will support information flow and regular communication among the partners.

D. Quality of Project Services. 1. Services reflect up-to-date knowledge. **Evidence for Community**

**School Concept in General:** There is sound statistical evidence that children cannot learn if they lack housing, health, nutrition, a safe environment, and/or financial stability<sup>2</sup>. Community-linked schools respond to these needs and the larger concerns of the neighborhood while coordinating frequently fragmented service delivery systems<sup>3</sup>. Also, a one-stop shop gives families and children immediate access to the tools they need to be successful in school<sup>4</sup>, triggering reductions in school disciplinary incidents, increases in graduation rates and students graduating on time, higher attendance and greater parent involvement. Community schools also have been found to provide

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<sup>2</sup> Dunn, JB and Duncan, G. "The Effects of Poverty on Children". The Future of Children: Children and Poverty, Volume 7, Number 2. Summer/Fall 1997.

<sup>3</sup> "Making the Difference: Research and Practice in Community Schools". Coalition for Community Schools. 2003

<sup>4</sup> Dryfoos, J and Maguire, S. "Inside Full Service Community Schools". Reviewed by Hoover, JH in Reclaiming Children and Youth. Summer 2003.

the framework that invites, leverages and unites the resources of family, school and community to create a long-term solution<sup>5</sup>.

**Evidence for Academic Enrichment/Afterschool Program:** When the school day is extended by afterschool programming that is both recreational in nature and tightly intertwined with school curricula, a one-half letter grade improvement was demonstrated in reading and math scores<sup>6</sup>. In middle school, participation in extended learning programs was linked to increases in student perceptions of school as a supportive place<sup>7</sup>. An evaluation of Elev8 community schools revealed that 8<sup>th</sup> grade students who consistently attended the extended day program were significantly more likely to participate in high school planning activities<sup>8</sup>.

**Evidence for the Value of Reducing Mobility, Accomplished by Family Strengthening:**

Research repeatedly has shown that student achievement is inversely correlated with student mobility but not only individual students are adversely impacted, so too are the classroom, school, and school district<sup>9</sup>. Teachers increase the review of materials for incoming students, thus changing the pace of instruction for all; by 5<sup>th</sup> grade, schools with high levels of student

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<sup>5</sup> Ibid.

<sup>6</sup> “Three Years In To Chicago’s Community Schools Initiative: Progress, Challenges and Lessons Learned”. College of Education, University of Illinois at Chicago. June 2007.

<sup>7</sup> Institute for Educational Leadership. “Community School Results”. Found at [www.communityschools.org/results](http://www.communityschools.org/results).

<sup>8</sup> Ibid.

<sup>9</sup> Kerbow, D., Azcoitia, C., & Buell, B. (2003). “Student mobility and local school improvement in Chicago”. *The Journal of Negro Education*, 72 (1), 158-164.

mobility are providing math instruction one grade level below that of more stable schools<sup>10</sup>.

**Evidence for Emphasis on Mentors and Tutors:** Research and common sense leave little doubt that youth need caring and consistent relationships with adults to navigate through adolescence. Lower income, at-risk youth may not have access to an adult to provide this kind of support. Formal mentoring programs can help fill the void; evaluation results provide clear evidence that involvement in consistent, long-term, well-supervised relationships with adults can yield a wide range of tangible benefits for youth, including improved grades and family relationships and decreased alcohol and drug use<sup>11</sup>. And middle school students receiving school-based mentoring show improvement in truancy, attendance, and misbehavior<sup>12</sup>.

2. Services will lead to improvements in student achievement. In Cincinnati, students receiving similar academic enrichment services afterschool realized an average 5.6-point gain in reading scores and a 4.6-point gain in math from one year to the next, twice that of non-participating students<sup>13</sup>. And the performance gap between African American and Anglo students narrowed from 14.5% to 4%. In the Tulsa Community Schools Initiative, participating students outperformed comparison students by 32 points in math and 19 points in reading<sup>14</sup>.

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<sup>10</sup> Ibid.

<sup>11</sup> Tierney, J. and Grossman, J.B., "What Works in Mentoring," What Works in Child Welfare, Kluger, Miriam, Alexander, Gina and Curtis, Patrick (eds.). 2000.

<sup>12</sup> Ritter, G, et. al. "Tutoring Programs to Improve Educational Outcomes in Children Aged Four to Eleven". The Campbell Collaboration. 2008

<sup>13</sup> Institute for Educational Leadership. "Community School Results". Found at [www.communityschools.org/results](http://www.communityschools.org/results).

<sup>14</sup> Ibid.

E. Quality of the Project Evaluation. 1. Timely, valid information on management, implementation, or efficiency. Trinity University will monitor and assess outcomes of the Community School project at Wheatley MS. Trinity has worked with SAISD, United Way, SAHA and the City since 2010 to identify, quantify and address existing and emerging issues in EastPoint, obtain community input regarding possible solutions and evaluate the impact of selected interventions. For the proposed evaluation, two faculty members will be involved: Dr. Christine Drennon, Associate Professor and Chair of the Urban Studies Department, and Dr. Shari Albright, Professor and Chair of the Education Department.

The primary goal of the evaluation will be to determine and monitor impact on student and community outcomes. There are two parts to the evaluation that are not independent of one another – instead they feed back and impacts in one are felt in the other. The first will measure impact on student achievement; the second will measure impact on the community and social environment. Dr. Albright will coordinate and supervise the child and family level impact assessment; Dr. Drennon will coordinate and supervise the community-level assessment.

To evaluate the school-connected elements of the Wheatley Community School initiative, a multi-method approach will be utilized that leverages the quantitative data available from CI:Now with the methodical collection of information regarding the students utilizing the Community School, and triangulates and enhances this data with a case study methodology and targeted focus groups. Summative components will answer these questions: 1) Using qualitative and quantitative data, what have been the outcomes (intended and unintended) of the project regarding student achievement? What lessons have been learned? Which student outcomes are linked to individual project services or combined project services? In general, this component of the evaluation will assess the degree to which the various supportive measures and activities reach the individual

groups they are designed to help, how well they are implemented with respect to their design, and important changes occurring in students and families during implementation. Data will be collected at the point of service and aggregated and shared with project staff monthly to continuously monitor the quality and usefulness of each activity for each student, SAISD's and the partners' capacity for project support, and outcome achievement. These timely exchanges will enable the Wheatley CS partners to make mid-course corrections needed to enhance fidelity to the model and/or desired impact. Data identifying important contextual conditions and factors influencing change, i.e., methodology, frequency of service, type of service, type of provider, will also be collected to enable the Project Evaluators to inform Wheatley CS staff and partners of needed adjustments to improve efficiency and impact.

For the quantitative measurement of student academic achievement, data from CI:Now will be used to measure student attendance, student mobility, discipline referrals, and average grades for each grading period (particularly in ELA and Mathematics). Levels will be tracked as trend data over time, with a trajectory analysis conducted for each measure. In addition, standardized test performance will be analyzed annually and compared to previous performance measures and levels to calculate change in performance over time of the overall student group as well as each measured subpopulation within the Wheatley Community School. Particular attention will be paid to the number of students scoring at *Level III: Advanced Academic Performance* due to its use as an indicator of college readiness.

In addition, a case study approach will be utilized by identifying a matched student group comparison group from a randomly selected sample population of Wheatley students each year who engage regularly in after school enrichment programming and a comparison group of Wheatley students who are not regular participants. Baseline data will be compiled on these two

groups of students, e.g., grades in each academic subject, number and severity of disciplinary referrals, attendance, and standardized test results. Once the baseline profile is compiled for each student, researchers will annually collect the same data on the two groups to determine if a correlation exists between students' performance in school (academic and behavioral) and active participation in Wheatley CS programming. The data will be disaggregated based on subpopulations to discern any specific trends that might inform programming decisions or changes, and specific attention will be paid to students participating in the 4-week Jump Start program, since it represents a self-contained, intense programmatic offering that differs from the ongoing weekly support and enrichment offerings.

To support the qualitative evaluation of Wheatley CS programming, and to enhance understanding of the quantitative case study data, students regularly participating in Wheatley CS afterschool programs will participate in annual focus groups designed to ascertain their satisfaction, to obtain their perspectives on how the program has impacted their academic and behavioral performance, and to offer suggestions for program improvements.

The second part of the evaluation will focus on the community-connected elements of the Wheatley CS. One outcome of the formation of a community school is the development of a learning-focused community where the barriers between education and community have been eliminated, rendering children better ready to learn. To measure the community-connected elements of the Wheatley CS, three forms of evaluation are proposed. The first will measure program access using a standard intake form asking what program are you accessing, how did you learn of it, and have you used others. Data collected will be tracked daily to analyze: program usage; how knowledge of the community school travels through the community; and program drift, i.e., how needs change with time. In addition to tracking daily usage, this data will support conduct

a network analysis measuring if the community school contributes to a deepening social network and provides a hub for activities and services. Second, a successful community school will increase the permeability between school and community, lessening social, financial, and cultural barriers to student success. As barriers are broken down between community and school, are more parents actively engaged in their child's education and are more teachers engaged in community events? This attitudinal change will be measured through focus groups with students and teachers/administrators at the school. Additional questions to be answered will include: are teachers sensing a higher level of parent support and responsibility, do students feel a heightened degree of parental engagement and support, and can changes be attributed to the creation of a community school? By soliciting this feedback and keeping accurate longitudinal records of who uses the community school and who does not, the evaluation will be able to attribute attitudinal change to the community school.

The evaluation process also will link to the SAISD TQM processes (see C.4) to provide continual feedback (monthly and quarterly reporting gathered from formative data collection and analysis) on project management, implementation, efficiency and impact. This link between project operation and evaluation will ensure that the project is continually reviewed, and evaluation results are useful and timely. Procedures for ensuring evaluation feedback and continuous improvement will be finalized in the first three months of the project period between the Project Evaluator and the CSC.

Project measures were developed with SAISD and its partners during proposal development and have helped shape the project construct. The planned continuous data-feedback loop will support decision-making across the grant period. The evaluation design includes benchmarks to monitor progress on meeting projected utilization levels and a summative evaluation design to assess the

likely contribution of the project to improve student outcomes identified in the performance measures. The Project Evaluators will collect, synthesize, and analyze both qualitative and quantitative data to track outcomes related to student achievement, educational attainment, family self-sufficiency and other intended and unintended consequences of program participation. Since the Wheatley CS will be encompassed within an existing project (EPN) with a solid data analysis construct, baseline and early formative data already exists and will be available to the Project Evaluator. The planned evaluation design is as follows.

***Descriptive Evaluation.*** Annual and longitudinal data will be used to answer: What services/activities have been provided by Wheatley CS? Who has participated and in what services/activities have they participated? Additionally, we will require all users (both first time and repeat) to complete intake forms. First time intakes will be more extensive but repeat users will complete a simple form detailing who they are (to determine if they have accessed the CS before and for what), what services they seek, why they seek them, when they arrived, and how they learned of the community school. Consistent, deliberate, systematic tracking of this level of data will enable the evaluation to gauge how many people are reached and perhaps more importantly, how needs are shifting with time, e.g., in Year 1 most people arrived to use GED classes but by Year 4 more are arriving for job placement.

***Formative Evaluation.*** The evaluators will collect data annually on the following and provide monthly feedback to SAISD and the EPN partners: What is the quality of the services provided by Wheatley CS staff and partners? Are they appropriate and useful for participants? Have they been reviewed for quality assurance? How well implemented are these services? Have they occurred as scheduled, with support as needed?

The Project Evaluators will work closely with the SAISD data team and CI:Now to ensure best

practices are used for data capture and that all project staff receive appropriate training in data collection, confidentiality and use. The Project Evaluators will safeguard all data and ensure confidentiality by using password-protected files and unique student IDs and keeping data only on the password-protected computers of the Project Evaluators, SAISD and/or CI:Now.

Project staff will collect and enter data on a continuous and systematic basis, i.e., daily, aggregated monthly, quarterly and annually, and the results and findings will become part of a regular feedback loop with Wheatley CS and partner staff. Information will be shared during monthly partnership meetings and will be reflected in quarterly reports to the SAISD Superintendent and all project partners. This ensures continuous use of data for management analysis and decision-making.

2. Guidance on or strategies for replicating or testing intervention. To support SAISD in its replication/expansion analysis of the Wheatley CS model, the Project Evaluators will conduct focus groups annually with parents, students, staff and partners and will compare this qualitative input with end of year quantitative data and unit cost analyses to verify the value for students, families, the community and SAISD. Using integrated interim evaluation findings, the Project Evaluators will offer continuous guidance regarding the most effective strategies, which will enable SAISD to strategically plan and budget for replication across the project period.

3. Valid and reliable performance data on relevant outcomes. The evaluation of the Wheatley CS will be conducted as a quasi-experimental retrospective comparison group study. In this design, impact on students and families receiving services from Wheatley CS will be compared to 2012 baseline EPN data from CI:Now. Data will be disaggregated by race, gender, socioeconomic status, LEP status and IEP status to determine if, and to what extent, these student characteristics affect outcomes. The Project Evaluators will conduct correlation analysis to look for other

relationships between variables, e.g., number of student hours in academic enrichment and improvement on state standardized tests. If a relationship appears to exist, the Project Evaluators will use chi-square analysis to determine if there are significant differences in outcomes for those students whose level of participation (as determined by number of services hours) is low, moderate or high.