

**Full-Service Community Schools (FSCS)  
School Selection Rubric  
Criterion Description**

Racial/Ethnic Makeup: This metric refers to the racial/ethnic diversity of students at the district. The criterion of 'homogeneous and dominant demographic makeup' is used to describe communities that are primarily composed of a single racial or ethnic group, in this context, white. This characterization is significant as it highlights historical patterns of investment disparities, where predominantly white communities have often received more substantial funding and resources compared to communities of color. Through this project, we are hoping to invest resources and infrastructure in districts and schools that serve large Black and Brown populations to reach communities that have been historically disinvested in.\*

\*ACT Now recognizes that there are communities of high need with predominantly white populations. These communities have been considered in the scaling of the selection criteria and are still highly encouraged to submit Interest Forms.

Low-Income Student Enrollment: This metric includes the percentage of students at the listed school eligible to receive free or reduced-lunch prices, live in substitute care, or whose families receive public aid. This information can be retrieved from the district, or through the [Illinois Report Card](#).

Academic Intervention: This metric references student achievement as indicated by statewide assessment scores. For elementary and middle schools, utilize scores from the Illinois Assessment of Readiness (IAR). For high schools, utilize scores from the Scholastic Aptitude Test. These scores can be accessed through the [Illinois Report Card](#).

Nonacademic and Health Intervention: This metric measures the evidence of need for nonacademic services within the school and greater community. These intervention services can include: mental health intervention; substance use prevention and intervention; physical health intervention (i.e., vaccinations, physical examinations, food security); housing stability; employability skill development (youth and adult); recreation; and community well-being. Community-centered information can be found through the [Annie E Casey Foundation](#), [Census](#) data, local and statewide departments of public health datasets, local hospitals, and local universities.

Academic Behavior: This metric considers rates of student academic behaviors, such as rates of truancy, chronic absenteeism, and suspensions or expulsions. This information can be retrieved from the district, or through the [Illinois Report Card](#).

Collaborative Leadership Practices: This metric measures the district's experience in collaborating with community partners and the larger community (i.e., families, local businesses, community members). Specific anecdotes that highlight the district's efforts to collaborate with external agencies, families, community members, and students to deliver high-quality services are encouraged for an accurate evaluation of collaborative leadership practices. Decision-making processes, balancing asymmetric power dynamics, delineating responsibilities of each entity, evaluation and improvement practices, and sustainability practices will be considered.

High-Quality Services: This metric measures the district's experience in offering and implementing services aligned with the pipeline services listed in the FSCS project. These include: (i) early childhood education programs; (ii) school and out-of-school time programs and strategies; (iii) support for student transitional periods; (iv) family and community engagement; (v) postsecondary and workforce readiness; (vi) social, health, nutrition, and mental health services; and (vii) juvenile crime and rehabilitation programs. Anecdotes that illustrate the district's history in offering these services, either through partnerships or independently, are recommended. Identification of necessary services, type of implementation strategy, overall impact of services, and sustainability will be considered.

Family and Community Engagement: This metric measures the district's commitment to engaging with the families and communities it serves. Descriptions of how services for families and communities are determined, marketing strategies, types of services and programs offered, informal engagement opportunities and frequency, and quality of engagement experiences will be considered.

School Culture and Climate: This metric is measured by schools' scores on the 5Essentials survey. The 5Essentials is an improvement framework and diagnostic survey that provides insights into schools' organizational strengths and areas of growth across the five essential factors for school improvement. These results are being used to evaluate the strength of the selected schools' overall climate.

**Disclaimer:** Please note that the selection criteria for this project will be weighted differently based on the strategic priorities identified. Greater emphasis will be placed on the metrics of low-income student enrollment, academic intervention, non-academic interventions, and academic behaviors. These metrics have been identified as most critical for districts that are ideally positioned to effectively steward this project. Conversely, the metrics of collaborative leadership, offering high-quality services, family and community engagement, and school culture and climate will be weighted less heavily. This adjustment allows us to accommodate districts that are committed to expanding their capabilities in these areas through the Full-Service Community Schools (FSCS) project.