

Community Schools as an Effective School Improvement Strategy: A Review of the Evidence

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Jeannie Oakes July 18, 2018

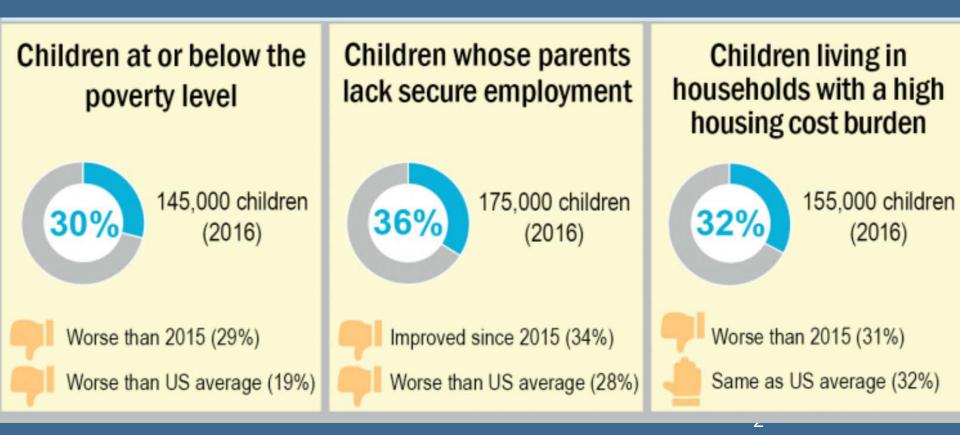






DECEMBER 2017

New Mexico educates . . .



Community schools are "both a place and a set of relationships between the school and community resources."

- Coalition for Community Schools





Enrichment activities emphasize real-world learning and community problem solving.

> After-school, weekend, and summer programs provide academic instruction and individualized support.

Expanded Learning Time and Opportunities

Active Family and Active Family and mounity Engasement

Promoting interaction among families, administration, and teachers helps families to be more involved in the decisions about their children's education.

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Mi familia My family A dedicated staff member coordinates support programs to address out-of-school learning barriers for students and families.

Integrated Student Supports

Parents, students, teachers, principals, and community

leadership teams and teacher learning communities

partners build a culture of professional learning, collective trust,

and shared responsibility using strategies such as site-based

Mental and physical health services support student success. Four Pillars of Community Schools



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Active Family and Community Engagement



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Collaborative Leadership and Practice

The "Good School"

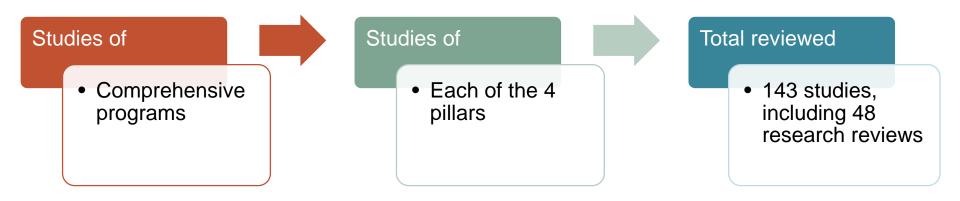
"Good School" Conditions	Community School Pillars	
• Extra academic and social support	Integrated student supports	
 Positive school climate and 		
trusting relationships	Expanded learning time and	
Meaningful learning	opportunities	
 Sufficient money and other 	Active parent and community	
resources	engagement	
Strong family and community ties		
• Teacher collaboration and learning	Collaborative leadership and	
 Assessment as a tool for 	practice	
improvement		





Evidence of Impact





Community Schools Research Compendium

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Adams, C. (2010). The community school effect: Evidence from an evaluation of the Tulsa Area Community School Initiative. Tulsa, OK: University of Oklahoma, Oklahoma Center for Education Policy.	The Tulsa Area Community Schools Initiative (TACSI, now the Center for Community School Strategies) leads comprehensive community school initiatives in 27 Tulsa, OK public schools. Core components of the program include: 1) Cross-boundary leadership shared by school and community members, 2) Holistic programs, services, and opportunities attending to the academic, emotional, physical, cognitive, and social needs of the whole child, 3) Community and family engagement grounded in reciprocity and trust, and 4) Community based learning in real world contexts.	comparison schools were selected for comparability on the following indicators: poverty, average teacher experience, average teacher educational attainment, school size, and student ethnicity. Additional survey data were collected from 2,130 fifth-grade students and 1,095 faculty members at the 36 schools.	This is a quasi-experimental study that employed hierarchical linear modeling (a form of ordinary least squares regression analysis) to test the achievement effect attributed to TACSI, controlling for free/reduced price lunch status as a proxy for poverty, socioeconomic status, and school size. Adams created the Community School Development Scale to assess the extent to which participating community schools had fully implemented their core programmatic components. Based on this scale, schools were placed along a developmental spectrum: 1) Inquiring, 2) Emerging, 3) Mentoring, and 4) Sustaining. Post-hoc, the study used an ANCOVA approach to examine achievement differences between students in the mentoring and sustaining TACSI schools and students from the seven most affluent and highest performing schools in the district. Outcome measures include: - 5th grade math and reading state curriculum test scores from the state curriculum tests scores for the 2005/2006, 2008/2009, and 2009/2010 school years.	Simply adopting the community school model did not result in increased student achievement. However, TACSI schools at the mentoring and sustaining stages of development had significantly higher fifth grade math and reading scores in years three and four of the reform. Exploratory analyses suggest that low-income students performed better in the mentoring and sustaining schools than did low-income students at schools with a more affluent student composition and higher school performance ratings. In particular, achievement of low-income students was significantly higher in schools with entrenched cultures of collective trust. Student trust in teachers and faculty trust in clients were significantly higher in mentoring and sustaining TACSI schools. However, pre-reform comparison data on collective trust levels were not available, so the causal nature of this relationship is uncertain.		
Dobbie, W. & Freyer, R. G. (2011). Are high-quality schools enough to increase achievement among the	Harlem Children's Zone Promise Academy charter elementary and middle schools. which provide an extended	Promise Academy elementary lottery applicants (n=429) from 2004 and 2005 . and middle school lottery applicants	This is a quasi-experimental study that employed an ordinary least squares regression, including a two-stage least squares instrumental variable	Promise Academy elementary school students gained approximately 0.2 standard deviations in both math and English Language Arts (ELA) per	Tier 2	

Community Schools Research Compendium

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Findings About the **Pillars**

Findings About Comprehensive Models

A wide range of well-implemented models yield benefits

- Increased academic achievement
- Increased attendance
- Higher graduation rates
- Improved peer/adult relationships and attitudes toward school
- Reduced racial and economic achievement gaps

Cost-Benefit savings of up to \$15 for every dollar invested





THE NATIONAL PRESS CLUB

"Create 10,000 Sustainable Community Schools"

Policy Approaches

- Federal Opportunities
- State Legislation
- Local Initiatives



Federal Opportunities—ESSA

- Title I & II
 - Use community schools as an evidence-based improvement strategy (7% Title I set aside, Title II PD support)
- Title IV
 - FSCS/Promise Neighborhood grants
 - Student Support and Academic Enrichment Grants
 - Comprehensive Community Schools Grants
 - 21st Century Community Learning Centers
 - Medicaid



State Legislation

- Grant programs—CA, MN, NY, TN, UT
- State budget support—KY, NY
- Technical assistance or other support programs—MD, MI

 State board of education regulations--WV



Funding Community Schools





Being Successful

Take a comprehensive approach with all 4 pillars, and pay attention to implementation

Address local assets and needs through data-driven planning, and engaging family/community

Provide enough time for planning and collaboration





Questions?