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Community Schools as an Effective School Improvement Strategy:

A Review of the Evidence

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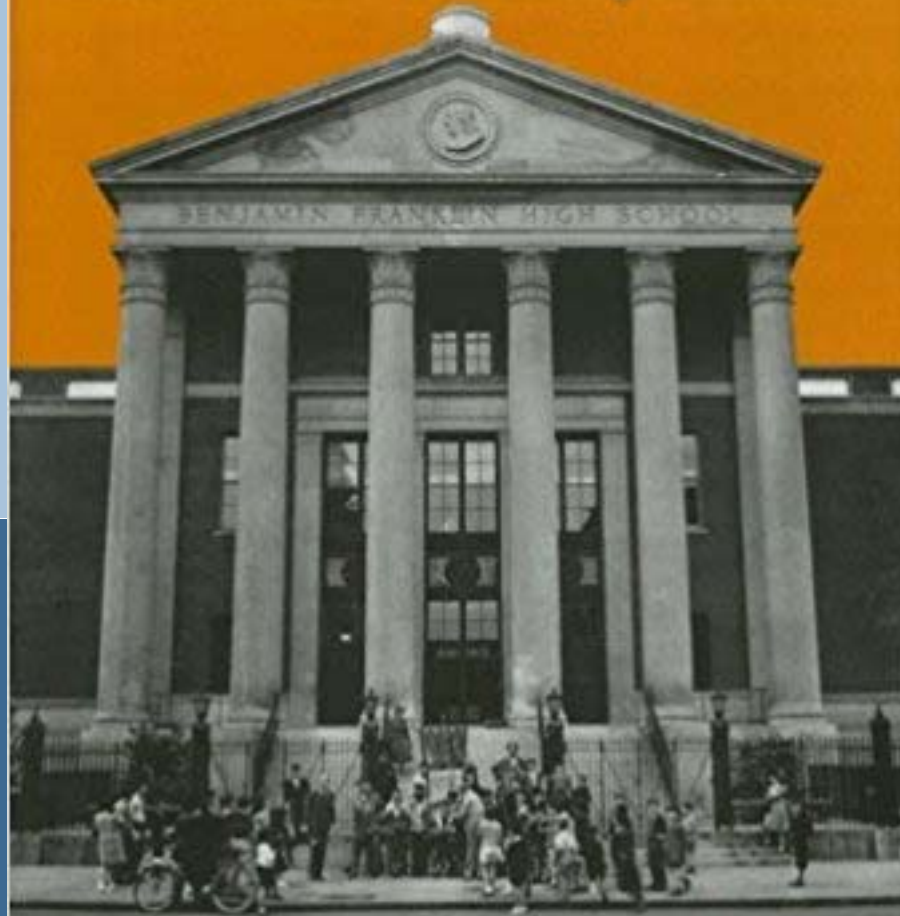


Community Schools Research Compendium

| Community Schools Research Compendium_Live | | | | | |
|--|---|---|---|--|--------------------|
| File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 10:26 PM by Anna Maier | | | | | |
| Study | | | | | |
| Study | Program Studied | Population Studied | Methodology and Outcome Data | Key Findings | ESSA Evidence Tier |
| Adams, C. (2010). <i>The community school effect: Evidence from an evaluation of the Tulsa Area Community School Initiative</i> . 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. | 36 Tulsa and Union public schools participated in this study during the 2008-2009 school year. Of these schools, 18 were TACSI community schools, while the other 18 were non-TACSI comparison schools. The 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. | <p>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.</p> <p>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.</p> <p>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.</p> | 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. | Tier 2 |
| Dobbie, W. & Freyer, R. G. (2011). <i>Are high-quality schools enough to increase achievement among the</i> | 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 |



**Leonard Covello and the Making of
Benjamin Franklin High School**
Education as if Citizenship Mattered



MICHAEL C. JOHANEK AND JOHN L. PUCKETT



**“Create 10,000 Sustainable
Community Schools”**

Federal Opportunities

- **ESSA Plans**

- Use community schools as an evidence-based improvement strategy (7% Title I set aside, Title II PD support)
- Stakeholder engagement
- Local decision making role

- **Federal Funding**

- FSCS/Promise Neighborhood grants
- Student Support and Academic Enrichment Grants
- 21st Century Community Learning Centers
- Medicaid



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

— Coalition for Community Schools



Four Pillars of Community Schools



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



Mental and physical health services support student success.



Integrated Student Supports



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



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

Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.

Active Family and Community Engagement



Parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities

Collaborative Leadership and Practice

The “Good School”

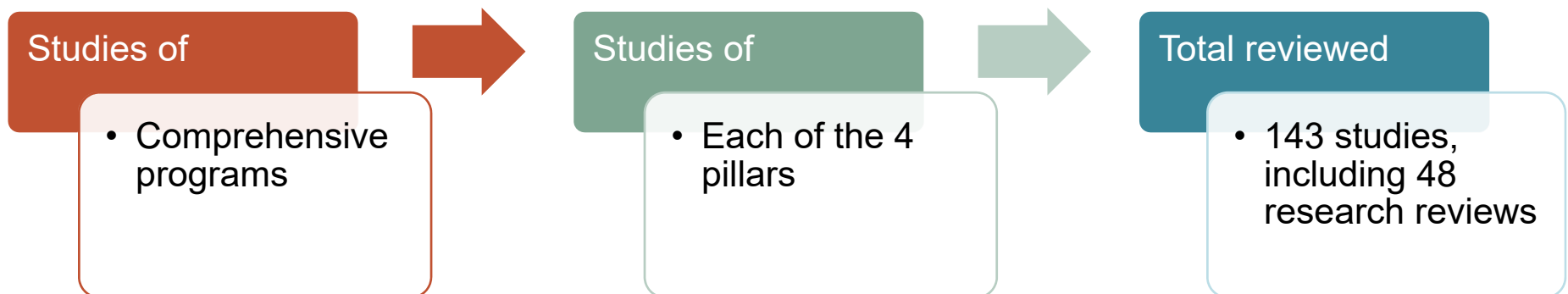
| “Good School” Conditions | Community School Pillars |
|--|---|
| <ul style="list-style-type: none">• Extra academic and social support• Positive school climate and trusting relationships• Meaningful learning• Sufficient money and other resources• Strong family and community ties• Teacher collaboration and learning• Assessment as a tool for improvement | Integrated student supports |
| | Expanded learning time and opportunities |
| | Active parent and community engagement |
| | Collaborative leadership and practice |



Evidence of Impact



Our Research Review



Slide 15

AM2

I'm having trouble finding a replacement image that fits. We might want to ask Mandy for help.

Anna Maier, 6/2/2017

ESSA Evidence-Based Programs

| Tier 1 | Tier 2 | Tier 3 | Tier 4 |
|---|---------------------------------|--|---|
| Strong Evidence | Moderate Evidence | Promising Evidence | Emerging Evidence |
| <i>At least one well-designed study</i> | | | |
| Experimental study (randomized control trial) | Quasi-experimental study | Correlational study with statistical controls | Demonstrates a rationale and includes ongoing evaluation efforts |



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



Overall Findings

Looking across studies, we conclude that the evidence

- justifies CS as a **school improvement strategy that helps children succeed** academically and prepare for full and productive lives.
- provides a strong warrant for using CS to meet the needs of students in high-poverty schools and to **help close opportunity and achievement gaps**.
- affirms that the CS approach **meets ESSA's criteria for evidence-based interventions**.

Research-Based Lessons



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



UNION PUBLIC SCHOOLS
Together We Make A Difference

Resources

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