<table>
<thead>
<tr>
<th>Study</th>
<th>Program Studied</th>
<th>Population Studied</th>
<th>Methodology and Outcome Data</th>
<th>Key Findings</th>
<th>ESSA Evidence Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, C. (2010). <em>The community school effect: Evidence from an evaluation of the Tulsa Area Community School Initiative</em>. Tulsa, OK: University of Oklahoma, Oklahoma Center for Education Policy.</td>
<td>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.</td>
<td>36 Tulsa and Union public schools participated in this study during the 2009-2010 school year. Of这些 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 1,091 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.</td>
<td>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.</td>
<td>Tier 2</td>
<td></td>
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<tr>
<td>Dobbs, W. &amp; Freyer, R. G. (2011). <em>Are high-quality schools enough to achieve 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 2008 and middle school lottery applicants</em>.</td>
<td>Promise Academy elementary school students gained approximately 0.2 standard deviations in both math and English Language Arts (ELA) compared to students from the lottery program.</td>
<td>This is a quasi-experimental study that employed an ordinary least squares regression, including a two-stage least squares instrumental variable.</td>
<td>Promise Academy elementary school students gained approximately 0.2 standard deviations in both math and English Language Arts (ELA) compared to students from the lottery program.</td>
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</table>
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”

<table>
<thead>
<tr>
<th>“Good School” Conditions</th>
<th>Community School Pillars</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra academic and social support</td>
<td>Integrated student supports</td>
</tr>
<tr>
<td>• Positive school climate and trusting relationships</td>
<td>Expanded learning time and opportunities</td>
</tr>
<tr>
<td>• Meaningful learning</td>
<td>Active parent and community engagement</td>
</tr>
<tr>
<td>• Sufficient money and other resources</td>
<td>Collaborative leadership and practice</td>
</tr>
<tr>
<td>• Strong family and community ties</td>
<td></td>
</tr>
<tr>
<td>• Teacher collaboration and learning</td>
<td></td>
</tr>
<tr>
<td>• Assessment as a tool for improvement</td>
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</tbody>
</table>
Evidence of Impact
Our Research Review

Studies of
• Comprehensive programs

Studies of
• Each of the 4 pillars

Total reviewed
• 143 studies, including 48 research reviews
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

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Evidence</td>
<td>Moderate Evidence</td>
<td>Promising Evidence</td>
<td>Emerging Evidence</td>
</tr>
</tbody>
</table>

**At least one well-designed study**

- **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
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
For more information about this report:

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bit.ly/LPICommSchools

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