

# ***Kirwan Commission Panel: The Case for Community Schools***

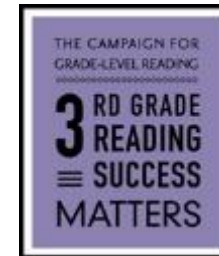
**Bernice D. Butler, Partnerships Manager  
Coalition for Community Schools  
July 26, 2017**

# Overview

# About the Coalition for Community Schools

- Established in 1997
- House at the Institute for Educational Leadership
- Alliance of over 200 national, state and local organizations

# Many partners, one vision



# What is a Community School?

A Community School is a **public school** – the **hub** of its neighborhood, uniting **families, educators and community partners** to provide all students with **top-quality academics, enrichment, health and social services, and opportunities** to succeed in school and in life.

# Growing Systems of Community Schools



This map represents all places, including places with national models such as Communities in Schools, Children's Aid Society, Beacons, University Assisted Community Schools, and Yale Schools of the 21<sup>st</sup> Century.

# x3.0

number of places  
scaling up systems of  
community schools  
than in 2007.





# How and Why Community Schools Work

# Community School Site Standards

- ▶ To help new community schools more effectively develop and implement the community school strategy
- ▶ To assist existing community schools in strengthening their practice and documenting outcomes
- ▶ To provide a consistent language and framework for advocacy, technical assistance, research, and policy efforts





# Standards con't

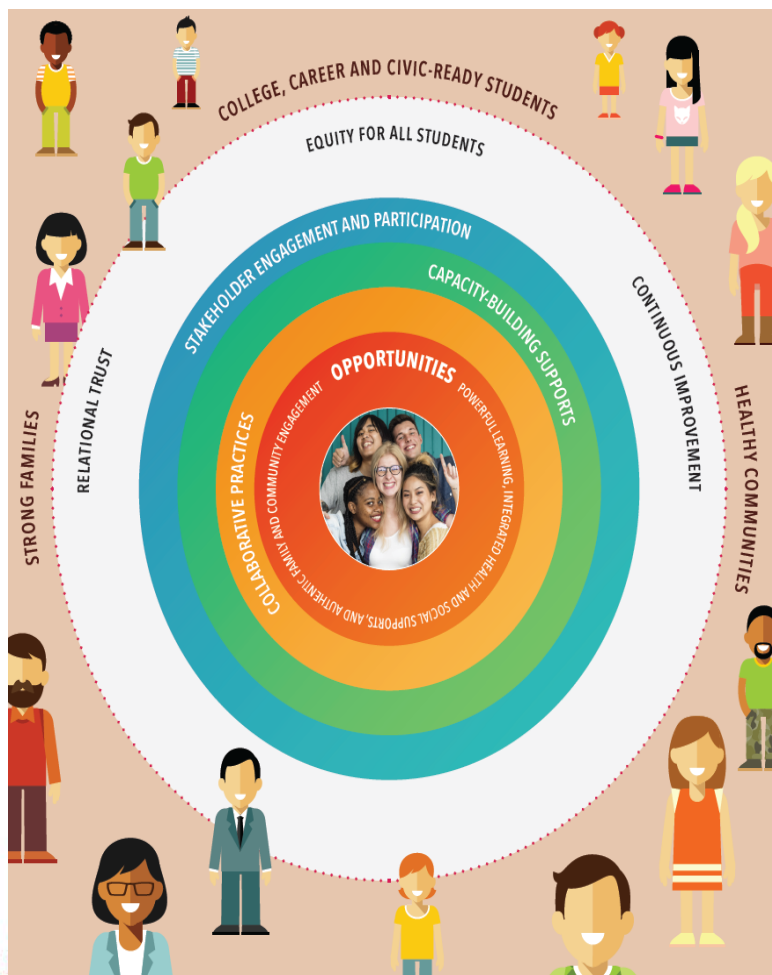
- Part 1: Community School Structures and Functions

- Identifies the knowledge, skills, and dispositions that school and community partners need in order to plan and implement successful and impactful community schools.

- Part 2: Common Program Elements of a Community School

- An array of opportunities, supports, and services to enhance conditions for high-quality teaching and learning
- Piecemeal programmatic investments do not result in a cohesive, sustainable, and transformational community school strategy

# Community Schools: A Whole-Child Framework for School Improvement

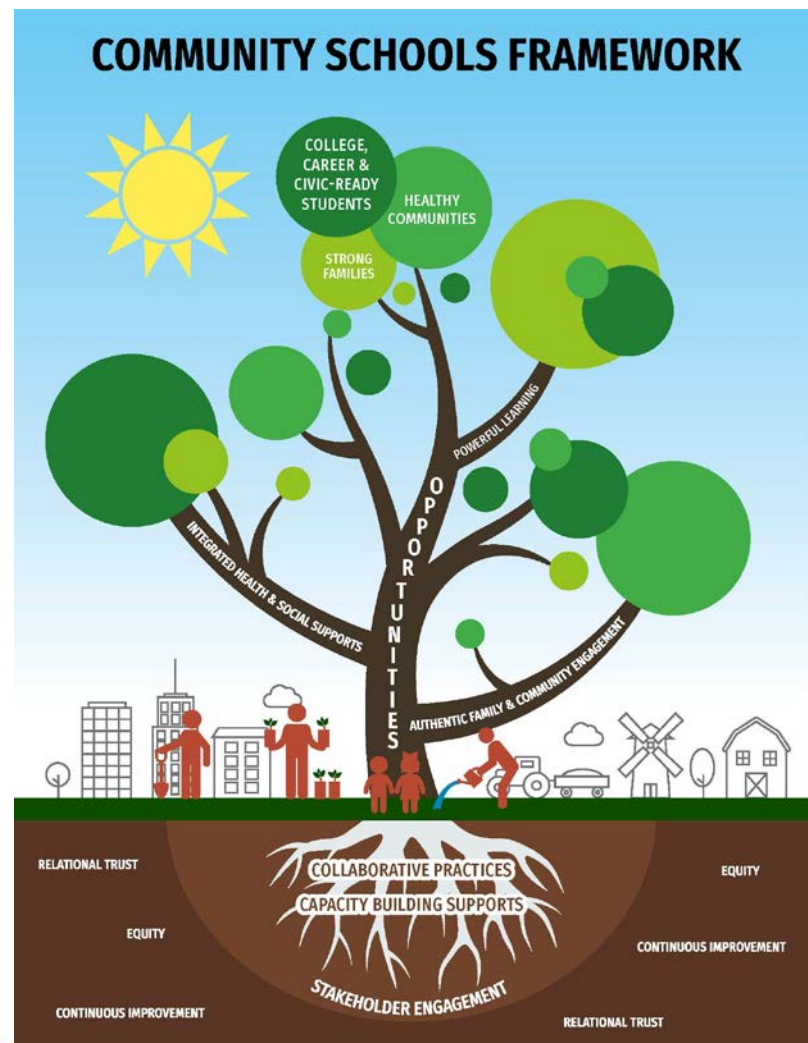


## COMMUNITY SCHOOLS FRAMEWORK

### KEY

The community school framework puts students at the center.

- Supporting students are key opportunities: powerful learning, integrated health and social supports, and authentic family and community engagement.
- Undergirding these opportunities are a set of collaborative practices: shared ownership for results, strategic community partnerships, resource coordination, data-driven planning, and inclusive leadership.
- Capacity-building supports nurture these collaborative practices: coaching for continuous improvement, all-stakeholder leadership development, and professional learning.
- All of these gears are driven by stakeholder engagement and participation.
- Community schools are nurtured by relational trust among stakeholders, a sharp focus on equity for all students, and a continuous improvement process designed to enhance performance and improve results.
- Results: college, career and civic-ready students; strong families; and healthy communities.



# Community Schools are an Effective Strategy for School Improvement



## COMMUNITY SCHOOLS

### AN EVIDENCE-BASED STRATEGY FOR EQUITABLE SCHOOL IMPROVEMENT

*Jeannie Oakes*

Learning Policy  
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June 2017

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#### National Education Policy Center

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#### Learning Policy Institute

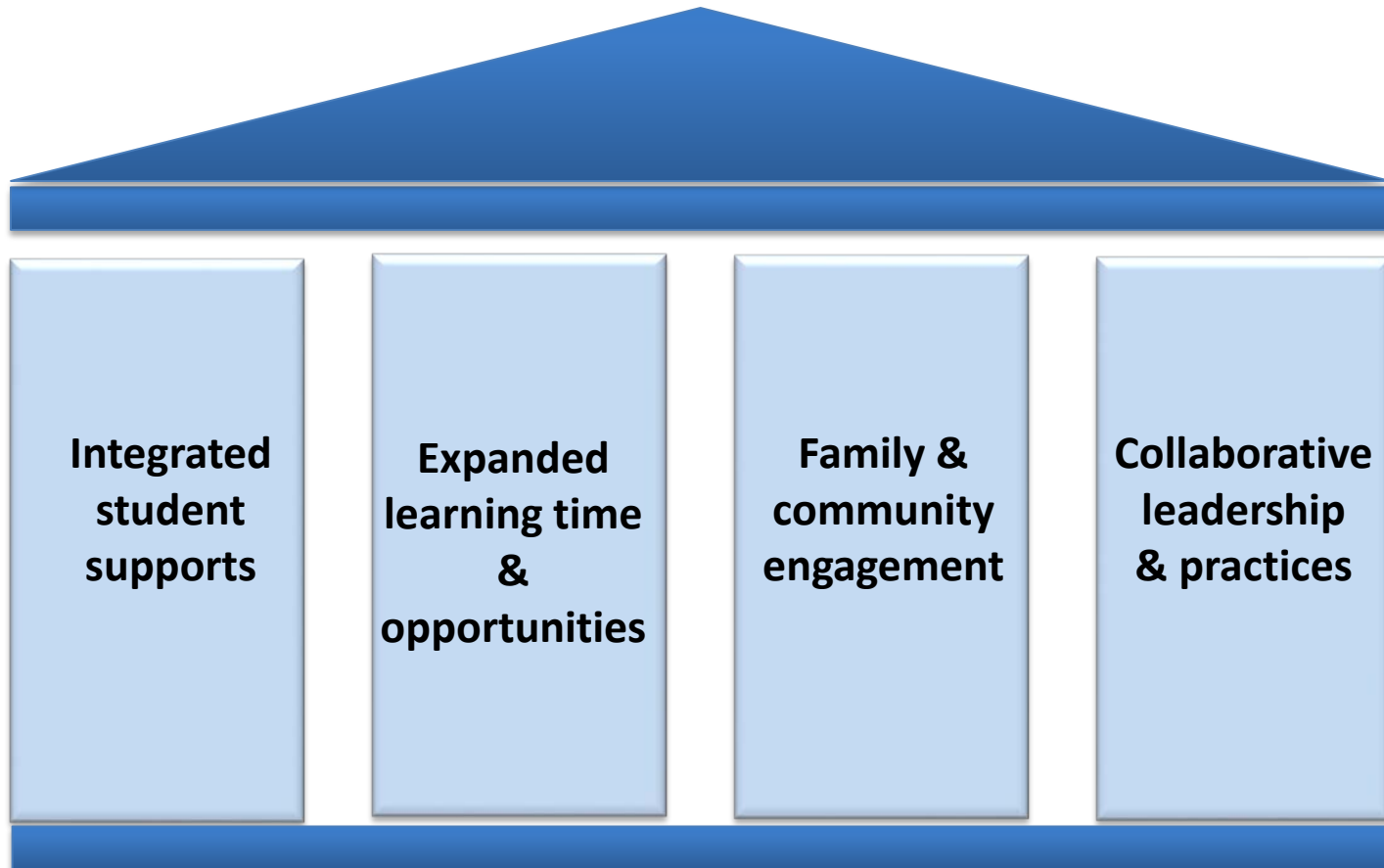
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# The Four Pillars of Community Schools



# The “Good School”

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





# Every Student Succeeds Act (ESSA)

# ESSA Opportunities

- ESSA state plans
    - School improvement strategies (7% Title I set aside)
    - Stakeholder engagement
    - Local decision making role
  - Current budget negotiations may impact Title IV:
    - Full Service Community School grants
    - Promise Neighborhood grants
    - Student Support and Academic Enrichment Grants
    - 21<sup>st</sup> Century Community Learning Centers
- and...
- Medicaid

# ESSA Evidence-Based Programs

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



# Community School Evidence





## LPI and NEPC Research Review

Studies of

- Comprehensive programs

Studies of

- Each of the 4 pillars

Total reviewed

- 125 studies, including 49 research syntheses

# Overall Findings

- Community schools meet the ESSA evidence standard
  - Comprehensive evaluations AND individual pillars
  - All four tiers of evidence
- A wide range of models yield benefits, including...
  - **Academic achievement**
  - Attendance and high school graduation
  - Peer/adult relationships and attitudes toward school
  - Reduced racial and economic achievement gaps

**Cost-Benefit savings of \$3 to \$15 for every dollar invested**



# ***Case Study: Wolfe Street Academy, Baltimore City***

**Mark Gaither, Principal  
Wolfe Street Academy  
July 26, 2017**

# Wolfe Street Academy in 2005



- 1 of 22 schools placed on MSDE watch list for takeover
- 94% eligible for Free and Reduced Meals
- 70% English Language Learners
- Ranked 77<sup>th</sup> in Baltimore City in academic performance
- State standards not met in 11 years

[www.communityschools.org](http://www.communityschools.org)

# *Identifying the Needs of Our Students by Recognizing the Needs of the Community*

- Food scarcity
- Adult illiteracy
- Lack of basic physical and mental health services
- Lack of opportunity in music and art
- State standards not met in 11 years

**The Community School STRATEGY is a way to identify and overcome these barriers to a student's successful education.**

# Wolfe Street Academy in 2017



- 2<sup>ND</sup> Highest performing Elem. School in 2014 (MSA).
- 2% Chronic Absenteeism
- .4% Suspension Rate
- Enrollment increase by 92%
- 2 years of outperforming schools with similar demographics on PARCC
- Increase in service to ELL students and those living in poverty

[www.communityschools.org](http://www.communityschools.org)

# ***Concentrated Poverty: An Issue for all of Maryland***

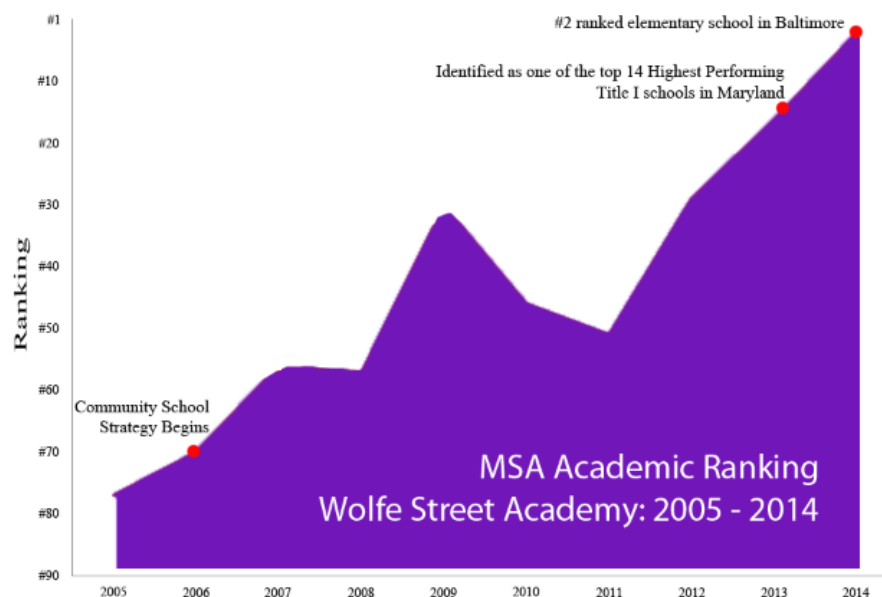
**Percentage of schools in a given county with at least 40% of  
students FARMs eligible**

- **Baltimore County, 64%**
- **Montgomery County, 43%**
- **Anne Arundel County, 42%**
- **Caroline County, 100%**
- **Kent County, 100%**
- **Somerset County, 100%**
- **Allegany County, 91%**
- **Garrett County, 64%**

# Importance of Stability

Long term stability allows for the commitment and investment of

- Students
- Families
- Businesses
- Neighborhoods
- Partners



[www.communityschools.org](http://www.communityschools.org)



# *Importance of Stability*

Nearly 20 years of year-to-year grant and discretionary funding in Baltimore.

Relying on federal grants, local budgets, or even state budgets that can change from year-to-year does not provide the needed stability

The power of Maryland's Education Funding Formula is in the stability that it can provide. This is a generational moment that must be grasped.

# *A Moment of Change*



# ***Case Study: Prince George's County***

**K. Alexander Wallace**

**Board Member, District 7**

**The Board of Education for Prince George's County**

# *TNI @ School: Background*

- Transforming Neighborhoods Initiative launched in 2012 by Prince George's County Executive Rushern Baker, III
- TNI@ School places targeted resources designed to remove barriers to academic success
- Community partners provide in-school services for students and families through referrals made by Prince George's County Department of Social Service's Community Resource Advocates (CRA)



# ***TNI @ School: In Practice***

- Adopted the Coalition of Community Schools Framework
- TNI@ School serving 40 community schools
  - School based needs assessment
  - Resource Coordination & Referral
  - Behavioral Health Counseling
  - Case Management
  - Positive Youth Development
  - College & Career Readiness
- Overseen by an cross-agency Executive Leadership coalition



# TNI @ School: Successes (15-16)



Number of TNI@School sites, a wraparound approach to remove barriers to academic success, support improved academic performance, and stabilize families



Full day Pre-Kindergarten programs at elementary schools



Number of individuals served by Community Resource Advocates (CRA), through special programming and partnerships, during SY 2015-2016



Number of students served by behavioral health partners during SY 2015-2016. Services included individual, group, and family counseling, to insured, uninsured, documented, and undocumented students

Began a partnership with the Urban Institute to conduct a program review and help create a Results Framework to best measure the impact of TNI@School on the population served



Number of families served at school-based food markets and over 100 students with weekend meal bags



Percentage of students, who received graduation, promotion, college, and career readiness services, who were promoted after the SY 2015-2016



Facilitated parent engagement events, including Parent Engagement Night, Parent Cafe, English classes for parents, Parent Reunification programming, and Health and Resource Fairs



# TNI@ School: Next Steps

- Community dialogue
- Policy Development
- Expand scope and impact of TNI@School initiative



## ***Case Study: Baltimore County***

**Abby Beytin, President**  
**Teachers Association of Baltimore County**

## Community Schools in Baltimore County

- Collaboration between BCPS and TABCO
- Beginning in SY 2018-2019
- Lansdowne High School
  - 88.9% FARMS
- Baltimore Highlands Elementary School
  - 95% FARMS

## Community Schools in Baltimore County (cont.)

- If it works for Baltimore County, it can work for Maryland
- Getting it right means taking your time. Planning is key!
- Bring stakeholders together
- Talk to the community. Find out what they want and need.
  - Community Schools model is flexible → Ability to serve the community's changing needs

# Stability of funding is essential

Request: Dedicated funding stream  
in new state funding formula