



COMMUNITY SCHOOL IMPACT

Systems of community schools are making a difference in the lives of children, youth, and families across the country.

Tulsa, Oklahoma

The Tulsa Area Community Schools Initiative (TACSI) was established through the Tulsa Metropolitan Human Services Commission (MHSC) in 2007. It is administered by the Community Service Council of Greater Tulsa (CSC) and guided by a community steering committee which includes leaders from the Union and Tulsa school districts. TACSI operates 18 community schools that serve as centers of community life, offering comprehensive programs, services, and opportunities to students, families, and the neighboring community.

Results: Researchers compared 18 TACSI schools to 18 non-TACSI schools found that students in TACSI schools that had deeply embedded the community school model scored significantly higher than comparable students in non-TACSI schools on math achievement tests. Further, the eighteen TACSI schools had higher ratings of instructional leadership, effective supervisory practices, culture of faculty trust was stronger, Instructional agency, student trust of teachers, school identification among students, parent trust in school, and school outreach than comparison schools.

Hartford, Connecticut

In 2007 Hartford's Mayor and Superintendent convened The Community Partnership, a group of local leaders, to act as the planning body for the development of community schools in Hartford. In 2008, five schools were selected as the first cohort of Hartford Community Schools (HCS). In 2008, the Board of Education adopted a community school policy outlining the model and a framework for implementation. In the spring of 2011, two additional schools are being developed as community schools. Currently, a policy framework is also being established to plan for the evolution of all district schools as community schools.

Results: Despite being a relatively new initiative, HCS is already showing promise in improving academic outcomes. While participating schools scored lower on the Connecticut Mastery Test (CMT) Reading than the average of all Hartford schools in 2009, this pattern was reversed in 2010; HCS schools had a greater percentage of students proficient in reading than the Hartford average in 2010.



Multnomah County, Oregon

In Multnomah County, Oregon, Schools Uniting Neighborhoods (SUN) transforms schools into community learning centers. They bring together schools, community leaders and agency professionals to plan the best ways to support youth – in education, family involvement, and the community, providing services and making good use of community buildings. SUN uses the following teams to organize their work: an Operating Team consisting of the principal, site manager and lead agency; a Site Partners Team representing all the entities in the school that work with the students; and a Site Advisory Body with broad representation from the school, youth, families and community. SUN is a partnership of Multnomah County, the City of Portland including Children’s Investment Fund, local school districts, the Oregon Department of Human Services, a Business Leader’s Roundtable, and non-profits.

Results: Data show that students who regularly participated in SUN activities showed strong gains in academics, attendance and behavioral areas. For example, 76% increased state benchmark scores in Reading and Math, the average daily school attendance was 95%, and 74% had a more positive attitude toward school.

Cincinnati, Ohio

Cincinnati’s community schools initiative started when the district engaged the community about how to spend \$1 billion in school building funds that were available from a voter-approved levy. Community members sought more school engagement and Cincinnati Public Schools decided to transform Cincinnati’s schools into Community Learning Centers (CLC). Currently, all Cincinnati schools are using some level of the community school strategy. CLC has organized city partners around core work areas such as physical and mental health, college access, tutoring, parent engagement, and early childhood. These partners are better organized to strategically meet the needs of individual CLC schools without duplicating services.

Results: Cincinnati Public Schools have been the most improved urban district in Ohio. It is the first urban district in the state to receive an “effective” rating. The district had a rating of “academic emergency” when the CLC work first began. Oyer Elementary School was once threatened with closure. The diverse Title I school is 1% Hispanic, 37% African American, and 62% Caucasian. Ninety-two percent of the students receive free or reduced lunch. Oyer has achieved above its expected level of growth for more than two consecutive years. The school’s performance index has improved by 6% in the last two years alone.

Providence, Rhode Island



Coalition for Community Schools

Because Every Child Deserves Every Chance

The Providence Public School district recognized the success of a local Federal Full Service Community School (FSCS) grantee and has decided to scale up the community school strategy district-wide. Superintendent Steven Adamowski said, “The normal day beginning at 8 o’clock and ending at 2:30 is not going to be sufficient for the community and student achievement for our students. We need a structure, a coalition of organizations, to assist what we’re trying to do with the school district because it’s a bigger issue than public education.”

The Providence FSCS Initiative will create an easily accessible, comprehensive set of services based in the school. By integrating these services with existing school systems and curriculum, children and families will experience success and maximize learning.

Results: The district started to fully implement the FSCS strategy during the 2010-2011 school year. However, results from Bailey Elementary School, the first FSCS, are positive. In 2009 Bailey met AYP in both math and reading for the first time in 4 years. In reading, third-graders went from scoring 27 percent proficiency in 2007 to 41 percent in 2009; fourth-graders jumped from 28 percent proficiency to 59 percent during the same period and fifth-graders moved from 12 percent proficiency to 39 percent.