

Reports and Resources from the Gen All Research Library

Community Schools: An Essential Equity Strategy

<http://www.equityandcommunityschools.org/>

“The Coalition for Community Schools, housed at the Institute for Educational Leadership, is an alliance of national, state and local organizations in education K-16, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks. Together, we believe in community schools and its mission for our young people.”

Raising the Stakes: Investing in a Community School Model to Lift Student Achievement in Community School District 16

http://www.brooklyncommunityfoundation.org/sites/default/files/RaisingtheStakes_Final.pdf

“This report proposes a partnership between and among CSD16 school leadership, community stakeholders, and philanthropic partners that can serve as a replicable community school model. This proposed model would be funded by targeted investments in: a structured collaboration between selected CSD16 schools, their principals, and teachers; a comprehensive menu of coordinated and effective out-of-school time programs; parent organizing and engagement efforts; school and student support services; research, tracking, and evaluation systems to make sure these initiatives effectively meet the needs of CSD16 families and school leaders.”

2014 Community Schools National Forum

<https://youtu.be/ZNmFeh77aHA?list=PLuQpxgwXj9p96Y3bR3hkaDiWVVGIN-Y14>

Christopher Edley, Jr., Co-Chair of the U.S. Department of Education’s Equity and Excellence Commission and former Dean of the University of California Berkeley School of Law offers a unique perspective on the equity challenges our nation faces. He explains the Commission’s recommendations, what we all must do to make equity and excellence a reality, and how community schools can contribute.

Community-Based Development And Local Schools: A Promising Partnership

<http://www.abcdinstitute.org/docs/CommunitySchoolPartnerships.pdf>

“This report introduces and explores the idea that schools might become important participants, contributors, and benefactors in a process of community development that values the internal assets of neighborhoods. Case studies of school/community partnerships gathered from around the country reveal some clear lessons about what works and what does not.”

The Federation For Community Schools

www.ilcommunityschools.org

The Federation for Community Schools believes that all children should have equal access to a high quality education that supports their academic, physical, social and emotional development – resulting from an alignment of strong schools working in partnership with community agencies that provide after school programming.

Black Lives Matter: The Schott 50 State Report on Public Education and Black Boys

<http://www.blackboysreport.org/2015-black-boys-report.pdf>

“This biennial report . . . shows that the opportunity gap continues to be the greatest for Black males of all racial/ethnic and gender groups and . . . the gap between graduation outcomes for Black males compared to their White male counterparts continues to widen. . . . Black males continue to be both pushed out and locked out of opportunities for academic achievement, including notable disparities in their enrollment in Advanced Placement courses and participation in Gifted and Talented programming. Furthermore, Black students were more likely to be classified as students with disabilities and were more likely to be suspended or expelled from school.”

Actions Matter: How School Leaders Enact Equity Principles

http://media.wix.com/ugd/987d6f_2dcbfed63e7a439d982ffa48849d23e5.pdf

“We found that the principals’ enactments of equity varied in three ways: level of explicitness (explicit to implicit), type of issue (macro to micro), and indicators towards change (clear to unclear next steps). We argue that it is more likely that principals who were explicit about the equity issue and clear about next steps in their leadership practice, whether the issue was micro or macro, were more likely to disrupt historical inequities and allow all students to encounter more learning opportunities. The findings have implications for research and practice of principal support and evaluation. We add to the field of social justice leadership by illustrating what ‘enacting equity’ looks like in leadership practice.”

Preparing Leaders for Deeper Learning

<http://cdno3.gettingsmart.com/wp-content/uploads/2015/05/Preparing-Leaders-for-Deeper-Learning-FINAL.pdf>

“As a growing body of schools and districts recognize the need for deeper, blended, competency-based learning environments for students, how must the role of leaders evolve to create and sustain them? And how then must leader preparation and ongoing professional development evolve to fully enable teacher and leader success in this new environment?”

How to Close the Opportunity Gap: Key Policy Recommendations

<https://edpolicy.stanford.edu/sites/default/files/Opp%20Gap%20Policy%20Recommendations.pdf>

“Students’ overall opportunities to learn are affected by multiple factors that arise both inside and outside of school. Significant educational growth will occur only when we comprehensively address these levels of influence. Our recommendations – at the level of students’ individual needs, at the level of in-school opportunities and resources, and at the level of communities and neighborhoods – are as follows:”

Eight Elements of High School Improvement: A Mapping Framework

<http://betterhighschools.org/pubs/documents/EightElementsMappingFramework.pdf>

“The National High School Center’s goal is to encourage researchers, policymakers, and practitioners at all levels to engage in comprehensive, systemic efforts to maximize attainment

for all high school students, with a focus on those students who have been historically underserved. To this end, we have developed a framework that consists of eight core elements and provides a lens for mapping school, district, and state high school improvement efforts. The exercise of mapping should inform strategic planning and implementation efforts by illuminating the connections among elements, revealing strengths and gaps in current state and district policies, and highlighting the stakeholders who should be aware of and involved in future improvement efforts.”

Carnegie Foundation Summit on Improvement in Education

<https://storify.com/CarnegieFdn/carnegie-foundation-summit-on-improvement-in-educ>

Click to see a Storify recap of the second annual Carnegie Foundation Summit on Improvement in Education. Participants learned to use improvement science to help guide their education systems improvement work.

Canada’s Approach to School Funding: The Adoption of Provincial Control of Education Funding in Three Provinces

<http://https://www.americanprogress.org/wp-content/uploads/2013/05/HermanCanadaReport.pdf>

“This report looks at how our neighbor to the north, Canada—a country that has consistently preformed well on international tests—funds its schools. Several provinces have successfully implemented school-funding systems that are more equitable than those in most U.S. states. To determine how Canada has gone about designing a more equitable school-funding scheme, this report focuses on three provinces—Alberta, British Columbia, and Ontario—each of which has adopted provincial-level funding systems that aim to achieve greater school-funding equality and equity. In these systems the province—which in terms of government organization roughly parallels the state level in the United States—has taken on full responsibility for its own education funding.”

Funding Gaps 2015: Too Many States Still Spend Less on Educating Students who Need the Most

http://edtrust.org/wp-content/uploads/2014/09/FundingGaps2015_TheEducationTrust.pdf

“Nationally, the highest poverty school districts receive about 10 percent less per student in state and local funding than the lowest poverty districts.

School districts serving the most students of color nationwide receive roughly 15 percent less per student in state and local funding than those serving the fewest.

There is a great deal of variation between states when it comes to funding equity: While some states provide more funding to their highest poverty districts and to districts serving the most students of color, others provide substantially less.”

Seeing Past The Colorblind Myth of Education Policy: Addressing Racial and Ethnic Inequality and Supporting Culturally Diverse Schools

http://nepc.colorado.edu/files/pb-colorblind_0.pdf

For Each and Every Child: A Strategy for Education Equity and Excellence

<http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf>

Trends in Chicago's Schools across Three Eras of Reform: Summary of Key Findings
http://ccsr.uchicago.edu/sites/default/files/publications/Trends_in_Three_Eras_of_CPS.pdf

- Graduation rates have improved along with high school test scores,
- Math scores in elementary school and middle school also improved but reading remains the same
- Racial gaps increased in terms of achievement and most graduates remain unprepared for college
- This report provides background on administration goals based on personnel in each school reform era and the resulting policies
- The authors suggest that the strengthening of schools' organizational capacities may be more important than district wide reform

Chicago High School Redesign Initiative: Schools, Students, and Outcomes
<http://files.eric.ed.gov/fulltext/ED512285.pdf>

20 years of school reform yields widening achievement gaps, no reading gains
<https://www.wbez.org/shows/wbez-news/20-years-of-school-reform-yields-widening-achievement-gaps-no-reading-gains/021e2992-f7eb-44f6-b495-d6048f80640e>

How High Schools Became Exemplary: Ways That Leadership Raises Achievement and Narrows Gaps By Improving Instruction In 15 Public High Schools
<http://www.agi.harvard.edu/events/2009Conference/2009AGIConferenceReport6-30-2010web.pdf>

This report is based off of a conference hosted by the Harvard Achievement Gap Initiative and identifies 15 schools across the nation and the strategies they used to improve. Test scores improved when school leaders focused on improving instruction.

Presentations

Dr. Pedro Noguera Presentation
<https://www.youtube.com/watch?v=hColwdmbkXY>

Rebecca Wolfe and Student Panel—Generation All
<https://www.youtube.com/watch?v=N8kYn7NgL74>

Rebecca Wolfe Presentation—Generation All
<https://www.youtube.com/watch?v=kUjxENS846w>

Speaker Series, Warren Simmons—Generation All
<https://www.youtube.com/watch?v=9HQyVKqA72U>

James P. Comer, MD, on the student-centered high school
<https://www.youtube.com/watch?v=x1Gk3Kf27a4>

Linda Darling-Hammond on Creating a Collaborative Classroom
<https://www.youtube.com/watch?v=giYs1r9Lqwo>

Askwith Forum: Transforming Teaching
https://www.youtube.com/watch?v=_18wZ9Fpjh4

Dan Siegel: "Brainstorm: The Power and Purpose of the Teenage Brain"
<https://www.youtube.com/watch?v=kHZzhKyBW-I>

Stanford University Professor, Linda Darling-Hammond at Iowa Education Summit
<https://www.youtube.com/watch?v=KnPbfIK4FCE>
2014 Community Schools National Forum
<https://www.youtube.com/watch?list=PLuQpxgwXj9p96Y3bR3hkaDiWVVGIN-YI4&v=ZNmFeh77aHA>

Network for Public Education National Conference: Yong Zhao
<https://vimeo.com/126604445>

Michael Fullan on "Drivers of Whole Systems Reform"
<https://www.youtube.com/watch?v=FLX0NwaFaQQ>

Building Smart Education Systems: Your Role in a Community-Wide Approach to Public Education
<https://www.youtube.com/watch?v=ZrNslVvClzU>

GERM that kills schools: Pasi Sahlberg at TEDxEast
https://www.youtube.com/watch?v=TdgS--9Zg_0

Charles Payne: Mobilizing Urban Communities on the Behalf of Children
<https://www.youtube.com/watch?v=fwW7EUCnLM8>