

The Community School model: a collective impact approach

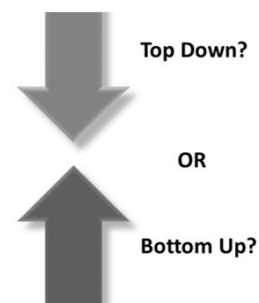


Bull City Community Schools Partnership presentation to the Leandro Commission, April 11th, 2019



The Problems

- Not enough resources
- Inequitable distribution of resources
- Magic bullets
- Top-down/outside-in approaches
- Never ask the questions:
 - How do we solve problems together?
 - How do we harness the expertise and skills of all our people?



Community Schools

Focus on our systems and our people

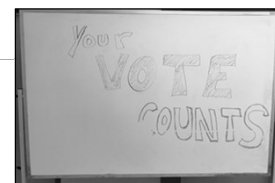
DAE “organizing leadership to defend and transform public schools”

NEA community schools model and the 6 pillars

Putting our ideas into practice



Running a grassroots campaign



- ★ Opportunities for staff and parent education, dynamics of organizing conversations
- ★ Principals supported staff-led elections
- ★ 100% participation, 97% in favor
- ★ Grassroots advocacy (school board & county)
- ★ District in transition - initiative is with school & community





By the numbers:



"We talk about educating the whole child, but we don't follow through.

Including the community is the next step to teaching the whole child."

- Rebecca Dow

123 attendees at a 2-hour, staff-led professional development on the Community School model

301 staff voluntarily participating in a workplace vote

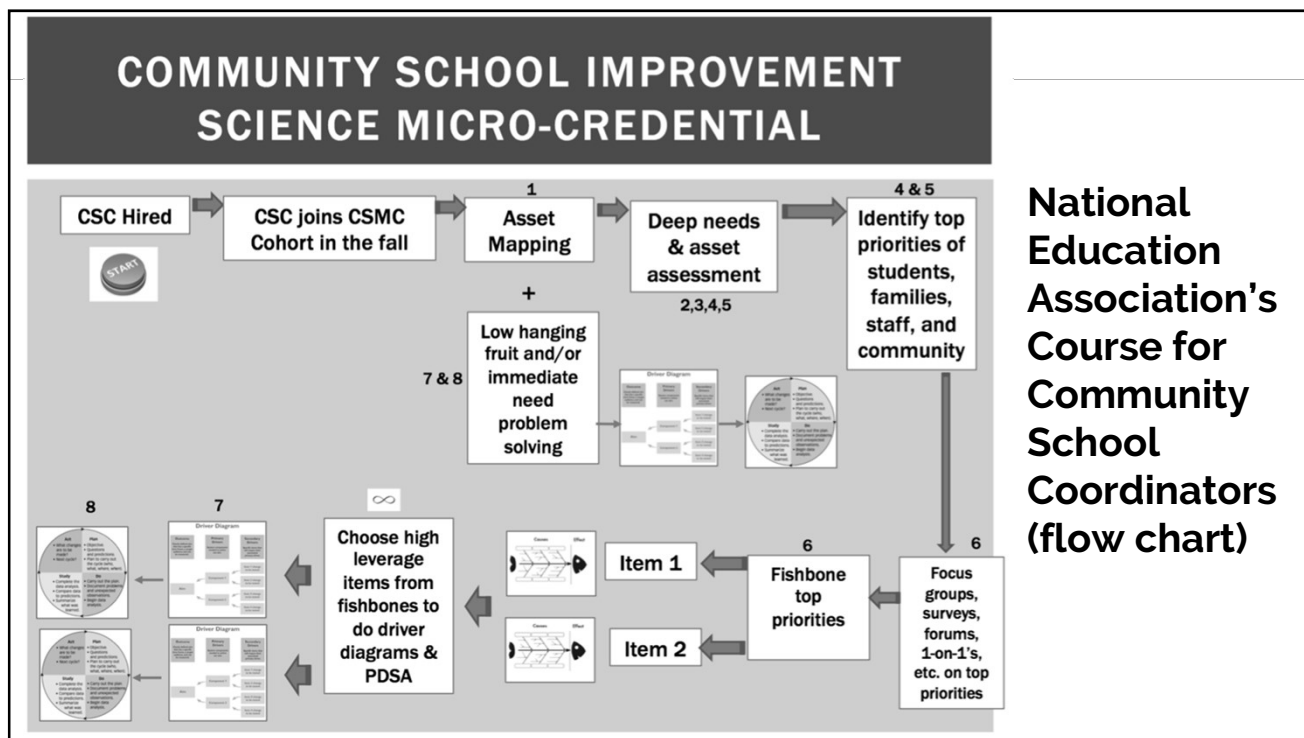
21 staff, admin, parents and students testifying to the Board of Education and County Commission

70 one-on-one, PLC, PTA, and/or staff meetings with the organizer to explore the model



From the "what" to the "how": The 6 pillar vision to Continuous Improvement Science

- Method, not program: less of a "what we add to schools," and more of a "how we do school"
- Looking at most effective case studies reveals:
 - Relationship to / use of data - continuous improvement
 - Collective impact
 - Community-based problem-solving re: root causes
 - Systemic solutions





Stories from the pilot schools (first 7 months)

EK Powe Elementary, Southwest Elementary, Lakewood Elementary, Club Boulevard Elementary

- ★ Assets and Needs Assessment progress and lessons learned
- ★ “Low-hanging fruit” interventions
- ★ Initial problem-solving teams
- ★ Insights into the role of the Community School Coordinator



Parents at a Lakewood PTA meeting discuss their vision for parent organization, improving the school-family connection, and the topics they want to cover during parent meetings.

Listening project process & participation

Parent team

- Engagement team (11)
- Focus group and survey process - "iterative"
- Lessons learned

Focus Groups	64	33% African-American, 27% Latinx, 38% White
1:1 Relational Interviews	110	38% African-American, 59% Latinx, 2% White, less than 1% Syrian, Algerian
Online surveys	27	Unknown

Staff team

- Engagement team (11)
- Faculty reflection activity
- First round survey ("*What would make you want to stay at Lakewood?*") - 46 responses

Student team (5)

- Led by an IA
- Reviewing existing data
- Survey in development (3rd-5th)

Staff engagement

Small group discussions in faculty meeting & initial questionnaire

Supportive staff that cares deeply for one another

Common themes:

- Communication
- Autonomy
- Teaching the whole child / connecting to the whole community

Staff values diversity / equity, actively wants to teach majority working-class students of color and have an impact

WHAT'S NEXT?

1. Follow-up, comprehensive survey in development
2. Data triangulation with Teacher Working Conditions Survey & Parent data!
3. Proposals & problem-solving teams

Low-hanging fruit

Systems

- Parent leadership and organization-building
- School Leadership Team Restructuring for effectiveness and inclusivity (Southwest)
- Building problem-solving cultures
- Systems for community partner recruitment and management
- Systems for volunteer recruitment and orientation
- Student residential maps and carpool coordination

Resources

- Raised via BCCSP grassroots fundraising and Coordinator-led partnerships: \$35K
- 1:1 meetings with community partners: 120
- 50% increase in # of individual volunteers
- New partnerships:
 - ◆ Tilde Language Justice co-op
 - ◆ Durham Cooperative Extension
 - ◆ NCCU School of Education
 - ◆ HELPS Education Fund
 - ◆ Augustine Literacy Project
 - ◆ PetPals NC (Pet Therapy)
 - ◆ Anti-racism training (WE ARE)
 - ◆ Food Bank of North Carolina

Increased parent participation



Durham Co. Cooperative Extension employee, professional interpreter and parent leadership trainer leads a group activity with Lakewood staff and parents about the impact of family involvement on student achievement

- ★ Lakewood PTA: 460%
 - For families of color: 1,025%
- ★ EK Powe Parents of African American Children (PAAC): 200% increase
- ★ EK Powe Latinx parent events: 500% increase
- ★ Southwest PTA: 200% (35% Black, 27% Latinx, 31% White)
- ★ *Personal invites* to parent meetings: over 100
- ★ How? Coordination & delegation:

Turnout methods

Quality programming

Logistics



“Nunca había participado en nada dentro de la escuela aparte de asistir las reuniones. La coordinadora me dio la oportunidad de participar en las decisiones. Vamos a comprender y ayudar a los padres que todavía no saben o pueden apoyar al aprendizaje de sus niños.” -Mónica Rosa, miembro del equipo de participación de padres

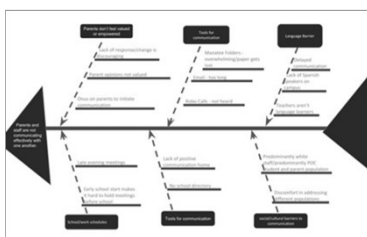
“I had never participated in anything at school other than attending meetings. The coordinator gave me the opportunity to participate in decisions. We are going to understand, and help, the parents who don't yet know how they contribute to their child's learning.” - Mónica Rosa, parent engagement team member

Communication Problem Solving Team



Our Team

The communication committee is a subgroup of the CSIL and was open to all members to opt in. The Committee has followed the Continuous Improvement PDSA Cycle process - Plan, Do, Study, Act.



Fishbone Diagram

We began by looking at the Fishbone Diagrams created during the analysis of Clubs Asset and Needs assessment

Statement	Primary Drivers	Secondary Drivers
Increase the reach of all school communication from 25% to 95% by 2020	1. Create all messages are offered in multiple formats	1. Increase teacher knowledge of communication tools available
		2. Increase systematization of communication procedures
1. Increase digital literacy		1. Increase teacher digital literacy
		2. Increase access to computers and mobile technology devices
2. Increase regularity and standardization of communication		1. Reduce the number of off-sent tasks used across the school
		2. Increase teacher communication to families through standard tasks
		3. Increase home visits
		1. Increase teacher and community groups who have literacy low proficiency in the administrative environment
		2. Increase community building opportunities sponsored by PIRAC and VALOR

Driver Diagram

We then identified an ambitious communication goal - Increase the reach of all school communication from 25% to 95% by 2020

Continuous Improvement - PDSA Cycle



Club Blvd. Elementary

15

Lakewood Kindergarten Readiness Problem-Solving Team

Using data from the Assets and Needs Assessment:



- **Problem #1:** Stepping Stones is meant to serve students who have had ZERO pre-K experience, but often doesn't.
- **Problem #2:** Lakewood families do not register their Kindergarten-age students until the last minute.
- **Problem #3:** Durham County offers multiple Pre-K opportunities through NC Pre-K, but many families don't access them.

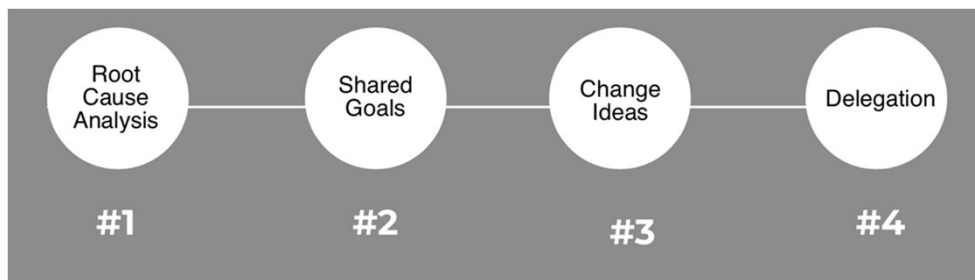


Convene a team:

- Eliza Mathew, **Duke DARA**
- Sue Cotterman and Karen Thompson, **DPS Office of Early Education**
- Rachel Stine and Meytal Barak, **Book Harvest**
- Ellie Erickson, MD, **Duke Pediatrics**
- Brittany Gregory and Courtney Kelley, **Durham Partnership for Families and Children**
- James Hopkins, principal, **Lakewood**
- Alyssa Anderson & Ericka Mayo, **Lakewood** Kindergarten teachers
- Cameo Hartz, parent of a **Lakewood** Kindergartener & PTA secretary

Aim Statements:

1. Fill all Stepping Stones (30) spots with students with no prior Pre-K experience
2. Have 30 students pre-registered for Kindergarten by Friday June 7th
3. Have 30 students tested by Friday June 14th



Role of the Community School Coordinator

- The big picture - “building the fire station”
- Collective impact strategist - “conducting a symphony”
- Strategic thought partner to the principal : “Your house, their interior decorating expertise”
- To the staff
 - Resource provider
 - Leader and convener
 - No administrative/management authority - an organizer



Relationship of the CSC to the Principal (and leadership team)

“My Coordinator has been an extension of my office into the community—identifying blind spots and developing actions steps to address my community’s needs.” - James Hopkins, principal, Lakewood

“Our coordinator facilitates our leadership team to identify needs and problem-solve. As a principal, I multi-task, and concerns can be overlooked. She helps us develop our vision, drill down on specific concerns, and prioritize properly. She’s created a more collaborative culture.” - Dr. Meg Goodhand, principal, EK Powe

Don't take our word for it!

- **Cincinnati, OH and Austin, TX** : dramatic outcomes, community organizing, continuous improvement science (Kyle Serrette, NEA & Allen Weeks, AVEY)
- **MLK Jr. Middle School, San Francisco**: dramatic outcomes, school-level systems & structures, transforming school culture (Leslie Hu, Coordinator & Michael Essien, principal)
- **Madison, WI**: Continuous Improvement Science at the district level (Kerry Motoviloff, Madison Teachers Inc.)
- **Milwaukee, WI**: use of “backbone partnership” (union-district-nonprofit) to institutionalize the model (Bob Peterson, school board member)

Dr. Martin Luther King, Jr Academic Middle School: Pre-Community Schools vs. Current

Pre - Community Schools

Teachers were Social Workers

Different parts of the school working in
SILOS

Only 9 (out of 23) teachers retained at
MLK

Only **30** students received additional
support

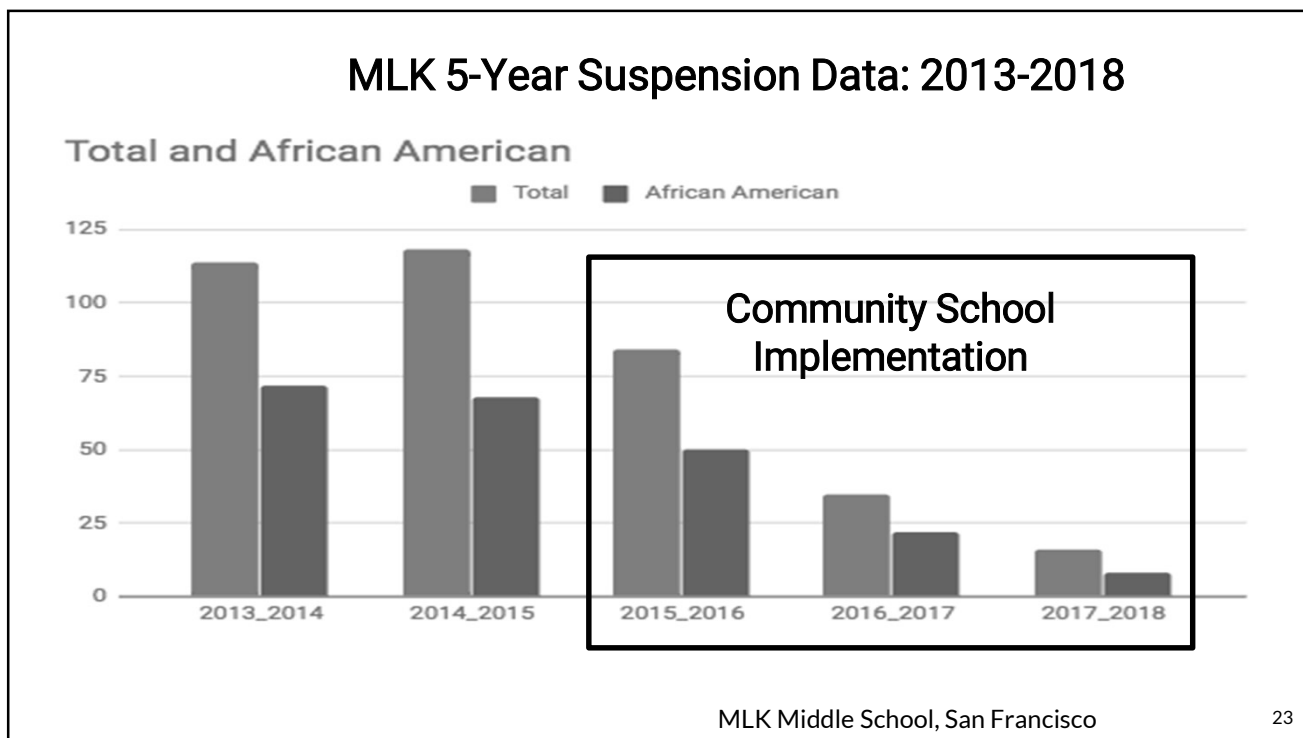
Current (2015-16 to now)

Over 40 Community Partners on site =
\$2.3 million

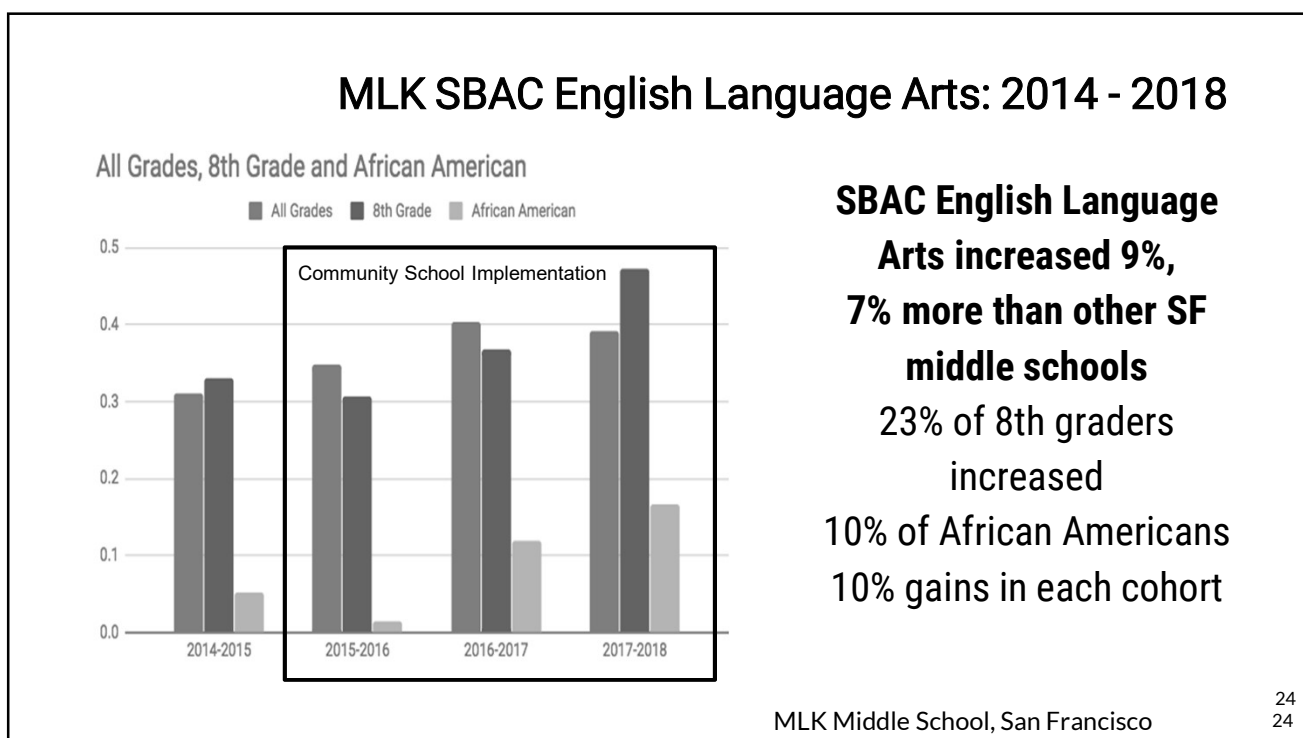
Different parts of the school working
TOGETHER

22 (out of 23) teachers retained at MLK

Over **380** students are receiving
additional academic, health and mental
health support



23



24
24

Impact of Community School model, Cincinnati

2006	2016
No Community Schools	43 out of 55 schools are community schools
Black/white achievement gap 14.5%	Black/white achievement gap 4.5%
Graduation rate 51%	Graduation Rate 82%
School Performance Index 72.1	School Performance Index 87.3 (Ohio's Highest Achieving Urban District)
85% of students drop out by end of 10 th grade (Lower Price Hill Stat)	62% of students attend college (Lower Price Hill Stat)

Reagan High School, Austin, TX

2009	2016
Enrollment: 600 (on verge of closure)	Enrollment: 1300
Attendance: 88%	Attendance: 95%
Graduation rate: 48%	Graduation Rate: 90%
Student Mobility: 41%	Student Mobility: 30%
Students earning dual college credit: 0	Students earning dual college credit: 200+ (12 earned Associates Degrees)

Conclusion

- No magic bullets
- Two key principles
 - Bottom-up/inside-out approach to organizing our communities that emphasizes
 - Our assets
 - Our expertise
 - Continuous improvement science for collective problem-solving



Appendix A: Timeline

Year one:

- Relationship-building
- Mapping school and community
- Deep assets and needs assessment, data gathering
- Increasing leadership and participation particularly amongst historically excluded groups
- Identifying priority areas
- Recruit to problem-solving teams

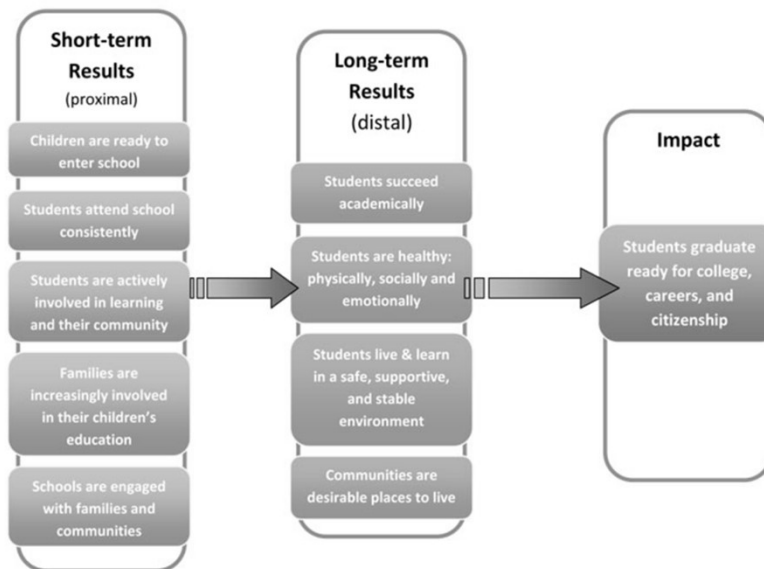
Year two:

- Assets and Needs data integrated into formation of School Improvement Plan
- Problem-solving teams begin to implement interventions
- Community partners recruited to meet high-priority needs
- Systems developed for evaluation of community partner impact

Year three:

- Evaluation of interventions and community partnerships implemented
- Adjustment of interventions and community partnerships according to evaluation
- Continued data gathering, problem-solving and evaluation cycles

Appendix B: Results framework / Logic model



Appendix C: Indicators aligned with results

Children are ready to enter school	<ul style="list-style-type: none"> Immunizations More children with health insurance Children in expected height and weight range for their age Availability of early childhood education programs 	<ul style="list-style-type: none"> Attendance at early childhood education programs Parents read to children Vision, hearing, and dental status
Students succeed academically	<ul style="list-style-type: none"> Reading on grade level by third grade Daily attendance Early chronic absenteeism Tardiness Truancy 	<ul style="list-style-type: none"> Standardized test scores Teachers support students Grades Graduation rates Dropout rates
Students are actively involved in learning and their community	<ul style="list-style-type: none"> Students feel they belong in school Availability of in-school and after-school programs Students feel competent Schools are open to community 	<ul style="list-style-type: none"> Attendance at in and after-school programs Partnerships for service learning in the school/community Post-secondary plans
Students are healthy: physically, socially and emotionally	<ul style="list-style-type: none"> Asthma control Vision, hearing, and dental status Physical fitness 	<ul style="list-style-type: none"> Nutritional habits Positive adult relationships Positive peer relationships
Students live and learn in stable and supportive environments	<ul style="list-style-type: none"> Students, staff, and families feel safe in school Families provide basic needs 	<ul style="list-style-type: none"> Incidents of bullying Reports of violence or weapons
Families are actively involved in their children's education	<ul style="list-style-type: none"> Families support students' education at home Family attendance at school-wide events and parent-teacher conferences Family experiences with school-wide events and classes 	<ul style="list-style-type: none"> Family participation in school decision-making Trust between faculty and families Teacher attendance and turnover Faculty believe they are an effective and competent team Community-school partnerships
Communities are desirable places to live	<ul style="list-style-type: none"> Employment and employability of residents and families served by the school Student and families with health insurance 	<ul style="list-style-type: none"> Community mobility and stability Juvenile Crime