

## **ESTABLISHED TENNESSEE EFFORTS** Scaling and deepening work to meet standards, reviewing standards or implementing some standards defined as best practices by the National Coalition of Community Schools.

- **COMMUNITY ACHIEVES:** 25 schools, award-winning district initiative in MNPS Nashville
- **COMMUNITIES IN SCHOOLS:** 33 schools, national provider, 3rd party serving both public and charter schools in Memphis and Nashville with a focus on chronic absenteeism. Partnering with non-profit & district services to be a part of a full service framework.
- **GREAT SCHOOLS PARTNERSHIP:** 18 Schools, local provider for district initiative, Knox County schools
- **HAMILTON COUNTY OPPORTUNITY ZONE:** Red Bank High, local providers employ coordinators, with 6 more schools scaling in 2018-19 school year.
- **UNIVERSITY ASSISTED SCHOOLS:** 2 schools assisted by UT Knoxville as an Anchor partner, Serving Pond Gap & Inskip Elementary and expanding into feeder schools and working in conjunction with Great Schools Partnerships
- **EFFORTS AROUND FAMILY RESOURCE CENTERS & 21st CENTURY LEARNING GRANTS, TITLE 1** Family Resource Centers are one of the key partners that brings wrap around services to many schools around the state. To deeply implement the grant model, FRCs would be one of several anchors to a framework that achieves transformation. There is capability to scale with state funding to cover all of the framework similar to FRYSKYs in Kentucky or United Way in Asheville, NC.
- **TENNESSEE DEPARTMENT OF EDUCATION PARTNERSHIP ZONES** "Partnership district" created by the TDOE within an LEA as an alternative to iZone or ASD, partnership-based, but still top-down. AROS advocates for TDOE to recognize community schools as an ESSA school improvement to be community-led and state guided and to use the community schools standards.

## **What Evidence Do We Have That Community Schools Work?**

The Alliance to Reclaim Our Schools, led by a study produced by the Southern Education Foundation looked at Community Schools efforts across the country. Community schools have existed in some form for years. But, what were schools doing that actually produced results? Discovered were 4 pillars and 6 strategies in common which are used to outline the grant guidance for our legislation. In 2017 Learning Policy Center released a brief that outlines the evidence and research to demonstrate that the Community School model meets the evidence-base criteria (Tier 2) for ESSA school improvement. (1) This research was incorporated into the Coalition for Community Schools Standards which have been adopted by Hamilton, MNPS and Knox County Community Schools efforts. <http://www.communityschools.org/assets/1/Page/Community-School%20Standards-Updatesd2017.pdf>

### **NATIONAL & TENNESSEE OUTCOMES**

- **PEARL-COHN HS, NASHVILLE** - 88.9% college acceptance rate. 1.1 points growth on ACT. 68% reduction in discipline infractions. 41% reduction in mobility rate. Source: MNPS
- **BENJAMIN FRANKLIN HIGH SCHOOL** - In 2010 21% of students were proficient in math, in 2014, 71% were proficient. With no rezone, no change in neighborhood feeder schools. (3)
- **PRICE HILL/CINCINNATI** - in 2006 85% of students were dropping out and in 2016, 62% were being accepted to college. (2)
- **AUSTIN WEBB SCHOOL** - In 2009 was the lowest performing middle school in Austin. In 2016, the highest performing Title 1 Middle School in Austin, TX with a graduation rate that went from 48% to 78%. School demographics remained the same: 98% FRL, 60% ELL, 90% Latino (3)

1. Learning Policy Institute "Community Schools: An Evidence-Based Strategy for Equitable School Improvement"

2. [http://citybeat.com/cincinnati/article-32836-lower\\_price\\_hill\\_in\\_focus.html](http://citybeat.com/cincinnati/article-32836-lower_price_hill_in_focus.html)

3. <http://www.southerneducation.org> Community-Schools-Transforming-Struggling-Schools report

4. A benefit-cost analysis of City Connects. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University. [cbcse.org](http://cbcse.org) 2015

# SUPPORTING & EXPANDING COMMUNITY SCHOOLS EFFORTS IN TENNESSEE

Tennessee Alliance to Reclaim Our Schools

tennaros.org

UPDATE: **Legislative History Fall 2018**

## The Tennessee Transformational Community Schools Act Legislation

Tennessee AROS and the Tennessee Education Association (TEA) continues to work with leadership across the state of Tennessee already engaged in scaling community schools efforts. There is no awareness of any centralized process by which the Department of Education can support community schools initiatives with finances or logistics. There is also no clear guidance from the TDOE to create a sustainable, successful community school as concluded by the Tennessee Comptrollers office, OREA October 2018 report.

TEA and AROS' legislative goal is to provide a template for success and align resources that have shown nationally to produce improved student outcomes while creating a sustainable funding source. Transformational Community Schools is a school improvement strategy aimed at building trust with students and parents and aligning a bottom-up community-driven solution. The goal is to deeply engage parents, support teachers, raise student outcomes and transform communities. The 2018 legislation would have amend Senate Bill No. 805, House Bill No. 1278. 2018 Sponsors were: Senator Steve Dickerson (R) Nashville, Harold Love (D) Nashville. The bill passed all education committees but did not come out from behind the budget. 2019 legislation will be revisit our efforts.

## WHO Will The Tennessee Transformational Community Schools Act Serve?

Legislation is designed to serve students and communities in high-poverty environments. A bill would create a funding source or designated fund and define grant application requirements. Every Student Succeeds Act (ESSA) supports nationally significant programs to improve the quality of elementary and secondary education at the state and local levels and that help all children meet challenging academic content and academic achievement standards by addressing learning conditions. Legislation can establish a dedicated fund to pursue these initiatives in Tennessee which are centered around funding a site coordinator at the school level, the leadership position equivalent to an assistant principal. As a dedicated manager, this site coordinator works with key school and district staff, service providers and government agencies to align services and to identify student needs. The purpose of a competitive grant process as a requirement for funding is critical to the establishment of leadership and community buy-in. Only schools interested in becoming community schools will choose to participate.

## What is being done in Tennessee now?

A community school provides an array of student-centered opportunities: programs, supports, and services to enhance conditions for high-quality teaching and learning. Opportunities in a community school are intended to be unique and intentionally responsive to the assets and needs of a particular school community. (1) In the case of efforts in Tennessee, they may or may not be scaling to a transformational framework. Many are following the Coalition of Community Schools guidance and standards. Which is a transformational approach when all standards are met. TennAROS and TEA are advocating for the full adoption of a transformational model which reflects CS Coalition standards.

Community Schools encourage coordination of academic, social and health services through partnerships among;

1. public schools
2. local education agencies LEAs
3. city and county government
4. community-based and faith-based organizations and
5. other public and private entities.

These resources can include Family Resource Centers, local nonprofits or even initiatives already within the school district, aligned based on the needs assessment and implemented by the school site coordinator, guided by a school strategic plan. When needs are addressed strategically, for every \$1 invested there is \$3+ in return. (4)