

## Neighborhoods Taking Action

### CONCEPTUAL MODEL OF EVIDENCE-BASED FACTORS EFFECTING EDUCATIONAL AND HEALTH OUTCOMES

Resources and References – June 2014

#### SCHOOL DISTRICT:

##### **Engaged leadership that clearly communicates goals, vision and process;**

1. Bryk AS, Sebring PB & Allensworth E. (2010) *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press
2. Blase, J., & Blase, J. (2000) Effective Instructional Leadership: Teachers' Perspective on How Principals Promote Teaching and Learning in Schools. *Journal of Educational Administration*, 38(2), 130-141.
3. Sanders M. (2009). Collaborating for Change: How an Urban School District and a Community-Based Organization Support and Sustain School, Family, and Community Partnerships. *Teachers College Record*, 111(7): 1693–1712.

##### **Solicit and promote parent/family/community capacity-building and involvement**

4. Bryk AS, Sebring PB & Allensworth E. (2010) *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press
5. Noguera PA (2001) Transforming urban schools through investments in the social capital of parents. In S Saegert, JP Thompson & MR Warren (eds), *Social Capital and Poor Communities* (pp 189-212). New York, NY: Russell Sage Foundation.

##### **Fair discipline policies; alternative school safety & discipline strategies; violence prevention & conflict resolution programs; elimination of zero-tolerance policies;**

6. Human Impact Partners (May 2012). Health Impact Assessment of School Discipline Policies: A health impact assessment of status quo discipline, positive behavioral interventions and supports, and restorative justice policies in three California school districts. Available from: <http://ccsd.net/internal/documents/resources/health-impact-assessment-of-school-discipline-policies.pdf>

##### **Small learning communities; interdisciplinary teams of students and teachers;**

7. MDRC: Quint J. (2005) *Meeting Five Critical Challenges of High School Reform: Lessons from research on three reform models*. New York, NY: MDRC.
8. Bloom HS, Thompson SL & Unterman R. (2010) Transforming the high school experience: How NYC's new small schools are boosting student achievement and graduation rates. New York, NY: MDRC. Retrieved on 7/23/2012 from: <http://www.mdrc.org/publications/560/overview.html>

##### **Improve school/classroom culture and climate (including cultural competence);**

9. Ruglis J & Freudenberg N (2010) Toward and healthy high schools movement: Strategies for Mobilizing Public Health for Educational Reform. *American Journal of Public Health*, 100(9): 1565-1571.

##### **Establish student support & counseling systems; student advisory systems, 9<sup>th</sup> grade transition support.**

10. Furstenberg FF & Neumark D. (2007). Encouraging education in an urban school district: Evidence from the Philadelphia Educational Longitudinal Study. *Education Economics*, 15(2), 135-157.

#### COMMUNITY/NEIGHBORHOOD:

##### **Create safe zones around schools**

11. Garcia-Reid P, Reid RJ & Peterson NA. (2005) School engagement among Latino youth in an urban middle school context: Valuing the role of social support. *Education and Urban Society*, 37(3): 257-275.
12. Mohai P, Kweon B-S, Lee S & Ard K. (2011) Air Pollution Around Schools Is Linked To Poorer Student Health And Academic Performance. *Health Affairs*, 30(5): 1-11.

##### **Promote community cohesion; encourage and support students**

13. Catalano RF, Haggerty KP, Oesterle S, et al. (2004) The Importance of Bonding to School for Healthy Development: Findings from the Social Development Research Group. *Journal of School Health*, 74(7): 252-261.

##### **Serve as role models, mentors, tutors or teachers aides**

##### **Community organizations help to develop after-school, weekend and summer learning, cultural & community recreational activities**

14. Mediratta K, Shah S, McAlister S. (2008) Organized Communities, Stronger Schools: A preview of research findings. Annenberg Institute for School Reform, Brown University. Available from: <http://annenberginstitute.org/pdf/organizedcommunities.pdf>

##### **Create connections between local businesses, social service organizations and schools**

15. Sheldon SB (2007) Improving Student Attendance with school, family, community partnerships. *The Journal of Educational Research*, 100(5): 267-275.

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#### SCHOOL:

##### **School environment**

16. Patton GC, Bond L, Carlin JB, Thomas L, et al (2006) Promoting Social Inclusion in Schools: A Group-Randomized Trial of Effects on Student Health Risk behavior and well being. *American Journal of Public Health*, 96(9): 1582-1587.
17. Balfanz R. (2012). Overcoming the Poverty Challenge to Enable College and Career Readiness for All-The crucial role of student supports. Johns Hopkins University—Center for Social Organization of Schools. Available from: [http://www.cityyear.org/sites/default/files/PDF/StudentSupports\\_forScreenViewing.pdf](http://www.cityyear.org/sites/default/files/PDF/StudentSupports_forScreenViewing.pdf)
18. Jacob BA & Rockoff JE (2011) *Organizing Schools to Improve Student Achievement: Start Times, Grade Configurations, and Teacher Assignments*. The Hamilton Project-Brookings Institute. Retrieved on 7/23/2012 from: <http://www.brookings.edu/research/papers/2011/09/organization-jacob-rockoff>

##### **Curriculum & Instruction**

19. Byrk AS. (2010). Organizing schools for improvement-Five essential supports. Available from: [http://www.carnegiefoundation.org/sites/default/files/elibrary/bryk\\_organizing-schools\\_pdk.pdf](http://www.carnegiefoundation.org/sites/default/files/elibrary/bryk_organizing-schools_pdk.pdf)
20. Ferguson RF, Hackman S, Hanna R, & Ballantine A. (2010) *How High Schools Become Exemplary: Ways that Leadership Raises Achievement and Narrows Gaps by Improving Instruction in 15 Public High Schools*. Report on the 2009 Annual Conference of the Achievement Gap Initiative at Harvard University. Retrieved on 7/24/2012 from: <http://www.agi.harvard.edu/events/2009Conference/2009AGIConferenceReport6-30-2010web.pdf>

##### **Extra-curricular Programs:**

21. Noguera PA (2001) Transforming urban schools through investments in the social capital of parents. In S Saegert, JP Thompson & MR Warren (eds), *Social Capital and Poor Communities* (pp 189-212). New York, NY: Russell Sage Foundation.

#### INDIVIDUAL:

##### **Teachers**

22. Rowan B, Correnti R & Miller RJ (2002) What Large-Scale Survey Research Tells Us About Teacher Effects on Student Achievement: Insights from the Prospects Study of Elementary Schools. *Teachers College Record*, 104(8): 1525–1567.
23. Jacob BA, Lefgren L & Sims DP (2010) Persistence of teacher induced learning gains. *The Journal of Human Resources*, 45(4): 915-943.
24. Darling-Hammond L. (2004). Inequality and the right to learn: Access to Qualified Teachers. *Teachers College Record*, 106(10): 1936–1966.

##### **Principals**

25. Supovitz JA, Sirinides P & May H (2010) How Principals and Peers influence teaching and learning. *Educational Administration Quarterly*, 46(1) 31–56.

##### **Parents**

26. Fan X & Chen M (2001) Parental Involvement and Students' Academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1): 1-22.
27. Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.
28. Marschall, M. (2006). Parent involvement and educational outcomes for Latino students. *Review of Policy Research*, 23(5), 1053-1075.

##### **Students**

29. Ginwright S, Cammarota J & Noguera P (2005) Youth, social justice and communities: Toward a theory of urban youth policy. *Social Justice*, 32(3): 24-40.
30. Joselowsky F (2005) Students as Co-constructors of the Learning experience and environment: Youth engagement and high school reform. *Voices in Urban Education*, 8: 12-22. Retrieved on 7/23/2012 from: <http://www.annenberginstitute.org/VUE/wp-content/pdf/VUE8.pdf>
31. Noguera PA (2007) How listening to students can help schools to improve. *Theory Into Practice*, 46(3), 205–211.
32. Ruglis J (2011) Mapping the biopolitics of school dropout and youth resistance. *International Journal of Qualitative Studies in Education*, 24(5): 627-637.

#### Ultimate health outcome:

33. Johnson RC. (2010) The Health Returns of Education Policies from Preschool to High School and Beyond. *American Economic Review: Papers & Proceedings*, 100: 188–194.