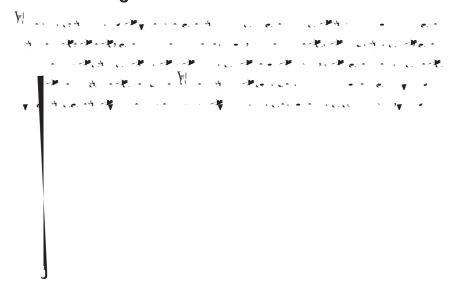




# Acknowledgements



### Introduction

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#### Context

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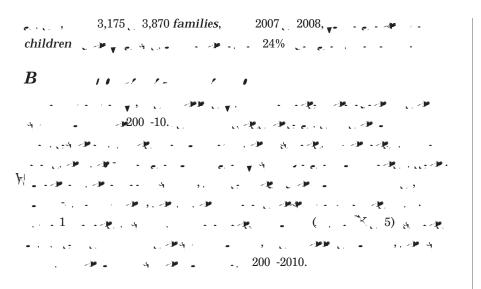
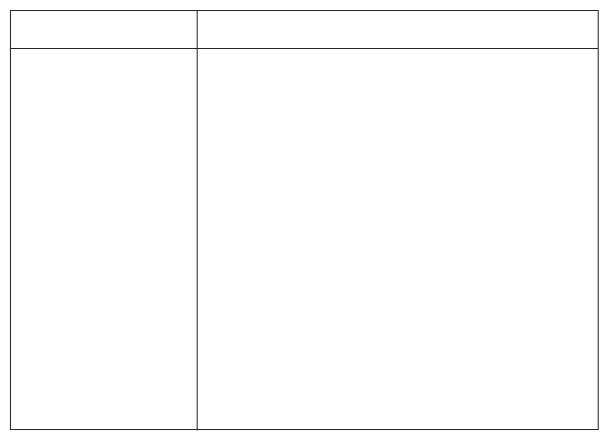


Table 1. Boston, City Connects, and comparison elementary school student characteristics, 2009-10



Source: Massachusetts Department of Education enrollment data; Boston Public Schools student data for 2009-2010.

<sup>\*</sup> Source: FBI's Uniform Crime Report (UCR) via OnBoard Informatics, onboardinformatics.com.

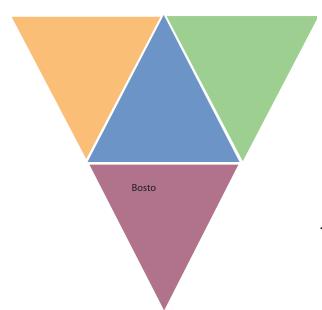
## The Impact of Urban Poverty on Children's **Development and Learning**

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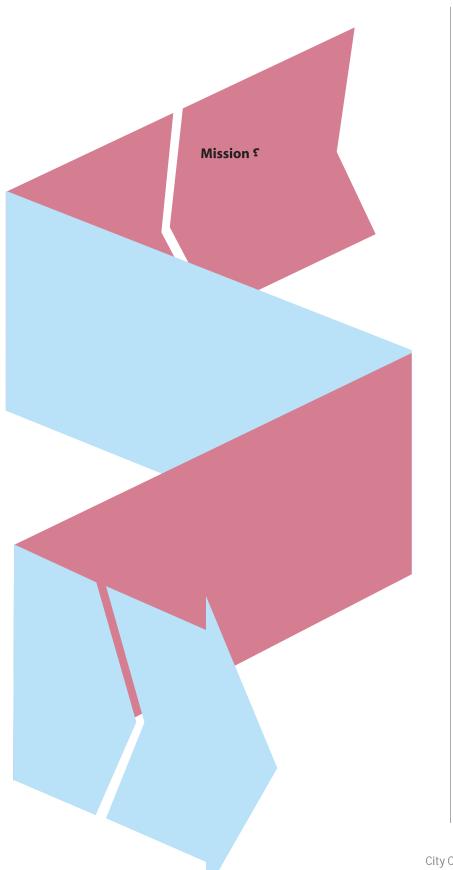
## **Current Models and Best Practice in Student Support**

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## The City Connects Model

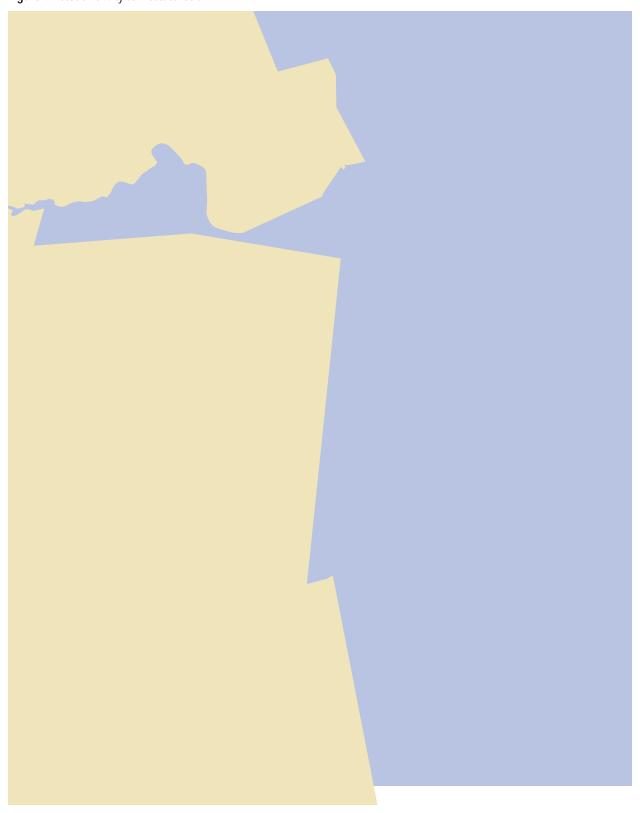


C C $H_{-}$ 2001-02, 

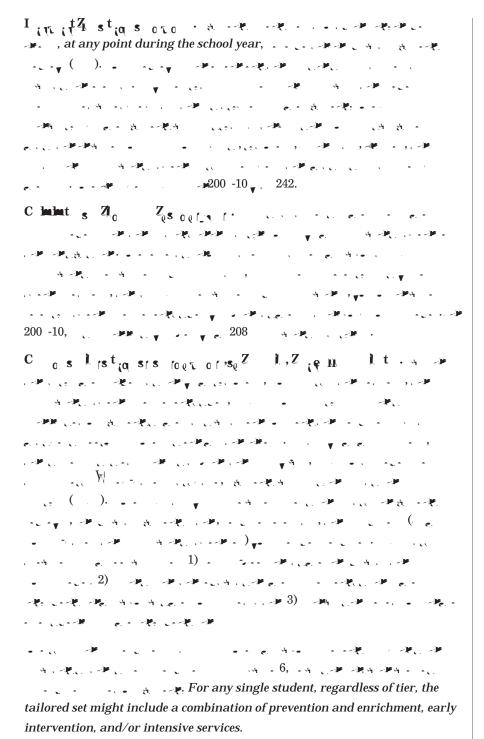
"City Connects has been in partnership with us since its beginning. We have found that the schools that have a City Connects Coordinator easier to work with and the students are better [served]."

—Community agency partner

Figure 4. Location of City Connects schools



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"Whole Class Review brings the teachers' attention to every student in their class. It is a focused time to review a student's history ... and discuss plans to help students progress. It also gives teachers the sense that there is additional support for the work they're doing with their students."

—Principal



 $\textbf{Table 2}.\ Proportion\ of\ students\ in\ each\ tier\ receiving\ di\quad erent\ numbers\ of\ services,\ grades\ K-5$ 

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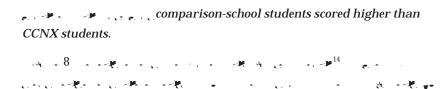
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- 100% of SSCs developed a WCR schedule with meetings beginning de con como de de de de como en en en en →**>** , .11
- 91% of SSCs held pre-WCR meetings with teachers where the you are a special of the second of the secon , - M - M - , -علاء علاء المنافع المن
- 100% of SSCs facilitated and documented WCR discussions of and the second of the second of the second , .JF.
- 100% of SSCs identified and documented services needed and The same of the sa
- 92% of SSCs determined and documented which Tier 3 students when you are a come to see the second and the second
- 100% of SSCs followed up on referral progress and, if applicable, 4 -the government of the commence of the

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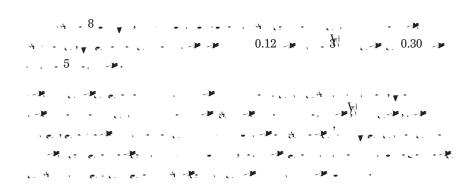
 Table 4. Adjusted report card mean scores (standard errors) in Reading, Writing, and Math: CCNX





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Figure 8. Report card adjusted mean di erences, Reading, Writing, and Math, Maximum # Years in CCNX vs. comparison students (e ect size units)





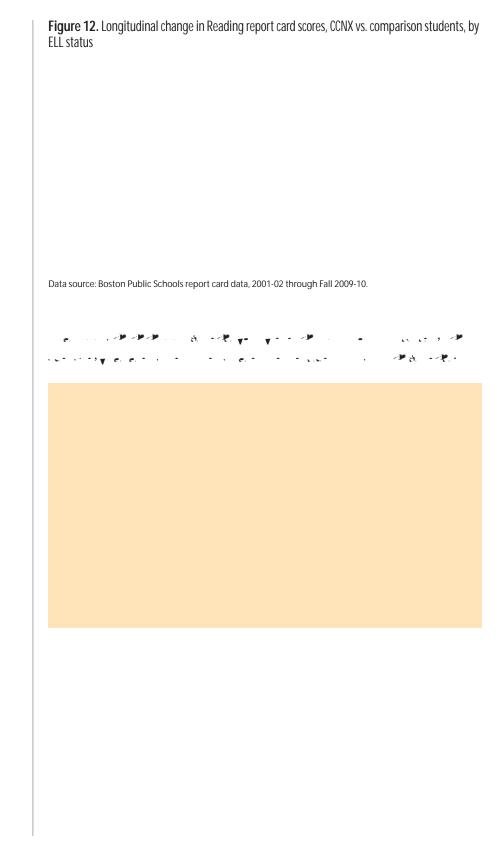


Data source: Boston Public Schools report card data, 2001-02 through Fall 2009-10.



• After their initial entrance into a CCNX school, CCNX students





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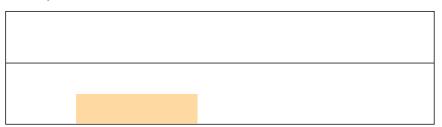
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SOURCE: Boston Public Schools data, 2000-2009.

<sup>\*</sup> Mean scores signi cantly di erent, p<.05

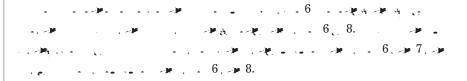


Table 6. MCAS ELA and Math scores (standard deviations): CCNX vs. comparison students, middle school

SOURCE: Boston Public Schools data, 2000-2009.

<sup>\*</sup> Mean scores signi cantly di erent, p<.05





Figure 13. MCAS ELA and Math adjusted score adjusted di erences, CCNX vs. comparison students (e ect size units)

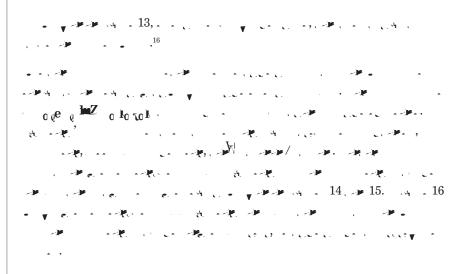
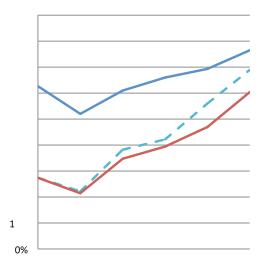


Figure 16. Percentage scoring at pro cient or above, MCAS English Language Arts: CCNX ELL students, comparison school ELL students, and all students statewide



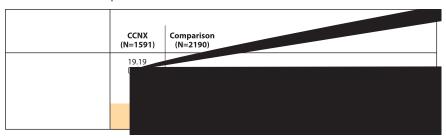
• Figures 14 and 15 show that CCNX students outperform both

• Figure 16 shows that ELL students in CCNX achieve gains that



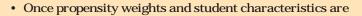
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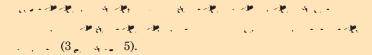
Table 10. Adjusted report card mean scores (standard error) in Classroom Behavior, Work Habits and E ort: CCNX vs. comparison students



SOURCE: Boston Public Schools report card data, 2000-2009.

\* Regression coe cient for maximum number of years in CCNX signi cant, p<.10





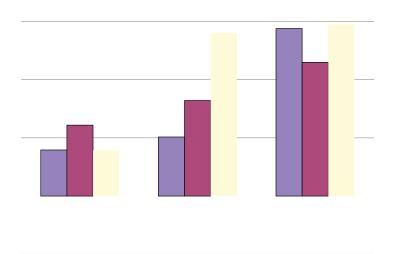
• CCNX students perform significantly better than comparison-



Control of the contro

<sup>\*</sup> Regression coe cient for maximum or average number of years in CCNX signicant in propensity-weighted and standard error-adjusted models, p<.05

Figure 17. Report card mean di erences, Behavior, Work Habits and E ort, CCNX vs. comparison students (e ect size units)

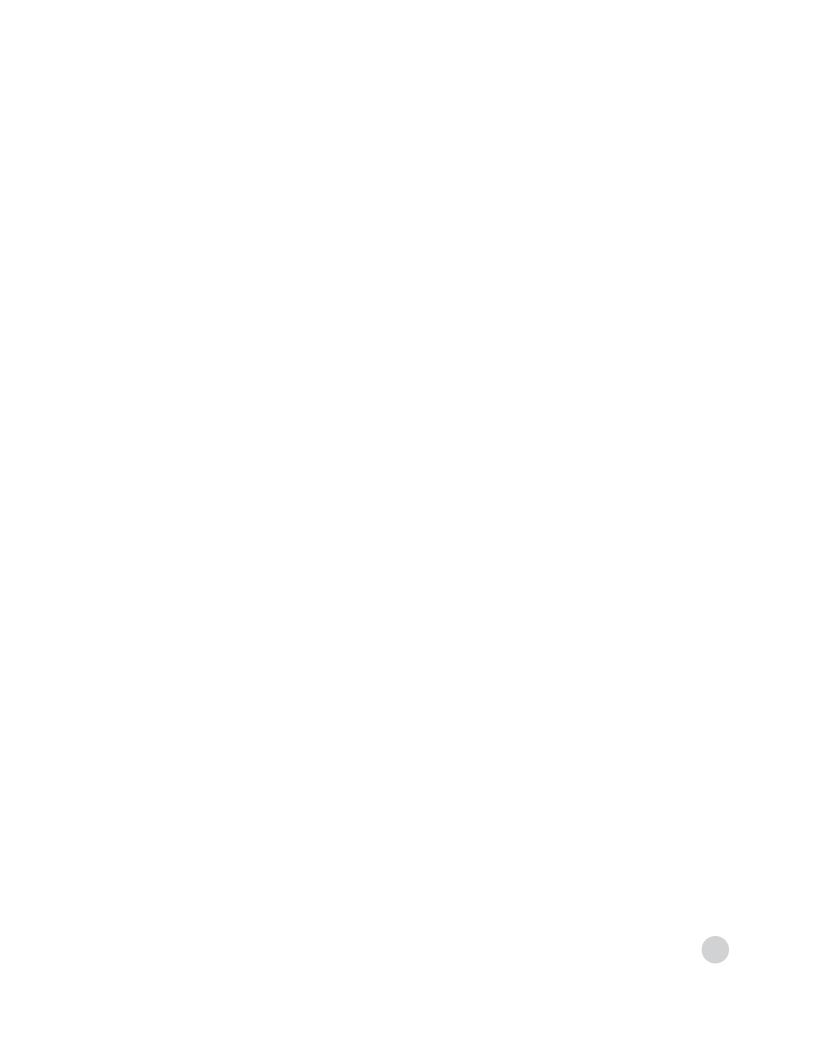


 $<sup>^*\</sup>it{p} < .05, maximum \ or \ average \ \# \ years \ in \ CCNX \ in \ propensity-score-weighted \ regression \ models$ 

<sup>\*</sup> p<.10, maximum or average # years in CCNX in propensity-score-weighted regression models



Figure 18. Longitudinal change in Behavior report card scores, CNCX vs. comparison students



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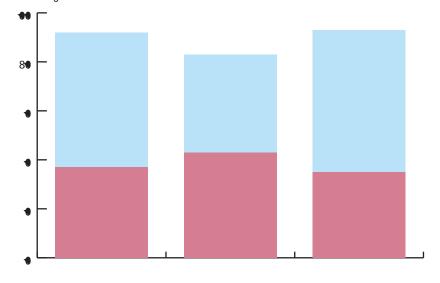
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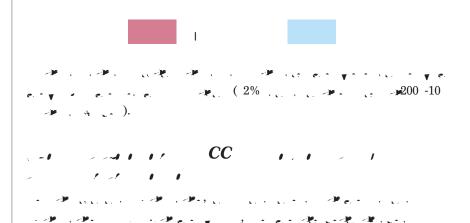
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Table 12.



Figure 22. Teacher perceptions of the impact of the New Balance Foundation Health and Wellness Program on students

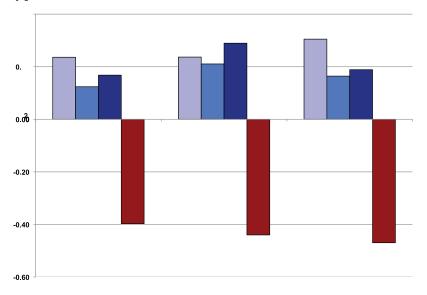




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Figure 23. CCNX e ect sizes for Reading, Writing, and Mathematics vs. poverty e ect sizes, by grade

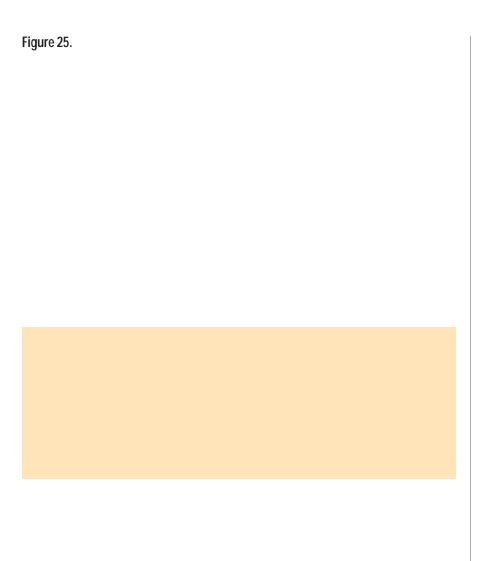


<sup>\*</sup> p<.05, maximum or average # years in CCNX in propensity-score-weighted regression models

- The positive effects of CCNX on elementary school academic
- Grade 4CCNX Math and grade 5CCNX Reading effects are even
- · In general, these effect sizes are nearly as large as the typical

Figure 24. CCNX e ect sizes for Classroom Behavior, Work Habits, and E ort vs. poverty e ect sizes, by grade

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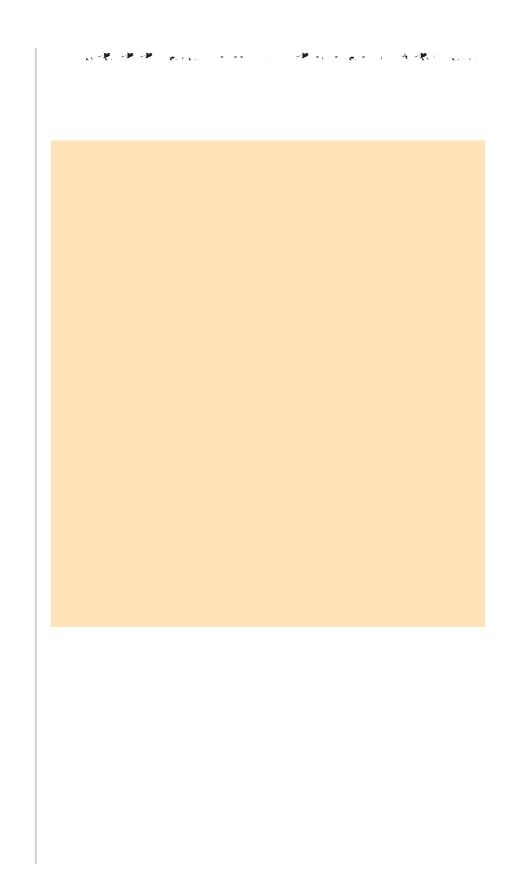


"I see City Connects as a liaison to resources for students. I also see City Connects as a great support system that helps keep track of children who are at risk or could bene t from extra services. The City Connects approach is such a powerful process. There is no other time we get to sit and talk about each child across all domains-not just academic."

—Teacher

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Figure 27. Community partner satisfaction with partnership quality, CCNX vs. non-CCNX schools

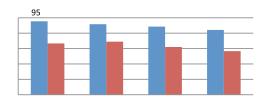


Figure 28. Community partner satisfaction with partnership e ectiveness, CCNX vs. non-CCNX schools

## **Conclusions**



### **References**

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Kearns Professor, Department of Counseling, Developmental and Educational Psychology, Lynch School of Education, Boston College Director of the Boston College Center for Optimized Student Support

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Visiting Professor in Linguistics, Boston College

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# **City Connects Research Sta**

Boisi Professor Emeritus, Department of Educational Research, Measurement and Evaluation, Lynch School of Education, Boston

Founding Director, Boston College Center for Testing, Evaluation and **Educational Policy** 

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Professor Emeritus at the Graduate School of Education and Department of Statistics, University of California, Berkeley

Fellow of the American Educational Research Association



