N N N

Acknowledgements

[illegible]

Introduction

( ), 2001

[1]

200 -2010 ( )

200 -2010.

(2010),

2008-200

200 -2010.

1)

2)

Context

C B

( )

200 ,

60% 13%

26%

37% 16%

/ ( ), 40%

25%

34%

3 % 200 ,

20%

200 , 17% 22%

18. [2] , 15%

/ 76%

185%

22%

, 3,175 3,870 *families,* 2007 2008,
children 24%

B

200 -10.

1 (5)

200 -2010.

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.

** Source: FBI's Uniform Crime Report (UCR) via OnBoard Informatics, onboardinformatics.com.*

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

[illegible] *any education reform effort.*[4] [illegible]

1) [illegible]

2) [illegible]

3) [illegible]

Current Models and Best Practice in Student Support

1)
2)
3)
4)[7]

1)
2)
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4)
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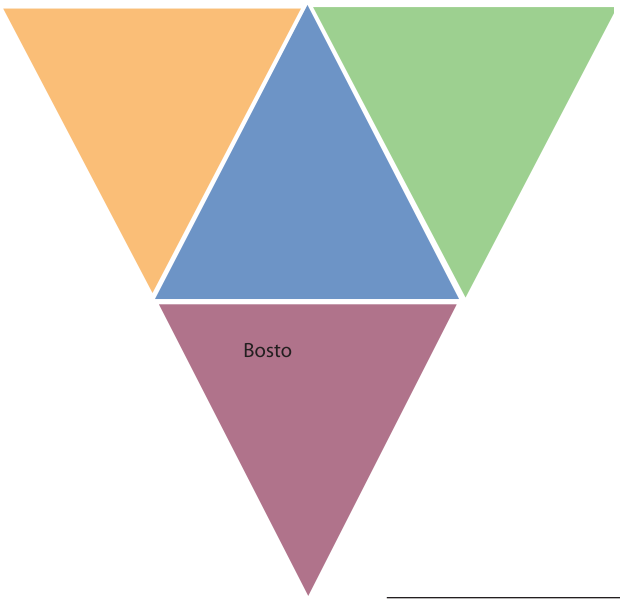
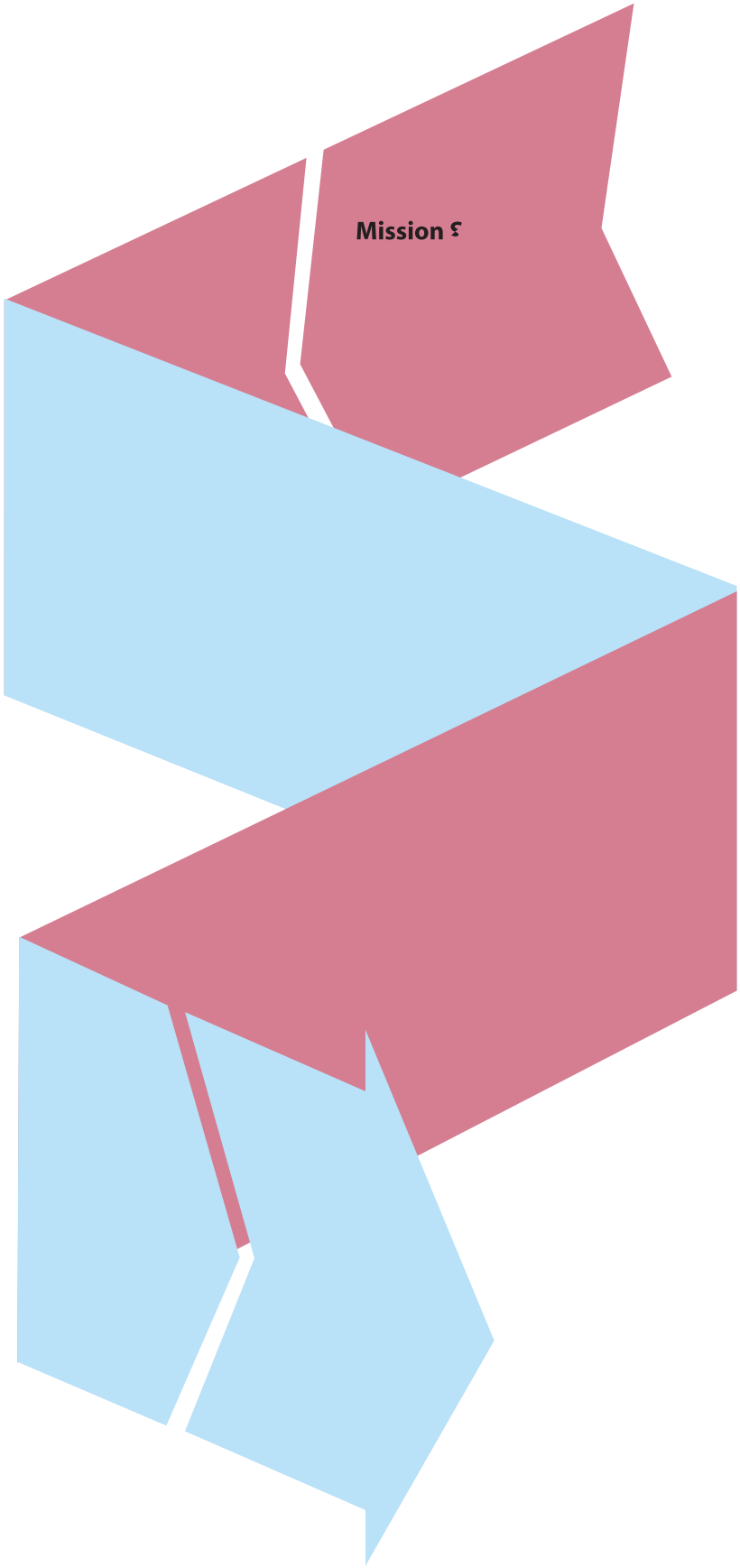
6)



The City Connects Model

2

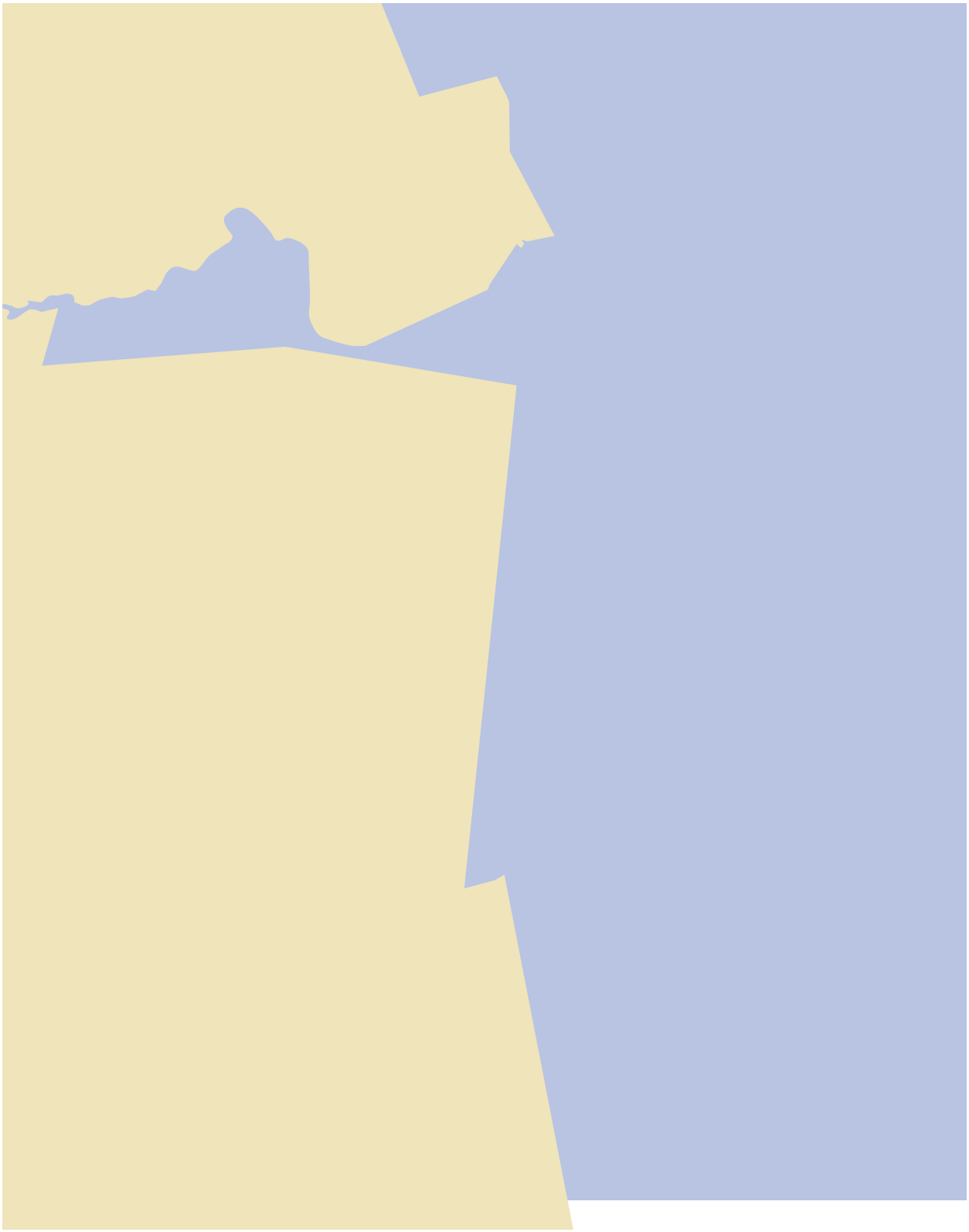

Mission ٤

H C C

2001-02, (5,). 1 5. 2007, 2 ( ), 8 4 2010-11, ( ) ,

"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



D ***C*** ***C***

C **Z**

1 400.

G Z

I [illegible] *, at any point during the school year,* [illegible] ( ). [illegible] 200 -10 [illegible] 242.

C [illegible] 200 -10, [illegible] 208 [illegible]

C [illegible] ( ). [illegible] ([illegible]) [illegible] 1) [illegible] 2) [illegible] 3) [illegible] 6, [illegible] *For any single student, regardless of tier, the tailored set might include a combination of prevention and enrichment, early intervention, and/or intensive services.*

"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

2 7

Table 2. Proportion of students in each tier receiving di□erent numbers of services, grades K-5

3%

F

200 -10,

- 100% of SSCs developed a WCR schedule with meetings beginning [11]
- 91% of SSCs held pre-WCR meetings with teachers where the
- 100% of SSCs facilitated and documented WCR discussions of
- 100% of SSCs identified and documented services needed and
- 92% of SSCs determined and documented which Tier 3 students
- 100% of SSCs followed up on referral progress and, if applicable,

( ).[137]

4

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

comparison-school students scored higher than CCNX students.

8 [illegible] [14] [illegible]

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

8 [illegible] 0.12 [illegible] 0.30 [illegible] 5 [illegible]

[illegible]

Figure 9. Longitudinal change in Reading report card scores, CCNX vs. comparison students

Figure 11. Longitudinal change in Math report card scores, BNCX vs. comparison students

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

-11

1

5

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

Figure 12. Longitudinal change in Reading report card scores, CCNX vs. comparison students, by ELL status

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

6 (.60), 7 (.55), 8 (.53).

( )

(CA)

( ).

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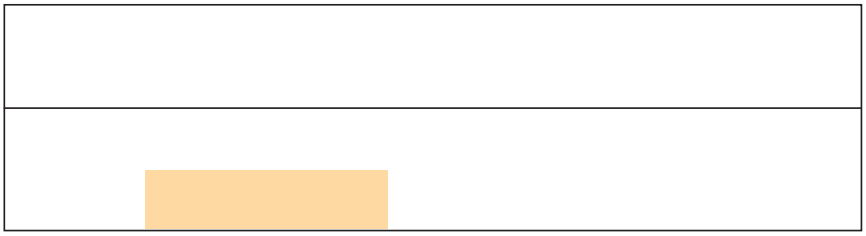
( ).

( ).

3 5

( ).

Table 5. MCAS ELA and Math mean scores (standard deviations): CCNX vs. comparison students, elementary school



SOURCE: Boston Public Schools data, 2000-2009.

** Mean scores signi cantly di erent, p<.05*

[illegible] 6 [illegible] 6. 8. [illegible] 6. 7. [illegible] 6. 8.

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

SOURCE: Boston Public Schools data, 2000-2009.

** Mean scores signi cantly di erent, p<.05*

[illegible] 7 (. [illegible]). 8 ([illegible]) [illegible]

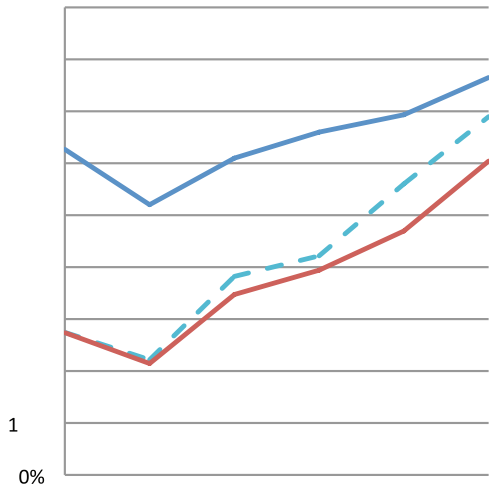
13 [illegible] [15]

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

13, [illegible] [16]

[illegible] 14 [illegible] 15. [illegible] 16

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 [illegible]
- Figure 16 shows that ELL students in CCNX achieve gains that [illegible] 8. [illegible]

C C [illegible]

[illegible] 1) [illegible], 2) [illegible] 3) [illegible]

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

	CCNX (N=1591)	Comparison (N=2190)
	19.19 (	[redacted]

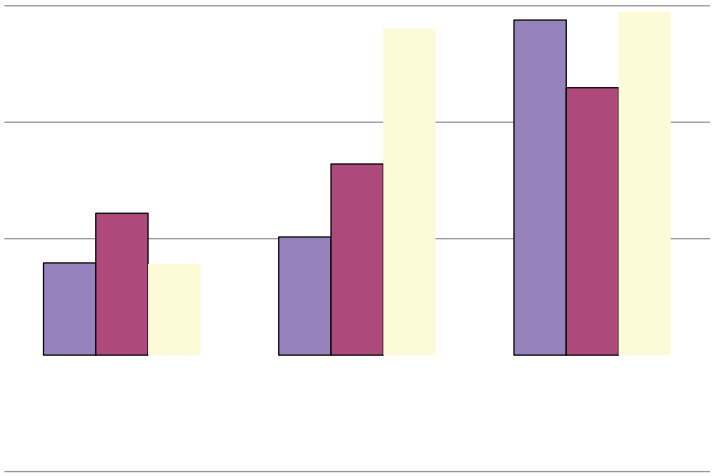
SOURCE: Boston Public Schools report card data, 2000-2009.
** Regression coe cient for maximum or average number of years in CCNX signi cant in propensity-weighted and standard error-adjusted models, p<.05*

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

- Once propensity weights and student characteristics are [illegible] (3 [illegible] 5).
- CCNX students perform significantly better than comparison- [illegible] 5.

[illegible] 17 [illegible] 3, 4, [illegible] 5. [illegible] 17 [illegible] 5 [illegible]

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



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

** 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

2-5,

[17]

11

11

2-3 , 11

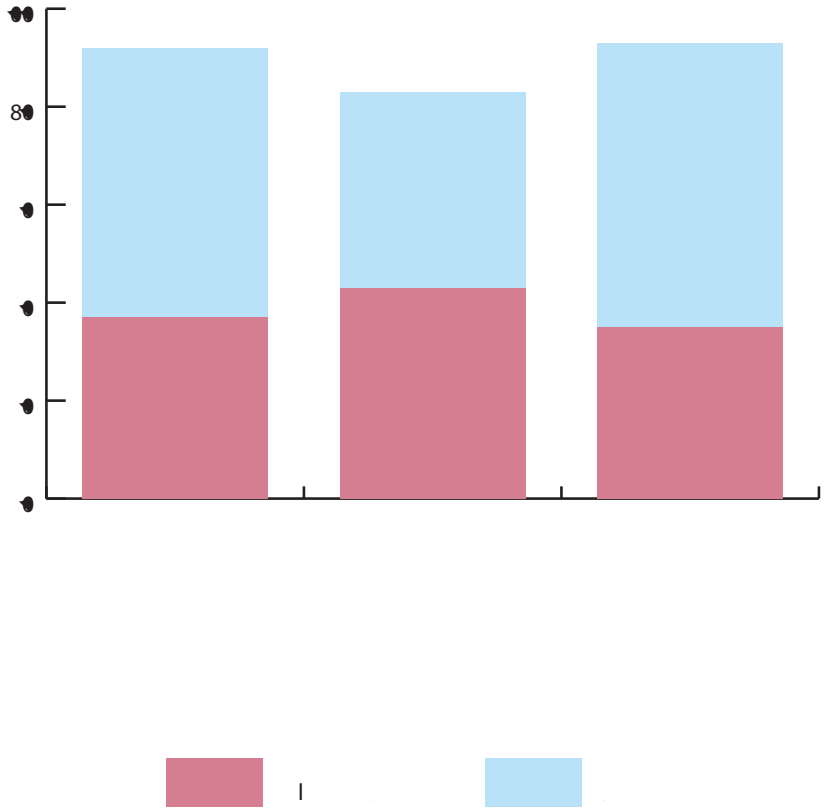
18 12

Table 12.

200 -10 [illegible]

[illegible] 22).

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



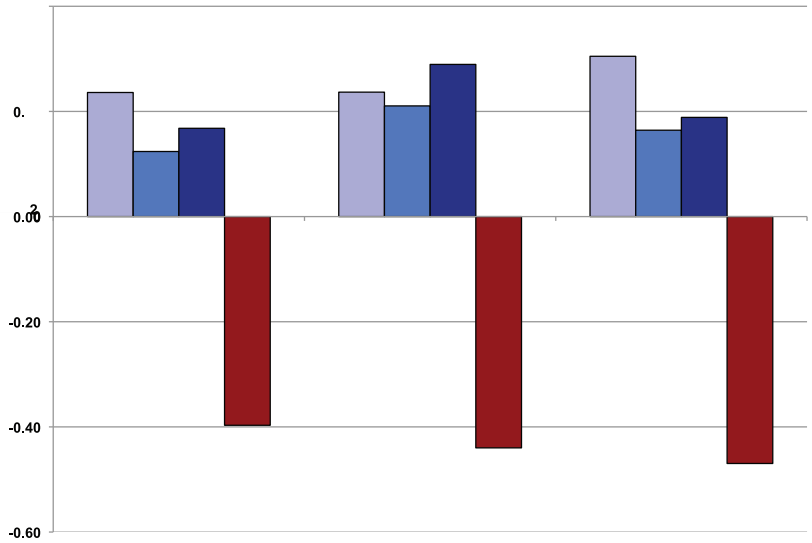
[illegible] (2% [illegible] 200 -10 [illegible]).

CC [illegible]

[illegible] ([illegible])

23

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



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

- The positive effects of CCNX on elementary school academic
- Grade 4 CCNX Math and grade 5 CCNX Reading effects are even 65%
- In general, these effect sizes are nearly as large as the typical 3 4 30% 4.[1]

24

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

- The

Figure 25.

(2%),

(86%).

200 -10

200 -10 , 5%

[22] , 7%

26

"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

Figure 26. Percentage of teachers reporting City Connects

ct on Community Agencies

2009-10

208 200 -

( ) ( )

( ) 13

2007-08 200 -10.

Number of community partners, by year and by partner type

Pa				

2008-0 200 -10.

C

200 -10

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(...) (...).[23]

2008-0 [illegible] 27 [illegible] 28.

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

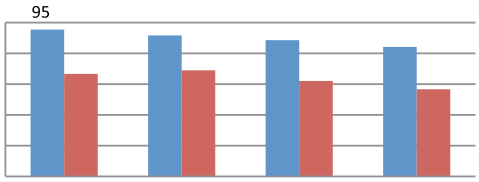

Figure 28. Community partner satisfaction with partnership e□ectiveness, CCNX vs. non-CCNX schools

Conclusions

[illegible]

References

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[illegible] .D.

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

Fellow of the American Educational Research Association

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Optimized Student Support