



RESEARCH EVIDENCE

The data-backed proof behind
the ingredients.



Research Evidence



NECESSARY SUPPLIES:

PHENOMINAL PEOPLE PAGE 8

- ▶ **Competitive salaries for current teachers and paid internships and residencies for new teachers can help address teaching shortages.**

Kini, T. (2022). Tackling teacher shortages: What can states and districts do? Learning Policy Institute. <https://learningpolicyinstitute.org/blog/teacher-shortage-what-can-states-and-districts-do>

- ▶ **Principals matter for numerous school outcomes including achievement.**

Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>

- ▶ **Advanced preparation and higher teacher pay helps recruit and retain high-quality teachers and supports positive student achievement.**

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367–409. <https://doi.org/10.3102/0034654308321455>

Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208. <https://doi.org/10.3102/00346543076002173>

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

- ▶ **Hiring and supporting Principals of Color is a key lever for supporting teacher diversity.**

Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>

- ▶ **Black teachers and teachers of color benefit all students' academic and social development, help close achievement gaps, and protect Black students and students of color.**

Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/559.310>

Gershenson, S., Hansen, M. J., & Lindsay, C. A. (2021). Teacher diversity and student success: Why racial representation matters in the classroom (Vol. 8). Cambridge, MA: Harvard Education Press.

- ▶ **Teachers report mental health declines since the COVID-19 pandemic underscoring the importance of providing teachers with mental health resources that add support without adding extra work.**

Marshall, T. R., & Rodick, W. (2023). The search for more complex racial and ethnic representation in grade school books. The Education Trust. <https://edtrust.org/resource/the-search-for-more-complex-racial-and-ethnic-representation-in-grade-school-books/>

PHENOMINAL SPACES PAGE 10

- ▶ **Students benefit from more and better learning time to expand learning in high-quality ways.**

Del Razo, J. L., & Renée, M. (2013). Expanding Equity through More and Better Learning Time. *Voices in Urban Education*, 36, 23–34.

- ▶ **Equity must remain central to how learning time is developed.**

Del Razo, J. L., & Renée, M. (2013). Expanding Equity through More and Better Learning Time. *Voices in Urban Education*, 36, 23–34.

- ▶ **Engaging the community in re-organizing learning time strengthens buy-in and engagement in learning.**

Del Razo, J. L., & Renée, M. (2013). Expanding Equity through More and Better Learning Time. *Voices in Urban Education*, 36, 23–34.

- ▶ **Students in early grades perform better in small classes, particularly those from underserved communities.**

Schanzenbach, D. W. (2014). Does class size matter? Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/does-class-size-matter>

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417–458. <https://doi.org/10.1111/j.1468-0262.2005.00584.x>

Krueger, A. B. (1999). Experimental estimates of education production functions. *Quarterly Journal of Economics*, 115(2), 497–532.

PHENOMINAL PLACES PAGE 12

- ▶ **Improving school facilities can lead to gains in students' learning and growth.**

Lafortune, J., & Schonholzer, D. (2018). Do school facilities matter? measuring the effects of capital expenditures on student and neighborhood outcomes. Public Policy Institute of California.

- ▶ **Equity must remain central to how learning time is developed.**

Del Razo, J. L., & Renée, M. (2013). Expanding Equity through More and Better Learning Time. *Voices in Urban Education*, 36, 23–34.



Research Evidence



PHENOMINAL PLACES (CONTINUED)

- ▶ **Improving school facilities can lead to gains in students' learning and growth.**

Lafortune, J., & Schonholzer, D. (2018). Do school facilities matter? measuring the effects of capital expenditures on student and neighborhood outcomes. Public Policy Institute of California.

- ▶ **Providing more Michigan students with transportation improved attendance, especially for economically disadvantaged students.**

Edwards, D. (2022). Another one rides the bus: The impact of school transportation on student outcomes in Michigan. National Center for Research on Education Access and Choice <https://files.eric.ed.gov/fulltext/ED621826.pdf>

- ▶ **Travel to and from school can impact student attendance, timeliness and participation in before and after school activities.**

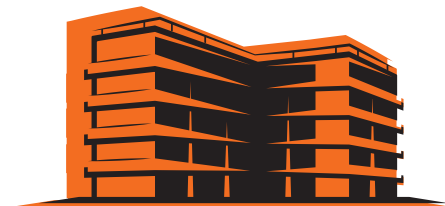
The Urban Institute (2018). The Road to School. Retrieved from: https://www.urban.org/sites/default/files/publication/97151/the_road_to_school_6.pdf

- ▶ **Even in our technology-driven era, there exist resource inequities in educational technology (e.g., broadband, computers, and other digital accessories).**

Boninger, F. & Molnar, A. (2020). Issues to Consider Before Adopting a Digital Platform or Learning Program. Boulder, CO: National Education Policy Center.

- ▶ **A "mobility justice" framework can help address transportation inequities.**

Bierbaum, A. H., Karner, A., & Barajas, J. M. (2020). Toward Mobility Justice: Linking Transportation and Education Equity in the Context of School Choice. Journal of the American Planning Association, 87(2), 197–210.



BREAKFAST

PANCAKES AND BACON PAGE 16

- ▶ **A positive school climate fosters better student engagement.**

Allensworth, E. M., & Hart, H. (2018). How do principals influence student achievement? University of Chicago Consortium on School Research. <https://consortium.uchicago.edu/sites/default/files/2018-10/Leadership%20Snapshot-Mar2018-Consortium.pdf>

Konold, T., Cornell, D., Shukla, K., & Huang, F. (2017). Racial/ethnic differences in perceptions of school climate and its association with student engagement and peer aggression. Journal of Youth and Adolescence, 46(6), 1289–1303;

- ▶ **A positive school climate "improves academic achievement, test scores, grades, and engagement and helps reduce the negative effects of poverty on academic achievement."**

Darling Hammond, L. and J. DiPaoli. 2020. Why school climate matters and what can be done to improve it. State Education Standard. Journal of the National Association of State Boards of Education. Vol.20, No 2. May 2020.

- ▶ **Equity gaps in positive school climate exist, underscoring the need to improve school climate opportunities for Black and Latinx students.**

Voight, A., Hanson, T., O'Malley, M., & Adekanye, L. (2015). The racial school climate gap: Within-school disparities in students' experiences of safety, support, and connectedness. American Journal of Community Psychology, 56(3–4), 252–267.

CEREAL PAGE 18

- ▶ **Conflict and violence can be reduced in schools by giving students, teachers, and staff the tools to social emotional awareness, creating and maintaining positive relationships, and engaging in joint problem solving.**

Voight, A., & Nation, M. (2016). Practices for improving secondary school climate: A systematic review of the research literature. American journal of community psychology, 58(1–2), 174–191.

- ▶ **Exclusionary school discipline decreases educational opportunity and contributes to ongoing racial gaps in academic outcomes.**

Gregory, A., Skiba, R.J., & Noguera, P.A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? Educational Researcher, 39 (1), 59–68.

Welsh, R. O. (2022). School Discipline in the Age of COVID-19: Exploring Patterns, Policy, and Practice Considerations. Peabody Journal of Education, 97(3), 291–308. <https://doi.org/10.1080/0161956X.2022.2079885>



Research Evidence



CEREAL (CONTINUED)

- **Restorative approaches to discipline can improve student conduct and decrease the use of exclusionary practices like suspension and expulsion.**

Anyon, Y., Gregory, A., Stone, S., Farrar, J., Jenson, J. M., McQueen, J., Downing, B., Greer, E., & Simmons, J. (2016). Restorative Interventions and School Discipline Sanctions in a Large Urban School District. *American Educational Research Journal*, 53(6), 1663–1697. <https://doi.org/10.3102/0002831216675719>

Augustine, Catherine H., John Engberg, Geoffrey E. Grimm, Emma Lee, Elaine Lin Wang, Karen Christianson, and Andrea A. Joseph, Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District. Santa Monica, CA: RAND Corporation, 2018. https://www.rand.org/pubs/research_reports/RR2840.html

Hashim, A. K., Strunk, K. O., Dhaliwal, T. K., Hashim, A. K., Strunk, K. O., & Justice, T. K. D. (2018). Justice for All? Suspension Bans and Restorative Justice Programs in the Los Angeles Unified School District in the Los Angeles Unified School District. *Peabody Journal of Education*, 93(2), 174–189. <https://doi.org/10.1080/0161956X.2018.1435040>

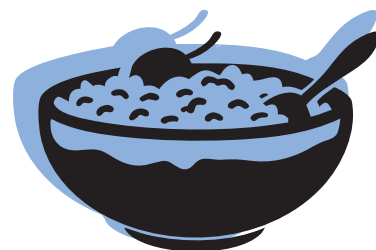
- **Restorative approaches can improve student connectedness, community and parent engagement, and student academic achievement.**

Fronius, T., Darling-Hammond, S. Perrson, H., Guckenbug, S., Hurley, N., & Petrosino, A. (2019). Restorative Justice in U.S. Schools: An Updated Research Review. WestEd. <https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-updated-research-review.pdf>

- **Implementing positive school discipline requires school leaders to adopt a holistic, multipronged approach.**

Wiley, K. E., Anyon, Y., Yang, J. L., Pauline, M. E., Rosch, A., Valladares, G., ... & Pisciotta, L. (2018). Looking back, moving forward: Technical, normative, and political dimensions of school discipline. *Educational Administration Quarterly*, 54(2), 275–302.

Wiley, K., & Garcia, L. (2023). Creating and maintaining a health school climate with attention to diversity and reassessing student discipline policies: The story of Revere High School. In York, A., Welner, K., & Kelley, L.M. (Eds). *Schools of opportunity: 10 research-based models of equity in action*. (pp. 35–48). NY: Teachers College Press.



SIDES

MICHIGAN SALAD PAGE 22

- **Rigorous and relevant lessons intentionally designed for deeper learning allow students to develop important skills.**

Darling-Hammond, L., Alexander, M., & Hernández, L. E. (2024). Redesigning high schools: 10 features for success. Learning Policy Institute. <https://doi.org/10.54300/533.285>

- **Personalized and culturally relevant curriculum improves learning, students' engagement and self-efficacy.**

Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of educational research*, 86(1), 163–206.

Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2015). Continued Progress: Promising Evidence on Personalized Learning. RAND Corporation. <http://www.jstor.org/stable/10.7249/j.ctt19w73mb>

Marshall, T. R., & Rodick, W. (2023). The search for more complex racial and ethnic representation in grade school books. The Education Trust. <https://edtrust.org/resource/the-search-for-more-complex-racial-and-ethnic-representation-in-grade-school-books/>

- **Anti-racist education positively impacts white participants by generating higher levels of racial awareness.**

Souto-Manning, M. (2011). Playing with power and privilege: Theatre games in teacher education. *Teaching and Teacher Education*, 27(6), 997–1007.

- **Getting students' input on curriculum increases engagement and active engagement in the classroom enhances learning (Deslauriers et al., 2019; Zhu et al., 2021).**

Deslauriers, L., McCarty, L.S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences of the United States of America*, 116, 19251 – 19257.

Zhu, G., Raman, P., Xing, W., & others. (2021). Curriculum design for social, cognitive, and emotional engagement in knowledge building. *International Journal of Educational Technology in Higher Education*, 18(1), 37. <https://doi.org/10.1186/s41239-021-00276-9>

- **Curriculum and professional development are important tools for making schools safer for LGBTQ students (Biegel & Kuehl, 2010; Meyer et al., 2024)**

Biegel, S., & Kuehl, S. (2010). Safe at school: Addressing the school learning environment and LGBT safety through policy and legislation. NEPC and the Williams Institute: https://nepc.colorado.edu/sites/default/files/Biegel_LGBT.pdf

Meyer, E., Leonardi, B., & Keenan, H. (2024, March 12). What Happened to Nex Benedict Was Tragic. Why Did It Occur and What Can We Do Next? <https://nepc.colorado.edu/libraries/pdf.js/web/viewer.html?file=https://nepc.colorado.edu/sites/default/files/publications/Newsletter%20oklahoma.pdf>



Research Evidence



GREEN BEAN CASSEROLE PAGE 24

- ▶ **Recommendations for effective and equitable assessment and accountability include: 1. Align the policy with high-quality curriculum and instruction; 2. Develop reciprocal accountability; 3. Ensure that representative community members play a meaningful role in the system; 4. Measure school resources and learning opportunities alongside learning; 5. Ensure results are clear and useful; 6. Design a system that will evolve and improve."**

Educational accountability 3.0: Beyond ESSA. (2023). Beyond Test Scores Project and National Education Policy Center.

- ▶ **Projects and presentations infused with cultural relevance are great alternatives to testing .**

Kaul, M. (2019). Keeping Students at the Center with Culturally Relevant Performance Assessment. Learning Policy Institute. Retrieved from: <https://learningpolicyinstitute.org/blog/keeping-students-center-culturally-relevant-performance-assessments>

MAIN COURSE

WALKING TACO PAGE 28

- ▶ **When students' share ideas and changes are made based on those ideas, students can become more engaged in learning, and their grades and attendance can improve.**

Conner, J., Posner, M., & Nsowaa, B. (2022). The Relationship Between Student Voice and Student Engagement in Urban High Schools. *The Urban review*, 54(5), 755–774. <https://doi.org/10.1007/s11256-022-00637-2>

Baroutsis, A., McGregor, G., & Mills, M. (2016). Pedagogic voice: Student voice in teaching and engagement pedagogies. *Pedagogy, Culture & Society*, 24(1), 123–140.

Taines, C. (2012). Intervening in alienation: The outcomes for urban youth of participating in school activism. *American Educational Research Journal*, 49(1), 53–86.

- ▶ **The more students feel heard, the more likely they are to believe they are cared for and respected, and the more often they find their schoolwork engaging .**

Conner, J., Posner, M., & Nsowaa, B. (2022). The Relationship Between Student Voice and Student Engagement in Urban High Schools. *The Urban review*, 54(5), 755–774. <https://doi.org/10.1007/s11256-022-00637-2>

Baroutsis, A., McGregor, G., & Mills, M. (2016). Pedagogic voice: Student voice in teaching and engagement pedagogies. *Pedagogy, Culture & Society*, 24(1), 123–140.

Taines, C. (2012). Intervening in alienation: The outcomes for urban youth of participating in school activism. *American Educational Research Journal*, 49(1), 53–86.

- ▶ **Initiatives that promote student voice can improve student agency, belonging, sense of connection and competence.**

Mitra, D.L. (2007). Student voice in school reform: From listening to leadership. *International handbook of student experience in elementary and secondary school*, 727–744

Mitra, D. L. (2004). The significance of students: Can increasing "student voice" in schools lead to gains in youth development?. *Teachers college record*, 106(4), 651–688.

DESSERT

FIVE LAYER CAKE PAGE 32

- ▶ **Bilingual education programs are consistently more effective than all-English approaches in promoting learning.**

Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational policy*, 19(4), 572–594.

- ▶ **Unlike English only programs, high-quality, long-term bilingual programs close learning gaps over time.**

Collier, V. P., & Thomas, W. P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual review of applied linguistics*, 37, 203–217.

- ▶ **Family engagement should be implemented through practices that are culturally and linguistically relevant.**

Tarasawa, B., & Waggoner, J. (2015). Increasing parental involvement of English language learner families: What the research says. *Journal of Children and Poverty*, 21(2), 129–134.

ICE CREAM SUNDAE PAGE 34

- ▶ **Including students with disabilities in general education classes provides them the full benefits of citizenship.**

Giangreco, M. F., CARTER, E. W., & DOYLE, M. B. (2010). Supporting students with disabilities in inclusive classrooms: Personnel and peers. In *Confronting Obstacles to Inclusion* (pp. 265–282). Routledge.

- ▶ **Individualized education plans should be crafted in ethnically, culturally, and linguistically considerate ways by members of the child's ethnic and cultural community.**

Blanchett, W. J., Klingner, J. K., & Harry, B. (2009). The intersection of race, culture, language, and disability: Implications for urban education. *Urban Education*, 44(4), 389–409.



Research Evidence



ICE CREAM SUNDAE (CONTINUED)

- ▶ **Teachers and special educators benefit from a strong foundation of special education and general education coursework to tackle the over-identification of students of color and language learners.**

Blanchett, W. J., Klingner, J. K., & Harry, B. (2009). The intersection of race, culture, language, and disability: Implications for urban education. *Urban Education, 44*(4), 389–409.

- ▶ **Statewide systems can help identify, prepare, and provide support for special educators in hard-to-reach areas.**

Rude, H., & Miller, K. J. (2018). Policy challenges and opportunities for rural special education. *Rural Special Education Quarterly, 37*(1), 21–29.

MAGIC BARS PAGE 36

- ▶ **Holistic student success includes considerations of integrated support services.**

Yu, R., Haddock, A., & Womack, T. (2022). Integrating supports for students with wraparound. *Contemporary School Psychology, 26*(2), 155–163

- ▶ **Community partnerships with integrated services can help address out of school barriers to school learning.**

Maier, A, Daniel, J., & Oakes, J. (2017). Community schools as an effective school improvement strategy: A review of the evidence (research brief). Palo Alto, CA: Learning Policy Institute. Retrieved from: https://learningpolicyinstitute.org/media/136/download?inline&file=Community_Schools_Effective_BRIEF.pdf

- ▶ **Every dollar spent on school-based services yields \$15 in social and economic benefits.**

Maier, A, Daniel, J., & Oakes, J. (2017). Community schools as an effective school improvement strategy: A review of the evidence (research brief). Palo Alto, CA: Learning Policy Institute. Retrieved from: https://learningpolicyinstitute.org/media/136/download?inline&file=Community_Schools_Effective_BRIEF.pdf

- ▶ **Integrated supports are associated with improvements in attendance, behavior, social functioning, and academic achievement.**

Maier, A, Daniel, J., & Oakes, J. (2017). Community schools as an effective school improvement strategy: A review of the evidence (research brief). Palo Alto, CA: Learning Policy Institute. Retrieved from: https://learningpolicyinstitute.org/media/136/download?inline&file=Community_Schools_Effective_BRIEF.pdf

APPLE PIE PAGE 38

- ▶ **Family engagement brings cultural knowledge into school communities.**

Arias, M. B., & Morillo–Campbell, M. (2008). Promoting ELL Parental Involvement: Challenges in Contested Times. Online Submission.

- ▶ **Increasing family engagement can support students' mental health.**

Office of the Surgeon General. (2021). Protecting youth mental health: The US surgeon general's advisory [Internet].

- ▶ **Family engagement helps align policymaking with community needs.**

Ishimaru, A. M., & Chappelle, D. (2023). Like a Family. *Schools of Opportunity: 10 Research–Based Models of Equity in Action*, 176.

- ▶ **The needs of underrepresented students are better met when families are integrated into the leadership structures of schools.**

Ishimaru, A. M., & Chappelle, D. (2023). Like a Family. *Schools of Opportunity: 10 Research–Based Models of Equity in Action*, 176.

MICHIGAN BUMPY CAKE PAGE 40

- ▶ **State and regional pathways can help create bridges from high school and college to students' career opportunities.**

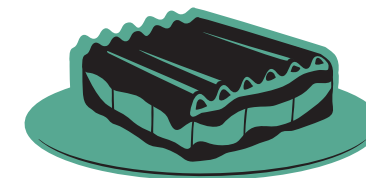
Jobs for the Future. (2024). Rural pathways report. Jobs for the Future. Retrieved February 20, 2025, from https://www.jff.org/wp-content/uploads/2024/03/240312_EdP_RuralPathwaysReport_March2024Version.pdf

- ▶ **Increasing broadband in rural communities supports positive outcomes for students and staff.**

Campbell, R. C. (2024). Need for speed: Fiber and student achievement. *Telecommunications Policy, 48*(6), 102767.

- ▶ **To increase employment among rural teachers, rural areas can support teacher pipelines by recruiting their own graduates back to teach and by establishing pathway programs.**

Rural Schools Collaborative. (n.d.). Exploring early rural teacher pathways. Rural Schools Collaborative. Retrieved February 20, 2025, from <https://ruralschoolscollaborative.org/stories/exploring-early-rural-teacher-pathways>





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MICHIGAN HEALTHY & HEALING COMMUNITY SCHOOLS COOKBOOK



Public school funding in Michigan largely comes from state and local sources, but it has not kept pace with what students need to thrive. Too many schools, particularly in under-resourced communities, struggle with outdated buildings, overworked teachers, and limited support services.

This cookbook shares what we need to create a system of healthy and healing community schools across our state. Each recipe is created based on the expert knowledge of Michigan students, parents, teachers, and community members, gathered through a multi-year study in collaboration with the National Education Policy Center (NEPC). Dig in and discover what it takes to build a better future for Michigan's students—one recipe at a time.

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