



COMMUNITIES
IN SCHOOLS
IMPACT REPORT
SPRING 2015



Changing the Picture of Education Across America

At Communities In Schools, we partner with educators to change the picture of education for nearly 1.5 million kids.

We do this by:

1. Keeping kids in school
2. Doing whatever it takes to eliminate barriers
3. Never giving up on anyone



“When entire communities take ownership of the dropout crisis—when it becomes about *our* kids rather than *those* kids—that’s when we know the tide is turning.”

ELAINE WYNN, CHAIRMAN, CIS BOARD OF DIRECTORS

Communities In Schools is a national network of passionate professionals working in public schools to surround students with a community of support, empowering them to stay in school and achieve in life. This year, Communities In Schools served nearly 1.5 million students in almost 2,400 schools, helping to break the cycle of poverty and reduce the dropout rate.

This report outlines the accomplishments of Communities In Schools during the 2013-2014 school year, as well as projections for the current school year. It includes data on the percentage of students who were promoted from one grade to another, graduated from high school or otherwise improved their performance as a result of their involvement with Communities In Schools; and describes how this success was achieved.



“The headwinds of poverty are blowing stronger than ever, holding more and more young people back from achieving in school and moving into a fully self-sufficient life.”

DANIEL CARDINALI, PRESIDENT, COMMUNITIES IN SCHOOLS

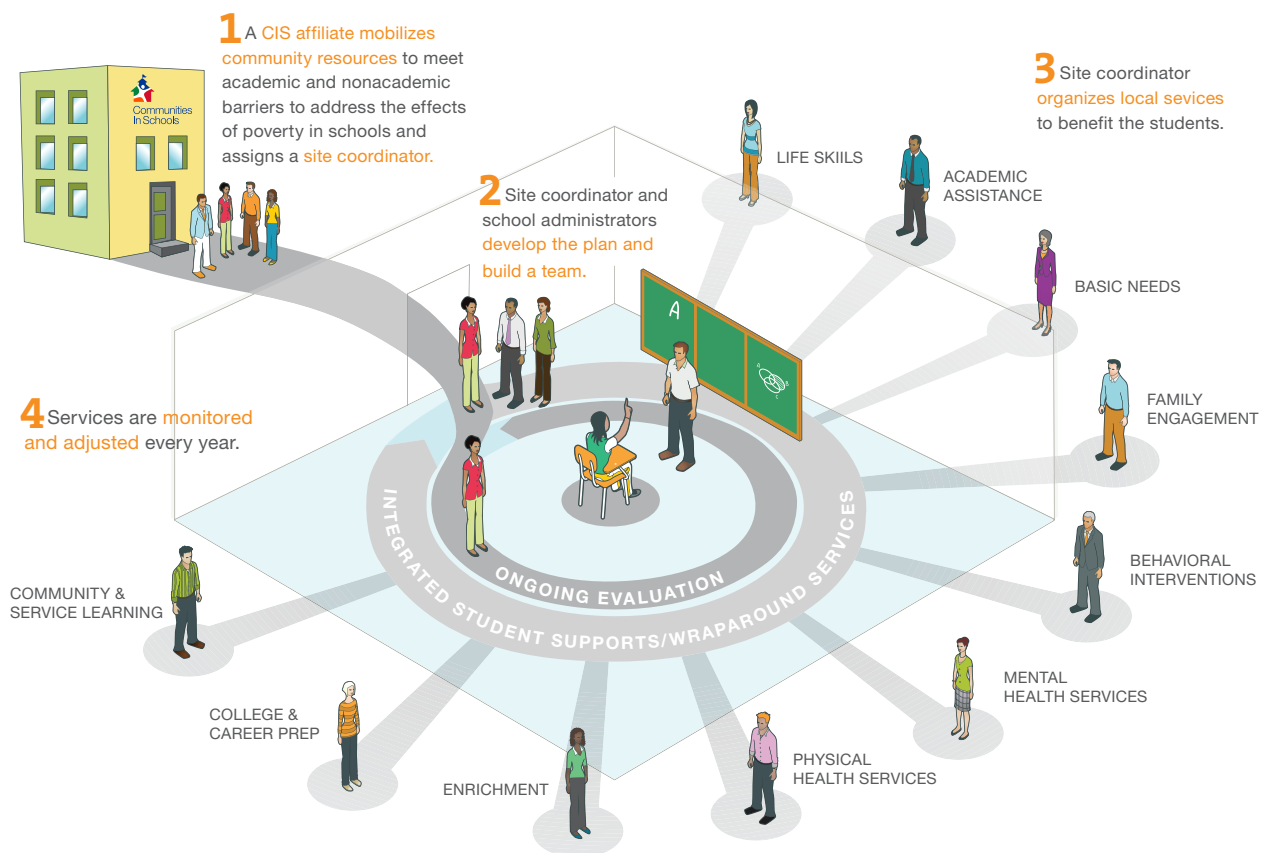
Communities In Schools:

- 1.48 million students
- 41,000 volunteers
- 4,700 staff members
- 161 affiliates
- 26 states and the District of Columbia

About Communities In Schools

Communities In Schools is the nation's largest and most effective dropout prevention organization dedicated to keeping kids in school and helping them achieve in life. What sets Communities In Schools apart is the organization's holistic approach to addressing both the academic and nonacademic needs of students. Working with school staff, Communities In Schools site coordinators — who are positioned in schools — identify students in danger of dropping out, assess what they need, and then provide wraparound services through appropriate community partnerships. These services include food, clothing, transportation, housing, medical and dental care, mental health services, tutoring, mentoring and much more.

Creating a Community of Support



Case-Managed Students Served in 2013-2014:

- 93% eligible for free or reduced-priced lunch
- 44% Hispanic or Latino
- 34% African-American, non-Hispanic/Latino
- 17% White, non-Hispanic/Latino

MEET ONE OF OUR SITE COORDINATORS

DEMONA WARREN

Dr. Demona Warren began working with Communities In Schools of Atlanta, Ga., as a volunteer in 1984. She spent hours every week with the students, tutoring, mentoring and even using her music background to help create a choir. When an opportunity opened up to come on staff, she took it and never looked back.

Today, as a site coordinator at Westlake High School, she schedules weekly one-on-one sessions for students with behavioral issues to discuss conflict resolution. She links other struggling students with a peer-to-peer support group; organizes a program to support ninth-grade students who need help bringing up their test scores; and is actively trying to put computers in the hands of as many students as possible so they will have access at home for online assignments.

“I really believe in these students,” said Dr. Warren. “All of these students touch my heart. Their success is my passion.”

MEET ONE OF OUR STUDENTS

JAMAL TATE

Jamal could have been dismissed as just another kid who had landed in jail, but his site coordinators saw a motivated leader. Their first encounter came when Jamal was 16. With three stints in jail, a strained relationship with his mom and a lack of focus, Jamal was failing his classes and on the road to becoming a dropout.

Reggie Hester, a site coordinator at CIS of Charlotte-Mecklenburg visited Jamal in jail, brought him his homework and put a plan in place to support Jamal as he returned to his school. Once Jamal was back in class, another site coordinator picked up the baton. Joe Rothenberg helped Jamal finish assignments so he could graduate and kept him focused on making a plan for his life after graduation. To the delight of his site coordinators, Jamal graduated on time and went on to college.

Today, Jamal is a college junior with a 4.0 GPA. He is president of the first college-based CIS alumni group, which Jamal helped form.

“Communities In Schools changed my life. I’m committed to my education now, and I’m excited about my future, thanks to CIS.”



Case-Managed Students Served in 2013-2014:

- 99% stayed in school
- 93% promoted to next grade
- 91% graduated
- 83% reached academic goals

Communities In Schools, 2013-2014

- **851** elementary schools, **614** middle schools, **554** high schools and **273** combined/alternative schools were served.
- **1,482,870** students received Integrated Student Support services from Communities In Schools. **1,328,502** students received Level One* or school-wide prevention services and **154,368** students received Level Two** targeted and sustained interventions.
- **91%** of seniors receiving targeted and sustained services graduated.
- **93%** of the students in grades K–11 who received targeted and sustained services (and for whom data were available) were promoted to the next grade.
- **77%** of the students in grades K–12 who received targeted and sustained services with an attendance goal met their goal. For some students, the goal was to increase the number of days they attended and for others it was to maintain their attendance levels.
- **83%** of the students in grades K–12 who received targeted and sustained services with an academic performance goal met their goal. These goals, which are tailored to each student, include improving class grades, overall GPA, standardized test scores, or homework completion.
- **88%** of the students in grades K–12 who received targeted and sustained services with a behavioral goal met their goal and decreased their suspensions.

*Level One services, also known as whole-school preventative services, are provided to all students, regardless of their risk for developing serious problems. Examples of these services include health fairs, attendance initiatives, anti-bullying campaigns, parent engagement activities/events and motivational speakers.
**Level Two services are targeted and sustained interventions provided for specific students over an extended period of time. These services are provided based on individual student needs and include services such as one-on-one academic tutoring, mentoring, coordination of medical or dental resources and counseling.



“Poverty is an education issue, just as surely as curriculum or class size or teacher quality. Poverty has to be part of the conversation. Any school reform measure that ignores this issue is unrealistic and doomed to failure.”

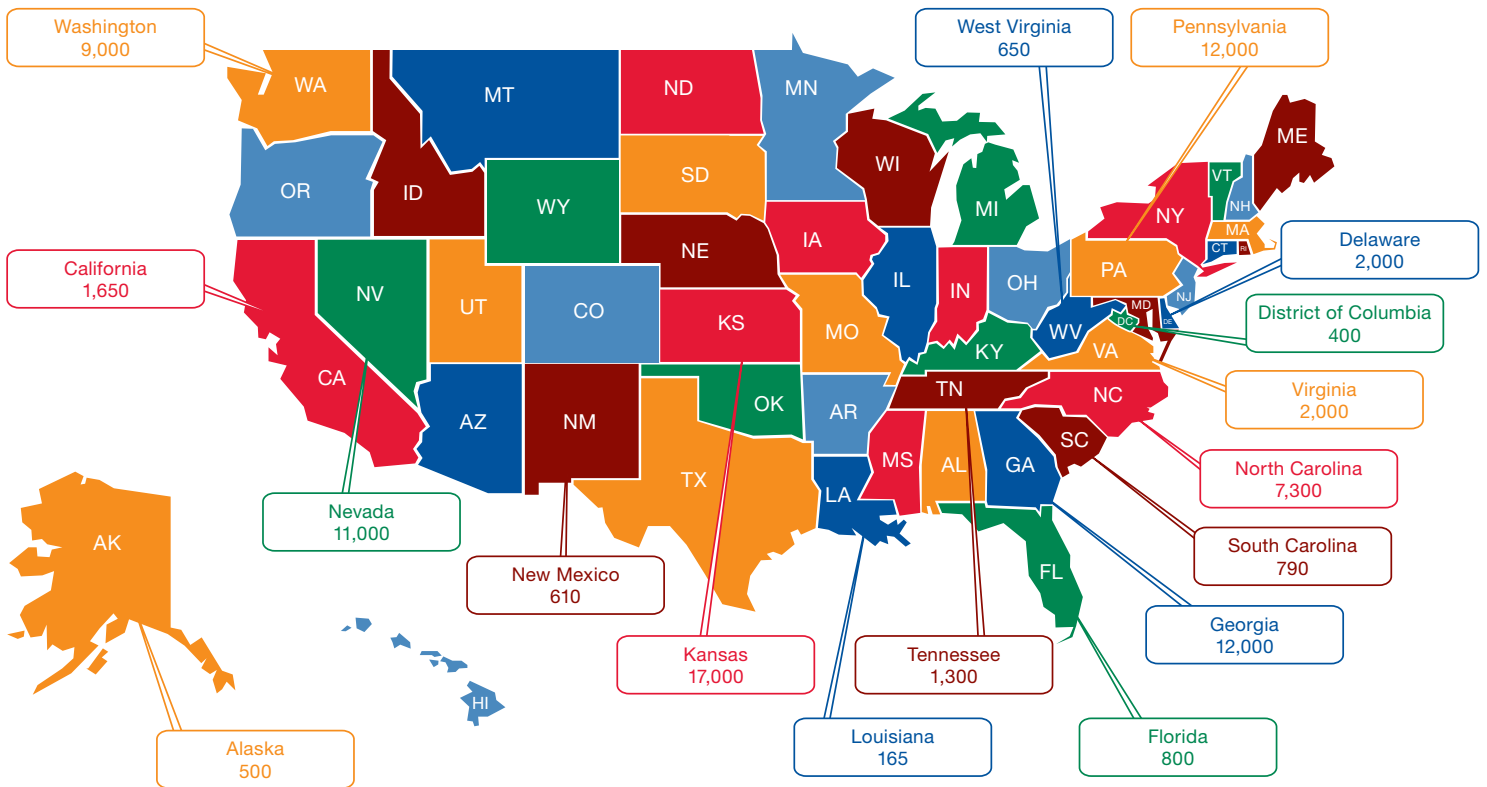
DANIEL A. DOMENECH, EXECUTIVE DIR. THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND CIS BOARD MEMBER

Growth in 2014-2015:

- 28 new communities
- 31 new school districts
- 137 new schools
- 80,000 more students

Communities In Schools Growth 2014-2015

The expansion increases the number of schools currently served by Communities In Schools and now means that more students will benefit from the support of trained site coordinators working inside those schools.





Communities
In Schools