

Communities In Schools Teacher Support Study



October 2009

Prepared for:
Communities In Schools, Inc.



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Table of Contents

1.	Introduction and Background.....	1-3
	1.1 Part I of the Teacher Support Study: Secondary Data Analyses.....	1
	1.2 Part II of the Teacher Support Study: Teacher Surveys.....	2-3
2.	Method.....	3-5
	2.1 Sample.....	3-5
	2.2 Data Analysis.....	5
3.	Findings.....	6-12
	3.1 Perceived School Climate.....	6
	3.2 Perceived CIS Effectiveness in Addressing Students’ Problems	7-10
	3.3 Perceived CIS Effectiveness to Improve Teaching Conditions.....	10-12
4.	Open Ended Questions.....	12-17
	4.1 Staff Perceptions of CIS Support	13
	4.2 School Level Support	13-14
	4.3 Perceived CIS Effectiveness to Improve Teaching Conditions.....	14-15
	4.4 Addressing the Classroom Challenge.....	15
	4.5 The Results.....	15-17
	4.5.1 Academic and social strategies supporting teachers.....	16
	4.5.2 General services, comprehensive services and resources.....	17
5.	Conclusions.....	17-18
6.	Recommendations.....	18
7.	References.....	18-19
8.	Appendices.....	20-57
	8.1 Appendix A: Teacher Support Survey	20-22
	8.2 Appendix B: Teacher Support Survey Results by State.....	23-53
	8.3 Appendix C: Between Groups Results from ANOVA.....	54-57

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Teacher Support Study

Introduction and Background

Communities In Schools (CIS) is one of the largest youth-serving and dropout prevention organizations in the United States, with programs operating in more than 3,000 schools. The mission of CIS is to link community resources and provide direct services to help young people succeed, stay in school and prepare for life. Communities In Schools offers two general types of services:

1. In most schools, Level One (short-term) services are available to every student and are intended to address school-wide needs.
2. Most schools also offer Level Two (longer-term) interventions targeted to specific students who need intensive ongoing assistance.

During a round of case study site visits conducted for the Communities In Schools National Evaluation in spring of 2008, the ICF National Evaluation Team collected compelling data indicating that CIS may be having an effect on teacher quality. Many teachers interviewed reported that Communities In Schools provided resources and personnel to help them maintain support for learning in the classroom, which also resulted in better teaching. Some teachers praised the CIS program for assisting with students' disciplinary problems, while other teachers appreciated CIS's contribution to students' academic improvement and social adjustment. Some teachers even said that they wouldn't still be in the profession if it wasn't for Communities In Schools.

Part I of the Teacher Support Study: Secondary Data Analyses

To investigate further how teachers in CIS schools perceive their teaching experience, the ICF team first gained restricted-use access to the National Center for Education Statistics' Schools and Staffing Survey (SASS) data from 2000 and 2004. The SASS was first established in the mid-1980s to collect data on teacher demand and shortage, teacher and administrator characteristics, school programs, and general conditions in schools. SASS also collects data on many other topics, including principals' and teachers' perceptions of school climate and problems in their schools; teacher compensation; district hiring practices and basic characteristics of the student

population.¹ In short, SASS surveys can help us understand key characteristics and motivating factors in the teaching force at schools across the United States.

Our analyses examined teachers' perceptions about their school environment and challenges to which teachers are exposed. Two samples were drawn for this secondary data analysis: (1) schools that participated in both SASS administrations and which had implemented the Communities In Schools program between the 2000 and 2004 administrations were identified and studied in a pre-post design; (2) a larger sample of schools that took the 2004 SASS survey were used in a post-test only design.

The findings from both designs supported our assumption that at the national level, Communities In Schools targets and serves more schools where teachers have to cope with numerous challenges. Based on teachers' responses to school climate questions, it was evident that CIS is present and stays for longer in schools that face the most tremendous challenges, such as high rates of poor health, poverty, and lack of parental involvement. Among the schools that participated in both SASS administrations (pre-post design), we observed positive movement in some of the student challenges that were more directly related to CIS's mission to serve youth most in need.

Part II of the Teacher Support Study: Teacher Surveys

Because these findings could only provide information on Communities In Schools schools and their general condition as workplaces and learning environments from five years ago, we conducted a second study to examine more recent data on how teachers perceive CIS' effect on their teaching experience.

A growing body of literature suggests that the classroom teacher can have a significant impact on student learning and achievement (Darling-Hammond, 2000; McCaffrey, Lockwood, Koretz, & Hamilton, 2004; Sanders & Rivers, 1996; Wenglinsky, 2002; Wright, Horn, & Sanders, 1997). In the last decade, the school environment has become the subject of considerable quantitative and qualitative research, with numerous studies suggesting that a positive school environment can result in improved teaching and improved educational outcomes for students (Johnson, Johnson, & Zimmerman, 1996; Kuperminc, Leadbeater, & Blatt, 2001). Some of the factors that can influence a school's environment are: the number and quality of interactions between adults and students (Kuperminc, Leadbeater, & Blatt, 2001), students' and teachers' perception of their school environment (Johnson, Johnson, & Zimmerman, 1996), academic performance

¹ National Center for Education Statistics, Schools and Staffing Survey Web site: <http://nces.ed.gov/surveys/sass/>. Accessed June 25, 2009.

(Johnson & Johnson, 1997), feelings of safeness and school size (Freiberg, 1998), and feelings of trust and respect for students and teachers (Manning & Saddlemire, 1996).

The present study aims to investigate whether teachers feel that Communities In Schools is contributing to a positive school environment that can favorably impact their teaching conditions. Moreover, the study examines whether teachers feel they are becoming more effective as a result of CIS services that are brought into the school to address their students’ needs. All surveyed teachers were also asked to indicate what kind of challenges they face in their school.

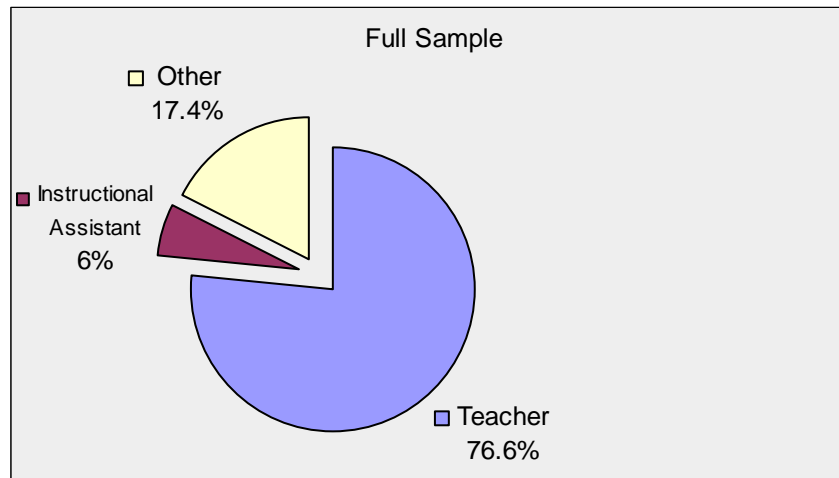
Methods

Sample

The Teacher Support Survey was administrated in eight states: Texas, Georgia, Florida, North Carolina, Michigan, Pennsylvania, Washington, and Ohio. The selection of the first seven states was based on the fact that they contain approximately 78 percent of the schools in the CIS Network, based on the 2005 official census records from the CIS national office. The Columbus, Ohio affiliate was included because they are a relatively high-intensity service provider with a large number of school sites.

Exhibit 1 shows the number of survey respondents per state. As the table indicates, the majority of survey responses came from Texas (67.7%) followed by Florida (13.1%), Ohio (6.5%), Georgia (5.6%), North Carolina (4.6%), and Washington (2.5%). Michigan and Pennsylvania did not send in any responses to this survey. Of the 1,678 respondents who started the survey, 1,527 (91%) completed it.

Exhibit 1: Teacher Support Survey Responses by State							
	TX	FL	OH	GA	NC	WA	Total
Participated	1,136	221	109	94	76	42	1,678
Completed survey	1,044	195	98	80	68	42	1,527
Answered teacher effectiveness questions	843	146	90	38	62	30	1,209
Answered open ended questions	318	44	20	23	23	12	440

Exhibit 2: Respondent's Position


As shown in Exhibit 2, the majority of the survey respondents were teachers (76.6%, $n=1,286$), and only 6% of respondents ($n=101$) were instructional assistants. Almost all teachers responding to the survey were in full-time positions (Exhibit 3).

Both teachers and instructional assistants had to answer background questions. If respondents were not familiar with the services provided

by Communities In Schools in their school, we allowed respondents to skip the rest of the survey, since this survey is focused on the perceived effectiveness of CIS in improving teacher supports.

Exhibit 4 below shows that altogether, 94% of the teaching personnel have some familiarity with the Communities In Schools program and 83.6% of respondents had CIS students in their classroom. Moreover, the average experience of teaching personnel was 12.2 years, and on average, teachers' tenure at their present schools was 7.2 years. Other school personnel (17.4%) who also participated in the survey (e.g., principals and other school administrators) only answered one set of survey questions on school climate.

Exhibit 3: Response Rates, by Full-Time/Part-Time Status

	Percentage of Respondents	<i>n</i>
Full-time Teacher	99.0%	1266
Part-time Teacher	1.0%	13
	<i>answered question</i>	1,279
	<i>skipped question</i>	399

Exhibit 4: How familiar are you with the services CIS provides in your school?		
Response Options	Percentage of Respondents	<i>n</i>
Not Familiar	6.0%	82
Somewhat Familiar	48.6%	659
Very Familiar	45.4%	615
Do you teach any students who receive services provided by CIS?		
Response Options	Percentage of Respondents	<i>n</i>
Yes	83.6%	1134
No	6.0%	82
Do not know	10.4%	140
	<i>answered question</i>	1356
	<i>skipped question</i>	323

Data Analysis

All participants had to answer a set of questions relating to their overall school environment and the findings presented in the next section correspond to the sample of participants who completed the survey ($n=1,527$). By excluding non-teaching school personnel and focusing on the teachers who have exposure to students in CIS (or at the least, knowledge of the program), we tried to strengthen the attribution of our findings to determine whether CIS promotes a positive teaching environment. The findings on perceived CIS effectiveness in the next section are presented in two ways:

- 1) Findings based on completed surveys from all six participating states ($n=1,527$). These represent the core findings from the full sample.
- 2) Separate findings for all participating states ($n=483$) but Texas ($n=1,044$). These findings were presented separately since Texas teachers comprised almost 70% of our sample, and we wanted to determine whether Texas findings were consistent with those of other states.

Results from each participating state are presented in Appendix B. We also asked an open-ended question at the end of the Teacher Support Survey, and received 440 responses. A summary of these responses is included at the end of the following section.

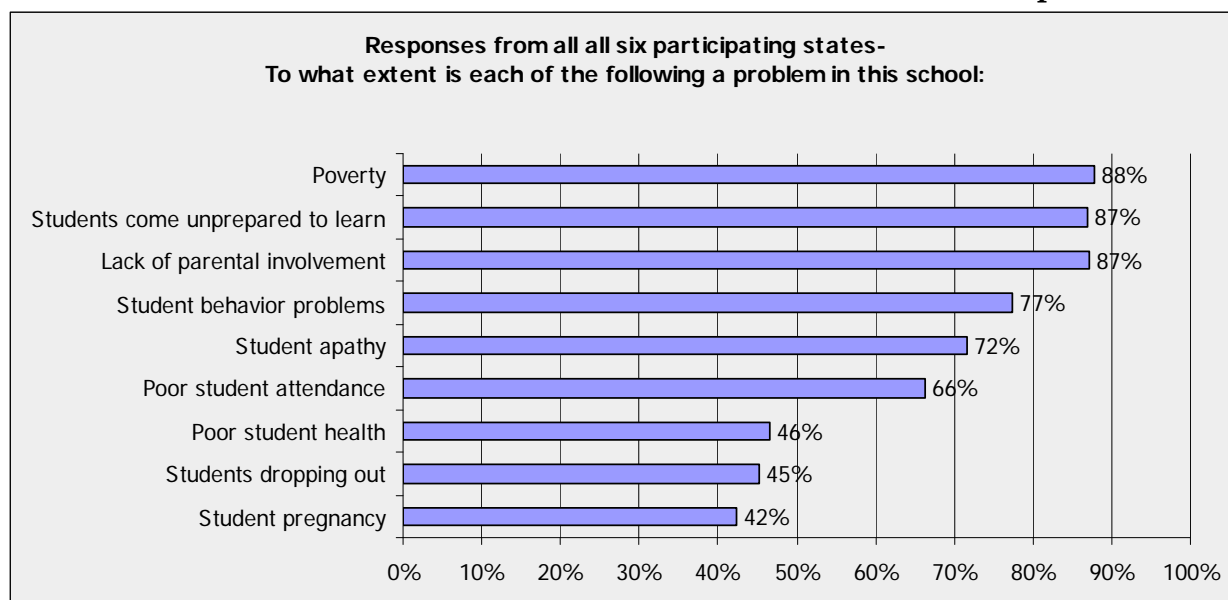
Findings

Perceived school climate

It was important to collect information about the school environment from participating teachers, instructional teaching assistants, and the other school staff personnel in order to assess participants working conditions. Through the delivery of whole-school and targeted individual services, CIS aims to effectively transform school climate. While improved school climate is not necessarily a prerequisite for improved teaching, it can certainly facilitate the process.

As shown in Exhibit 5, student poverty, lack of parental involvement and students coming unprepared to learn were rated by respondents as the most prevalent problems in their schools. School staff also agreed that student behavior problems (77%), student apathy (72%) and poor student attendance (66%) were problems in their school. School staff perceptions about poor student health and dropping out of school were ranked as being less prevalent issues (46% and 45% respectively), followed by student pregnancy (42%). A possible explanation for these lower-ranked issues is that the majority of the respondents come from elementary schools where such problems are of less concern.

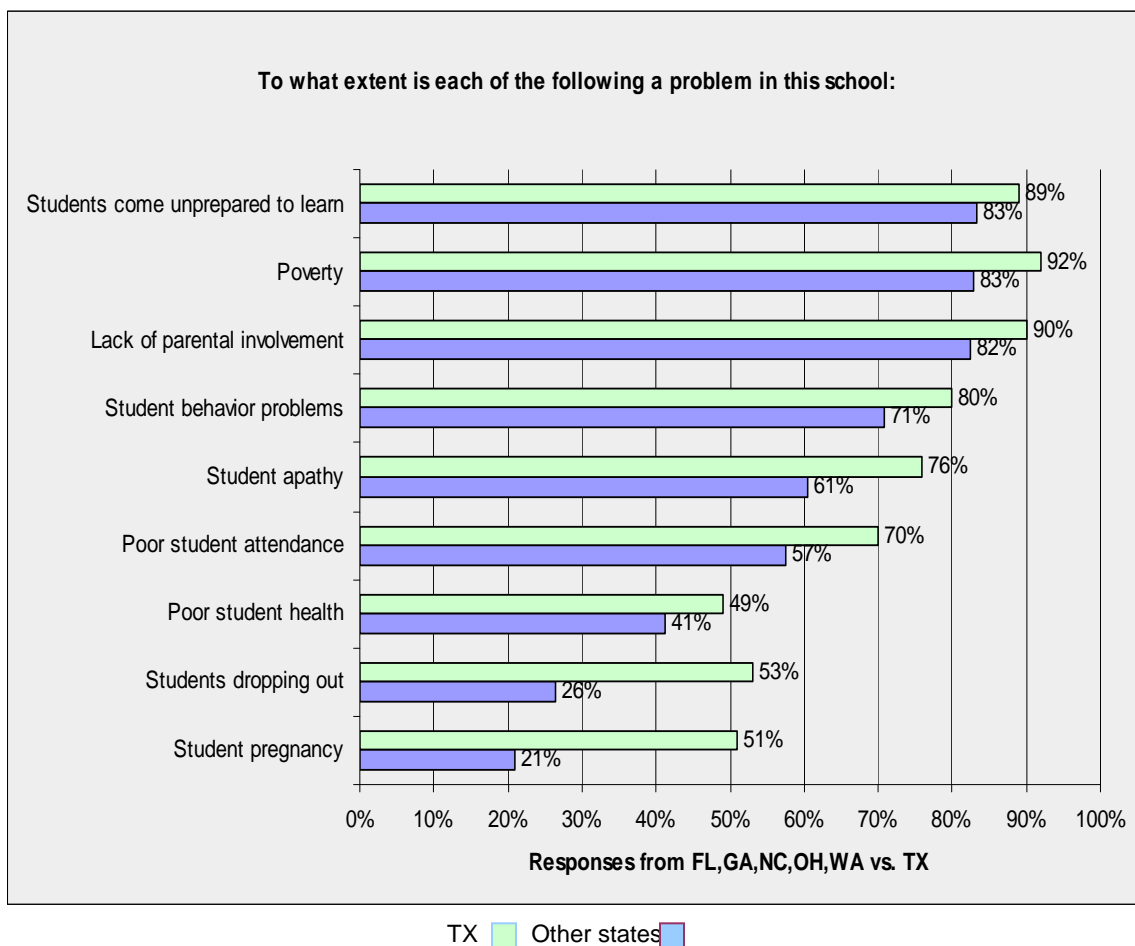
Exhibit 5: Identified Problems within CIS Schools (Full Sample)



Excluding respondents from Texas (Exhibit 6), a similar picture emerges. Again, more than 80% of school personnel reported that student poverty, lack of parental involvement, and students coming to class unprepared to learn were the top three

problems facing their school. Similarly, the school problems viewed as serious by more than half of the school personnel included student behavior problems (71%), student apathy (61%), and poor student attendance (57%). Fewer than half of respondents viewed students' poor health as a serious problem, and less than 30% indicated that student pregnancy and dropout were serious problems in their schools. Together, Exhibits 5 and 6 indicate that similar problems are being faced in CIS schools across the country. Teachers in Texas generally perceive these problems to be notably worse², especially the student pregnancy and dropout issues, but the general ranking of the problems was mostly the same.

Exhibit 6: Identified Problems within CIS Schools



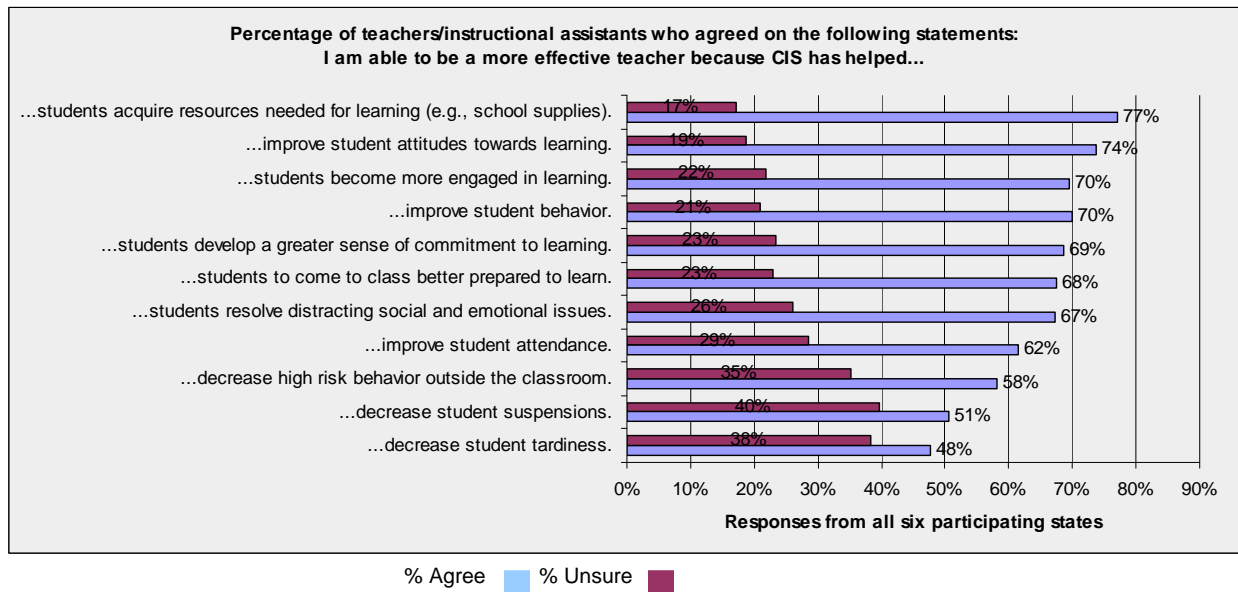
² Appendix C presents results from One way between groups ANOVA.

Perceived CIS effectiveness in addressing students' problems

The teachers and instructional teaching assistants who were familiar with the CIS model – regardless of whether they had CIS students in their classes – were asked to answer additional questions regarding whether CIS helped them become more effective in their teaching. The first set of questions assessed how teachers perceive CIS’s contribution to academics, and its impact on their teaching.

Overall, 77% of the respondents indicated that they were able to be more effective in their teaching because CIS provided students access to learning resources (Exhibit 7). In addition, more than two thirds of the teachers indicated that they are more effective because CIS helped their students: develop positive attitudes toward learning (74%), develop a greater sense of commitment to learning (69%), come to class better prepared to learn (68%), and to become more engaged in the learning process (70%). Results were very positive on non-academic factors as well. Teachers indicated that they are more effective because of CIS efforts to improve student behavior (70%) and attendance (62%), and to help students resolve social and emotional issues that could distract them from learning (67%).

Exhibit 7: Teacher Effectiveness Questions (Full Sample)

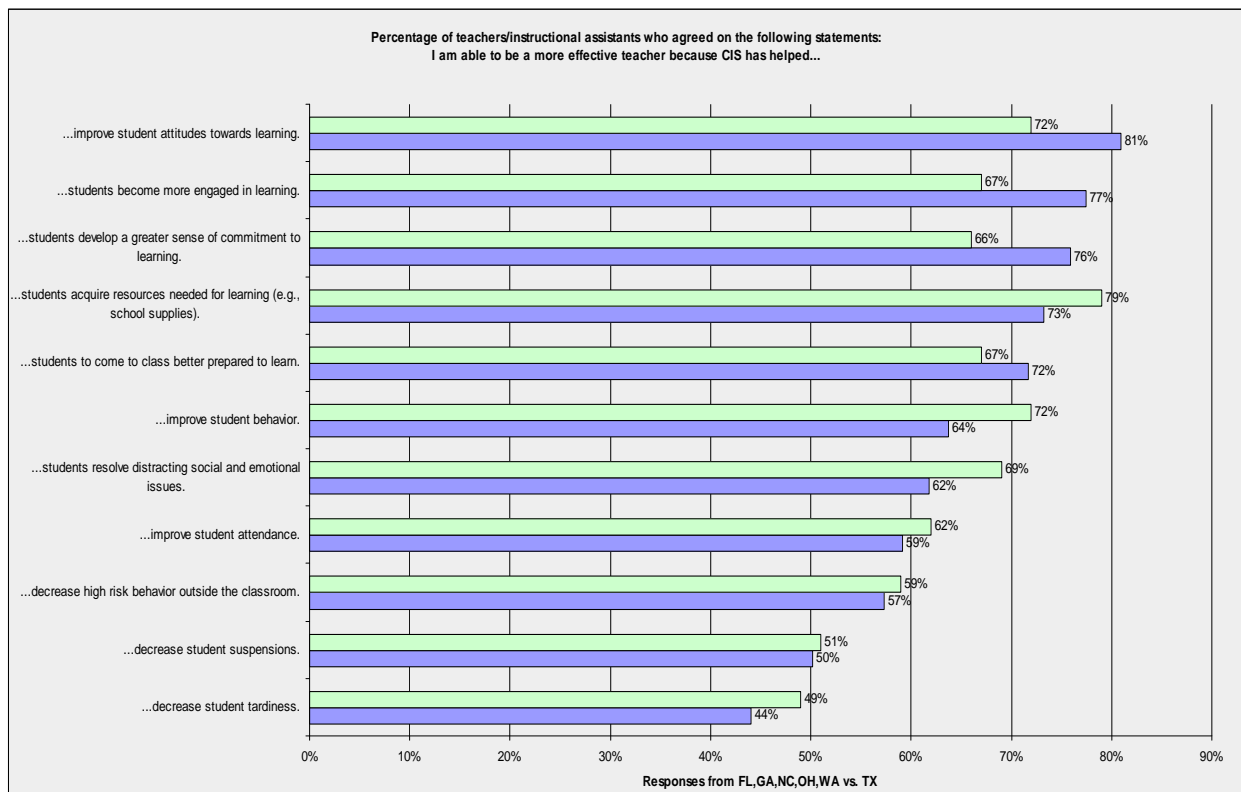


A smaller number of respondents agreed that their teaching was more effective because of CIS efforts to decrease high risk behavior outside the classroom (58%), lower student suspensions (51%), and reduce tardiness (48%). Notably, a substantial number of respondents indicated they were not sure whether they were more effective in teaching

due to CIS efforts to improve student attendance, help students with social and emotional issues, decrease high risk behavior outside the classroom, and reduce student suspensions and tardiness. While we obtained a number of “Unsure” responses, it should be noted that a very small percentage of teachers disagreed with the statements listed in Exhibit 7. Only about 10% of teachers indicated that CIS was *not* helping them become more effective, which indicates that CIS is having a relatively profound impact on teaching.

In Exhibit 8, teacher effectiveness questions are presented for all states except Texas compared to the Texas findings. More than two thirds of the teachers from the five participating states besides Texas believe that CIS helps them become more effective by helping students develop a positive attitude towards learning (81%); develop a greater sense of commitment to learn (76%); and become more engaged in learning (77%). In addition, the majority of respondents indicated that because of CIS, students have access to learning resources (73%) and come to class better prepared (72%).

Exhibit 8: Teacher Effectiveness Questions



TX ■ Other states ■

Teachers and instructional assistants from the five participating states reported that improved student behavior (64%) and attendance (59%), and more cases of students

resolving distracting social and emotional problems (62%) had also helped them with their teaching. Teachers from Texas were somewhat more likely to make a linkage between CIS, student behavior, and effective teaching³; 72% agreed that they become more effective teachers because CIS helped improve student behavior compared to the 64% of the respondents from the other states. As with the full sample, teachers rarely disagreed with statements that CIS was helping them become more effective teachers. The results from Exhibits 7 and 8 may simply be an indication that teachers are more likely to see positive changes in their classroom (which they are attributing to CIS) and less likely to notice positive changes outside the classroom, such as suspensions, tardiness, etc.

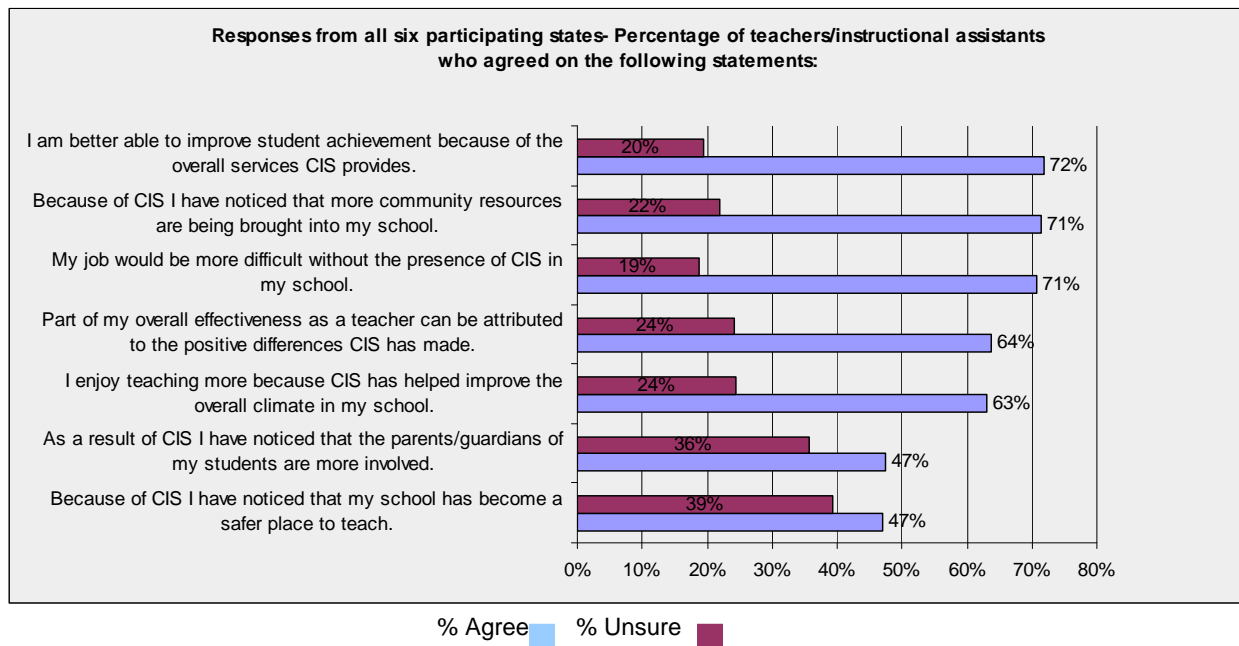
Overall, it is evident that CIS is perceived by teachers as an asset and as a facilitator to effective teaching. The greatest benefits of CIS appear to be manifested in more engaged students who have better attitudes toward learning. While it appears that in-class behavior is perceived to be improving, positive changes on behaviors outside of the classroom are more difficult to achieve.

Perceived CIS effectiveness to improve teaching conditions

Another set of questions on the Teacher Support Survey pertained to how confident teachers were on the linkage between their overall effectiveness and CIS's presence in their school. More than 70% of respondents agreed that their job is less difficult with CIS presence in their school, and they are better able to improve student achievement because of the overall services CIS provides. Almost three-quarters of respondents (71%) agreed that CIS has brought more community resources into their school, and 64% of respondents agree that part of their effectiveness as a teacher can be attributed to the overall positive differences CIS has made. Moreover, 63% of respondents also agreed that they enjoy teaching more because of the positive changes in their school's overall climate as a result of CIS. Fewer respondents agreed that their school has become a safer place to teach (47%) and that parent involvement has improved as a result of CIS (47%).

³ Appendix C presents results from One way between groups ANOVA.

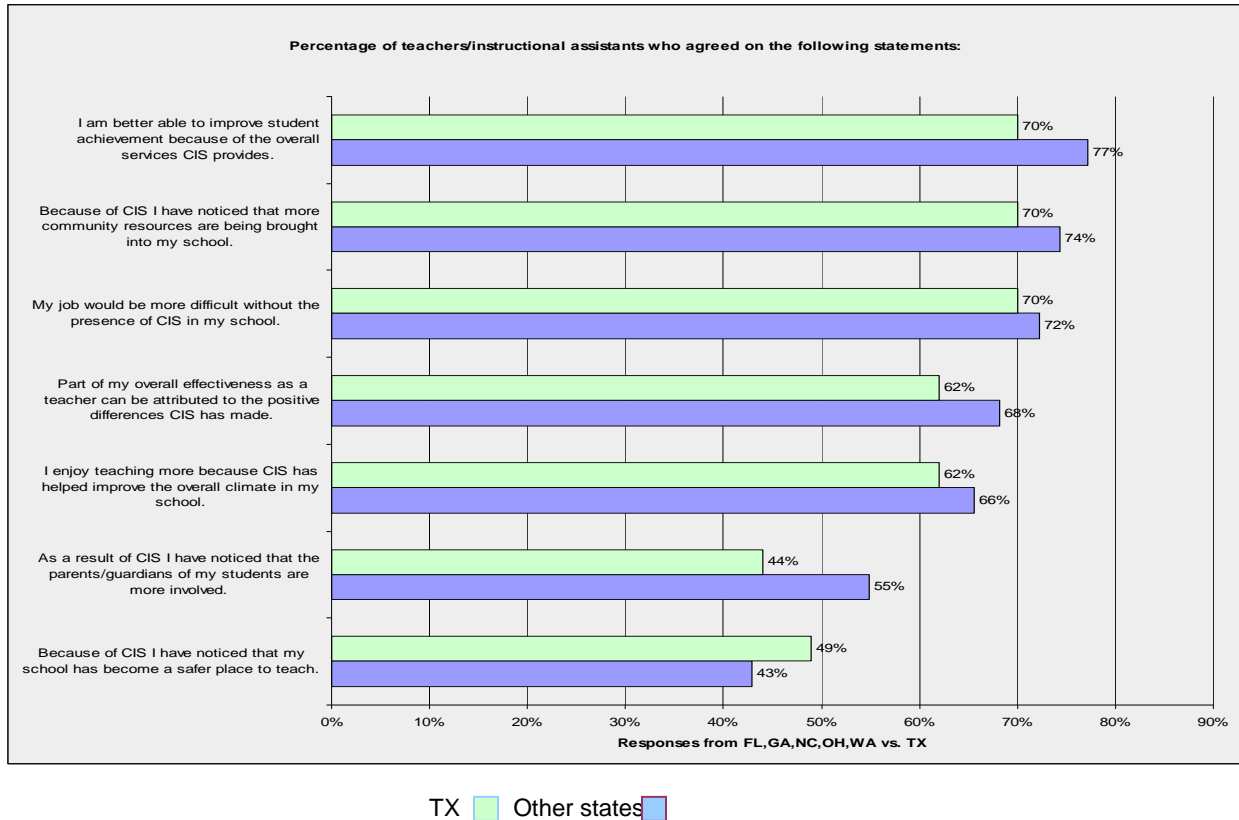
Exhibit 9: Perceptions of Teaching Conditions (Full Sample)



Likewise, for the five participating states (excluding Texas), a large percentage of teachers and instructional assistants indicated that CIS services helped them to improve their students’ academic performance (77%) and made their job less difficult (72%). Two-thirds of respondents (68%) agreed that part of their overall effectiveness in teaching could be attributed directly to the positive differences CIS had brought into their school, and that CIS has helped improve the overall school climate (66%). Half of the respondents (55%) indicated that they noticed the parents/guardians of their students becoming more involved with their child’s learning and 43% indicated that their school has become a safer place to teach. A sizeable percentage of teachers were not sure if parental involvement in students’ learning changed, and this might have to do with the fact that teachers might have a little knowledge of parents’ involvement outside of their classroom. That was especially evident among the teachers in Texas who were less likely to attribute parental involvement as a positive difference made in their school because of CIS presence⁴.

⁴ Appendix C presents results from One way between groups ANOVA.

Exhibit 10: Perceptions of Teaching Conditions



Open Ended Questions

An open-ended response area was provided on the CIS Teacher Support Survey in order to understand how CIS supports teachers in schools. Four hundred twenty written responses, approximately 29% of all survey respondents, were recorded. Of the 440 responses, 314 (75%) were from teachers in Texas. The remaining 106 (25%) responses were distributed as follows: 40 Florida teachers (10%); 23 Georgia teachers (5%); 10 North Carolina teachers (2%); 21 Ohio teachers (5%); and 12 Washington teachers (3%).

Based on analysis, six categories were identified as major response categories: 1) perceptions of CIS Staff related to teacher support, 2) strategies used in providing school level support, 3) academic and social support strategies, 4) general and comprehensive services, 5) resources and 6) other comments. Almost half (47%) of the responses were about CIS staff or specific descriptions of CIS support to the school; about a quarter of the responses (24%) focused on services and resources; 13% of the responses commented on either academic or social strategies used to support teachers

and students in CIS schools; and 12% of the comments provided suggestions for added CIS activities or improvements on current activity. Approximately 5% of the comments could be classified as negative feedback.

Staff perceptions of CIS support

It is evident from the large number of responses that CIS staff are perceived as having a strong and positive impact in the schools in which they operate. This perception reflects similar findings to the eight case studies conducted for the CIS national evaluation. The responses also reflect the importance of strong relationships to the perception of teacher support. This was particularly evident in comments from first time teachers and from teachers in schools where CIS was being implemented for the first time. Many teachers commented on the positive impact of CIS on the school environment.

CIS staff are described as professional, compassionate, knowledgeable, approachable and reassuring. One teacher commented that... "it is very reassuring to know the needs of students can be met by simply asking." CIS staff are perceived as being there for the students and teachers..."they are great social workers, mentors and leaders. I can say without any contradictions that they are here for these kids and the teachers."

Several teachers commented on the positive engagement that CIS staff provide. For example, they help with social and behavioral problems, work with the most at-risk students and are willing to do whatever it takes to reach a problem student. One teacher provided an example of how CIS staff works with at risk students that are labeled as "outcasts" to help these students become more involved and accepted in school, teaching them ways to develop friendships. CIS staff assists with all of the major issues on the school campus.

In general, comments reinforce the perception that teachers in CIS schools feel supported. CIS is described as a visible presence in the school..."our job would be 200 times more difficult without them."

School level support

School level activities that characterize the type of support provided by CIS staff were described in the open-ended comments. These descriptions provide important indicators of what teachers perceive as critical activities for both student success and teacher support. Mentioned frequently was the one to one attention provided by CIS

staff to students. Teachers noted that not only is this one to one attention critical for CIS students, it cannot be provided by the teacher in a normal classroom.

Another frequently mentioned characteristic leading to the perception of teacher support is the nature of the relationship between the teacher and CIS staff. Several comments describe this interaction as collaborative. As one teacher stated, "I am excited to know that there is another hand at the table of education working collaboratively to ensure that one more student is given the opportunity to succeed. CIS is that other hand." Others characterize the relationship as active participation. CIS is perceived as a resource that can be depended on to intervene to assist with behavioral problems and follow through to ensure that the student and the teacher are satisfied with the result.

Behavioral interventions (providing a place for "cooling off time") appear frequently throughout the comments provided by teachers. Teachers recognize the negative impact on classroom activity that occurs when a student becomes a behavioral problem. One teacher commented:

"Many of our teachers do not/can not identify with our students. They absolutely refuse to work with our at-risk students and send them out of class everyday. These do not get the instruction they need and they fall behind in their work. That is where our failures and drop-outs come from. The CIS person is essential on our campus to help out these students. They work very well with our students and help them stay caught up."

Teachers feel supported when there is someone who can actively assist students address personal issues. "Our kids need coping skills, ways of dealing with peer pressure, emotions and how to handle tough situations. " CIS provides this training as well as other life skills that are not part of the typical school curriculum.

Addressing the classroom challenge

A comment provided by one teacher summarizes the challenges faced by the classroom teacher and the strategies used by CIS staff to help address these challenges:

"With teachers having to teach more materials in such a small amount of time throughout the school year, along with having to deal with behavior issues and lack of understanding from a small number of students versus the majority of students grasping the information being taught, CIS has allowed me to focus on the majority of my class while the smaller number of students who are struggling

have the opportunity to go to CIS peer tutor or receive one on one help from CIS staff.”

CIS works directly with at-risk students, conducting separate classes for CIS students and providing proven individualized instruction that addresses the academic and social needs of the students. CIS staff is perceived as always willing to lend a hand for small group support and helping a student get back on track.

In addition, many CIS programs provide after school programs, helping at-risk students keep up with their class and enabling teachers to be able to teach more content during the class.

The comprehensive strategies used by CIS to support staff were identified in several comments as invaluable. As one teacher stated, “In the 11 years that I’ve worked at this school, CIS has been a major support to the students and faculty, providing social services, guidance and leader (ship) in our community outreach efforts.”

Perhaps one of the most productive strategies mentioned in teacher comments was the work that CIS undertakes to recognize often un-recognized students, increasing their self-esteem. Teacher comments emphasized the importance of self-esteem for learning success, particularly for students that have a long-term experience of school failure.

The First Year Teaching Experience

CIS staff and programs make a difference for the first time CIS campus and for the first time teacher. Several teachers commented that although CIS is new to their campus, they can already see positive effects of the program. A first year counselor indicated that, “I have had a great experience working with CIS.” A first year teacher stated that “... CIS was there when I needed the most. I feel that I survived my first year because (CIS staff) continued throughout the year to talk to my students that were disrupting the class. To this day, I know that if I have any problems with students not doing homework or not coming prepared to learn, I can count on (CIS staff) to help me out.”

The Results

Several teachers commented on the results of CIS support in their schools. These results included:

- Ability to teach more to CIS students because of tutorial sessions
- Increased graduation rate

- Increased sense of safety
- Improved scores on state tests
- CIS integrated into every aspect of the school community

As one teacher stated, “The personnel from CIS have become a very essential part of the fabric of our school. They are professional and committed. The support the total school program and are very effective in communicating with parents. The students seek them out because they know the love and concern is authentic and unconditional. We (the school) are better for the partnership. “

Academic and social strategies supporting teachers

Teacher perception of support of the academic and social classroom activities and needs of students repeated many of the strategies noted above. However, according to comments provided in the open ended responses, CIS provides specific academic and social resources. These include access to computers, assistance in learning labs and study halls, graduation coaches and extensive help outside of the classroom that prepares students to be ready to learn in the classroom. Specific mention was given to assistance in preparation for state testing which in one case led to obtaining an “A” rating for the school since the implementation of the CIS program.

Other supports that teachers find beneficial and are not generally available for students include the resources that CIS provides for career preparation and programs to increase student’s self-confidence and self-esteem. They work with students with emotional issues stemming from home situations, gender identity issues and other personal issues. They provide peer mediation and peer court program. CIS works to develop relationships with families to ensure parents participation in their child’s education. All of these intangible efforts provide a bridge and connection between teachers, students and their families that CIS facilitates.

Another role that CIS plays in supporting teachers in the classroom is through coaching to teachers on instructional techniques and different methods to assist all students. CIS staff are sometimes asked by an individual teacher to observe in class and share observations through constructive criticism. This valuable feedback can lend incredible support to a classroom teacher in a non-threatening, non-judgmental way.

General services, comprehensive services and resources

Throughout the comments provided in the Teacher Support Survey, teachers acknowledged the wealth of comprehensive services and resources CIS provides to students and their families. They point to the depth to which CIS works to meet the physical and emotional needs of students. In their comments, teachers indicate that by supplying basic needs of students, CIS is actively promoting the ability of these students to achieving success. Further, “supporting students results in teachers feeling supported.”

Conclusions

When asked about a range of school problems, teachers and other school personnel indicated that poverty, lack of parental involvement, and unprepared students were the areas of greatest concern. Based on teachers’ responses to our survey, it is evident that the CIS-driven framework to bring caring adults into needy schools to address students’ unmet needs seems to have fruitful results on both students and teachers. Building a supportive student-caring adult relationship and providing students with opportunities and resources to do well academically and socially can make several positive changes in students’ lives, and these positive changes are also having a favorable impact on teaching conditions. Key findings from this study include:

- The overwhelming majority of teachers viewed CIS as having a positive effect on their effectiveness in the classroom
- A very small percentage of teachers (typically about 10% for each indicator) affirmatively denied that CIS was helping them become more effective.
- The core areas of success that CIS is having in teacher effectiveness centers on student preparation and attitudes toward learning. CIS often indicates that their services allow students to concentrate on learning and teachers to concentrate on teaching. These survey results strongly support that assertion.

Moreover, teachers noticed that CIS makes efforts to bring community resources and advocates parental involvement into educational process. There is an extensive literature that supports community involvement and parents’ active role in the educational process, especially in after-school prevention programs, to maximize resources for child achievement, healthy child development, and safe school communities (Christenson, Rounds, & Gorney, 1992; Haynes, & Comer, 1996; Niemiec, Sikorski, & Walberg, 1999). With CIS undertaking an active role in schools to reach out to parents and communities, and by bringing them into the educational process, the

school learning environment can be powerfully improved benefiting both students and teachers. It is evident that CIS's support to students is transcending student-level outcomes to affect teaching as well.

Recommendations

Typically, teachers are not well equipped to cope with students at risk of school failure because these students need more intensive support services than their peers. To provide effective and comprehensive support for these students, schools need to devote considerable attention to the nonacademic issues (e.g., students need to find clothes, food, medical attention, and counseling) that are often obstacles to a student's academic success. CIS fills this role by bringing into schools the necessary resources and outreach to service providers who could help address the needs of at-risk students.

To better evaluate how CIS efforts result in improved school learning environments, the development of a comprehensive data recording and tracking system would benefit CIS. The data system could focus on the strategies CIS adapts to identify students with problems (referral and needs assessment system) and the education, health, and social services it provides could establish CIS's leading role in promoting adult involvement and support to address at-risk students' academic and personal needs. The same data system could also have teachers of students who receive services from CIS serve as the informants of the observed changes in students' academic and non-academic outcomes before and during CIS individualized interventions.

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Appendix A: Teacher Support Survey

**Communities In Schools
Teacher Survey**

School Name: _____

⇒ *Thank you for taking the time to complete this survey. All responses will be anonymous and confidential. If you do not want to provide the name of the school you are currently in please leave this part blank.*

Dear Participant:

Communities In Schools links community resources and provides services to students in your school. Many of these are short-term services available to every student and are intended to address school wide needs. Other services are longer-term interventions targeted to specific students who need intensive ongoing assistance. Overall, our goal is to help young people succeed, stay in school and prepare for life. We are conducting a survey to determine whether the presence of CIS makes a difference to you in your classroom and school. All responses are anonymous. Your opinions are very valuable to us and the overall results will be used to help us further support your efforts. Thank you for the many positive differences you continue to make in the lives of young people everyday.

Background Information

Are you currently a Teacher
 Instructional Assistant
 Other (please specify _____)

Are you Full time
 Part time

⇒ *If you are not a teacher or instructional assistant please skip the first bank of questions (1-18) and continue into the next set of questions.*

How many years of teaching experience do you have? _____ years

How many years have you taught in this school? _____ years

How familiar are you with the services CIS provides in your school?

Not Familiar Somewhat Familiar Very Familiar

Do you teach any students who receive services provided by CIS?

Yes No Do not know

Survey Questions

Please respond to the following statements using the five point scale provided

I am able to be a more effective teacher because CIS has helped	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
.....improve student attendance.					
.....decrease student tardiness.					
.....improve student behavior.					
.....decrease high risk behavior outside the classroom (e.g., alcohol, drugs, violence, gang activity, etc.)					
.....decrease student suspensions.					
.....improve student attitudes towards learning.					

I am able to be a more effective teacher because CIS has helped	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
.....students develop a greater sense of commitment to learning.					
.....students become more engaged in learning.					
.....students resolve distracting social and emotional issues.					
.....students to come to class better prepared to learn.					
.....students acquire resources needed for learning (e.g., school supplies).					

Please respond to the following statements using the five point scale provided

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I am better able to improve student achievement because of the overall services CIS provides.					
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.					
My job would be more difficult without the presence of CIS in my school.					
I enjoy teaching more because CIS has helped improve the overall climate in my school.					
Because of CIS I have noticed that my school has become a safer place to teach.					
As a result of CIS I have noticed that the parents/guardians of my students are more involved.					
Because of CIS I have noticed that more community resources are being brought into my school.					

To what extent is each of the following a problem in this school:

	Serious Problem	Moderate Problem	Minor Problem	Not a Problem
Student pregnancy				
Students dropping out				
Student apathy				
Lack of parental involvement				
Poverty				
Students come unprepared to learn				
Poor student health				
Poor student attendance				
Student behavior problems				

If you have any comments/examples of how CIS supports teachers in your school, please specify in the text box below.

Thank you again for your time in completing this survey and have a very successful and rewarding school year!

Appendix B: Teacher Support Survey Results by State

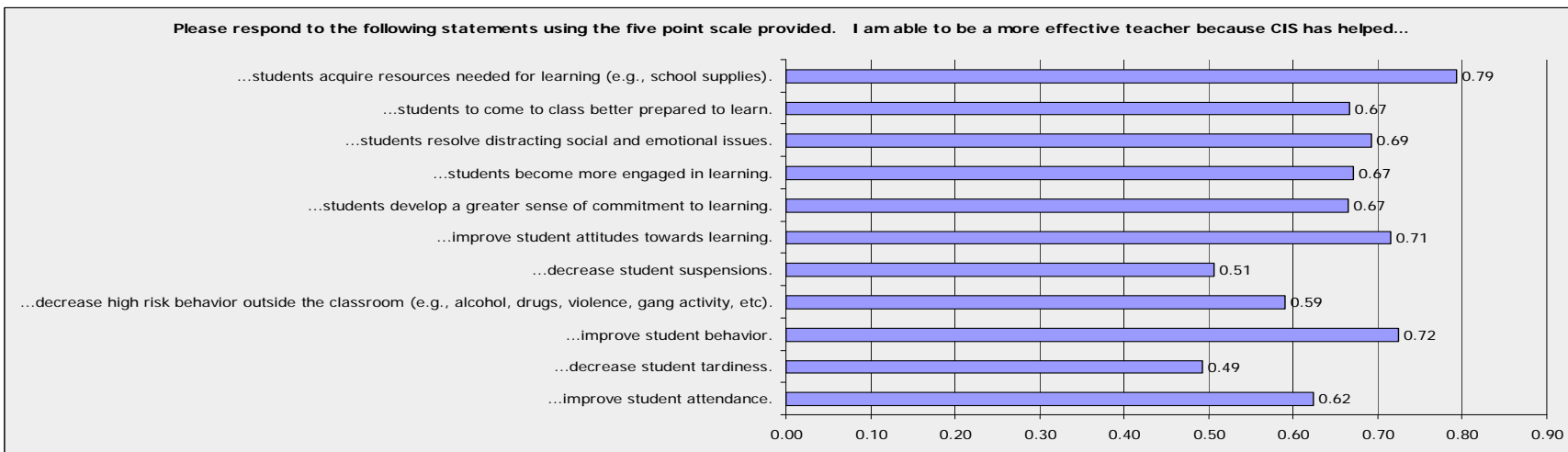
Teacher Support Study Results for Texas

Are you currently a:	Response Percent	Response Count
Teacher	77.9%	885
Instructional Assistant	6.0%	68
Other (please specify)	16.1%	183
	answered question	1,136
	skipped question	22
Are you a:	Response Percent	Response Count
full-time teacher?	99.9%	883
part-time teacher?	0.1%	1
	answered question	884
	skipped question	274
How many years of teaching experience do you have?	Response Average	Response Count
Number of Years:	12.16	936
How many years have you taught in this school?	Response Average	Response Count
Number of Years:	6.76	918
	answered question	936
	skipped question	222

How familiar are you with the services CIS provides in your school?		
Answer Options	Response Percent	Response Count
Not Familiar	5.0%	47
Somewhat Familiar	50.5%	473
Very Familiar	44.4%	416
answered question		936
skipped question		222
Do you teach any students who receive services provided by CIS?		
Answer Options	Response Percent	Response Count
Yes	85.3%	798
No	4.7%	44
Do not know	10.0%	94
answered question		936
skipped question		222

Please respond to the following statements using the five point scale provided. I am able to be a more effective teacher because CIS has helped...

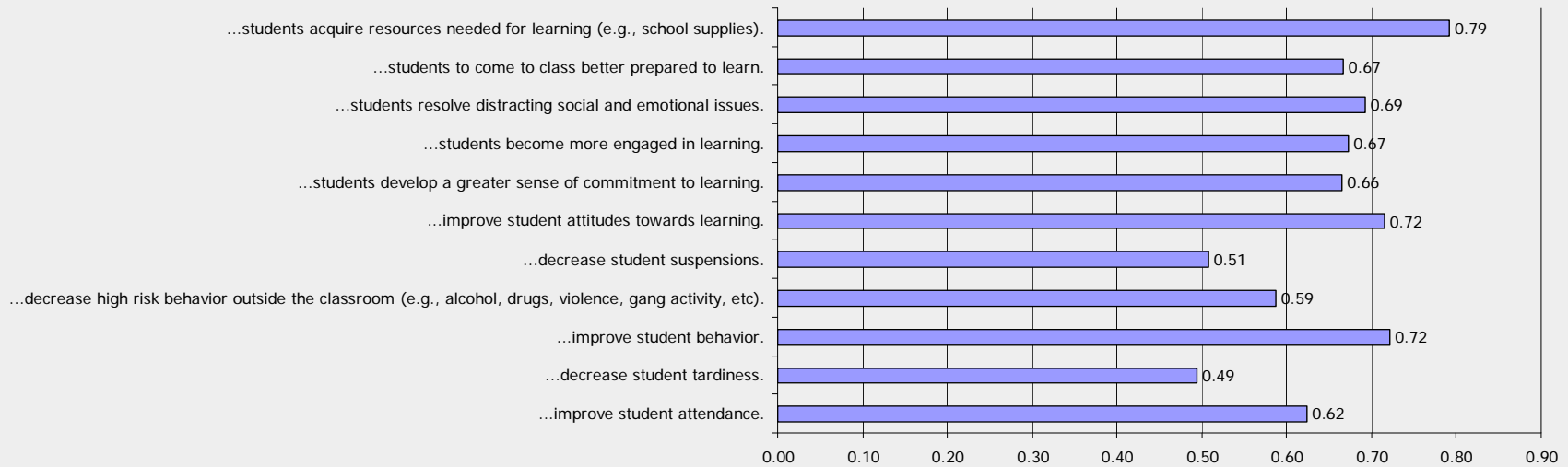
Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
...improve student attendance.	22	55	239	388	137	0.62	0.28	0.09	841
...decrease student tardiness.	25	92	306	315	98	0.49	0.37	0.14	836
...improve student behavior.	22	50	161	438	165	0.72	0.19	0.09	836
...decrease high risk behavior outside the classroom (e.g., alcohol, drugs, violence, gang activity, etc).	18	36	293	350	143	0.59	0.35	0.06	840
...decrease student suspensions.	20	58	333	327	98	0.51	0.40	0.09	836
...improve student attitudes towards learning.	22	45	172	431	170	0.72	0.20	0.08	840
...students develop a greater sense of commitment to learning.	20	53	207	415	140	0.66	0.25	0.09	835
...students become more engaged in learning.	18	59	198	431	134	0.67	0.24	0.09	840
...students resolve distracting social and emotional issues.	16	35	207	404	177	0.69	0.25	0.06	839
...students to come to class better prepared to learn.	20	63	197	405	154	0.67	0.23	0.10	839
...students acquire resources needed for learning (e.g., school supplies).	13	23	138	380	284	0.79	0.16	0.04	838
answered question									843
skipped question									315



Please respond to the following statements using the five point scale provided.

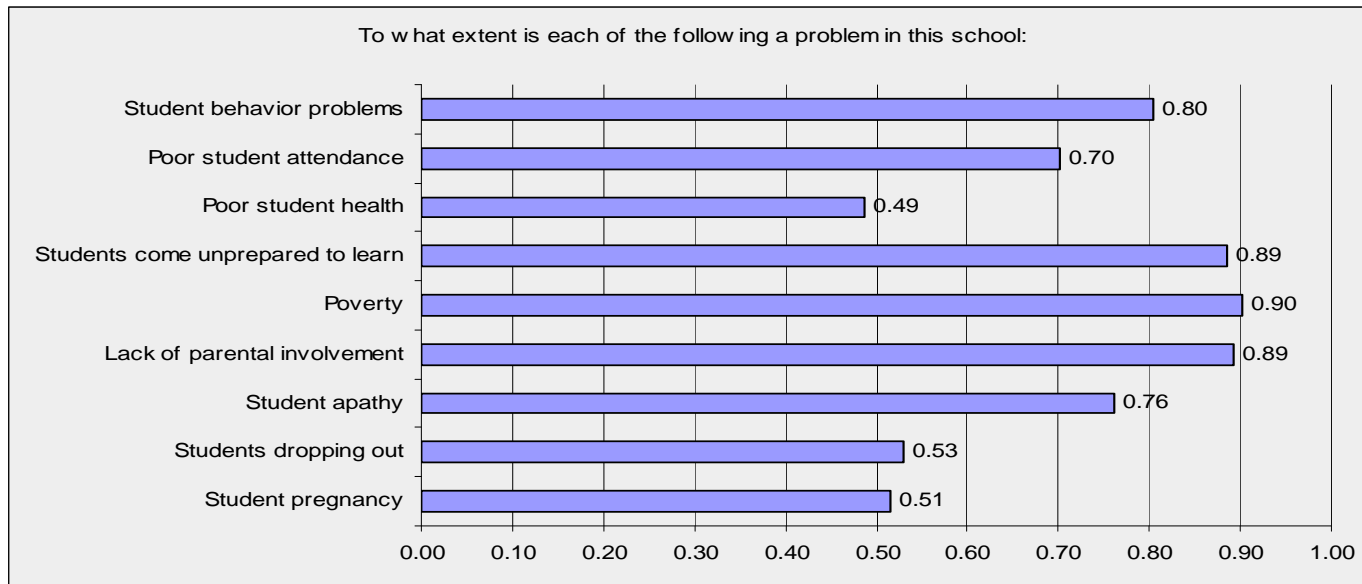
Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
I am better able to improve student achievement because of the overall services CIS provides.	19	61	174	419	166	0.70	0.21	0.10	839
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.	25	80	214	387	133	0.62	0.26	0.13	839
My job would be more difficult without the presence of CIS in my school.	28	68	154	364	223	0.70	0.18	0.11	837
I enjoy teaching more because CIS has helped improve the overall climate in my school.	22	86	210	357	162	0.62	0.25	0.13	837
Because of CIS I have noticed that my school has become a safer place to teach.	28	85	316	301	107	0.49	0.38	0.14	837
As a result of CIS I have noticed that the parents/guardians of my students are more involved.	36	108	321	264	104	0.44	0.39	0.17	833
Because of CIS I have noticed that more community resources are being brought into my school.	25	36	188	371	215	0.70	0.23	0.07	835
answered question									842
skipped question									316

Please respond to the following statements using the five point scale provided. I am able to be a more effective teacher because CIS has helped...



To what extent is each of the following a problem in this school:

Answer Options	Serious Problem	Moderate Problem	Minor Problem	Not a Problem	Rating Average	Response Count
Student pregnancy	285	247	164	338	0.51	1034
Students dropping out	273	274	170	314	0.53	1031
Student apathy	418	362	188	58	0.76	1026
Lack of parental involvement	540	384	94	18	0.89	1036
Poverty	529	405	88	12	0.90	1034
Students come unprepared to learn	548	374	103	16	0.89	1041
Poor student health	123	381	439	91	0.49	1034
Poor student attendance	323	403	255	53	0.70	1034
Student behavior problems	389	440	186	17	0.80	1032
<i>answered question</i>						1,044
<i>skipped question</i>						114



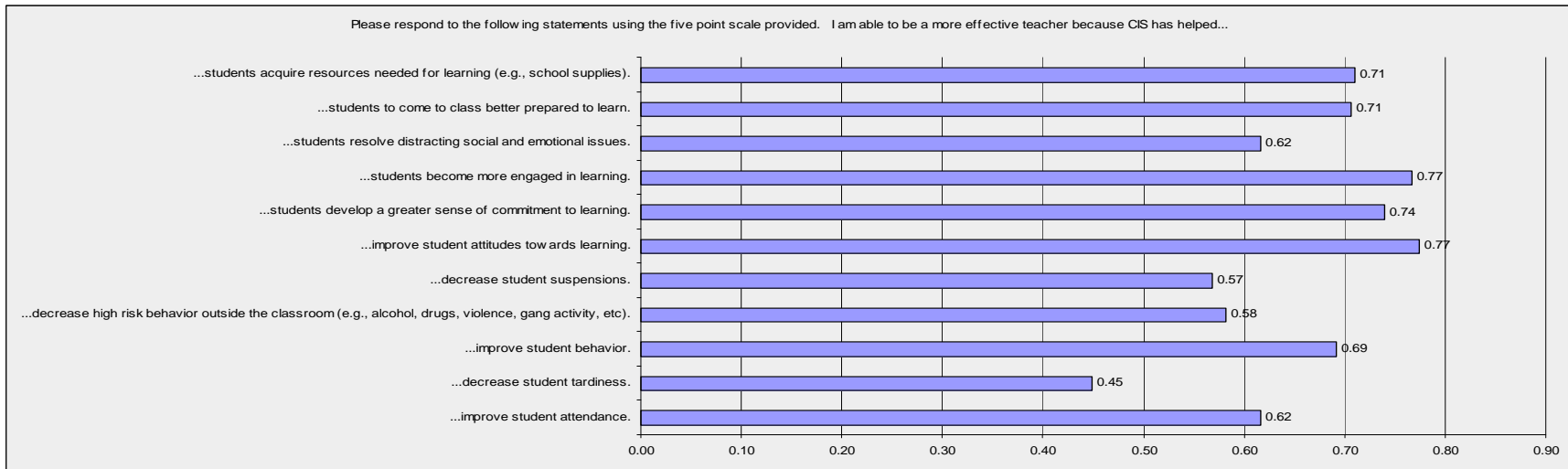
Teacher Support Study Results for Florida

Are you currently a:	Response Percent	Response Count
Teacher	71.0%	157
Instructional Assistant	6.8%	15
Other (please specify)	22.2%	49
answered question		221
skipped question		5
Are you a:	Response Percent	Response Count
full-time teacher?	96.8%	151
part-time teacher?	3.2%	5
answered question		156
skipped question		70
How many years of teaching experience do you have?	Response Average	Response Count
Number of Years:	12.3	35
How many years have you taught in this school?	Response Average	Response Count
Number of Years:	7.81	35
answered question		167
skipped question		59

How familiar are you with the services CIS provides in your school?		
Answer Options	Response Percent	Response Count
Not Familiar	6.0%	10
Somewhat Familiar	41.3%	69
Very Familiar	52.7%	88
answered question		167
skipped question		59
Do you teach any students who receive services provided by CIS?		
Answer Options	Response Percent	Response Count
Yes	86.2%	144
No	6.6%	11
Do not know	7.2%	12
answered question		167
skipped question		59

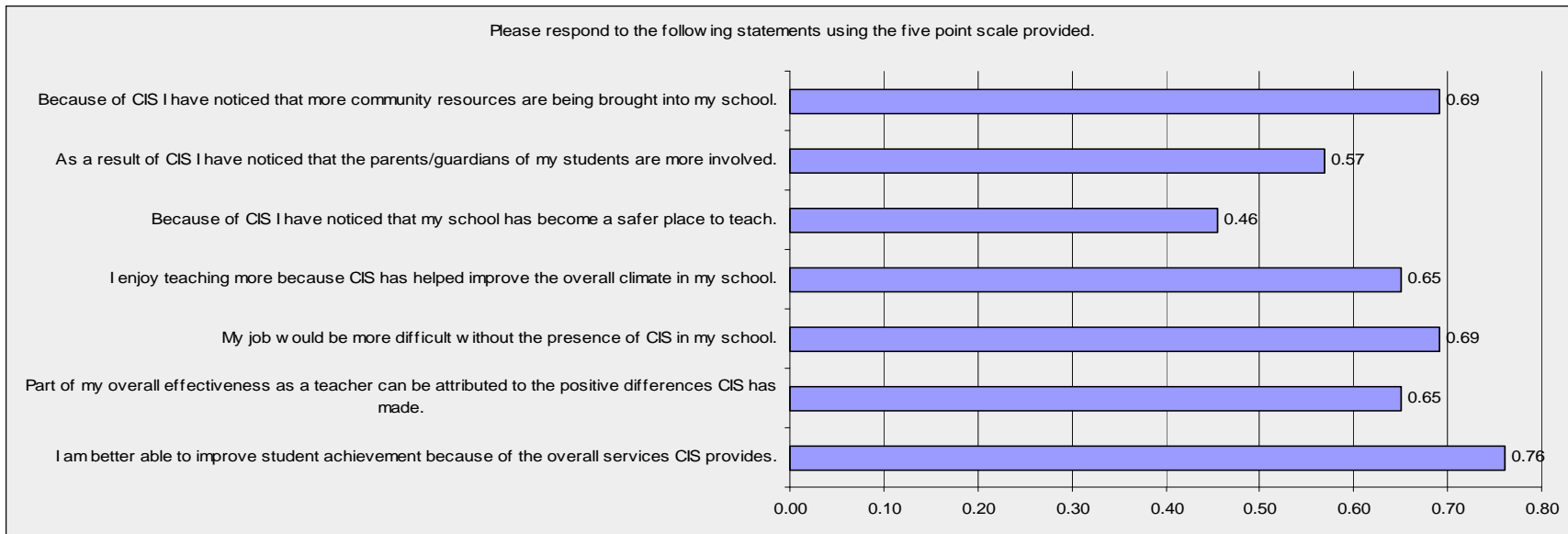
Please respond to the following statements using the five point scale provided. I am able to be a more effective teacher because CIS has helped...

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
...improve student attendance.	4	11	40	59	30	0.62	0.28	0.10	144
...decrease student tardiness.	4	16	58	50	15	0.45	0.41	0.14	143
...improve student behavior.	5	12	27	70	30	0.69	0.19	0.12	144
...decrease high risk behavior outside the classroom (e.g., alcohol, drugs, violence, gang activity, etc).	4	7	48	54	31	0.58	0.33	0.08	144
...decrease student suspensions.	4	17	41	56	26	0.57	0.28	0.15	144
...improve student attitudes towards learning.	4	10	18	75	37	0.77	0.13	0.10	144
...students develop a greater sense of commitment to learning.	3	9	25	76	31	0.74	0.17	0.08	144
...students become more engaged in learning.	3	10	20	79	32	0.77	0.14	0.09	144
...students resolve distracting social and emotional issues.	4	11	40	65	24	0.62	0.28	0.10	144
...students to come to class better prepared to learn.	3	13	25	71	29	0.71	0.18	0.11	141
...students acquire resources needed for learning (e.g., school supplies).	4	14	23	56	46	0.71	0.16	0.13	143
answered question									146
skipped question									80



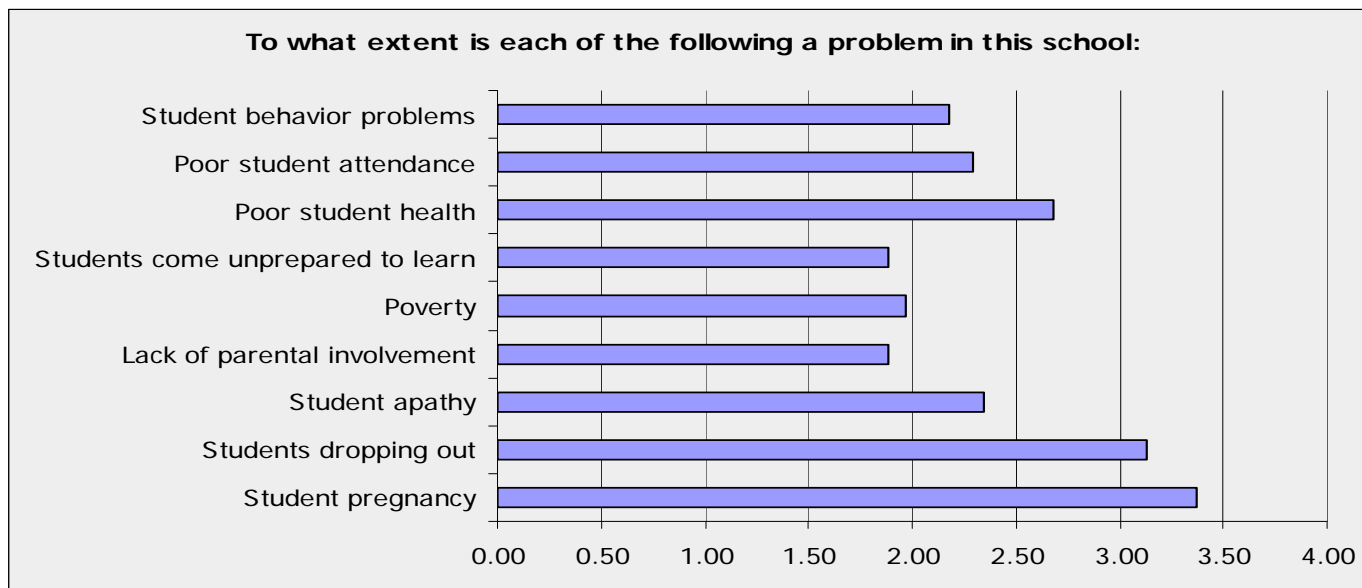
Please respond to the following statements using the five point scale provided.

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
I am better able to improve student achievement because of the overall services CIS provides.	4	8	22	78	32	0.76	0.15	0.08	146
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.	5	15	30	76	18	0.65	0.21	0.14	146
My job would be more difficult without the presence of CIS in my school.	5	9	30	65	35	0.69	0.21	0.10	146
I enjoy teaching more because CIS has helped improve the overall climate in my school.	4	11	35	67	27	0.65	0.24	0.10	146
Because of CIS I have noticed that my school has become a safer place to teach.	5	13	60	48	17	0.46	0.42	0.13	145
As a result of CIS I have noticed that the parents/guardians of my students are more involved.	7	19	35	55	28	0.57	0.24	0.18	146
Because of CIS I have noticed that more community resources are being brought into my school.	4	7	33	65	35	0.69	0.23	0.08	146
answered question									146
skipped question									80



To what extent is each of the following a problem in this school:

Answer Options	Serious Problem	Moderate Problem	Minor Problem	Not a Problem	Rating Average	Response Count
Student pregnancy	4	26	56	106	0.16	195
Students dropping out	15	38	44	93	0.28	193
Student apathy	48	55	63	26	0.54	195
Lack of parental involvement	75	74	37	6	0.78	195
Poverty	67	72	44	9	0.72	195
Students come unprepared to learn	73	75	35	8	0.77	194
Poor student health	14	52	105	20	0.35	194
Poor student attendance	46	59	69	17	0.55	194
Student behavior problems	47	68	69	7	0.60	194
<i>answered question</i>						195
<i>skipped question</i>						31



Teacher Support Study Results for Columbus, OH

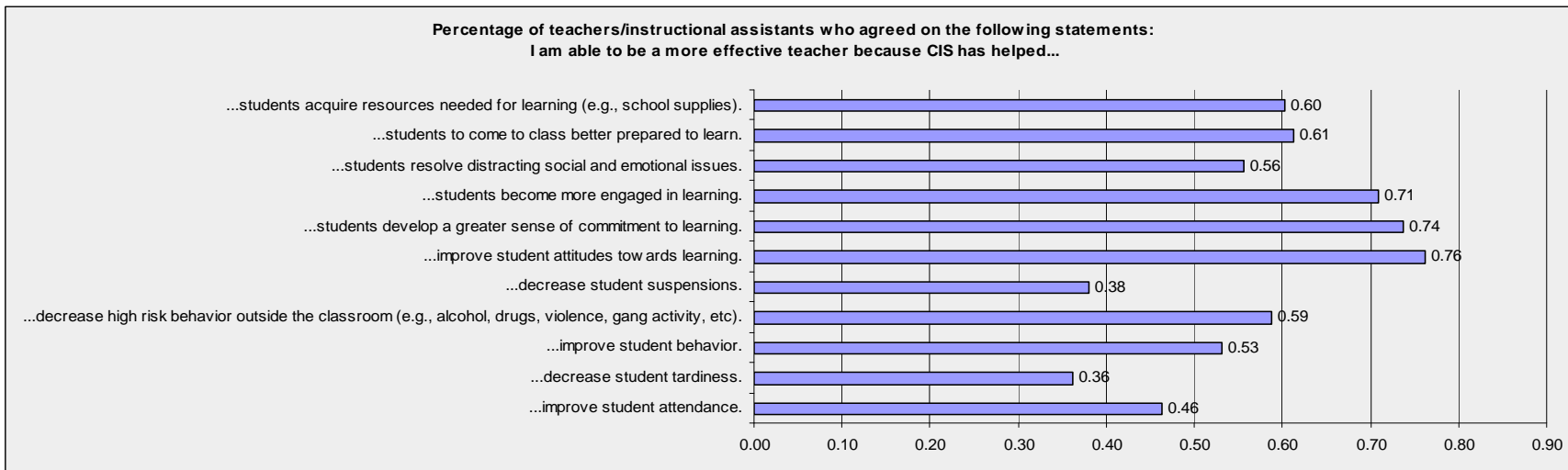
Are you currently a:		
Answer Options	Response Percent	Response Count
Teacher	84.4%	92
Instructional Assistant	5.5%	6
Other (please specify)	10.1%	11
answered question		109
skipped question		1
Are you a:		
Answer Options	Response Percent	Response Count
full-time teacher?	94.5%	86
part-time teacher?	5.5%	5
answered question		91
skipped question		19

How many years of teaching experience do you have?	Response Average	Response Count
Number of Years:	14.98	52
How many years have you taught in this school?	Response Average	Response Count
Number of Years:	9.63	35
answered question		52
skipped question		48

How familiar are you with the services CIS provides in your school?		
Answer Options	Response Percent	Response Count
Not Familiar	10.8%	10
Somewhat Familiar	45.2%	42
Very Familiar	44.1%	41
answered question		93
skipped question		17
Do you teach any students who receive services provided by CIS?		
Answer Options	Response Percent	Response Count
Yes	76.3%	71
No	14.0%	13
Do not know	9.7%	9
answered question		93
skipped question		17

Please respond to the following statements using the five point scale provided. I am able to be a more effective teacher because CIS has helped...

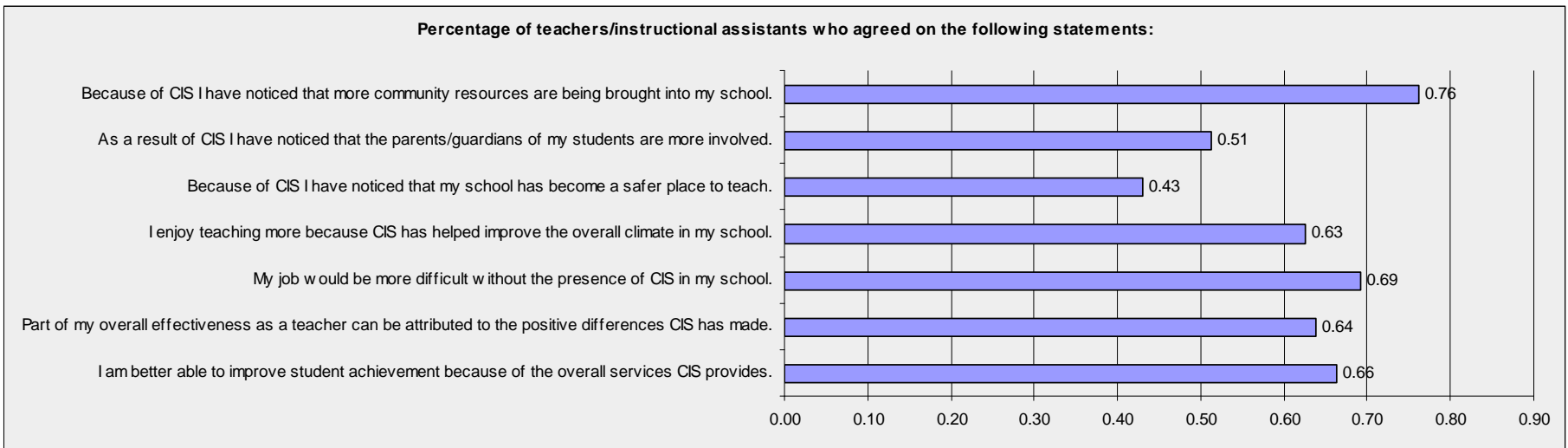
Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
...improve student attendance.	4	13	26	32	5	0.46	0.33	0.21	80
...decrease student tardiness.	4	14	33	25	4	0.36	0.41	0.23	80
...improve student behavior.	5	8	24	35	7	0.53	0.30	0.16	79
...decrease high risk behavior outside the classroom (e.g., alcohol, drugs, violence, gang activity, etc).	5	4	24	39	8	0.59	0.30	0.11	80
...decrease student suspensions.	4	4	41	24	6	0.38	0.52	0.10	79
...improve student attitudes towards learning.	5	1	13	50	11	0.76	0.16	0.08	80
...students develop a greater sense of commitment to learning.	5	2	14	49	10	0.74	0.18	0.09	80
...students become more engaged in learning.	5	3	15	47	9	0.71	0.19	0.10	79
...students resolve distracting social and emotional issues.	4	5	26	37	7	0.56	0.33	0.11	79
...students to come to class better prepared to learn.	4	7	20	39	10	0.61	0.25	0.14	80
...students acquire resources needed for learning (e.g., school supplies).	4	8	19	31	16	0.60	0.24	0.15	78
answered question									80
skipped question									30



Please respond to the following statements using the five point scale provided.

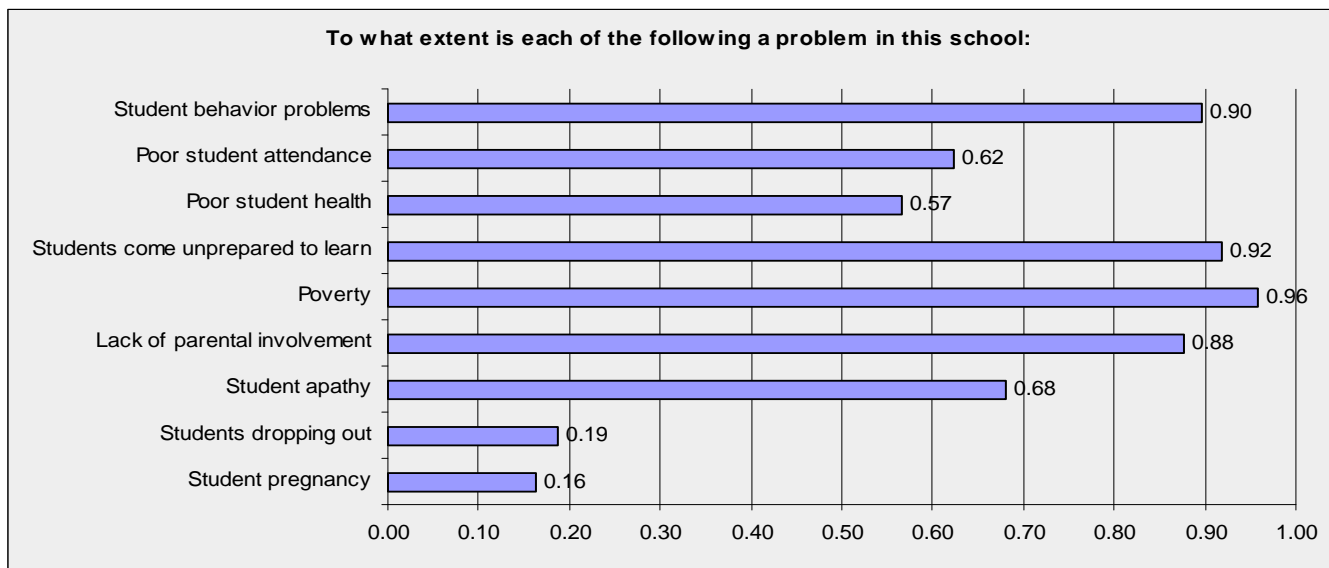
Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
I am better able to improve student achievement because of the overall services CIS provides.	4	4	19	42	11	0.66	0.24	0.10	80
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.	5	5	19	41	10	0.64	0.24	0.13	80
My job would be more difficult without the presence of CIS in my school.	5	4	15	39	15	0.69	0.19	0.12	78
I enjoy teaching more because CIS has helped improve the overall climate in my school.	5	9	16	36	14	0.63	0.20	0.18	80
Because of CIS I have noticed that my school has become a safer place to teach.	5	10	30	24	10	0.43	0.38	0.19	79
As a result of CIS I have noticed that the parents/guardians of my students are more involved.	4	15	20	31	10	0.51	0.25	0.24	80
Because of CIS I have noticed that more community resources are being brought into my school.	4	1	14	35	26	0.76	0.18	0.06	80
answered question									80
skipped question									30

Percentage of teachers/instructional assistants who agreed on the following statements:



To what extent is each of the following a problem in this school:

Answer Options	Serious Problem	Moderate Problem	Minor Problem	Not a Problem	Rating Average	Response Count
Student pregnancy	5	11	13	69	0.16	98
Students dropping out	3	15	14	64	0.19	96
Student apathy	27	39	27	4	0.68	97
Lack of parental involvement	51	35	11	1	0.88	98
Poverty	67	27	4	0	0.96	98
Students come unprepared to learn	55	35	8	0	0.92	98
Poor student health	10	45	35	7	0.57	97
Poor student attendance	16	45	31	6	0.62	98
Student behavior problems	49	38	10	0	0.90	97
<i>answered question</i>						98
<i>skipped question</i>						12



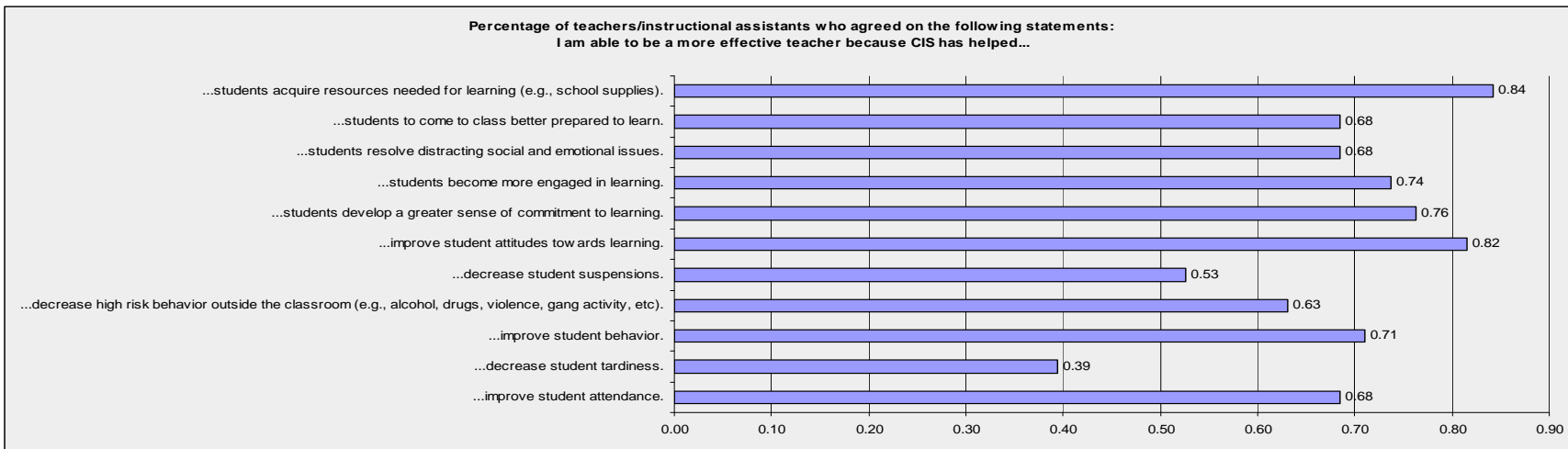
Teacher Support Study Results for Georgia

Are you currently a:	Response Percent	Response Count
Teacher	54.3%	51
Instructional Assistant	4.3%	4
Other (please specify)	41.5%	39
answered question		94
skipped question		6
Are you a:	Response Percent	Response Count
full-time teacher?	95.9%	47
part-time teacher?	4.1%	2
answered question		49
skipped question		51
How many years of teaching experience do you have?	Response Average	Response Count
Number of Years:	14.98	52
How many years have you taught in this school?	Response Average	Response Count
Number of Years:	9.63	35
answered question		52
skipped question		48

How familiar are you with the services CIS provides in your school?		
Answer Options	Response Percent	Response Count
Not Familiar	17.3%	9
Somewhat Familiar	59.6%	31
Very Familiar	23.1%	12
answered question		52
skipped question		48
Do you teach any students who receive services provided by CIS?		
Answer Options	Response Percent	Response Count
Yes	53.8%	28
No	13.5%	7
Do not know	32.7%	17
answered question		52
skipped question		48

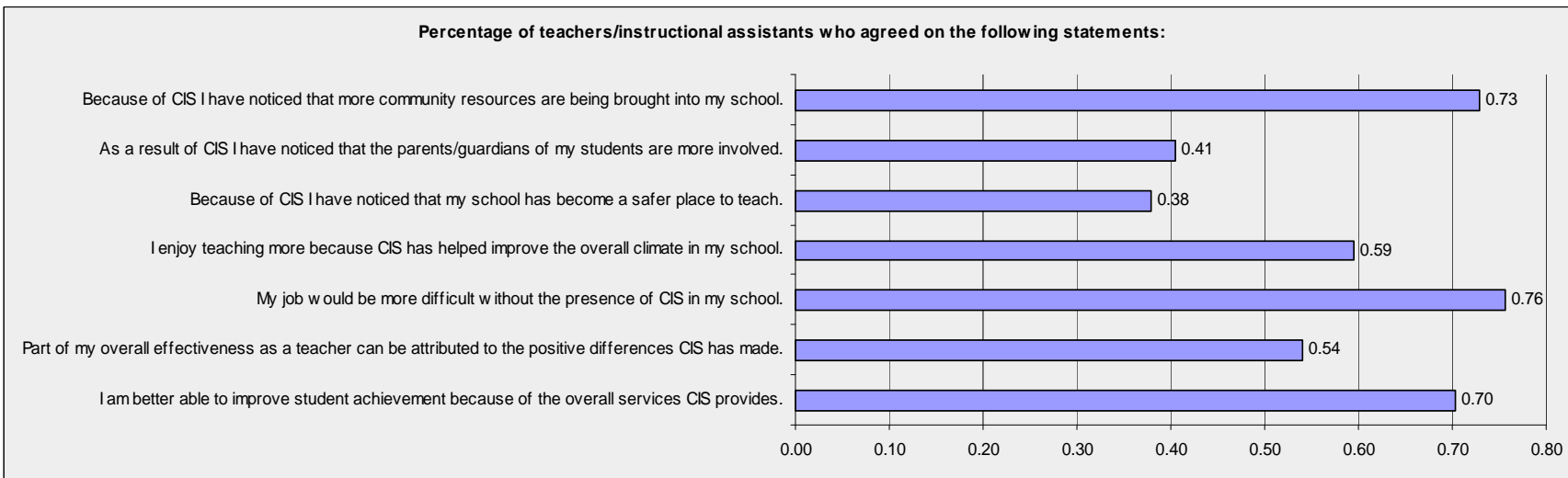
Please respond to the following statements using the five point scale provided. I am able to be a more effective teacher because CIS has helped...

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
...improve student attendance.	0	1	11	21	5	0.68	0.29	0.03	38
...decrease student tardiness.	0	1	22	11	4	0.39	0.58	0.03	38
...improve student behavior.	0	1	10	20	7	0.71	0.26	0.03	38
...decrease high risk behavior outside the classroom (e.g., alcohol, drugs, violence, gang activity, etc).	0	1	13	18	6	0.63	0.34	0.03	38
...decrease student suspensions.	0	2	16	15	5	0.53	0.42	0.05	38
...improve student attitudes towards learning.	0	0	7	24	7	0.82	0.18	0.00	38
...students develop a greater sense of commitment to learning.	0	1	8	20	9	0.76	0.21	0.03	38
...students become more engaged in learning.	0	1	9	18	10	0.74	0.24	0.03	38
...students resolve distracting social and emotional issues.	0	0	12	21	5	0.68	0.32	0.00	38
...students to come to class better prepared to learn.	0	1	11	17	9	0.68	0.29	0.03	38
...students acquire resources needed for learning (e.g., school supplies).	0	0	6	19	13	0.84	0.16	0.00	38
answered question									38
skipped question									62



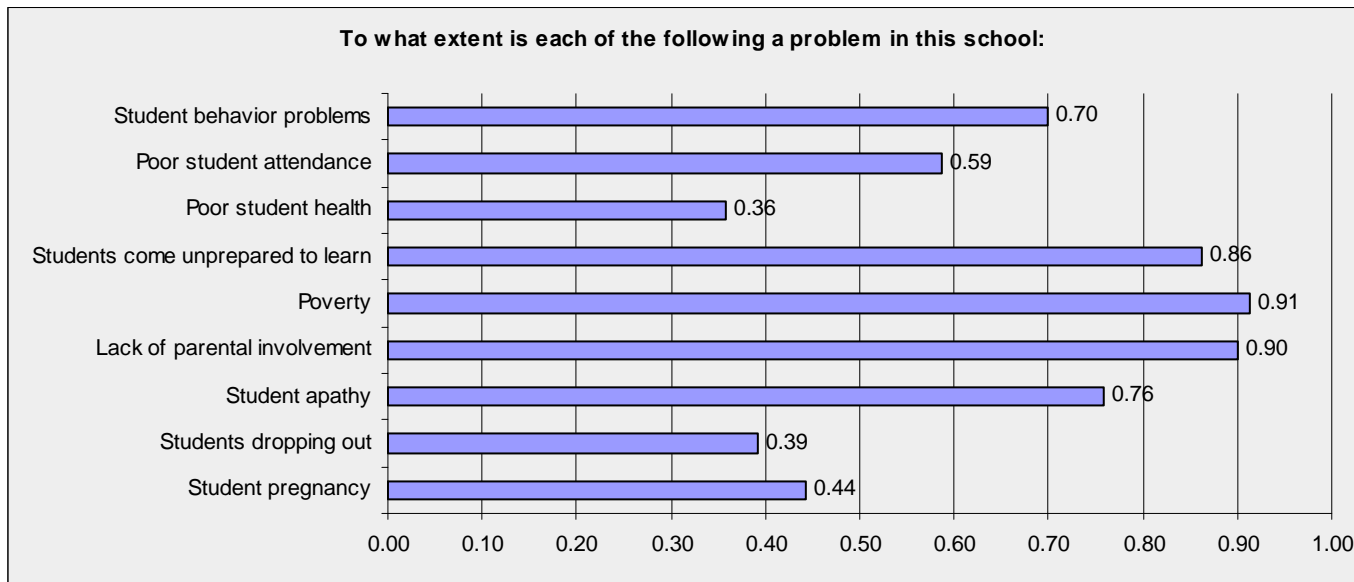
Please respond to the following statements using the five point scale provided.

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
I am better able to improve student achievement because of the overall services CIS provides.	0	1	10	20	6	0.70	0.27	0.03	37
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.	0	4	13	16	4	0.54	0.35	0.11	37
My job would be more difficult without the presence of CIS in my school.	0	4	5	18	10	0.76	0.14	0.11	37
I enjoy teaching more because CIS has helped improve the overall climate in my school.	0	4	11	16	6	0.59	0.30	0.11	37
Because of CIS I have noticed that my school has become a safer place to teach.	0	5	18	9	5	0.38	0.49	0.14	37
As a result of CIS I have noticed that the parents/guardians of my students are more involved.	0	5	17	10	5	0.41	0.46	0.14	37
Because of CIS I have noticed that more community resources are being brought into my school.	0	1	9	15	12	0.73	0.24	0.03	37
answered question									38
skipped question									62



To what extent is each of the following a problem in this school:

Answer Options	Serious Problem	Moderate Problem	Minor Problem	Not a Problem	Rating Average	Response Count
Student pregnancy	14	21	15	29	0.63	79
Students dropping out	18	13	18	30	0.62	79
Student apathy	31	29	17	2	0.97	79
Lack of parental involvement	31	41	7	1	0.99	80
Poverty	36	37	7	0	1.00	80
Students come unprepared to learn	35	34	11	0	1.00	80
Poor student health	2	26	42	8	0.90	78
Poor student attendance	19	28	32	1	0.99	80
Student behavior problems	15	41	22	2	0.98	80
answered question						80
skipped question						20



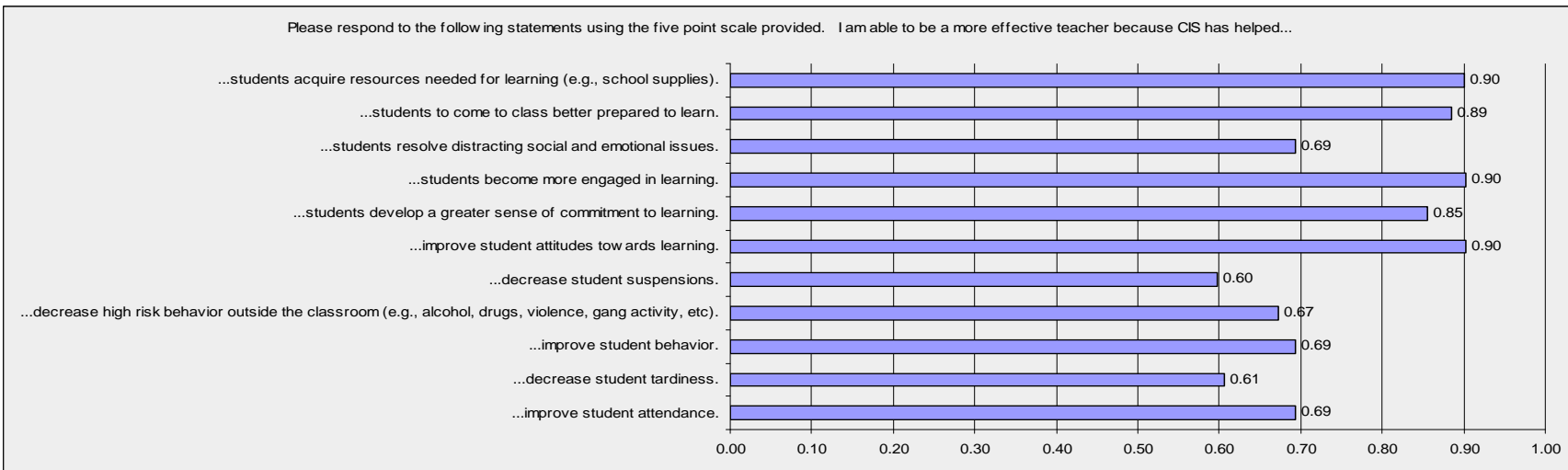
Teacher Support Study Results for North Carolina

Are you currently a:	Response Percent	Response Count
Teacher	86.3%	63
Instructional Assistant	8.2%	6
Other (please specify)	5.5%	4
answered question		73
Are you a:	Response Percent	Response Count
full-time teacher?	100.0%	63
part-time teacher?	0.0%	0
answered question		63
skipped question		12
How many years of teaching experience do you have?	Response Average	Response Count
Number of Years:	10	71
How many years have you taught in this school?	Response Average	Response Count
Number of Years:	8.2	71
answered question		71
skipped question		4

How familiar are you with the services CIS provides in your school?		
Answer Options	Response Percent	Response Count
Not Familiar	7.0%	5
Somewhat Familiar	39.4%	28
Very Familiar	53.5%	38
answered question		71
skipped question		4
Do you teach any students who receive services provided by CIS?		
Answer Options	Response Percent	Response Count
Yes	85.9%	61
No	4.2%	3
Do not know	9.9%	7
answered question		71
skipped question		4

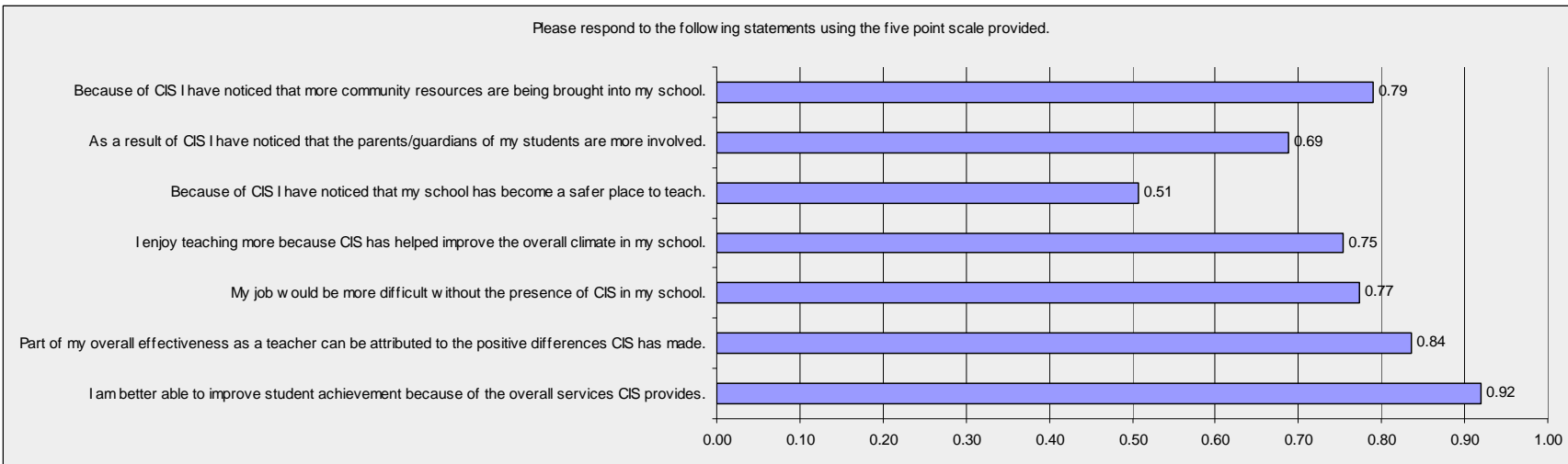
Please respond to the following statements using the five point scale provided. I am able to be a more effective teacher because CIS has helped...

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
...improve student attendance.	1	3	15	25	18	0.69	0.24	0.06	62
...decrease student tardiness.	1	6	17	26	11	0.61	0.28	0.11	61
...improve student behavior.	1	3	15	27	16	0.69	0.24	0.06	62
...decrease high risk behavior outside the classroom (e.g., alcohol, drugs, violence, gang activity, etc).	1	3	16	25	16	0.67	0.26	0.07	61
...decrease student suspensions.	1	3	21	24	13	0.60	0.34	0.06	62
...improve student attitudes towards learning.	1	0	5	37	18	0.90	0.08	0.02	61
...students develop a greater sense of commitment to learning.	1	0	8	33	20	0.85	0.13	0.02	62
...students become more engaged in learning.	1	0	5	32	23	0.90	0.08	0.02	61
...students resolve distracting social and emotional issues.	1	0	18	29	14	0.69	0.29	0.02	62
...students to come to class better prepared to learn.	1	0	6	33	21	0.89	0.10	0.02	61
...students acquire resources needed for learning (e.g., school supplies).	1	0	5	23	31	0.90	0.08	0.02	60
answered question									62
skipped question									13



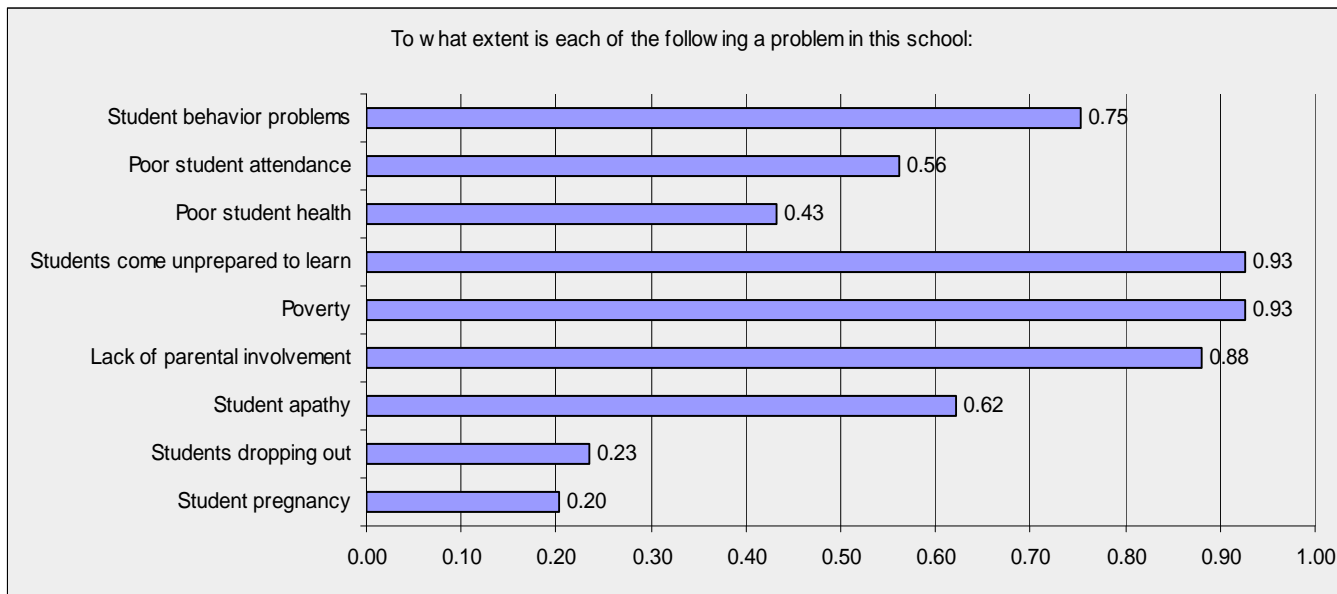
Please respond to the following statements using the five point scale provided.

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
I am better able to improve student achievement because of the overall services CIS provides.	1	0	4	31	26	0.92	0.06	0.02	62
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.	1	1	8	28	23	0.84	0.13	0.03	61
My job would be more difficult without the presence of CIS in my school.	1	1	12	19	29	0.77	0.19	0.03	62
I enjoy teaching more because CIS has helped improve the overall climate in my school.	1	3	11	26	20	0.75	0.18	0.07	61
Because of CIS I have noticed that my school has become a safer place to teach.	1	4	25	21	10	0.51	0.41	0.08	61
As a result of CIS I have noticed that the parents/guardians of my students are more involved.	2	3	14	31	11	0.69	0.23	0.08	61
Because of CIS I have noticed that more community resources are being brought into my school.	1	1	11	21	28	0.79	0.18	0.03	62
answered question									62
skipped question									13



To what extent is each of the following a problem in this school:

Answer Options	Serious Problem	Moderate Problem	Minor Problem	Not a Problem	Rating Average	Response Count
Student pregnancy	4	9	11	40	0.20	64
Students dropping out	7	8	10	39	0.23	64
Student apathy	17	24	19	6	0.62	66
Lack of parental involvement	27	32	8	0	0.88	67
Poverty	38	24	5	0	0.93	67
Students come unprepared to learn	28	34	5	0	0.93	67
Poor student health	8	21	29	9	0.43	67
Poor student attendance	11	25	23	5	0.56	64
Student behavior problems	7	42	15	1	0.75	65
<i>answered question</i>						68
<i>skipped question</i>						7



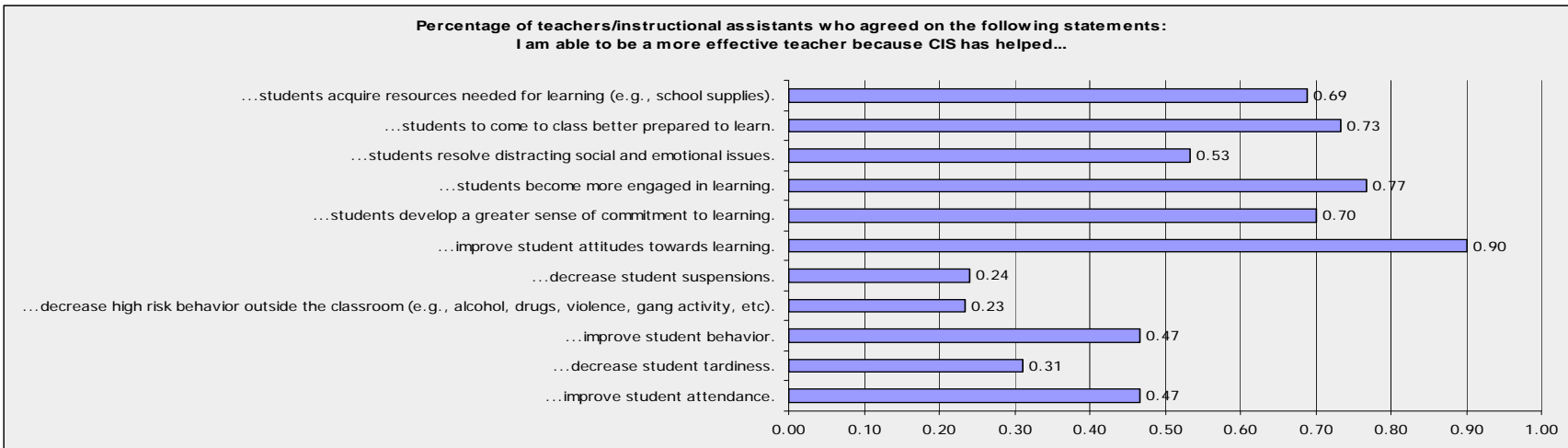
Teacher Support Study Results for Washington

Are you currently a:	Response Percent	Response Count
Teacher	83.3%	35
Instructional Assistant	2.4%	1
Other (please specify)	14.3%	6
answered question		42
Are you a:	Response Percent	Response Count
full-time teacher?	100.0%	35
part-time teacher?	0.0%	0
answered question		35
skipped question		7
How many years of teaching experience do you have?	Response Average	Response Count
Number of Years:	12.23	35
How many years have you taught in this school?	Response Average	Response Count
Number of Years:	8.00	35
answered question		35
skipped question		7

How familiar are you with the services CIS provides in your school?		
Answer Options	Response Percent	Response Count
Not Familiar	2.9%	1
Somewhat Familiar	42.9%	15
Very Familiar	54.3%	19
answered question		35
skipped question		7
Do you teach any students who receive services provided by CIS?		
Answer Options	Response Percent	Response Count
Yes	88.6%	31
No	8.6%	3
Do not know	2.9%	1
answered question		35
skipped question		7

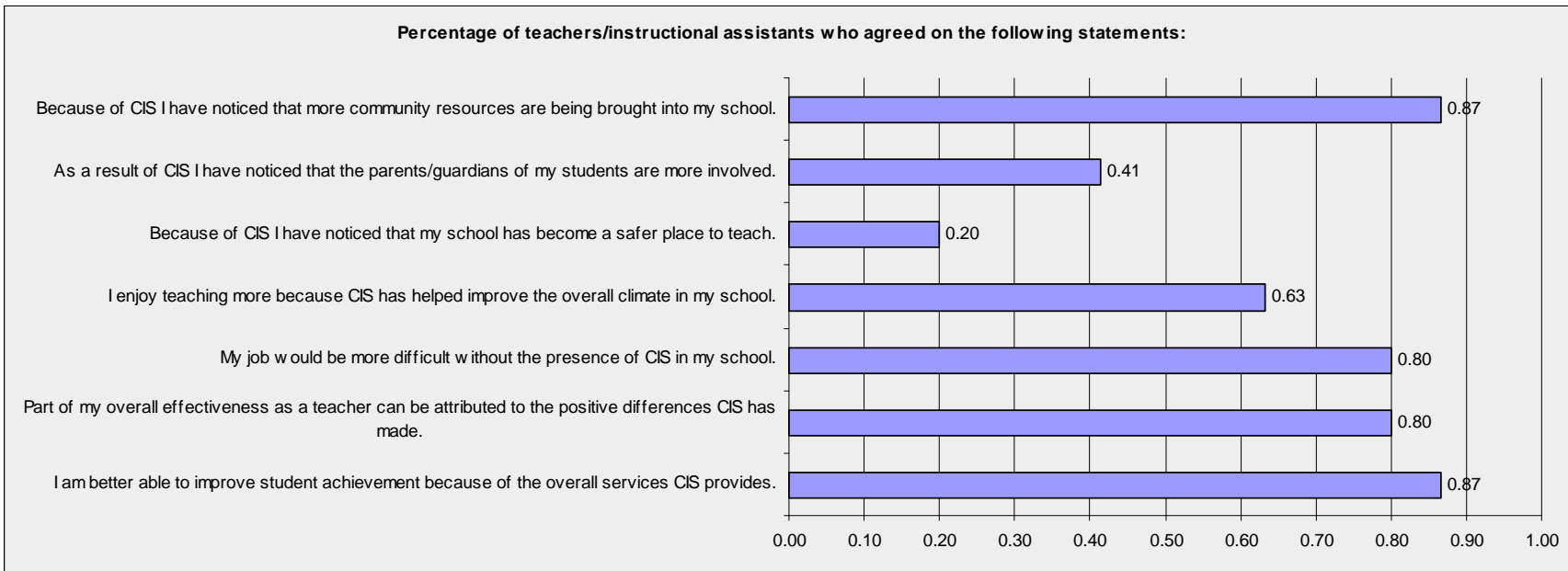
Please respond to the following statements using the five point scale provided. I am able to be a more effective teacher because CIS has helped...

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
...improve student attendance.	1	2	13	9	5	0.47	0.43	0.10	30
...decrease student tardiness.	1	4	15	6	3	0.31	0.52	0.17	29
...improve student behavior.	0	2	14	13	1	0.47	0.47	0.07	30
...decrease high risk behavior outside the classroom (e.g., alcohol, drugs, violence, gang activity, etc).	0	2	21	5	2	0.23	0.70	0.07	30
...decrease student suspensions.	0	3	19	5	2	0.24	0.66	0.10	29
...improve student attitudes towards learning.	0	0	3	25	2	0.90	0.10	0.00	30
...students develop a greater sense of commitment to learning.	0	0	9	17	4	0.70	0.30	0.00	30
...students become more engaged in learning.	0	0	7	18	5	0.77	0.23	0.00	30
...students resolve distracting social and emotional issues.	0	1	13	11	5	0.53	0.43	0.03	30
...students to come to class better prepared to learn.	0	0	8	18	4	0.73	0.27	0.00	30
...students acquire resources needed for learning (e.g., school supplies).	0	0	9	9	11	0.69	0.31	0.00	29
answered question									30
skipped question									12



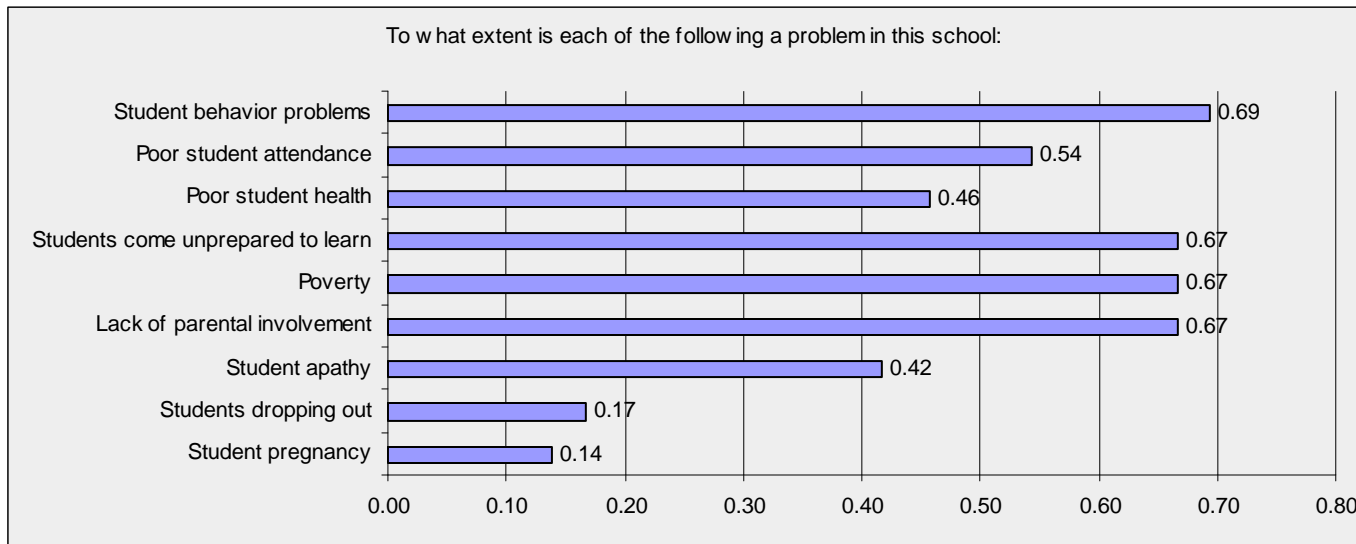
Please respond to the following statements using the five point scale provided.

Answer Options	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Rating Average - Agree	Rating Average - Unsure	Rating Average - Disagree	Response Count
I am better able to improve student achievement because of the overall services CIS provides.	0	0	4	20	6	0.87	0.13	0.00	30
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.	0	2	4	21	3	0.80	0.13	0.07	30
My job would be more difficult without the presence of CIS in my school.	0	1	5	15	9	0.80	0.17	0.03	30
I enjoy teaching more because CIS has helped improve the overall climate in my school.	0	5	6	14	5	0.63	0.20	0.17	30
Because of CIS I have noticed that my school has become a safer place to teach.	1	6	17	6	0	0.20	0.57	0.23	30
As a result of CIS I have noticed that the parents/guardians of my students are more involved.	0	3	14	12	0	0.41	0.48	0.10	29
Because of CIS I have noticed that more community resources are being brought into my school.	0	0	4	16	10	0.87	0.13	0.00	30
answered question									30
skipped question									12



To what extent is each of the following a problem in this school:

Answer Options	Serious Problem	Moderate Problem	Minor Problem	Not a Problem	Rating Average	Response Count
Student pregnancy	3	2	1	30	0.14	36
Students dropping out	6	0	3	27	0.17	36
Student apathy	6	9	15	6	0.42	36
Lack of parental involvement	7	17	9	3	0.67	36
Poverty	13	11	8	4	0.67	36
Students come unprepared to learn	10	14	10	2	0.67	36
Poor student health	0	16	15	4	0.46	35
Poor student attendance	8	11	13	3	0.54	35
Student behavior problems	9	16	9	2	0.69	36
<i>answered question</i>						36
<i>skipped question</i>						6



Appendix C: Between Group Results from ANOVA

Perceived School Climate

		df	Mean Square	F	Sig.
Student pregnancy	Between Groups	1	195.504	153.024	.000
	Within Groups	1505	1.278		
Students dropping out	Between Groups	1	142.824	109.869	.000
	Within Groups	1498	1.300		
Student apathy	Between Groups	1	35.419	42.226	.000
	Within Groups	1498	.839		
Lack of parental involvement	Between Groups	1	12.623	22.820	.000
	Within Groups	1511	.553		
Poverty	Between Groups	1	6.319	11.779	.001
	Within Groups	1509	.536		
Students come unprepared to learn	Between Groups	1	8.513	15.413	.000
	Within Groups	1515	.552		
Poor student health	Between Groups	1	6.466	10.099	.002
	Within Groups	1504	.640		
Poor student attendance	Between Groups	1	19.122	25.015	.000
	Within Groups	1504	.764		
Student behavior problems	Between Groups	1	13.754	22.525	.000
	Within Groups	1501	.611		

Perceived CIS Effectiveness in Addressing Students' Problems

		df	Mean Square	F	Sig.
...improve student attendance.	Between Groups	1	.442	.512	.474
	Within Groups	1196	.863		
...decrease student tardiness.	Between Groups	1	1.167	1.340	.247
	Within Groups	1188	.871		
...improve student behavior.	Between Groups	1	4.355	5.126	.024
	Within Groups	1190	.849		
...decrease high risk behavior outside the classroom.	Between Groups	1	.161	.202	.654
	Within Groups	1194	.798		
...decrease student suspensions.	Between Groups	1	.013	.016	.900
	Within Groups	1189	.795		
...improve student attitudes towards learning.	Between Groups	1	3.641	4.602	.032
	Within Groups	1194	.791		
...students develop a greater sense of commitment to learning.	Between Groups	1	6.514	8.273	.004
	Within Groups	1190	.787		
...students become more engaged in learning.	Between Groups	1	8.819	11.269	.001
	Within Groups	1193	.783		
...students resolve distracting social and emotional issues.	Between Groups	1	5.582	7.253	.007
	Within Groups	1193	.770		
...students to come to class better prepared to learn.	Between Groups	1	2.087	2.461	.117
	Within Groups	1190	.848		
...students acquire resources needed for learning (e.g., school supplies).	Between Groups	1	3.635	4.427	.036
	Within Groups	1187	.821		

Perceived CIS Effectiveness to Improve Teaching Conditions

		df	Mean Square	F	Sig.
I am better able to improve student achievement because of the overall services CIS provides.	Between Groups	1	4.584	5.555	.019
	Within Groups	1192	.825		
Part of my overall effectiveness as a teacher can be attributed to the positive differences CIS has made.	Between Groups	1	1.747	1.923	.166
	Within Groups	1192	.908		
My job would be more difficult without the presence of CIS in my school.	Between Groups	1	1.025	1.007	.316
	Within Groups	1188	1.019		
I enjoy teaching more because CIS has helped improve the overall climate in my school.	Between Groups	1	.737	.758	.384
	Within Groups	1190	.972		
Because of CIS I have noticed that my school has become a safer place to teach.	Between Groups	1	1.382	1.528	.217
	Within Groups	1187	.904		
As a result of CIS I have noticed that the parents/guardians of my students are more involved.	Between Groups	1	5.549	5.507	.019
	Within Groups	1185	1.008		
Because of CIS I have noticed that more community resources are being brought into my school.	Between Groups	1	3.658	4.105	.043
	Within Groups	1188	.891		