

COMMUNITIES IN SCHOOLS SPRING 2014 REPORT

CHANGING THE PICTURE OF EDUCATION IN GEORGIA

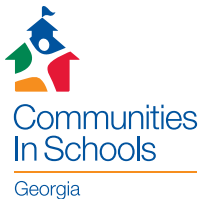




COMMUNITIES IN SCHOOLS SPRING 2014 REPORT
**CHANGING THE PICTURE OF EDUCATION
IN GEORGIA**

“The Communities In Schools executive director and site coordinators work with the schools to help in determining student needs. They also work to establish relationships with business partners, social service agencies, local colleges and health-care providers.”

—GENEVA BRAZIEL, SUPERINTENDENT, BALDWIN COUNTY SCHOOLS



Communities In Schools of Georgia is serving more than 135,710 students at 227 school and community-based sites, helping to break the cycle of poverty, school failure and underemployment.

This report outlines the accomplishments of Communities In Schools of Georgia during the 2012 – 2013 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.

“Children in poverty come to school every day with tremendous burdens that hinder their ability to learn. It’s hard to focus on math or reading when you’re hungry or sick or worried about where you’re going to sleep at night. In those conditions, it can seem like the ‘escape valve’ has been welded shut from the outside.”

—DANIEL CARDINALI, PRESIDENT, COMMUNITIES IN SCHOOLS

ABOUT COMMUNITIES IN SCHOOLS OF GEORGIA

COMMUNITIES
IN SCHOOLS
SPRING 2014
REPORT

“Working for Communities In Schools gives you the opportunity to find education gaps and close them. My students have amazing possibilities, and it is my job to help push them and give them the chance to succeed.”

—KATHLEEN RICHARDSON, SITE COORDINATOR, INGRAM-PYE ELEMENTARY SCHOOL, MACON, GA

Communities In Schools (CIS) is the only dropout prevention organization proven to both lower dropout rates and increase graduation rates. 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 resources they need, and then provide those resources through the appropriate community partnerships. These resources include food, clothing, transportation, housing, medical care, mentoring and much more.

Communities In Schools of Georgia provides training, technical assistance and funding to locally managed programs to help young people succeed.

The state office has core functions that support development, expansion and sustainability of the CIS network of local affiliates. Through these functions, the state office helps local affiliates directly impact school success by providing support in the areas of evaluation, funding, technical assistance, and marketing and communications. Research and training information provided by the state office evaluation team helps local affiliates set goals for providing better services at the whole-school and case-managed levels.



A STUDENT

JUAN ALVARADO was at risk of dropping out or not graduating on time from Lithia Springs High School before he was accepted into the PLC. Through caring adults at the PLC who created an individual development plan, Juan's grades improved because he was able to work at his own pace; then his view of graduation changed because he was able to catch up on credits. With this newfound hope, Juan knows he will graduate and now has plans for the future.



A SITE COORDINATOR

KATHLEEN RICHARDSON is the site coordinator at Ingram-Pye Elementary School in Macon and understands that just listening to students when they are having a bad day can result in improved behavior in the classroom. So she listens and provides suggestions for her students to handle a variety of issues that may affect their ability to excel in the classroom. It could be anything from providing encouraging words when they don't think they can succeed to being helpful and nice when they are expressing anger and frustration. Kathleen also thought when her third grade students were learning about government during their social studies class, that they would connect better to the lesson if they could hear from local elected officials. So she arranged for a mock election, and then she arranged for the mayor to speak to the third graders and there was further interest in civic activities. One student said she now has aspirations to become a mayor as a result of the experience.

Communities In Schools recognizes that if basic needs are not met, children are unable to learn.



Working with each school's administration, Communities In Schools identifies students who lack basic needs such as food, clothing and shelter, and utilizes community resources to assist with meeting these needs. Other whole-school offerings include parenting programs, grief and loss counseling, and bullying prevention programs.



A STUDENT

RACHEL LORD is from Turner County, a rural community, and is a good example of how a caring adult and a chance to give back to peers and community can provide hope and have a profound effect. When Rachel entered high school, she was scared, lonely and battling depression. She joined the Leadership Team at her school and a caring adult who led the group was able to develop a one-on-one relationship with her, which provided encouragement and hope for the future. Rachel has overcome depression, has ambition for the future and has now developed leadership skills that will positively affect her future. Rachel now has the hope she can help to change — or even save — the life of another student who is going through the same circumstances she has been through.



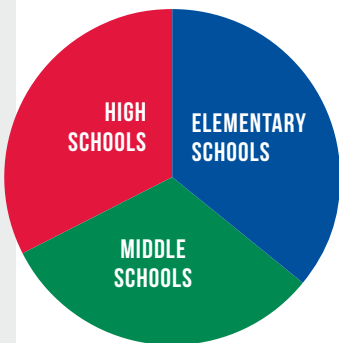
“Our site coordinator works with the teachers to keep up with students, their attendance, behavior in the classroom and grades. We have seen an increase in our graduation rate at Glynn Academy for the past four years. A tremendous increase in fact. We’ve also seen a decrease in students who just simply drop out of school.”

—**DR. SCOTT SPENCE**, PRINCIPAL, GLYNN ACADEMY, GLYNN COUNTY SCHOOL SYSTEM

All of Communities In Schools’ work is guided by the **“Five Basics”** — a set of essentials that every child needs and deserves:



- A one-on-one relationship with a caring adult
- A safe place to learn and grow
- A healthy start and a healthy future
- A marketable skill to use upon graduation
- A chance to give back to peers and community



GEORGIA SCHOOLS SERVED BY COMMUNITIES IN SCHOOLS

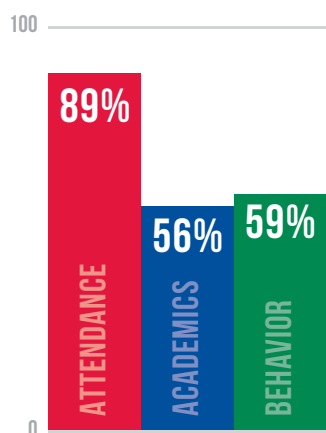
Communities In Schools of Georgia

2012 – 2013 School Year Highlights

- › 77 elementary schools, 67 middle schools and 69 high schools were served.
- › 125,574 students received integrated student supports from Communities In Schools of Georgia; 124,550 students received Level One* or school-wide prevention services and 10,136 students received Level Two** targeted and sustained interventions.

› 89% of seniors receiving targeted and sustained services (and for whom data were available) graduated.

› 97% 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.



› 89% 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.

› 56% 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, may have included improving class grades, overall GPA, standardized test scores or homework completion.

› 59% of the students in grades K – 12 who received targeted and sustained services with a behavioral goal met their goal. This relates to school behavior and can include improving classroom behavior and reducing disciplinary referrals for fighting, disruptive or disrespectful behavior (bad language, talking back, etc.).



“Communities In Schools has an impact on graduation rates. They weave resources within our community together, remove barriers and meet the needs of our students. This helps because our social workers have other mandates that prevent them from providing support services.”

—ELGIN DIXON, SUPERINTENDENT, TWIGGS COUNTY SCHOOLS

*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.