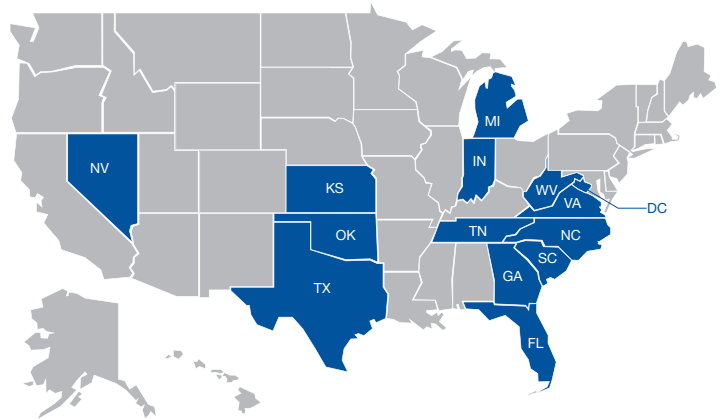


EDUCATION LEADERS SURVEY

CIS School and District Support Study, Summer 2016

BY THE NUMBERS

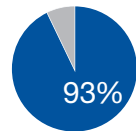
- 32 AFFILIATES participating
- 13 STATES and the District of Columbia represented
- 484 respondents including:
 - 361 TEACHERS
 - 100 PRINCIPALS
 - 23 SUPERINTENDENTS



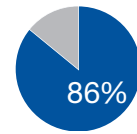
SELECTED KEY FINDINGS

BARRIERS TO LEARNING

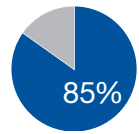
- **POVERTY IS THE MOST IMPORTANT ISSUE** facing the schools and districts that CIS serves.
- Other pressing issues that are also related to poverty – students coming to school **UNPREPARED TO LEARN** and a reported **LACK OF PARENTAL INVOLVEMENT** – were both in the top three problems for all respondents.



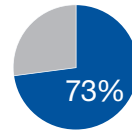
Poverty



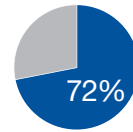
Unprepared to Learn



Lack of Parental Involvement



Student Apathy



Chronic Absenteeism

HOW CIS ADDRESSES BARRIERS TO LEARNING

- When asked the extent to which CIS helped address the barriers that schools face, respondents indicated that **CIS HELPED ADDRESS POVERTY MORE THAN ALL OF THE OTHER BARRIERS** (88% of teachers, principals and superintendents indicated that CIS helped with this problem either extensively or moderately).
- **TEACHERS** said that CIS helped address students coming unprepared to learn (90%), poverty (89%) and lack of parental involvement (83%).
- **PRINCIPALS** had the same top three in a different order – poverty (80%), students coming unprepared to learn (78%) and lack of parental involvement (74%).
- **SUPERINTENDENTS** focused on poverty (95%), as well as students dropping out (80%), a lack of parental involvement (80%) and chronic absenteeism (80%).



Poverty



Unprepared to Learn



Lack of Parental Involvement



Chronic Absenteeism



Dropout

<https://www.communitiesinschools.org/about/publications/publication/school-and-district-support-study>

QUALITATIVE RESPONSE:

“IF YOU HAVE ANY SPECIFIC COMMENTS/EXAMPLES OF HOW CIS SUPPORTS TEACHERS IN YOUR SCHOOL, PLEASE TELL US ABOUT THEM IN THE TEXT BOX BELOW.”

TOP SERVICES PROVIDED TO STUDENTS & FAMILIES

Teachers

- Caring, one-on-one relationship
- Family involvement
- Academic support
- Basic needs
- Social-emotional support
- Behavioral intervention and support

Principals

- Family engagement
- Emotional, physical and mental health support
- Student engagement
- Tutoring
- Working in partnership with school staff

Superintendents

- Collaborative work with leadership to provide different services
- Student engagement and motivation
- Relationship building with families
- Basic needs

When asked to state the extent to which they agreed with a series of statements about the impact of CIS services on the ability to improve student achievement, school climate and other student and school-level outcomes:

- **TEACHERS** focused on the fact that:
 - CIS helps “increase the ability of our school to give one-on-one attention to students in need” (89% strongly agree + agree),
 - the respondent was “better able to improve student academic achievement because of the types of support provided by CIS” (88%);
 - “more community resources are being brought into my school” (87%).
- When asked a similar question, **PRINCIPALS** also focused on:
 - the “one-on-one attention” that CIS helps provide for students (88%)
 - the fact that “more community resources are being brought into the school”
 - 85% of principals agreed that “my job would be more difficult without the presence of CIS in my school.”
- **SUPERINTENDENTS** indicated that CIS helped address the needs of students in the district (100% extensively + moderately), address the needs of families in the district (79%) and align with the goals set out for the district (100%).

100% OF SUPERINTENDENTS AGREED THAT CIS HELPED ADDRESS THE NEEDS OF STUDENTS IN THE DISTRICT AND ALIGNS WITH THE GOALS SET OUT FOR THE DISTRICT

CONCLUSION

Teachers, principals and superintendents reported that poverty, students coming to class unprepared to learn and a lack of parental involvement were significant barriers in their schools. However, CIS helps school staff members to address these barriers. CIS site coordinators add value to schools by giving one-on-one attention to students, bringing community resources into the school, addressing the needs of students and families and aligning with school and district goals. They provide social-emotional and academic supports, build bridges between schools and families and build the capacity of teachers to address student needs. In short, CIS is ensuring that students are surrounded by a community of support, empowering them to stay in school and achieve in life.

“I have found our CIS staff to be one of the most valuable assets our school has.”

- Teacher at a school served by CIS