COMMUNITIES IN SCHOOLS MATTERS
IMPACT REPORT 2019-2020

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Introduction:

This report is based on the evidence-based program of the non-profit organization Communities In Schools (CIS) of Mid-America. The program’s primary mission is to surround students with a community of support, empowering them to stay in school and achieve in life. One of the program’s goals is to lessen the burden on teachers by supporting underserved students through working with them to improve academics, attendance, and behavior. CIS of Mid-America works directly inside K-12 public schools with full-time staff to identify the needs of students and connect them with appropriate supports such as academic assistance, basic needs, behavioral interventions, community and service learning, family engagement, mental and physical health services.

The activities of the project/program:

Under the CIS model, Site Coordinators provide services to achieve the goals and coordinate the planned activities in multiple facets:

- Whole-School Programs—designed to be widely available services to foster a positive school climate and address school-level risk factors.
- Targeted Services—typically provided in a group setting, which brings together students who have a common need.
- Case Management—Site Coordinators work with school leadership to identify students to benefit from one-to-one services because they have characteristics that place them at risk of dropping out of school.

By expressing care, challenging growth, providing support, sharing power, and expanding possibilities, the program intends to reach three main goals: (a) improving attendance, (b) improving behavior; and therefore, (c) improving academics. The ultimate goal of the program is to reduce the number of students dropping out before high-school graduation. The current report will indicate differences—positive and negative, intended and unintended, direct and indirect—in underserved students’ performance after the participation in the program in a school year, especially in the 2019-2020 school year.
**Project Goals and Research Questions:**

The report describes the impact of the CIS program on student outcomes when implemented in schools. The outcome of the participant students was measured in three matrices of academic achievement, attendance improvement, and behavioral improvement.

The two main foci of this report include:

- The effectiveness of the program in academic achievement, attendance improvement, and behavioral improvement by gender, race, and school community type at elementary, middle, and high school levels of the participants.

**Research Questions:**

The two primary goals were divided into three categories based on the three categories used by CIS of Mid-America:

**Academic Achievement:**

- How did the program impact the participant gender (boys and girls) across all three school-levels in changing their performance in academic achievement?
- How did the program impact racial groups of students across all three school-levels in changing their performance in academic achievement?
- How did the program impact students across community types across all three school-levels in changing their performance in academic achievement?

**Finding 01**

1. Participant students showed *significant positive changes in the baseline record and the last record* of their school year for all three years from SY 2017-2018, SY 2018-2019, and SY 2019-2020 in academic achievement after participating in the CIS support program.

**Finding 02**

2. The data indicated a *statistically significantly higher positive impact for elementary school students compared to middle and high school levels* regarding improving academic achievement in SY 2019-2020 after the participation of the program.
Finding 03
3. The program had a similar impact on both male and female students across all three school levels as no statistically significant difference was found between male and female students at any school level for academic achievement in SY 2019-2020.

Finding 04
4. On average, for SY 2019-2020, the program had a positive impact for all the included races in almost all the school levels.

Finding 05
5. Hispanic or Latino students showed a significant positive impact on academic achievement compared to White, Black/African American, and Multi-Racial at High School levels. There was no statistically significant interaction effect among the students of the different races and school levels for SY 2019-2020.

Finding 06
6. Participant Suburban/Small Urban school students indicated statistically significantly higher academic achievement compared to that of Rural and Urban school students for SY 2019-2020.

Attendance Improvement:

- How did the participant students’ attendance rate change in the school year of 2017-2018, 2018-2019, and 2019-2020?
- How did the program impact the participant gender (boys and girls) across all three school-levels in changing their performance in attendance improvement?
- How did the program impact racial groups of students across all three school-levels in changing their performance in attendance improvement?
- How did the program impact students across community types across all three school-levels in changing their performance in attendance improvement?

Finding 01
1. Participant students showed significant positive changes in the baseline record and the last record of their school year for all three years from SY 2017-2018, SY 2018-2019, and SY 2019-2020 in improving attendance after participating in the CIS support program.

Finding 02
2. The program had similar types of impact across elementary, middle and high school levels regarding improving attendance in SY 2019-2020 as a result of the participation of the program.

Finding 03
3. The program had a similar impact on both male and female students across all three school levels as no statistically significant difference was found between male and female students at any school level for attendance improvement in SY 2019-2020.
Finding 04
4. On average, for SY 2019-2020, the program had a positive impact for almost all the races in almost all the school levels except the Multi-Racial and Black/African American students at the high school level.

Finding 05
5. Though the mean of the Multi-Racial and Black/African American students showed their need for additional appropriate support to improve attendance for SY 2019-2020, there was no statistically significant interaction effect among the students of the different races and school levels for SY 2019-2020.

Finding 06
6. Participant American Indian/Alaskan Native students indicated statistically significant improvement compared to Multi-Racial students in middle school level, and Multi-Racial and Black/African American students in the high school level for SY 2019-2020.

Behavioral Improvement:

- How did the program impact the participant gender (boys and girls) across all three school-levels in changing their performance in behavioral improvement?
- How did the program impact racial groups of students across all three school-levels in changing their performance in behavioral improvement?
- How did the program impact students across community types across all three school-levels in changing their performance in behavioral improvement?

Finding 01
1. Participant students showed significant positive changes in the baseline record and the last record of their school year for all three years from SY 2017-2018, SY 2018-2019, and SY 2019-2020 in improving behavior after participating in the CIS support program.

Finding 02
2. The program has a statistically significantly higher positive impact for elementary levels than that of the middle levels. However, high school levels indicated similar types of impact compared to elementary, and middle levels regarding improving behavior in SY 2019-2020 as a result of the participation in the program.

Finding 03
3. The program has a similar impact on both male and female students across all three school levels as no statistically significant difference was found between male and female students at any school level for behavioral improvement in SY 2019-2020.

Finding 04
4. On average, for SY 2019-2020, the program had a positive behavioral impact for all the included races in all three school levels.
Finding 05
5. *Participant Black/African American students indicated statistically significant behavioral improvement compared to White and Multi-Racial students in the middle school level for SY 2019-2020.*

Finding 06
6. *Participant American Indian/Alaskan native students indicated statistically significant behavioral improvement compared to all other included races in the high school level for SY 2019-2020.*

Conclusion
These findings can support CIS in the following ways:

To Obtain Insight:
The feedback from the data analysis is useful to gain students’ insights on the program. This is a good opportunity to discover what students change as an impact of the program as a whole. The feedback or the latest record also allows assessing the needs and expectations of the students in regards to the program.

To Determine Usefulness:
Data analysis also inform decisions on whether to continue, postpone or cancel a program. The findings provide useful data on whether the program is meeting its objectives and the needs of students. The data can be used to determine efficiency by weighing the program costs and resources with student needs and outcomes (supply and demand).

To Measure Progress:
It is crucial to perform data analysis to understand the impact on student progress. This is where it can be determined whether the program achieved its student improvement objectives. Gathering this data allows to track the impact of the program over time, to see whether there have been any significant changes in a student’s life.

To Improve the Program:
One of the primary benefits of data analysis is that it provides useful data to drive improvements. The information gathered can indicate whether the program serves its purpose, was conducted appropriately, and whether it met its goals and objectives. The data can also be used to discover whether the delivery methods and teaching approach were effective. The program’s strengths and areas for improvement spearhead constructive program changes that enhance the quality of teaching and education.

For Accountability:
Another key reason to conduct data analysis is for accountability purposes. The feedback obtained is not only used for internal accountability (program and personnel decisions), but also for external accountability. An example of external accountability would be providing reports on program effectiveness to government organizations and funding agencies.