



## Communities In Schools of Atlanta 2016-2021 Impact Summary

### Results-Based Accountability

In 2018-2019, we began using the Results Based Accountability framework to determine the impact for our students. The framework consists of an underlying theory and three questions to assess impact. The basic theory assumes that with targeted, integrated supports, focused on attendance, academics, family engagement, and college and career, and students will have improved outcomes in attendance and academic performance

The first two questions are process questions that guide program implementation. The last question is about outcomes and what happened as a result of the program. Those three questions are:

- How much of the targeted, integrated supports were provided?
- How well were the targeted, integrated supports provided?
- Is anyone better off because of the targeted supports provided?

School Year	How much of the targeted, integrated supports were provided?	How well were the targeted, integrated supports provided?	Is anyone better off because of the targeted supports provided?
<b>2016-2017</b>	<p>3 Schools (Towers, McNair, Cross Keys)</p> <p>224 Case-Managed Students</p>	<p>615 Hours of Direct Service to Case-Managed Students</p> <p>100% students received case-management support</p> <p>74% of students received behavioral interventions including attendance and behavioral monitoring</p> <p>63% students received academic assistance</p>	<p>70% Overall Attendance Rate for Case-Managed Students</p> <p>90% Case-Managed Students with no ISS or OSS incidences</p> <p>90% Case-Managed Students were Promoted or Graduated</p>
<b>2017-2018</b>	<ul style="list-style-type: none"> <li>• 2 Schools (Towers, Cross Keys)</li> </ul>	<p>The focus this year was on student improvement, so our data points</p>	<p>83% Overall Attendance Rate for Case-Managed Students</p>



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	<ul style="list-style-type: none"> <li>184 Case-Managed Students</li> </ul>	<p>reflect improvement instead of supports.</p> <p>14% of students with an attendance rate below 89% in 2016-2017 increased in their attendance rate to 90% or higher</p> <p>58% of students with 1 or more ISS or OSS in 2016-2017 had no ISS or OSS</p> <p>100% of students who failed Social Science in 2016-2017 passed</p> <p>82% of students who failed Science in 2016-2017 passed</p> <p>60% of students who failed Math in 2016-2017 passed</p> <p>25% of students who failed ELA in 2016-2017 passed</p>	<p>82% Overall Non-Suspension Rate (No ISS or OSS) for Case-Managed Students</p> <p>89% Case-Managed Students Promoted or Graduated</p>
2018-2019	<ul style="list-style-type: none"> <li>2 Schools Towers and Cross Keys)</li> </ul>	<p><b>Family Engagement</b> 51% received 2+ family supports</p>	<p>86% Overall Attendance Rate for Case-Managed Students</p>



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	<ul style="list-style-type: none"> <li>162 Case-Managed Students</li> </ul> <p><b>Attendance</b>            107 Distinct Supports            1.03 Average Hours Received/Student            6.79 Average Distinct Supports</p> <p><b>Behavior</b>            65 Distinct Supports            1.77 Average Hours Received/Student            2.90 Average Distinct Supports</p> <p><b>Academics</b>            117 Distinct Supports            3.25 Average Hours Received/Student            4.77 Average Distinct Supports</p> <p><b>Family Engagement</b>            150 Distinct Supports            2.51 Average Hours Received/Student            2.98 Average Distinct Supports</p>	<p><b>Attendance &amp; Behavior</b>            47% received 4+ attendance supports             66% received 1+ behavior support</p> <p><b>Academics</b>            47% received 5+ more hours of academic support</p>	<p>76% Overall Non-Suspension Rate for Case-Managed Students</p> <p>93% Case-Managed Students Promoted or Graduated</p>
2019-2020	<ul style="list-style-type: none"> <li>4 Schools (Columbia, Cross Keys, Stone Mountain, Towers)</li> <li>207 Case-Managed Students</li> </ul> <p><b>Academics</b></p>	<p><b>Family Engagement</b>            75% received 2+ family support</p> <p><b>Attendance &amp; Behavior</b></p>	<p>87% Overall Attendance Rate for Case-Managed Students</p> <p>90% Case-Managed Students Promoted or Graduated</p>



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School Year	How much of the targeted, integrated supports were provided?	How well were the targeted, integrated supports provided?	Is anyone better off because of the targeted supports provided?
	<p>286 Supports 6.25 Hours Average Direct Service per Student</p> <p><b>Family Engagement</b> 198 Supports 1.58 Hours Average Direct Service per Student</p> <p><b>Attendance &amp; Behavior</b> 286 Supports 3.57 Hours Average Direct Service per Student</p>	<p>58% received 4+ attendance supports</p>	<p>Behavior Not Included Due to Covid</p> <p>\$21,000 in Direct Emergency Assistance Given to 80 Families</p>
2020-2021	<p>4 Schools (Columbia, Cross Keys, Stone Mountain, Towers) 195 Case-Managed Students</p> <p><b>Attendance</b> 1,586 Supports</p>	<p><b>Attendance</b> 5.40% received 8+attendance-based supports</p> <p><b>Academics</b></p>	<p>75% Overall Attendance Rate</p> <p>89% of Case-Managed students Graduated or Promoted</p>



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School Year	How much of the targeted, integrated supports were provided?	How well were the targeted, integrated supports provided?	Is anyone better off because of the targeted supports provided?
	4.97 Hours of Average Direct Service per Student 12.39 Average Number of Supports per Student  <b>Academics</b> 1,852 Supports 6.89 Hours Average Direct Service per Student 9.64 Average Number of Supports per Student  <b>Case Management</b> 1,782 Supports 8.19 Hours Average Direct Service per Student 9.28 Average Number of Supports per Student  <b>Family Engagement</b> 1,769 Supports 8.43 Hours Average Direct Service per Student 10.85 Average Number of Supports per Student	48% received 8+ academic based supports  <b>Case Management</b> 83.24% received 8+ case-managed supports  <b>Family Engagement</b> 57.48% received 8+ family engagement supports(n=107)	Behavior Not Included Due to Covid  \$80,000 in Direct Emergency Assistance Provided to 125 Families

### Additional Impact Notes

- Our attendance rate with our case-managed students has improved every year of our partnership.
- Our promotion and graduation rate for our case-managed students has been 90% almost every year.
- Cross Keys has had two site coordinators since Spring 2020. The second site coordinator has focused on reengaging students who were at extreme high risk of dropping out of school.



## Communities In Schools of Atlanta 2016-2021 Impact Summary

### Student Reengagement

In response to the recent shifts in learning, Communities In Schools (CIS®) and the American Institutes for Research (AIR) partnered to develop a set of tools to understand engagement at the individual, classroom, and school levels (see Appendix A). In 2021, Communities In Schools of Atlanta implemented a Reengagement Survey developed by American Research Institute for Communities In Schools (see Appendix B). All case-managed students at Columbia, Cross Keys, Towers, and Stone Mountain completed the survey in October 2021 and May 2022. By the end of the school year, students' engagement level increased overall and for each race and gender demographic.

- October 2021
  - 73% of students reported having a higher level of engagement based on emotional, social, behavior, cognitive engagement domains.
  - 77.6% of Hispanic/Latino students reported a higher level of engagement and 69.6% of Black/African American students reported a higher level of engagement.
  - 67.5% male students and 76.9% female students reported higher level of engagement.
- Spring 2022
  - 76.4% of students reported having a higher level of engagement based on emotional, social, behavior, cognitive engagement domains.
  - 86.4% of Hispanic/Latino students reported a higher level of engagement and 71.9% of Black/African American students reported a higher level of engagement.
  - 71.2% male students and 79.5% female students reported higher level of engagement.

### Collaborative Partners

- DeKalb County Human Services
- DeKalb County Violence Prevention
- AT&T
- Accenture
- Georgia State University AmeriCorps Members serving Cross Keys High School
- CIS National- Reengagement Grant
- BET /United Way COVID Assistance

### SY23 Collaborative Partners

- DeKalb County Human Services
- DeKalb County Violence Prevention
- Accenture Experienceship
- Goizueta Foundation Reengagement Coordinator at Cross Keys High School
- United Way Learning Loss

## Communities In Schools

### Student Engagement Surveys

#### What is the purpose of the Engagement Surveys?

In response to the recent shifts in learning, Communities In Schools (CIS®) and the American Institutes for Research (AIR) partnered to develop a set of tools to understand engagement at the individual, classroom, and school levels. One of these tools is a brief set of survey items for students in Grades 5–12 (and parents/guardians of students in Grades K–4) in any learning environment (virtual and distance, hybrid, or in person) to report how they (or their children) are engaging in school. These items allow schools to monitor the students' global engagement levels and identify areas for additional supports to meet the students where they are in the moment.

#### What topics are covered?

The set of survey items covers four key domains of engagement: Emotional, Social, Behavioral, and Cognitive.

- **Emotional engagement** captures students' positive and negative feelings about school and feelings of belonging (e.g., "I feel like I am part of my school.").
- **Social engagement** addresses how students are connecting with teachers and other school adults (e.g., "There is an adult at my school I can talk to when I am upset.") as well as friends (e.g., "I regularly talk to/connect with friends from school.").
- **Behavioral engagement** measures how involved students are in school or how they are participating (e.g., "When given the chance, I participate in class discussions or activities.").
- **Cognitive engagement** refers to students' level of interest and how they value school (e.g., "School is important to me.").

#### Where do the survey items come from?

Most of the items included in this brief survey were adapted from other well-established and validated school climate surveys. The sources are listed below (in alphabetical order):

- Alaska School Climate and Connectedness Survey (SCCS)—<https://aasb.org/wp-content/uploads/SCCS-2016-Statewide-Report-7Nov.pdf>
- American Institutes for Research Conditions for Learning (CFL) Surveys—<https://supportiveschooldiscipline.org/resources/air-conditions-learning-surveys>
- Authoritative School Climate Survey (ASCS)—<https://curry.virginia.edu/authoritative-school-climate-survey-and-school-climate-bullying-survey>
- Community and Youth Collaborative Institute (CAYCI) School Experience Surveys—<http://cayci.osu.edu/surveys>
- REACH Survey from the Search Institute—<http://www.search-institute.org/sites/default/files/a/REACH-Survey-Tech-Summary.pdf>
- U.S. Department of Education School Climate Surveys (EDSCLS)—<https://safesupportivelearning.ed.gov/edscls>

## Communities In Schools

### Student Engagement Survey

### For Students in Grades 5-12

#### *Emotional Engagement*

**How strongly do you agree or disagree with the following statements? Mark One Response**

1. I feel like I am part of my school.
  - Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
2. My teachers provide instructional materials (e.g., videos, readings, handouts) that reflect my cultural background, ethnicity, and identity.
  - Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

#### *Social Engagement*

**How strongly do you agree or disagree with the following statements? Mark One Response**

#### **Teachers/School Adults**

3. There is an adult at my school I can talk to when I am upset.
  - Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree
4. I am comfortable asking my teachers or other adults for help with my schoolwork.
  - Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

#### **Friends**

5. I have friends at school that support and care about me.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

6. I regularly talk to/connect with friends from school.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

### *Behavioral Engagement*

**How strongly do you agree or disagree with the following statements? Mark One Response**

7. When given the chance, I participate in class discussions or activities.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

8. I set goals related to my schoolwork and try to reach them.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

### **Effort/focus**

9. I try hard to do well in school.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

10. I work hard on all assignments even if they won't affect my grade.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

### *Cognitive Engagement*

**How strongly do you agree or disagree with the following statements? Mark One Response**

#### **Interest/thinking**

11. At least one of the topics we are studying is interesting and challenging to me.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

12. I like the challenges of learning new things in school.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

#### **Value School**

13. School is important to me.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree