

Communities in Schools Evaluation Report: 2015-2016

Department of Evaluation and Assessment

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Superintendent of Schools*



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Communities in Schools

Evaluation Report: 2015-2016

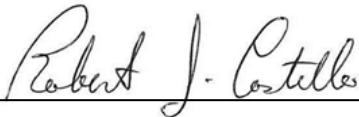
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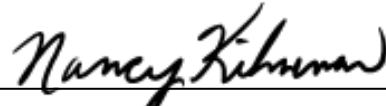
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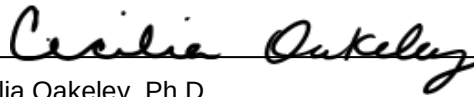
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COMMUNITIES IN SCHOOLS EVALUATION REPORT: 2015-2016

Project Evaluators: Nicholas Z. Grimberg, M.A. and Akiva Lorenz, Ph.D.

ABSTRACT

Communities in Schools (CIS) is the largest dropout prevention program in the state of Texas. CIS is administered through the Texas Education Agency (TEA) and provides coordinated, integrated services to students and their families with the goal of ensuring the case managed student's academic success. CIS Dallas Region (CISDR) has been serving students in the Dallas Independent School District since 1985, and, as of the 2015-2016 school year, has branched out to 15 schools serving 1,606 students.

- The largest percentage of time was devoted to counseling and supportive guidance services (35.7%), followed by educational enhancement (29.1%), enrichment services (15.7%), pre-employment/employment services (10.2%), health and human services (6.6%), and parental and family involvement (2.7%).
- Eighteen percent (18.2%) of CIS students received at least one disciplinary referral during the 2015-2016 school year. The number of disciplinary referrals given to CIS students increased through November before decreasing slightly throughout the latter months of the school year. In contrast, the number of disciplinary referrals for all students in the district increased throughout the latter months of the school year.
- A survey was conducted to understand the experiences and activities of campus-based CIS staff members. Sixty percent (60%) of staff had less than one year of experience working in CIS. Every staff member had at least a bachelor's degree and 20 percent had a master's degree. The most common backgrounds of CIS staff were social work (60%), education (45%), and psychology (20%).
- CIS on-campus staff were given an opportunity to provide any additional comments or concerns about the CIS program. Twenty percent (20%) of respondents noted that there were issues in receiving sensitive information required for case management paperwork including social security numbers, grades, and attendance records.
- Another survey was distributed to the principals of schools who received CIS services in the 2015-2016 school year. Generally, principals answered positively to questions regarding the value and efficacy of the CIS program in their schools. When provided an opportunity for additional comments/concerns, two respondents (14.3%) expressed frustration at the turnover rate of CIS representatives at their schools.

PROGRAM DESCRIPTION

Communities in Schools (CIS) is the largest dropout prevention program in the state of Texas. CIS is administered through the Texas Education Agency (TEA) and has been funded through the Texas Legislature since 1989. CIS provides coordinated, integrated services to students and their families with the overall goal of ensuring the case managed student's academic success. Communities in Schools Dallas Region (CISDR) has been serving students in the Dallas Independent School District since 1985 starting with Maple Lawn Elementary School. Since then, CISDR has branched out, and, as of the 2015-2016 school year, served 1,606 students in 15 schools. Dallas ISD is the only district in CISDR that partners, initially and primarily, with local principals, as opposed to surrounding districts where campus assignments are determined by the superintendent's office, in the form of a Letter of Agreement. CISDR defined its primary goals as: "to help students who demonstrate early warning signs for dropping out of school, to improve academics, attendance, and/or behavior and, ultimately, to stay in school and graduate."

CISDR staff are housed within their assigned campuses in classrooms, offices, or shared spaces. CISDR staff are on campus before and after school and during the summer as needed. CIS staff members are approved by the principals. Every principal in CISDR schools complete a needs assessment each year to document their needs for the upcoming year. A campus service delivery plan is then crafted detailing the roles and responsibilities between CISDR and the campus. Although CISDR provides counseling and student support services, they do not act in lieu of district staff. CISDR staff are not licensed counseling practitioners and do not assess, diagnose, or treat students but they can and do evaluate a current situation that may warrant follow up or immediate attention and refer students to school and district based resources when appropriate. All CISDR staff have bachelor's degrees in relevant subjects such as education, social work, and psychology and have a minimum of 1 year experience working with children. They are vetted, trained, and hired by CISDR who are responsible for their pay and benefits as well. All staff, as per TEA regulations, are fingerprinted and their clearances are submitted to the district liaison.

Additionally, CISDR utilizes a network of volunteers on each campus to coordinate and provide student services. There are typically 5 to 10 volunteers per campus. There were 92 one time volunteers and 69 ongoing volunteers during the 2015 fiscal year. One time volunteers are often guest speakers or presenters for one-time events and must pass a criminal background check. Ongoing volunteers must pass a criminal background check, complete a volunteer application, submit their driver's license to the front desk, and undergo volunteer training. CISDR staff perform home visits to assess family needs or explore core family issues which may be impacting student performance. CISDR staff are mandated reporters. CISDR meets with students according to student availability. CISDR staff can pull students out of class for a meeting only with their teacher's approval. CISDR does not pull students out of core subjects.

Students are referred to CIS through the school from teachers, parents, counselors, school nurses, whomever the principals designate as a source. In addition, students may also come in for help themselves. However, CISDR staff can only work with a student if two conditions hold true: 1. The parent has signed a consent form permitting their son/daughter to participate in CIS and 2. The student is confirmed to be on the at-risk list. CISDR provides a wide variety of services and activities to students and their families. CISDR categorizes their services and activities in six components: counseling/supportive guidance, health and human services, parental and family involvement, pre-employment/employment services, enrichment services, and educational enhancement. The total funding for the Communities in Schools program in Dallas ISD is \$659,171, of which \$260,000 (39%) comes from Dallas ISD, and \$147,000 (22%) comes from TEA. The remaining balance comes from a variety of fundraising sources and grants. Dallas ISD spends \$20,000 per participating campus at an average cost of \$500 per student per year.

PURPOSE AND SCOPE OF THE EVALUATION

There has never been an evaluation of the Communities in Schools program in Dallas ISD. Thus, the focus of this evaluation was to describe each component of the program and gather feedback from stakeholders. More specifically, the purpose of this evaluation was to understand what students were enrolled in the program, what services they received, if, and how the program changed their behavior, and the thoughts and experiences of program staff/stakeholders. This evaluation will:

1. Describe the characteristics of students who received services from the Communities in Schools program in the district.
2. Analyze and summarize which services the Communities in Schools program provided to district students during the 2015-2016 school year.
3. Examine whether there were any changes in the attendance rates or number of disciplinary referrals that CIS students received after entering the program.
4. Report the experiences and thoughts of CIS staff members and principals of participating schools.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the characteristics of students served by the Communities in Schools program?

Methodology

The enrollment/sociodemographic data for CIS students were extracted from the district's student database. Descriptive statistics for CIS students who received any services from communities in schools during the 2015-2016 school year were presented by school, grade, gender, ethnicity, economically disadvantaged, special education (SPED), talented and gifted (TAG), limited English proficiency (LEP), at-risk, homeless, and reported by school levels.

Results

Table 1 and Table 2 display the home campuses and grade levels of CIS students. During the 2015-2016 school year, 1,606 Dallas ISD students received services through Communities in Schools. CIS provided services to students in pre-kindergarten through grade twelve. Eight (8) of the 15 schools were at the elementary level which served almost half (45.5%) of all CIS students. Students were enrolled in schools situated within ten feeder patterns. CIS staff served more students on average at the high school and middle school levels (125.0 and 125.0) than at the elementary school level (91.4).

Table 1: Campuses of CIS Students

School	TEA #	Feeder	N	%
High School				
Adams	001	Adams	149	9.3
Jefferson	007	Jefferson	154	9.6
Pinkston	012	Pinkston	94	5.9
Skyline	025	Skyline	103	6.4
High Total			500	31.1
Middle School				
Garcia	077	Adamson	114	7.1
Manns	358	Carter	100	6.2
Rusk	055	North Dallas	161	10.0
Middle Total			375	23.3
Elementary School				
Bush	304	White	73	4.5
Cabell	119	White	61	3.8
Halliday	305	Seagoville	49	3.1
Knight	168	Jefferson	101	6.3
Maple Lawn	181	North Dallas	151	9.4
Peeler	192	Adamson	108	6.7
Reagan	197	Adamson	100	6.2
Rosemont	288	Sunset	88	5.5
Elementary Total			731	45.5

Table 2: Grade Levels of CIS Students

Grade	N	%
Elementary School		
PK	98	6.1
KN	57	3.5
1	68	4.2
2	102	6.4
3	144	9.0
4	142	8.8
5	101	6.3
Middle School		
6	129	8.0
7	132	8.2
8	133	8.3
High School		
9	129	8.0
10	114	7.1
11	109	6.8
12	148	9.2
All Grades	1606	100.0

The Sociodemographic characteristics of CIS students are shown in Table 3. There was a higher proportion of female students who received services from CIS (56.0%) than male students (44.0%). The ethnicities of CIS students were similar to the ethnic makeup of the district. There are slightly more Hispanic students who received services through CIS (77.9%) than the total percentage of Hispanic students in the district (70.2%). In contrast, there are less white and African American students who received services through CIS (1.7% and 19.2%) than the percentages of DISD students who are white or African American (4.8% and 22.6%). A large percentage of students who received services from CIS were homeless (4.9%) relative to their size in the district (2.2%). Data from the Dallas ISD Public Education Information Management (PEIMS) database indicated that 88.0 percent students who received documented services through CIS were considered at-risk.

Table 3: Student Demographic Characteristics of CIS Students by Grade Level: 2015-2016 School Year

Subgroup	Elementary		Middle		High		All CIS Students		District	
	N	%	N	%	N	%	N	%	N	%
Gender										
Male	339	46.4	193	51.5	174	34.8	706	44.0	81,066	51.1
Female	392	53.6	182	48.5	326	65.2	900	56.0	77,581	48.9
Ethnicity										
White	19	2.6	3	0.8	6	1.2	28	1.7	7,621	4.8
African Am	44	6.0	122	32.5	143	28.6	309	19.2	35,905	22.6
Hispanic	665	91.0	247	65.9	339	67.8	1,251	77.9	111,440	70.2
Asian	0	0.0	1	0.3	7	1.4	8	0.5	2,137	1.3
Am Indian	0	0.0	1	0.3	2	0.4	3	0.2	469	0.3
Pacific Isl	0	0.0	0	0.0	1	0.2	1	0.1	99	0.1
Two or More	3	0.4	1	0.3	2	0.4	6	0.4	849	0.5
Economically Disadvantaged										
Yes	696	95.2	364	97.1	461	92.2	1521	94.7	138,134	87.1
No	35	4.8	11	2.9	39	7.8	85	5.3	20,513	12.9
Special Ed (SPED)										
SPED	54	7.4	49	13.1	51	10.2	154	9.6	11,824	7.5
Non-SPED	677	92.6	326	86.9	449	89.8	1,452	90.4	146,823	92.5
Talented and Gifted (TAG)										
TAG	78	10.7	20	5.3	44	8.8	142	8.8	20,783	13.1
Non-TAG	653	89.3	355	94.7	456	91.2	1,464	91.2	137,864	86.9
Limited English Proficiency (LEP)										
LEP	565	77.3	176	46.9	163	32.6	904	56.3	68,087	42.9
Non-LEP	166	22.7	199	53.1	337	67.4	702	43.7	90,560	57.1
At-Risk										
Yes	649	88.8	356	94.9	409	81.8	1,414	88.0	102,287	64.5
No	82	11.2	19	5.1	91	18.2	192	12.0	56,360	35.5
Homeless										
Yes	23	3.1	22	5.9	33	6.6	78	4.9	3,566	2.2
No	708	96.9	353	94.1	467	93.4	1,528	95.1	157,232	97.8

What services did Communities in Schools provide to students?

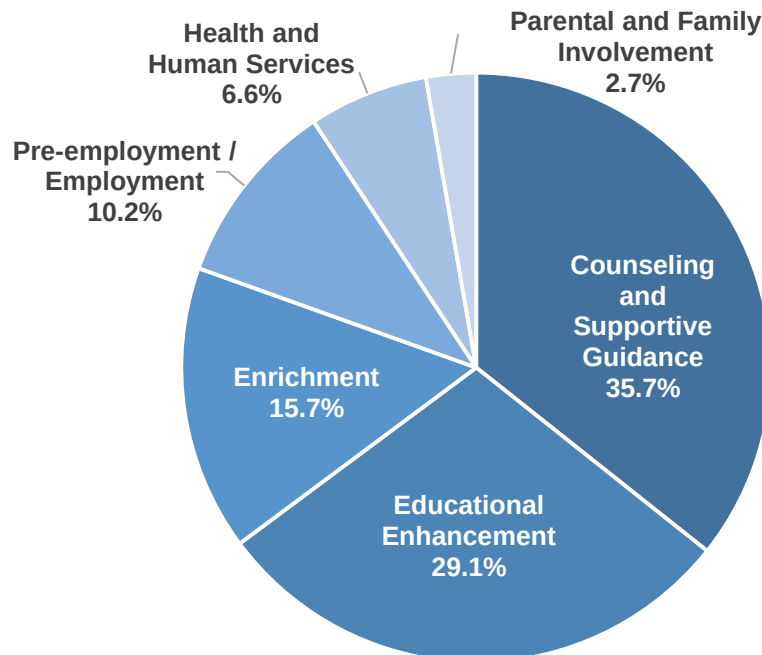
Methodology

Communities in Schools Dallas Region (CISDR) employed an evaluation team which performs desk audits to ensure staff are adhering to present priorities and implementing interventions that are in alignment with the campus plan and student plan. A comprehensive service tracking system was used to track student intake, assessment, re-assessment, case management data, number and variety of services provided, and the number of hours devoted to each service. CISDR granted us access to their student service log tracking system which we analyzed in the following section.

Results

On average, CIS students received 10 unique services, 19 total sessions, and 11.5 total hours (median = 8.8 hours) during the 2015-2016 school year. The percentage of time devoted to each category of services is illustrated in Figure 1. The largest percentage of time was devoted to counseling and supportive guidance (35.7%) followed by educational enhancement (29.1%). Sixteen percent (15.7%) of all time was devoted to enrichment services. Ten percent (10.2%) of all time was spent on pre-employment/employment services. The smallest percentage of time was devoted to health and human services (6.6%) and parental and family involvement (2.7%).

Figure 1: The Percentage of Time Devoted to Each Category of Services



Altogether, there were 180 service codes indicating unique services provided to students in the 2015-2016 school year. The top 25 most frequently provided services by number of hours are presented in Table 4. Refer to Appendix A for the top five services (by total hours) that were provided by category. The top five services provided to students by percentage of total hours were tutoring (12.7%), academics/grades (10.0%), homework clubs (6.2%), general supportive guidance (4.2%), and tutoring encouragement/reminders (3.5%). According to the data, 20.0 percent of CIS students received a home visit during the year, 80.0 percent of CIS students did not. Only 3.6 percent of CIS students received more than one home visit during the 2015-2016 school year.

Table 4: The Top 25 Most Frequently Provided CIS Services by Number of Hours

Service	Number of Sessions		Hours	
	N	%	N	%
Tutoring	1722	6.5	1850.5	12.7
Academics/Grades	4230	16.0	1450.0	10.0
Homework Clubs	1039	3.9	909.0	6.2
General Supportive Guidance	1710	6.5	606.3	4.2
Tutoring Encouragement/Reminders	1342	5.1	513.3	3.5
Mock Interviews	79	0.3	398.0	2.7
College Field Trips	36	0.1	370.5	2.5
Field Trips	109	0.4	370.0	2.5
Provide CIS Information to Student	951	3.6	369.5	2.5
Lunch Activities	806	3.1	360.3	2.5
Service Learning	68	0.3	359.8	2.5
Backpack feeding program	1227	4.6	357.8	2.5
Goal Setting	941	3.6	347.8	2.4
Incentives	1270	4.8	343.5	2.4
Academic Skills	485	1.8	341.8	2.3
Tutoring-Math	366	1.4	328.8	2.3
Relationship Skills	440	1.7	302.0	2.1
After School Clubs	181	0.7	245.5	1.7
Mentoring	391	1.5	235.8	1.6
Resume Assistance	65	0.2	205.8	1.4
College Awareness	257	1.0	181.3	1.2
Behavior	532	2.0	179.3	1.2
Home Visits	387	1.5	159.3	1.1
Character Building	485	1.8	153.3	1.1
Red Ribbon Week Activities	77	0.3	150.3	1.0

Note: Percentages do not equal 100% when added together as there are more than 180 unique services that CIS provided in 2015-2016 school year.

There were differences in the types of services CIS students received (Table 5). High school students received the highest number of CIS service hours on average (12.6 hours), compared to elementary school students (11.8 hours) and middle school students (9.2 hours). High school CIS students received more hours of counseling/supportive guidance services (4.5 hours), pre-employment /employment assistance (2.7 hours), and health and human services (0.7 hours) than students in other grade levels. CIS students at the elementary school level received more educational enhancement services (5.0 hours) than students at the middle (0.5 hours) or high school levels (0.8 hours). High school students primarily received mock interview (0.8 hours) and college field trip (0.7 hours) services while elementary school students primarily received tutoring (2.5 hours) and homework club services (1.1 hours)

Table 5: Average Number of Hours of Services each CIS Student Received by Grade Level

Service	Elementary	Middle	High	All Grades
Counseling/Supportive Guidance	2.0	4.0	4.5	3.2
Academics/Grades	0.4	1.7	1.1	0.9
Relationship Skills	0.0	0.0	0.5	0.2
Health and Human Services	0.6	0.4	0.7	0.6
Backpack Feeding Program	0.5	0.0	0.0	0.2
Red Ribbon Week Activities	0.0	0.0	0.3	0.1
Parental and Family Involvement	0.3	0.6	0.5	0.4
Home Visits	0.1	0.1	0.1	0.1
CIS Open House	0.0	0.0	0.2	0.1
Pre-employment/Employment	0.9	0.2	2.7	0.9
Mock Interviews	0.0	0.0	0.8	0.2
College Field Trips	0.0	0.0	0.7	0.2
Enrichment	1.9	1.3	0.9	1.4
Field Trips	0.4	0.1	0.1	0.2
Lunch Activities	0.2	0.6	0.0	0.2
Educational Enhancement	5.0	0.5	0.8	2.6
Tutoring	2.5	0.1	0.0	1.2
Homework Clubs	1.1	0.2	0.0	0.6
All Service Codes	11.8	9.2	12.6	11.5

There was considerable variation in the number of services and hours devoted to each student between campuses (Table 6). The average CIS student received the highest number of services in Peeler Elementary (30.1), Rusk Middle School (24.3), and Reagan Elementary (21.1), compared to students at Cabell Elementary (7.9), George H.W. Bush Elementary (9.4), and Pinkston High School (10.7). The average student received the highest number of hours at Bryan Adams High School (21.7 hours), Peeler Elementary (21.4 hours), and Reagan Elementary (16.2 hours) compared to Cabell Elementary (4.0 hours), L.G. Pinkston High School (5.4 hours), and George H.W. Bush Elementary (6.0 hours).

Table 6: The Average and Median Number and Hours of CIS Services Provided to each Campus by Average Number of Hours

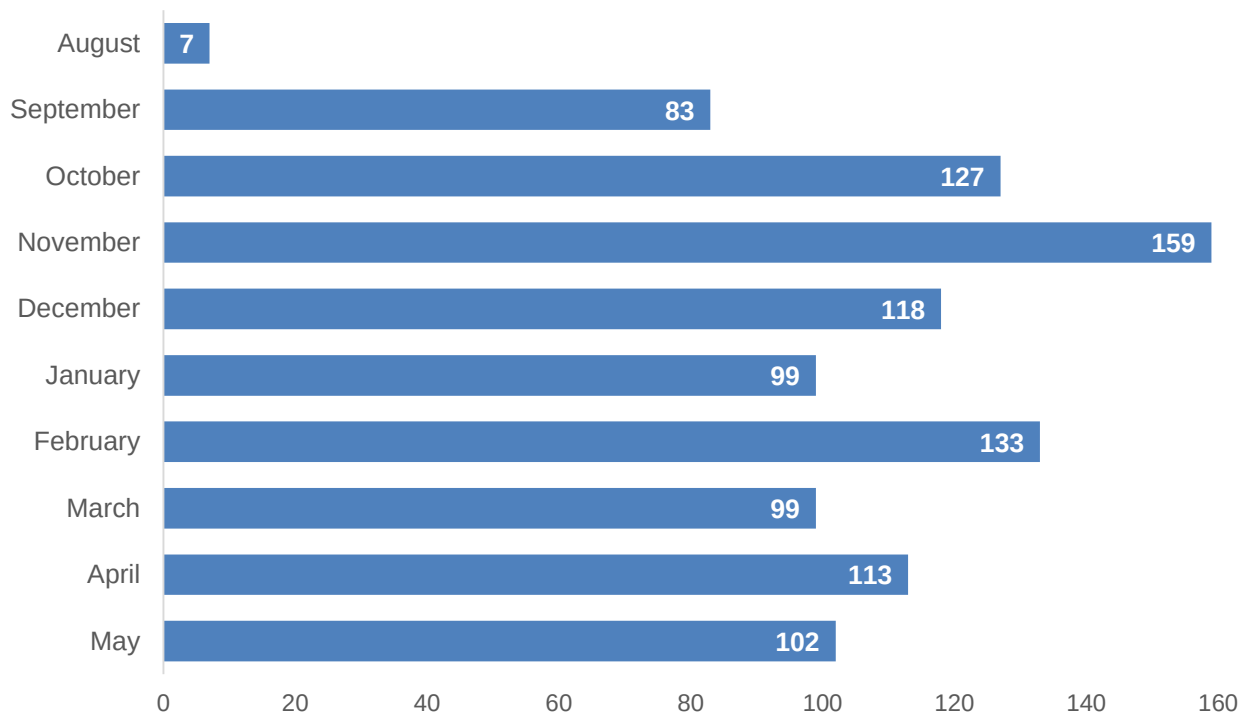
	Number of Sessions		Hours of Services	
	Mean	Median	Mean	Median
High	12.6	9.8	18.1	17.0
Adams	20.7	19.0	21.7	17.8
Jefferson	19.2	20.0	10.9	10.0
Skyline	19.6	19.0	8.8	8.5
Pinkston	10.7	11.0	5.4	5.1
Middle	9.2	8.8	20.3	19.0
Rusk	24.3	25.0	9.9	9.8
Garcia	21.5	20.0	8.87	7.5
Manns	12.4	13.0	8.35	8.6
Elementary	11.8	8.5	19.7	18.0
Peeler	30.1	29.0	21.4	20.4
Reagan	21.1	21.0	16.2	8.5
Maple Lawn	26.6	25.0	14.4	12.8
Knight	21.8	19.0	8.7	8.0
Halliday	11.5	12.0	7.40	7.5
Rosemont	12.8	12.5	6.9	6.5
Bush	9.4	9.0	6.0	5.5
Cabell	7.9	9.0	4.0	4.3

What were the attendance rates and number of disciplinary referrals CIS students received during the 2015-2016 school year?

More than half of CIS students (54.8%) who received disciplinary referrals during the 2015-2016 school year were admitted into the program in the first six weeks of the school year and less than one quarter (21.6) were admitted during or after the third six weeks. This low number of students and the unavailability of previous years' CIS rosters made it improper to compare the average number of disciplinary referrals CIS students received before and after entering the program. Table x summarizes the total number of referrals CIS students received throughout the 2015-2016 school year by month.

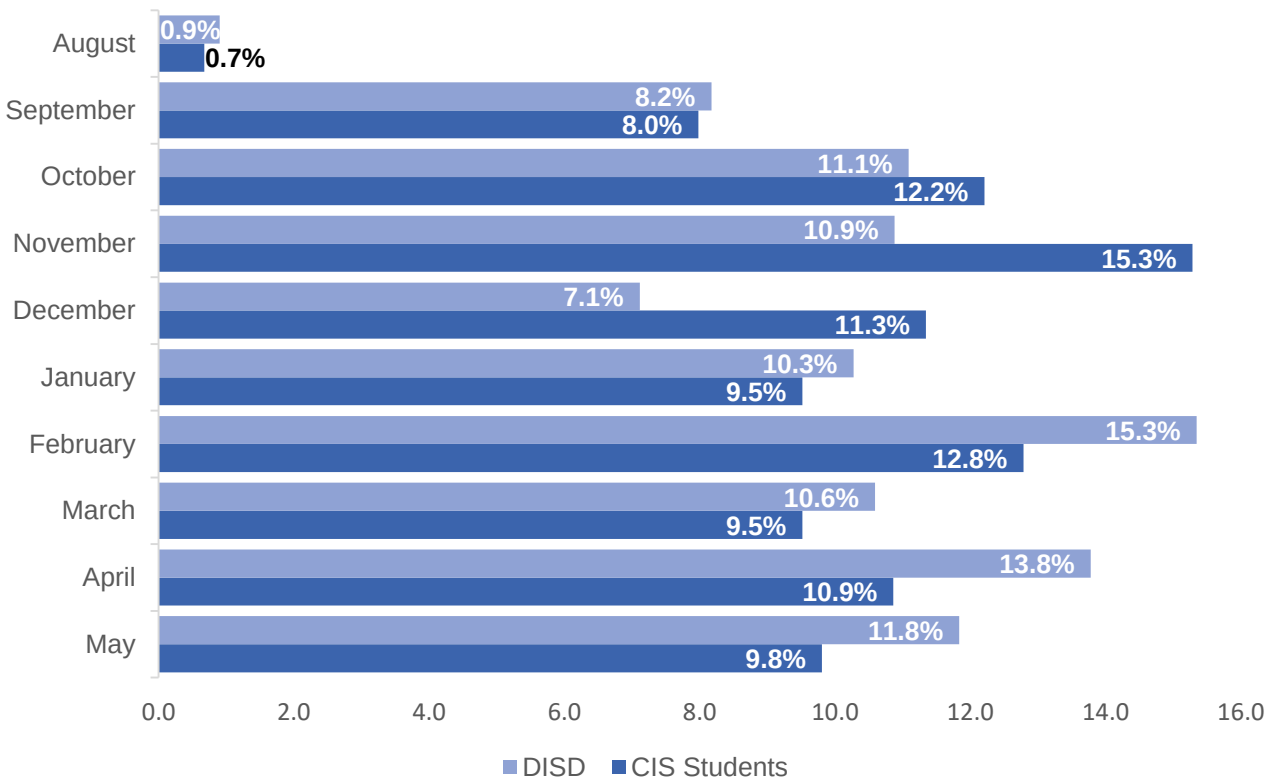
Altogether, 292 CIS students (18.2%) received at least one disciplinary referral during the 2015-2016 school year, almost double the district rate (9.5%). This is not unusual considering many students are referred to CIS in response to behavioral incidents. The number of disciplinary referrals given out to CIS students increased through November before decreasing slightly throughout the year (Figure 2). There was a lower percentage of disciplinary referrals that were given out during the last full three months of the school year (March through May) (30.2%) than the first three full months of the school year (September through November) (35.5%).

Figure 2: Number of CIS Student Disciplinary Referrals per Month



The percentage of disciplinary referrals given out to CIS students by month was compared to all students in the district in Figure 3. Interestingly, while CIS students generally received a lower percentage of disciplinary referrals in the latter months of the school year, district students received higher percentages. CIS students received the highest percentages of disciplinary referrals in November (15.3%), February (12.8%), and October (12.2%). In contrast, district students received the highest percentages of disciplinary referrals in February (15.3%), April (13.8%), and May (11.8%). It may be the case that the counseling and/or family supports resulted in decreasing levels of disciplinary referrals throughout the school year.

Figure 3: Percentage of CIS Student and Dallas ISD Student Disciplinary Referrals per Month



The attendance data for CIS students were analyzed throughout the school year to measure the role CIS might have played in increasing student attendance. An analysis was conducted comparing the average percentage of days attended in the weeks before entering the program to the percentage of days attended in the six weeks after entry. The analysis found that the average percentage of days attended decreased by an average of 2.1 percentage points for all CIS students after entering the program. It should be noted that more than half of CIS students (54.8%) were admitted into the program in the first six weeks when attendance rates were higher on average than the later six weeks of the school year. For comparison, the percentage of days attended decreased from 96.0 percent to 94.5 percent (1.5 percentage points) for all at-risk students in the district.

What were the activities and experiences of Communities in Schools campus-based staff?

Methodology

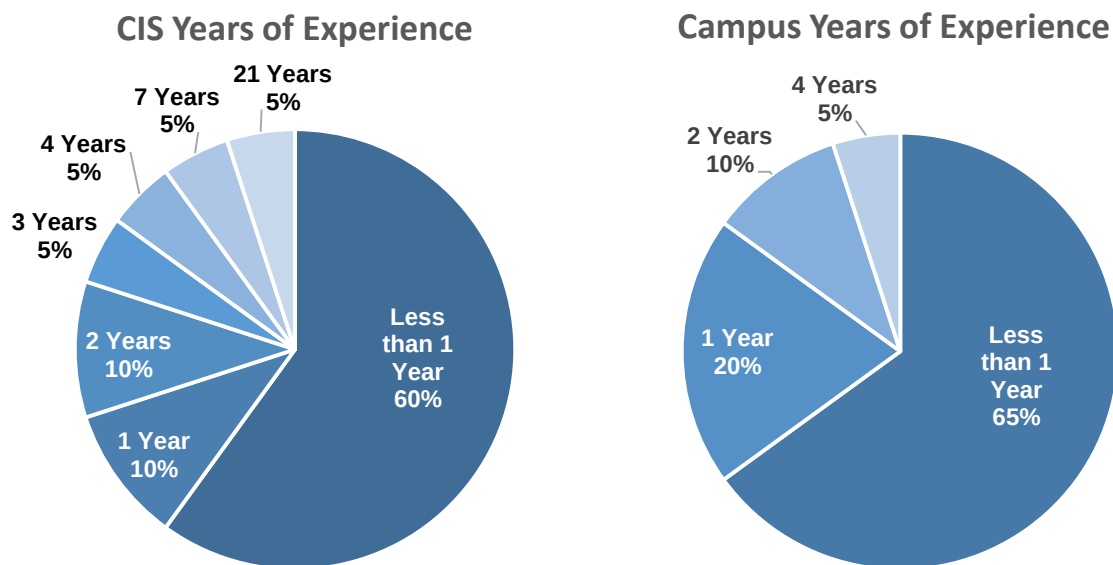
A survey was conducted throughout the week of May 16, 2016 to understand the activities and experiences of campus-based CIS staff members. All 20 campus-based CIS staff members serving in 15 Dallas ISD schools completed the survey. The survey was structured in four sections requesting input regarding CIS staff: 1) backgrounds and experiences, 2) the frequency and quality of CIS trainings and professional development sessions, 3) the learning environments, roles, and services provided to students, and 4) the levels of support and communication between CIS staff and Dallas ISD personnel. Refer to Appendix B for a breakdown of all survey responses by school levels.

Results

Backgrounds and Experiences of CIS Staff

CIS staff member number of years' experience in CIS and in their current campus are shown in Figure 4. Sixty percent (60%) of CIS staff members had less than one year of experience working in CIS. Among those, 20 percent were hired after the 2015-2016 school year began and had less than six months experience working for CIS. Twenty percent (20%) of CIS staff members had three or more years of experience with the most senior staff member having over 21 years of experience. Staff members had less years of experience in their campus than in the CIS program. Fifteen percent (15%) of CIS staff members have worked in their campus for two or more years.

Figure 4: CIS Staff Years of Experience



Every CIS staff member had at least a bachelor's degree. Twenty percent (20%) of CIS staff had a master's degree as their highest level of education. A majority of CIS staff members (60%) had a background in social work (Table 7). The next most common background for CIS staff members was education (45%). Twenty percent (20%) of CIS staff members had a background in psychology.

Table 7: CIS Staff Backgrounds by Grade Levels

Field	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Education	4	44.4	3	75.0	2	28.6	9	45.0
Social Work	5	55.6	2	50.0	5	71.4	12	60.0
Mental Health Counseling	2	22.2	0	0.0	0	0.0	2	10.0
Psychology	2	22.2	2	50.0	0	0.0	4	20.0

Note: Percentages (%) exceed 100% when added together because some CIS staff members have backgrounds in multiple fields.

CIS Training and Professional Development

Before the school year starts and before CIS staff were assigned to a campus, orientation was held over five days: Day 1) HR documents were processed, degree and employment history was verified, and attendees received an orientation manual, Day 2) Information regarding the CIS history, mission, methodology, at-risk designations, and campus plans were discussed, Day 3) Case management protocols and processes were taught, Day 4) Information was discussed concerning mandated reporting, child safety, schedules and calendars, and Day 5) Provided an opportunity to shadow a senior site coordinator at a similar grade level and meet with an immediate supervisor to go over the campus plan.

Staff meetings were held every other month throughout the year to provide updates on policies and procedures and discuss key trends in student behaviors. These meetings were also used to provide training and peer coaching to mentors. CIS staff indicated that they attended an average of 5.5 staff meetings throughout the year totaling an average of 27.6 hours. During cluster meetings, which were held on all non-staff meeting months, staff met with their area team manager to discuss issues and concerns and receive coaching. Staff members attended an average of 6.1 cluster meetings during the 2015-2016 school year totaling an average 13.6 hours per staff member.

In addition, area team managers provided individual supervision to staff in their clusters. Notes taken during these supervision sessions were used in devising performance plans and trainings. CIS staff attended an average of 5.5 supervision meetings averaging a total of 5.5 hours. Lastly, brown bags are optional monthly meetings where TEA master teachers provide training in response to needs arising from incident reports. There was an average of 2.4 brown bags attended by CIS staff totaling an average of 2.9 hours per staff member. All CIS staff are required to receive 35 hours of training per year which includes orientation, staff meetings, cluster meetings, brown bags, and any other community based trainings/conferences.

In the survey, CIS staff were asked to indicate the level to which they agreed or disagreed with six statements concerning CIS training and professional development (Figure 5). When averaged together, all questions received responses that were slightly positive. Staff members most strongly agreed with the statements: “the training was relevant and up-to-date regarding my work,” and, “the trainer adequately answered questions raised during the sessions.” The statements, “the training sessions were well organized,” and, “the training sessions provided everything I needed to know in order to fulfill my duties,” received the highest number of disagrees (4) (refer to Appendix B).

Figure 5: CIS Training and Professional Development

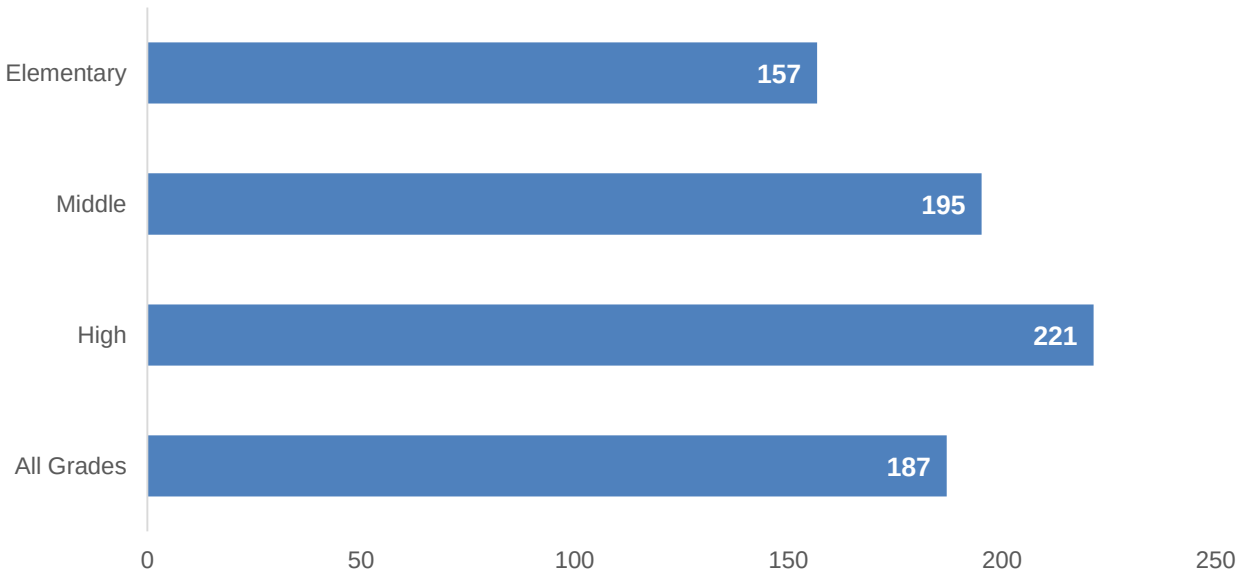


Mean Scores were calculated from ratings scales: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree. Responses were mostly disagree below 2, neutral/ mixed results around 3, and mostly agree above 4.

Learning Environments, Roles, and Services Provided to Students

Figure 6 displays the average number of students that CIS staff estimated were serviced during the 2015-2016 school year. Across all grade levels, CIS staff indicated that they serviced an average of 187 students per staff member. CIS staff at the high school level indicated that they serviced more students on average (221) than staff at the elementary level (157).

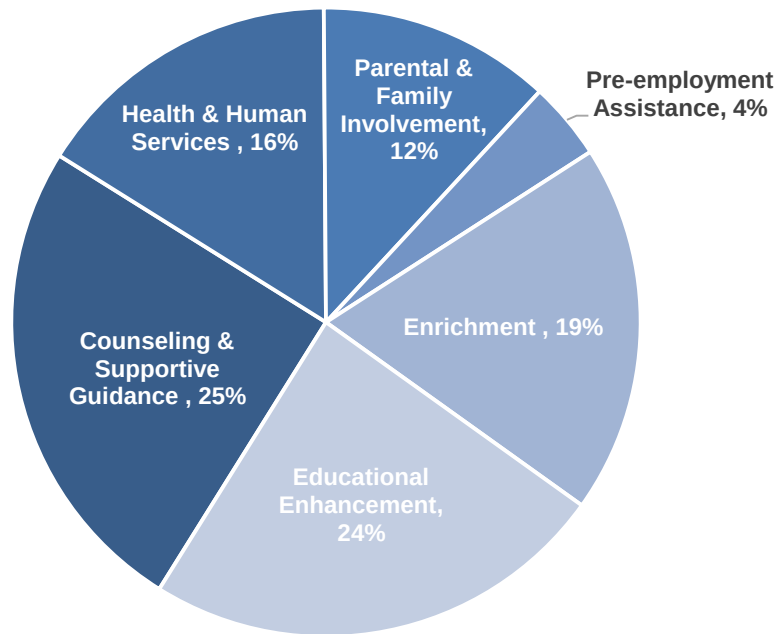
Figure 6: Average Number of CIS Students Serviced per Campus during the 2015-2016 School Year



The average percentage of CIS students who received home visits in the 2015-2016 school year, based on survey responses, was 21.5 percent. No staff member conducted home visits on more than 30 percent of their students. CIS staff responded that they conducted an average of 1.75 home visits per week.

CIS staff were asked to indicate approximately what percentage of their time was devoted to the following six service components specified in program documentation (Figure 7): counseling and supportive guidance, health and human services, parental and family involvement, pre-employment assistance, enrichment, and educational enhancement. Staff members indicated that half of their time in the 2015-2016 school year was devoted to counseling and supportive guidance and educational enhancement services (25.3% and 24.7% respectively). The next largest percentages were devoted to enrichment (18.9%), health and human services (16.3%), and parental and family involvement (12.4%). CIS staff indicated that the category with the smallest percentage of time devoted to services was pre-employment assistance (4.2%).

Figure 7: Percentage of Time Devoted to Each Category of Services

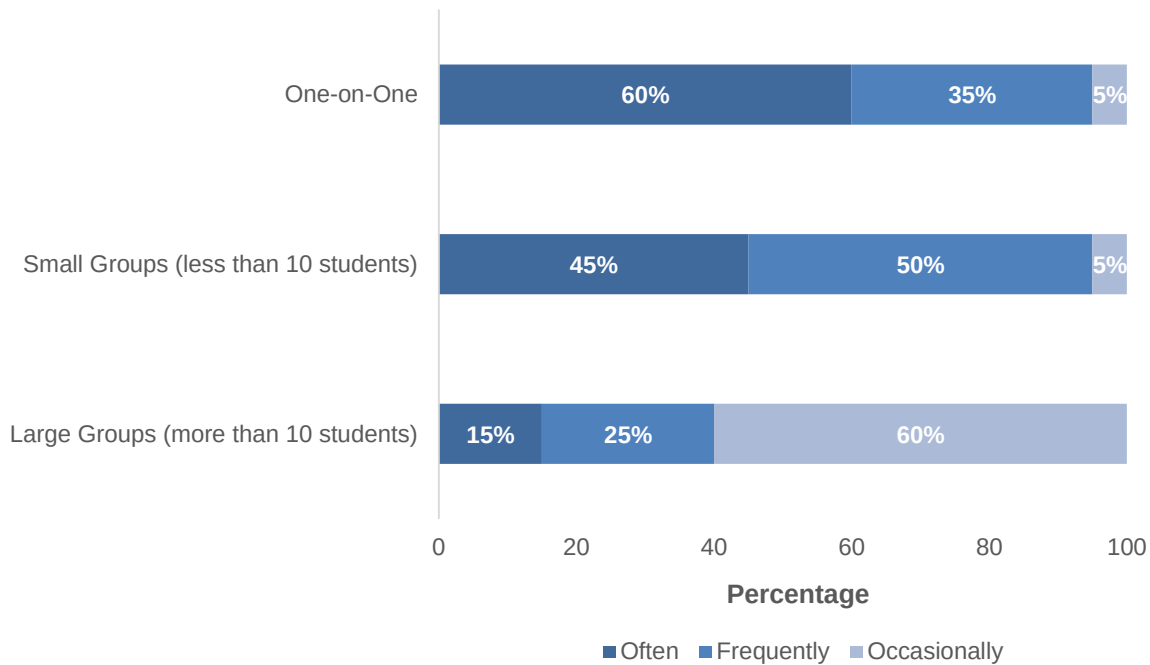


When asked to rank the top three services that were provided to students during the 2015-2016 school year, the most frequently listed services by CIS staff in order of preference were:

- Supportive Guidance (10)
- Counseling (7)
- Academic encouragement/guidance (6)
- Tutoring (6)
- Educational Enhancement (5)
- Uniform/supply assistance (4)
- College and Career Events (3)
- Health and Human Services (3)
- Snacks (2)
- Character Building (2)
- Afterschool Activities (2)
-

CIS staff delivered services in a variety of learning environments. Figure 8 shows the percentage of time in which various learning environments were utilized. One-on-one learning environments were often utilized by 60 percent of CIS staff. Large group learning environments were the least utilized learning environment with 60 percent of staff utilizing it occasionally.

Figure 8: Percentage of Time that Learning Environments were Utilized



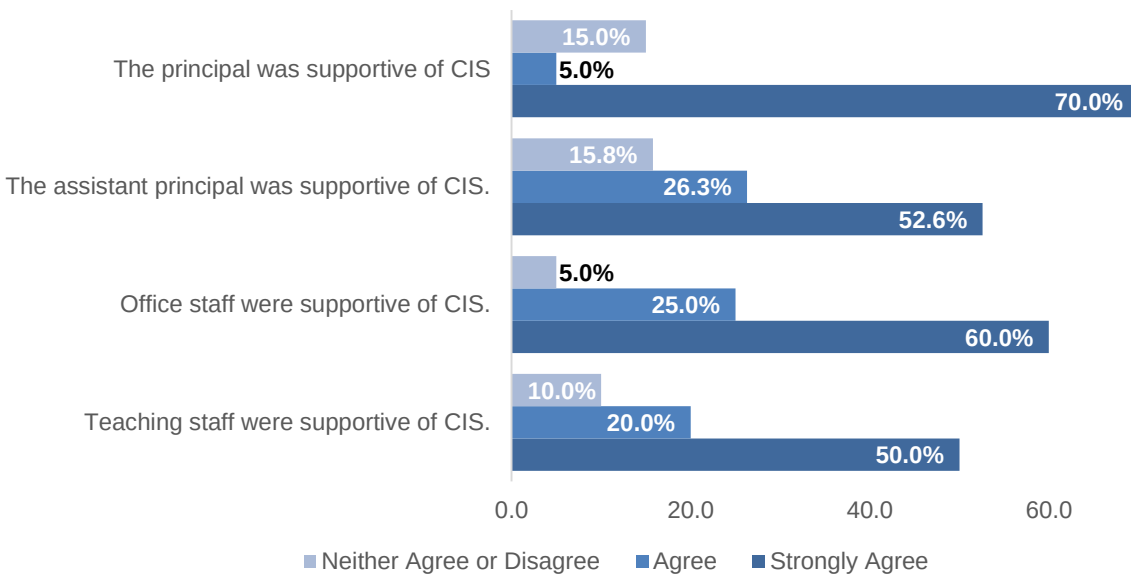
The CIS model encourages staff members to stay involved in campus activities by taking on additional roles in response to campus needs. Ninety percent (90%) of CIS staff members were asked to take on additional roles outside of the CIS framework. The most common tasks for which CIS staff were asked to assist during the 2015-2016 school year include:

- Lunch Duty (6)
- Hall Monitoring (5)
- Assisting in Parental Involvement Activities (4)
- Chaperoning Field Trips (4)
- Conducting home visits for non-CIS students (3)

Levels of Support and Communication between CIS Staff and Dallas ISD Personnel

CIS staff were asked to respond strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with statements regarding support from school staff (Figure 9). Generally, CIS staff members felt supported by their school's staff. Seventy percent (70.0%) of respondents answered strongly agree to the statement: "The principal was supportive of CIS." More than three quarters (78.9%) of CIS staff agreed (26.3%) or strongly agreed (52.6%) to the statement: "The assistant principal was supportive of CIS." Eighty-five percent (85.0%) of CIS staff agreed or strongly agreed to the statement: "Office staff were supportive of CIS." Seventy percent (70.0%) of respondents agreed or strongly agreed with the statement: "Teaching staff were supportive of CIS".

Figure 9: Levels of Support between CIS Staff and Dallas ISD Personnel



Note: Survey responses to answer choices “strongly disagree” and “disagree” have been omitted from this chart due to low prevalence. Answer choices “Strongly disagree” and “disagree” were selected by less than 10% of respondents on every question. Please refer to appendix B for all responses.

Sixty percent (60%) of survey respondents communicated with campus leadership daily. Twenty percent (20%) of staff members communicated with campus leadership weekly and 10 percent communicated with office staff bi-weekly and monthly. Four out of five survey respondents rated their quality of communication with campus leadership as “very good” (55%) or “good” (25%). Ten percent (10%) of staff members rated their quality of communication with campus leadership as poor.

CIS staff were asked to describe any communication issues they might have encountered during the 2015-2016 school year. Sixty-five percent (65%) of CIS staff did not have any comments. The following responses were from the remaining 35 percent of CIS staff who encountered communication issues:

- “We do have district emails, however, we do not receive campus emails. This makes it difficult to stay in contact with staff and faculty concerning events going on around the campus. We have gone back to using our CIS gmail accounts. For next school year, we hope that the communication issue can be cleared up, so that we can be kept in the loop like all other staff on the campus.”
- “I rarely received responses to emails I sent to administration.”

Three quarters (75%) of CIS staff thought that their campus utilized their position in an appropriate manner. Twenty-five percent of staff members thought that their campus did not utilize their position in an appropriate manner. When asked to elaborate, responses were:

- “Until the last two months of school I was not allowed to see students in class, during lunch, or before/after school.”
- “I believe I was often used as an additional teachers assistant rather than CIS staff.”
- “At times CIS was used as the “store” for school uniforms, snacks and supplies.”
- “The leadership was very busy with other tasks so sometimes CIS was understandably put on the back burner when it came to program approval and implementation.”

Lastly, CIS staff were given an opportunity to provide any additional comments or concerns about the Communities in Schools program. Forty-five percent (45%) of respondents expressed appreciation for their experiences in the program. Twenty percent (20%) expressed frustration in the inability to receive sensitive information related to case management paperwork. In particular, 10 percent of respondents expressly noted that the inability to access student social security numbers, attendance, and grades was a major problem in filling out their paperwork. Some responses were:

- “This was a learning experience for both myself and the school. I would love to return to the school. I believe there are many things I would handle differently during the next school year. The school administration and staff are very welcoming. This has been a very pleasurable first year with CIS and DISD.”
- “I had hoped it would be easier to receive the sensitive information required for our case management paperwork. I wish there was an understanding between CIS and the campus (prior to school beginning) that would allow us to get the information quickly. Considering the information is required for our paperwork, it would be much more helpful if CIS put an emphasis on making sure that is a priority.”
- “CIS is a great organization that has given me the opportunity to do what I love and that is to mentor young adults. As a DISD alumni, I am very thankful to give back to my community and school.
- “Due to the information requirements set by TEA and the fact that all CIS student parents sign an information release, it is essential to our job that we are able to obtain grades, attendance, and student information throughout the year. Chancery access would allow us to serve the students completely throughout the year without requiring secondary resources.”

What were the experiences and thoughts of principals regarding the CIS program in their schools?

Methodology

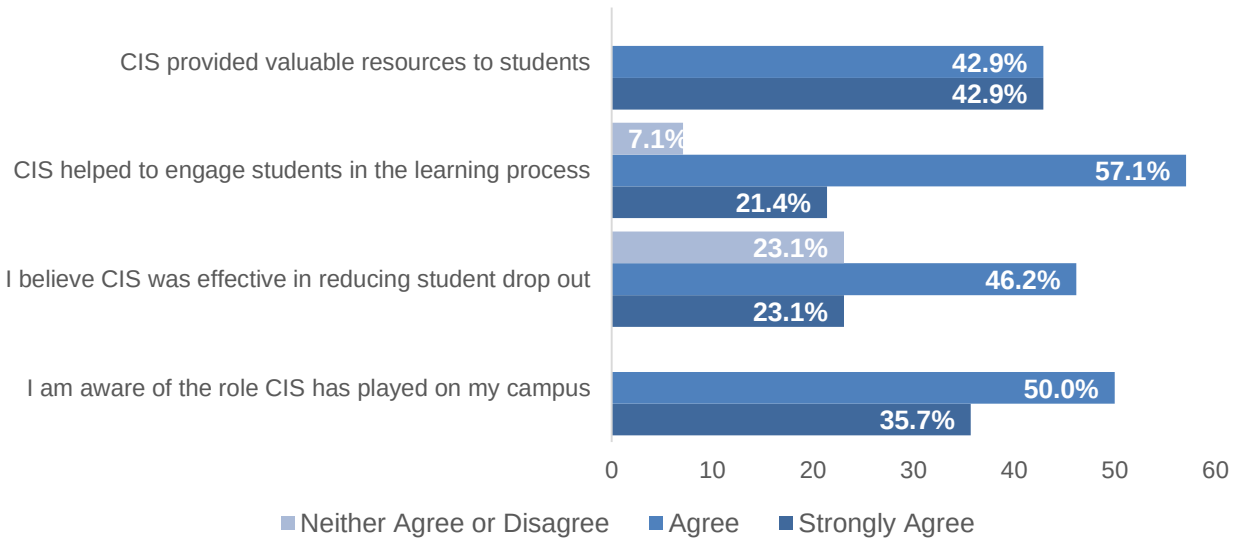
A survey was constructed to understand the experiences and thoughts of principals whose schools received CIS services during the 2015-2016 school year. The survey was distributed to principals beginning on May 17th, 2016. Fourteen out of fifteen principals (93.3%) completed the survey. The survey requested input regarding: principal thoughts concerning the value of the CIS program, the roles that CIS performed on campus, and the frequency and quality of communication with CIS staff. Refer to Appendix C for a breakdown of all survey responses by school levels.

Results

Principal Thoughts on Communities in Schools

Principals were asked to indicate whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed, or strongly disagreed with four statements concerning the value and efficacy of the CIS program in their schools (refer to Appendix C for more detailed information). Responses were mostly positive for every statement (Figure 10). Eighty-six percent (85.8%) of respondents strongly agreed (42.9%) or agreed (42.9%) with the statement: “CIS provided valuable resources to students.” More than three quarters (78.5%) of respondents selected strongly agree (21.4%) or agree (57.1%) to the statement: “CIS helped to engage students in the learning process.” Almost 70 percent (69.3%) of respondents either strongly agreed (23.1%) or agreed (46.2%) with the statement: “I believe CIS was effective in reducing student drop out,” while 23.1 percent neither agreed nor disagreed with the statement. Eighty-six percent (85.7%) of respondents strongly agreed (35.7%) or agreed (50.0%) to the statement: “I am aware of the role CIS has played on my campus.”

Figure 10: Principal Thoughts about the Efficacy of the CIS Program



Note: Survey responses to answer choices “strongly disagree” and “disagree” have been omitted from this chart due to low prevalence. Answer choices “Strongly disagree” and “disagree” were selected by less than 15% of respondents on every question. Please refer to appendix C for all responses.

Principals were asked to rank six core CIS services from most important to least important according to the needs of their campus. The most important core services (in order) were: parental and family involvement, counseling and supportive guidance, educational enhancement, and health and human services. Respondents indicated that the least important services according to the needs of their campus (in order) were: pre-employment assistance and enrichment.

When asked to specify the top three services that CIS provided to students during the 2015-2016 school year, the most frequently listed services by principals were:

- Parental support/family engagement (6)
- Small group activities (3)
- Tutoring (3)
- Community partnerships/resources (3)
- Mentoring (3)
- Student guidance (3)
- Hosting clubs (2)
- College awareness/preparation (2)
- Homework support (2)

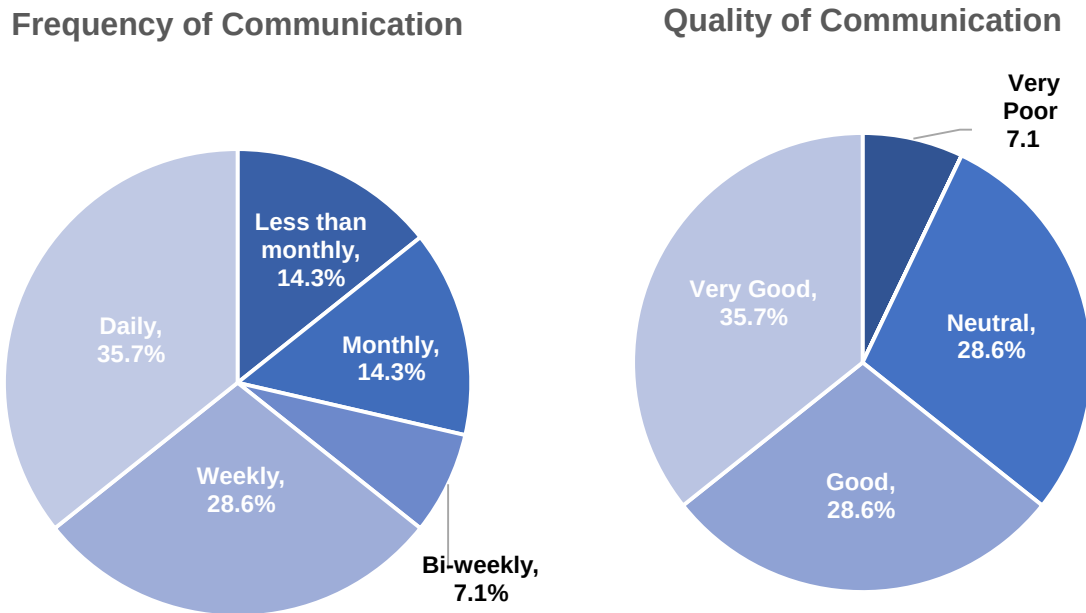
When asked what roles they would have liked to have utilized their CIS representative during the 2015-2016 school year, the most frequently listed responses were:

- Community partnerships/resources (4)
- Parental contact/involvement (4)
- More involvement in counseling services (2)
- Instructional support (2)

Frequency and Quality of Communication with CIS Staff

As shown in Figure 11, 35.7 percent of principals communicated with their CIS representative(s) daily. Twenty-nine percent (28.6%) communicated weekly. Fourteen percent (14.3%) of respondents communicated with their CIS representative less than monthly. Sixty-four percent (64.3%) of respondents rated the quality of communication with CIS staff very good (35.7%) or good (28.6%). Twenty-nine percent (28.6%) selected neutral and 7.1 percent thought that the quality of communication was very poor.

Figure 11: Frequency and Quality of Communication with CIS Staff



When respondents were asked if they requested for CIS to return for the 2016-2017 school year, 92.3 percent selected "yes". Lastly, principals were given an opportunity to provide any additional comments or concerns about the Communities in Schools program. Some responses were:

- "This is a program that helps students who usually get overlooked by the general education program."

- “We have had 3 different CIS representatives this year and the current one has only been here a short time. It is difficult to rate the program for this year, but, we are certain, when here a full year, this CIS representative will be beneficial to the campus.”
- “CIS through its representative makes a huge contribution to our school vision which is to become a 21st century campus that caters to the needs of the whole child.”
- “I need an effective CIS representative on campus who will remain here and is passionate about his/her job. The new hire will be the 3rd person in two years.”
- “I think the communities in schools program is essential to exemplary parent and community engagement. It ensures a strengthened and reinforced bridge between our school and key stakeholders. It also supports our academic program and creates partnerships between our school and key universities. It is essential that this program is not only kept at our school but maintained and reinforced with key district support.”
- “Our representative(s) went above and beyond for all our students on a daily basis. They were a true example of how Communities in Schools should be.”

SUMMARY AND RECOMMENDATIONS

Summary

The state of Texas uses the National Center for Education Statistics (NCES) dropout definition. Under this definition, a dropout is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled, does not graduate, receive a GED certificate, continue school outside the public school system, begin college or expire. It should be noted that there are many difficulties in trying to assess the efficacy of Communities in Schools in preventing dropouts under this definition. Firstly, under the NCES dropout definition, more than half (52.4%) of CIS students are ineligible to be considered dropouts because they are in grades kindergarten through six. Students cannot legally dropout of school in these grades and extended lengths of unexcused absences are subjected to the sanctions of truancy court.

Secondly, the dropout rate is a lagging indicator that is always a year behind. Students withdraw from the district for a variety of reasons (e.g. emigration, private/charter school enrollment, home schooling etc.) and only TEA has the authorization to determine whether a student left the state education system or enrolled in another Texas school district. Thus, we will not know which students may have dropped out until July 2017. At the time of this report, the identifying information of CIS students from previous years was not available and could not be compared to district dropout data. Finally, the overarching goal of CIS is to *prevent* dropouts from occurring in the future and there is no method of determining an organization's capacity to affect future events. Even if a list was available with every student currently in the program who will become a dropout, the students not on the list could be seen as evidence of success. Therefore, the findings of this report and the recommendations were all based on the available data concerning the students, services, and staff of the program in 2015-2016 school year.

There were 1,606 Dallas ISD students who received services from the Communities in Schools program during the 2015-2016 school year. CIS provided services to students in pre-kindergarten through grade twelve. Eight (8) of the 15 schools were at the elementary level which served almost half (45.5%) of all CIS students. CIS staff serviced more students on average at the high school (125.0) and middle school (125.0) levels than at the elementary school level (91.4). The ethnicities of CIS students were similar to the ethnic makeup of the district. A large percentage of students who received services from CIS were homeless (4.9%) relative to their size in the district (2.2%).

Communities in Schools Dallas Region uses a comprehensive service tracking system to document and track all provided services and number of hours devoted to each service. We were granted access to their records which we analyzed. On average, CIS students received 10 unique services, totaling 19 total sessions, and 11.5 total hours during the 2015-2016 school year. The largest percentages of services (in total hours) were devoted to counseling and supportive guidance (35.7%) followed by educational enhancement (29.1%), and enrichment services (15.7%). The smallest percentage of time was devoted to

health and human services (6.6%) and parental and family involvement (2.7%). There were 180 service codes indicating unique services provided to students during the 2015-2016 school year. The top five services provided to students by percentage of total hours were tutoring (12.7%), academics/grades (10.0%), homework clubs (6.2%), general supportive guidance (4.2%), and tutoring encouragement/reminders (3.5%). High school students received the highest average number of counseling/supportive guidance services (4.5 hours) and pre-employment/employment assistance (2.7 hours) while elementary students received the highest average number of educational enhancement services (5.0 hours). Twenty percent (20.0%) of CIS students received a home visit during the year and 3.6 percent of students received more than one home visit.

Altogether, 292 CIS students (18.2%) received at least one disciplinary referral during the 2015-2016 school year. The number of disciplinary referrals given out to CIS students increased through November before decreasing slightly throughout the latter months of the year. In comparison, the percentage of disciplinary referrals given to all Dallas ISD students was higher in the latter months of the school year. The attendance data for all CIS students were analyzed throughout the school year to evaluate whether student attendance increased after entry into the program. The average percentage of days attended decreased by an average of 2.1 percentage points for all CIS students. It should be noted that most CIS students (54.8%) were admitted into the program in the first six weeks when attendance rates were higher on average than in the latter six weeks of the school year. A similar trend was observed among all at-risk students in the district.

A survey was conducted throughout the week of May 16, 2016 to understand the activities and experiences of campus-based CIS staff members. Sixty percent (60%) of CIS staff members had less than one year of experience working in CIS. Twenty percent (20%) of CIS staff members have three or more years of experience working in CIS. Every staff member had at least a bachelor's degree and 20 percent had a master's degree. The most common backgrounds for CIS staff members were social work (60%), followed by education (45%) and psychology (20%). CIS staff were asked to indicate how often they delivered services in a variety of learning environments. One-on-one learning environments were utilized often by 60 percent of CIS staff while large group learning environments were utilized the least often (15%).

Sixty percent (60%) of survey respondents communicated with campus leadership daily while 20 percent communicated weekly. Three quarters (75%) of CIS staff thought that their campus utilized their position in an appropriate manner and one quarter (25%) thought that their campus did not utilize their position in an appropriate manner. Lastly, CIS staff were given an opportunity to provide any additional comments or concerns about the CIS program. Forty-five percent (45%) of respondents expressed appreciation for their experiences in the program. A common frustration noted by 20 percent of respondents was the inability to receive sensitive information required for case management paperwork including student social security numbers, attendance records, and the grades of students.

Another survey was constructed to understand the thoughts and experiences of principals whose schools received CIS services during the 2015-2016 school year. Principals were asked to indicate the degree to which they agreed or disagreed with four statements concerning the value and efficacy of the CIS program in their schools. Responses were mostly positive for every statement. When asked what roles they would have liked to utilize their CIS representative during the 2015-2016 school year, the most frequently listed responses were: community partnerships/resources (4), parental contact/involvement (4), more involvement in counseling services (2), and instructional support (2). Lastly, principals were given an opportunity to provide additional comments or concerns about the Communities in Schools program. Eight of the fourteen respondents (57.1%) expressed gratitude for the work that communities in schools representatives performed on their campus. Two respondents (14.3%) expressed frustration in the turnover rate of CIS representatives at their schools.

Recommendations

Record and store identifying student information. The TEA managed data portal that CIS uses does not grant access to identifying student information (e.g. student ID numbers or social security numbers) from previous years. The lack of previous years' CIS rosters and the fact that dropout data is a lag variable makes it difficult to analyze the long-term effectiveness of the program in reducing dropouts.

Provide more comprehensive case management documentation training and support When CIS staff were given the opportunity to provide any additional comments or concerns they had about CIS, one staff member noted that handling required paperwork was sometimes a struggle and there should have been more support from office staff.

Establish consistent data sharing relationships prior to the start of the year. Three staff members specifically mentioned that the lack of student data (grades, attendance records, etc.) were major issues in completing their paperwork. CIS has a data sharing agreement with the district and this information should be made available to CIS upon request. These needs should be communicated with campus leadership and negotiated prior to the start of the school year.

Reduce the turnover rate for CIS staff members. When given the opportunity to provide any additional comments or concerns about the Communities in Schools program, two principals noted that the high levels of staff turnover were a problem in their school. Additionally, the CIS staff survey found that 60 percent of CIS staff had less than one year of experience in the program. In one incident this year, three staff members were hired mid-year by Dallas ISD. This program is built upon establishing stable relationships with vulnerable student populations and their families. The turnover rate may be reduced if this necessity is better communicated with staff and program stakeholders.

APPENDICES

Appendix A

The Top 5 Most Frequently Provided CIS Services by Category

Service	Number of Sessions		Hours	
	N	%	N	%
Counseling and Supportive Guidance				
Academics/Grades	4230	16.0	1450.0	10.0
General Supportive Guidance	1710	6.5	606.3	4.2
Encouragement/Reminders	1342	5.1	513.3	3.5
Provide CIS Information to student	951	3.6	369.5	2.5
Goal Setting	941	3.6	347.8	2.4
Health and Human Services				
Backpack feeding program	1227	4.6	357.8	2.5
Red Ribbon Week Activities	77	0.3	150.3	1.0
School Supplies Assistance	536	2.0	138.0	0.9
Healthy Snacks	330	1.3	94.3	0.6
Basic Needs/Public Assistance	219	0.8	66.5	0.5
Parental and Family Involvement				
Home Visits	387	1.5	159.3	1.1
CIS Open House	81	0.3	98.3	0.7
Phone Calls	111	0.4	39.3	0.3
Provide CIS Information to family	81	0.3	28.3	0.2
Parent Conferences	45	0.2	22.5	0.2
Pre-employment / Employment				
Mock Interviews	79	0.3	398.0	2.7
College Field Trips	36	0.1	370.5	2.5
Resume Assistance	65	0.2	205.8	1.4
College Awareness	257	1.0	181.3	1.2
College Days/Events/Fairs	81	0.3	57.0	0.4
Enrichment				
Field Trips	109	0.4	370.0	2.5
Lunch Activities	806	3.1	360.3	2.5
Incentives	1270	4.8	343.5	2.4
After School Clubs	181	0.7	245.5	1.7
Recreational Activities	158	0.6	136.5	0.9
Educational Enhancement				
Tutoring	1722	6.5	1850.5	12.7
Homework Clubs	1039	3.9	909.0	6.2
Service Learning	68	0.3	359.8	2.5
Academic Skills	485	1.8	341.8	2.3
Tutoring-Math	366	1.4	328.8	2.3

Percentages do not equal 100% when added together as there are more than 180 unique services that CIS provided in the 2015-2016 school year.

Appendix B

Appendix B Table 1: Question 1: Please choose your Dallas ISD Campus.

Campus	TEA	N	%
Barbara M. Manns Education Center	358	1	5.0
Bryan Adams High School	001	2	10.0
Ebby Halliday Elementary School	305	1	5.0
George H.W. Bush Elementary School	304	1	5.0
Hector P. Garcia Middle School	077	1	5.0
John F. Peeler Elementary School	192	1	5.0
John H. Reagan Elementary School	197	1	5.0
L.G. Pinkston High School	012	1	5.0
Maple Lawn Elementary School	181	2	10.0
Obadiah Knight Elementary School	168	1	5.0
Rosemont Elementary	204	1	5.0
Skyline High School	025	2	10.0
Thomas J. Rusk Middle School	055	2	10.0
Thomas Jefferson High School	007	2	10.0
William L. Cabell Elementary School	119	1	5.0
Total		20	100.0

Appendix B Table 2: Question 2: CIS Staff Member Length of Tenure

	Elementary	Middle	High	All Grades
How Long Have you Worked for CIS (Years)				
Mean	2.1	0.8	4.5	2.7
How Long have you been a CIS Representative at your Campus?				
Mean	1.2	0.7	1.4	1.2

Appendix B Table 3: Question 3: What is your highest level of education?

Level of Education	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
High School Diploma	0	0.0	0	0.0	0	0.0	0	0.0
Associate's Degree	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's Degree	8	88.9	3	75.0	5	71.4	16	80.0
Master's Degree	1	11.1	1	25.0	2	28.6	4	20.0
Doctoral Degree	0	0.0	0	0.0	0	0.0	0	0.0

Appendix B Table 4: Question 4: Please mark all fields in which you have a background

Field	Elementary	Middle	High	All Grades
	N	N	N	N
Education	4	3	2	9
Social Work	5	2	5	12
Mental Health Counseling	2	0	0	2
Psychology	2	2	0	4
Sociology (Other)	2	0	0	2
Speech Pathology (Other)	1	0	0	1
Public Relations (Other)	0	0	1	1

Appendix B Table 5: Question 5: Communities in Schools Training and Professional Development

	Elementary	Middle	High	All Grades
Orientation - How many meetings did you attend? (4 days of orientation = 4 meetings)				
Mean	6.6	5.0	5.0	5.7
Orientation - What is the total number of hours				
Mean	30.8	25.5	21.4	26.5
Staff Meetings - How many meetings did you attend? (4 days of orientation = 4 meetings)				
Mean	5.3	6.5	5.1	5.5
Staff Meetings - What is the total number of hours				
Mean	26.8	37.8	22.9	27.6
Cluster Meetings - How many meetings did you attend? (4 days of orientation = 4 meetings)				
Mean	5.3	7.3	6.3	6.1
Cluster Meetings - What is the total number of hours				
Mean	11.1	16.5	15.1	13.6
Supervision Meetings - How many meetings did you attend? (4 days of orientation = 4 meetings)				
Mean	5.7	3.8	6.1	5.5
Supervision Meetings - What is the total number of hours				
Mean	6.3	3.8	5.4	5.5
Brown Bags - How many meetings did you attend? (4 days of orientation = 4 meetings)				
Mean	1.7	4.0	2.4	2.4
Brown Bags - What is the total number of hours per category?				
Mean	2.4	4.8	2.4	2.9

Appendix B Table 6: Question 6: The Training Sessions were Well Organized.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	2	25.0	2	50.0	0	0.0	4	21.1
Neither Agree nor Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Agree	4	50.0	2	50.0	3	42.9	9	47.4
Strongly Agree	2	25.0	0	0.0	4	57.1	6	31.6

Appendix B Table 7: Question 7: The Training was Relevant and up-to-date Regarding my work.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Neither Agree nor Disagree	3	37.5	0	0.0	0	0.0	3	15.8
Agree	3	37.5	4	100.0	3	42.9	10	52.6
Strongly Agree	2	25.0	0	0.0	4	57.1	6	31.6

Appendix B Table 8: Question 8: The training sessions provided everything I needed to know in order to fulfill my duties.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	3	37.5	1	25.0	0	0.0	4	21.1
Neither Agree nor Disagree	0	0.0	1	25.0	0	0.0	1	5.3
Agree	3	37.5	2	50.0	3	42.9	8	42.1
Strongly Agree	2	25.0	0	0.0	4	57.1	6	31.6

Appendix B Table 9: Question 9: The trainer adequately answered questions raised during the sessions.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Neither Agree nor Disagree	2	25.0	0	0.0	0	0.0	2	11.1
Agree	4	50.0	0	0.0	4	57.1	8	44.4
Strongly Agree	2	25.0	3	100.0	3	42.9	8	44.4

Appendix B Table 10: Question 10: An adequate amount of materials/resources were provided.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Disagree	2	25.0	1	25.0	0	0.0	3	15.8
Neither Agree nor Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Agree	4	50.0	2	50.0	4	57.1	10	52.6
Strongly Agree	2	25.0	1	25.0	3	42.9	6	31.6

Appendix B Table 11: Question 11: CIS training prepared me well for my position.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	1	12.5	0	0.0	0	0.0	1	5.3
Disagree	1	12.5	0	0.0	0	0.0	1	5.3
Neither Agree nor Disagree	3	37.5	0	0.0	0	0.0	3	15.8
Agree	1	12.5	3	75.0	3	42.9	7	36.8
Strongly Agree	2	25.0	1	25.0	4	57.1	7	36.8

Appendix B Table 12: Question 12: Percentage of Time Devoted to Each Category of Services

	Elementary	Middle	High	All Grades
What amount of time (in percentages) did you spend on counseling and supportive guidance?				
Mean	24.4	30.0	25.7	26.0
What amount of time (in percentages) did you spend on health and human services?				
Mean	14.4	20.0	15.7	16.0
What amount of time (in percentages) did you spend on parental and family involvement?				
Mean	20.0	10.0	14.3	16.0
What amount of time (in percentages) did you spend on pre-employment assistance?				
Mean	2.2	2.5	10.0	5.0
What amount of time (in percentages) did you spend on enrichment?				
Mean	27.8	17.5	18.6	22.5
What amount of time (in percentages) did you spend on educational enhancement?				
Mean	36.7	20.0	21.4	28.0

Appendix B Table 13: Question 13: Please Indicate the frequency in which you utilized one-on-one learning environments.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Never	0	0.0	0	0.0	0	0.0	0	0.0
Occasionally	1	11.1	0	0.0	0	0.0	1	5.0
Frequently	4	44.4	2	50.0	1	14.3	7	35.0
Often	4	44.4	2	50.0	6	85.7	12	60.0

Appendix B Table 14: Question 14: Please Indicate the frequency in which you utilized small group (less than 10 students) learning environments.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Never	0	0.0	0	0.0	0	0.0	0	0.0
Occasionally	0	0.0	0	0.0	1	14.3	1	5.0
Frequently	3	33.3	3	75.0	4	57.1	10	50.0
Often	6	66.7	1	25.0	2	28.6	9	45.0

Appendix B Table 15: Question 15: Please Indicate the frequency in which you utilized large group (more than 10 students) learning environments.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Never	0	0.0	0	0.0	0	0.0	0	0.0
Occasionally	5	55.6	3	75.0	4	57.1	12	60.0
Frequently	2	22.2	1	25.0	2	28.6	5	25.0
Often	2	22.2	0	0.0	1	14.3	3	15.0

Appendix B Table 16: Question 16: Number and Percentage of CIS Students who received home visits

	Elementary	Middle	High	All Grades
Approximately what percentage of CIS students received home visits during the 2015-2016 school year?				
Mean	17.8	22.5	22.9	20.5
How many home visits did you conduct per week on average?				
Mean	1.1	1.5	2.7	1.8

Appendix B Table 17: Question 17: The principal was supportive of CIS.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	1	11.1	0	0.0	0	0.0	1	5.0
Disagree	1	11.1	0	0.0	0	0.0	1	5.0
Neither Agree nor Disagree	2	22.2	0	0.0	1	14.3	3	15.0
Agree	1	11.1	0	0.0	0	0.0	1	5.0
Strongly Agree	4	44.4	4	100.0	6	85.7	14	70.0

Appendix B Table 18: Question 18: The assistant principal was supportive of CIS.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	1	12.5	0	0.0	0	0.0	1	5.3
Disagree	0	0.0	0	0.0	0	0.0	0	0.0
Neither Agree nor Disagree	2	25.0	0	0.0	1	14.3	3	15.8
Agree	1	12.5	3	75.0	1	14.3	5	26.3
Strongly Agree	4	50.0	1	25.0	5	71.4	10	52.6

Appendix B Table 19: Question 19: Office staff were supportive of CIS.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	1	11.1	0	0.0	0	0.0	1	5.0
Disagree	1	11.1	0	0.0	0	0.0	1	5.0
Neither Agree nor Disagree	1	11.1	0	0.0	0	0.0	1	5.0
Agree	2	22.2	1	25.0	2	28.6	5	25.0
Strongly Agree	4	44.4	3	75.0	5	71.4	12	60.0

Appendix B Table 20: Question 20: Teaching staff were supportive of CIS.

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Strongly Disagree	1	11.1	1	25.0	0	0.0	2	10.0
Disagree	1	11.1	1	25.0	0	0.0	2	10.0
Neither Agree nor Disagree	1	11.1	1	25.0	0	0.0	2	10.0
Agree	2	22.2	0	0.0	2	28.6	4	20.0
Strongly Agree	4	44.4	1	25.0	5	71.4	10	50.0

Appendix B Table 21: Question 21: Please indicate the frequency of communication you had with campus leadership (e.g., principals, assistant principals, office staff).

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Never	0	0.0	0	0.0	0	0.0	0	0.0
Less than monthly	0	0.0	0	0.0	0	0.0	0	0.0
Monthly	0	0.0	0	0.0	2	28.6	2	10.0
Bi-weekly	0	0.0	0	0.0	2	28.6	2	10.0
Weekly	3	33.3	0	0.0	1	14.3	4	20.0
Daily	6	66.7	4	100.0	2	28.6	12	60.0

Appendix B Table 22: Question 22: Please indicate the quality of communication you had with campus leadership (e.g., principals, assistant principals, office staff).

	Elementary		Middle		High		All Grades	
	N	%	N	%	N	%	N	%
Very Poor	0	0.0	0	0.0	0	0.0	0	0.0
Poor	2	22.2	0	0.0	0	0.0	2	10.0
Neutral	1	11.1	0	0.0	1	14.3	2	10.0
Good	2	22.2	1	25.0	2	28.6	5	25.0
Very Good	4	44.4	3	75.0	4	57.1	11	55.0

Appendix C

Appendix C Table 1: Question 1: Please choose your Dallas ISD Campus.

Campus	TEA	N	%
Barbara M. Manns Education Center	358	1	7.1
Bryan Adams High School	001	1	7.1
Ebby Halliday Elementary School	305	1	7.1
George Bush Elementary School	304	1	7.1
Hector P. Garcia Middle School	077	1	7.1
John F. Peeler Elementary School	192	1	7.1
John H. Reagan Elementary School	197	1	7.1
L.G. Pinkston High School	012	1	7.1
Maple Lawn Elementary School	181	1	7.1
Obadiah Knight Elementary School	168	1	7.1
Rosemont Elementary	204	1	7.1
Thomas J. Rusk Middle School	055	1	7.1
Thomas Jefferson High School	007	1	7.1
William L. Cabell Elementary School	119	1	7.1
Total		14	100.0

Appendix C Table 2: Question 2: I am Aware of the Role CIS has Played on my Campus

	N	%
Strongly Disagree	1	7.1
Disagree	1	7.1
Neither Agree or Disagree	0	0.0
Agree	7	50.0
Strongly Agree	5	35.7

Appendix C Table 3: Question 3: I Believe CIS was Effective in Reducing Student Drop Out

	N	%
Strongly Disagree	0	0.0
Disagree	1	7.7
Neither Agree or Disagree	3	23.1
Agree	6	46.2
Strongly Agree	3	23.1

Appendix C Table 4: Question 4: CIS Helped to Engage Students in the Learning Process

	N	%
Strongly Disagree	1	7.1
Disagree	1	7.1
Neither Agree or Disagree	1	7.1
Agree	8	57.1
Strongly Agree	3	21.4

Appendix C Table 5: Question 5: CIS Provided Valuable Resources to Students

	N	%
Strongly Disagree	1	7.1
Disagree	1	7.1
Neither Agree or Disagree	0	0.0
Agree	6	42.9
Strongly Agree	6	42.9

Appendix C Table 6: Question 6: Please Indicate the Frequency of Communication you had with the CIS Campus Representative during the 2015-2016 School Year.

	N	%
Never	0	0.0
Less than monthly	2	14.3
Monthly	2	14.3
Bi-weekly	1	7.1
Weekly	4	28.6
Daily	5	35.7

Appendix C Table 7: Question 7: Please Indicate the Quality of Communication you had with the CIS Campus Representative during the 2015-2016 School Year.

	N	%
Very Poor	1	7.1
Poor	0	0.0
Neutral	4	28.6
Good	4	28.6
Very Good	5	35.7

Appendix C Table 8: Question 8: Did you Request for CIS to Return for the 2016-17 School Year?

	N	%
Yes	13	92.9
No	1	7.1