



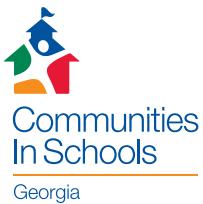
**COMMUNITIES
IN SCHOOLS
FALL 2014
IMPACT REPORT**



Unlocking the Full Potential of Students in Georgia

“Communities In Schools Site Coordinators go above and beyond and will do whatever it takes with a child to make sure that they’re safe and able to concentrate in school. We go to great lengths because if you can save the children, you can make a difference in the economics and quality of life in your community.”

CAROL LEWIS, PRESIDENT AND CEO, COMMUNITIES IN SCHOOLS OF GEORGIA



Communities In Schools is a nationwide network of passionate professionals working in public schools to surround students with a community of support, empowering them to stay in school and achieve in life. This year, Communities In Schools of Georgia is serving more than 120,000 students in 225 schools and education sites, helping to break the cycle of poverty, school failure and underemployment.

This report outlines the accomplishments of Communities In Schools of Georgia during the 2013–14 school year, as well as projections for the coming year. It includes data on the percentage of students who were promoted from one grade to another, graduated from high school, or otherwise improved their performance as a result of their involvement with Communities In Schools; and describes how this success was achieved.

“At-risk youth face untold hazards in their environments, and one by one these burdens pile up until a student just can’t stand the weight any longer. These students aren’t walking out the front door of their school in protest. Instead, the floor is giving way under their feet.”

DANIEL CARDINALI, PRESIDENT, COMMUNITIES IN SCHOOLS

ABOUT COMMUNITIES IN SCHOOLS OF GEORGIA

Communities In Schools is the only dropout prevention organization proven to both lower dropout rates and increase graduation rates. What sets Communities In Schools apart is the organization's holistic approach to addressing both the academic and nonacademic needs of students. Working with school staff, Communities In Schools site coordinators — who are positioned in schools — identify students in danger of dropping out, assess what resources they need, and then provide those resources through the appropriate community partnerships. These resources include food, clothing, transportation, housing, medical and dental care, mental health services, mentoring and much more.



THE PRESIDENT AND CEO

CAROL LEWIS began volunteering for Communities In Schools more than 20 years ago in Troup County after she learned the local dropout rate was more than 50 percent. The first student she mentored was a pregnant ninth grader who was headed towards dropping out. Twenty years later, Carol is still in touch with her — she has a family, a job and she credits Carol for her success, saying she was the first person to believe in her. Carol believes in all students unequivocally. “I call kids diamonds in the rough,” she explains. “They have the potential to be five carat, some just don’t know it yet. They’re beautiful underneath.” After her decades with the organization, Carol has a unique perspective on the long-term impacts of Communities In Schools. “A man recently fixed my computer and said, ‘You don’t remember me, but what you did for me when I was a kid was so important,’” says Carol. “He told me I was his mentor and I got him interested in doing computer work and now he has this great job. I had students that are now nurses in the hospital where I get services or they’re working as a teller at the bank — all of these kids were on the road to dropping out of school.”

Communities In Schools recognizes that if basic needs are not met children are unable to learn. Working with each school's staff, Communities In Schools identifies students who lack basic needs such as food, clothing and shelter, and utilizes community resources to assist with meeting these needs. Other whole-school offerings include parenting programs, grief and loss counseling, and bullying prevention programs.



THE SITE COORDINATOR

TEMEKIA CHEELY has always worked with families in the community and is currently in her third year as a site coordinator at Villa Rica High School in Villa Rica, Georgia. In addition to connecting her students to the appropriate community resources and fostering a caring, one-on-one relationship with them, she's also an advocate of setting concrete goals for both personal and academic development. "We write the goals down, the students sign the bottom of the paper saying they'll work hard and believe in themselves, and we keep the document in my office," Temekia explains. "After that, we create an action plan spelling out what steps they need to take to reach their goals and I just keep following up with them and motivating them to succeed." Her indefatigable persistence is matched by a resolute belief in the potential of each student. "Someone today said, 'I hope I can do it,' and I said no, you can do it."



THE STUDENT

BRITTANY BROWN is a 17 year-old senior at Villa Rica High School who was referred to Communities In Schools due to truancy and aggressive behavioral issues when she was 15. She admits she had hit a point where she really didn't care anymore and if anyone so much as looked at her the wrong way, she was ready to fight. Her Site Coordinator, Temekia, helped her set goals, get focused and simply let her know someone cared. They've been working together for two years and Brittany is on track to graduate and go on to college. "Ms. Cheely acts like a second mother to me," says Brittany. "She pushes me and if I ever feel like I'm going to get into something I shouldn't do, she helps me out of it. I doubt I would have graduated without Ms. Cheely."

At Communities In Schools, we work to change the picture of education for more than 1.3 million kids every year. We do this by

- 1. Ensuring kids attend school,**
- 2. Doing whatever it takes to eliminate barriers, and**
- 3. Providing options so we never give up on anyone**

Communities In Schools of Georgia

2013–14 School Year Highlights

- 75 elementary schools, 61 middle schools, 74 high schools and 3 combined schools were served.
- 108,208 students received Integrated Student Support services from Communities In Schools of Georgia; 106,504 students received Level One* or school-wide prevention services and 10,225 students received Level Two** targeted and sustained interventions.
- 81.6% of seniors receiving targeted and sustained services graduated.

PROMOTED

89%

ATTENDANCE

64%

ACADEMICS

62%

BEHAVIOR

65%

- 89% of the students in grades K–11 who received targeted and sustained services (and for whom data were available) were promoted to the next grade.
- 64% of the students in grades K–12 who received targeted and sustained services with an attendance goal met their goal. For some students, the goal was to increase the number of days they attended and for others it was to maintain their attendance levels.
- 62% of the students in grades K–12 who received targeted and sustained services with an academic performance goal met their goal. These goals, which are tailored to each student, include improving class grades, overall GPA, standardized test scores, or homework completion.
- 65% of the students in grades K–12 who received targeted and sustained services with a behavioral goal met their goal and decreased their suspensions. Overall, 44.3% of these students were suspension free while participating in CIS.

*Level One services, also known as whole-school preventative services, are provided to all students, regardless of their risk for developing serious problems. Examples of these services include health fairs, attendance initiatives, anti-bullying campaigns, parent engagement activities/events and motivational speakers.

**Level Two services are targeted and sustained interventions provided for specific students over an extended period of time. These services are provided based on individual student needs and include services such as one-on-one academic tutoring, mentoring, coordination of medical or dental resources and counseling.

GROWTH IN THE METRO ATLANTA REGION

- + In the last 3 years, we have increased the number of affiliates in the Metro Atlanta region from 5 to 8, adding Henry County and Carrollton/Carroll County in the 2012–13 school year and Coweta County in 2014–15 school year.
- + In the last 3 years, we have increased the number of districts served in the Metro Atlanta region from 8 to 13, adding Fulton County Schools (CIS of Atlanta), Carrollton City Schools and Carroll County Schools (CIS of Carrollton/Carroll County), Henry County Schools, and Coweta County (CIS of Coweta County).
- + Since 2012, Metro Atlanta affiliates added 24 new school sites, serving an additional 26,000 students.
- + Between the 2011–12 and 2014–15 school years, Metro Atlanta CIS affiliates more than tripled the number of sites with a half or full-time site coordinator to 61 sites.
- + Between the 2011–12 and 2013–14 school years, Metro Atlanta CIS affiliates increased the number of sites meeting comprehensive standards by 300%, increasing to 31 sites from 8 in 2012.

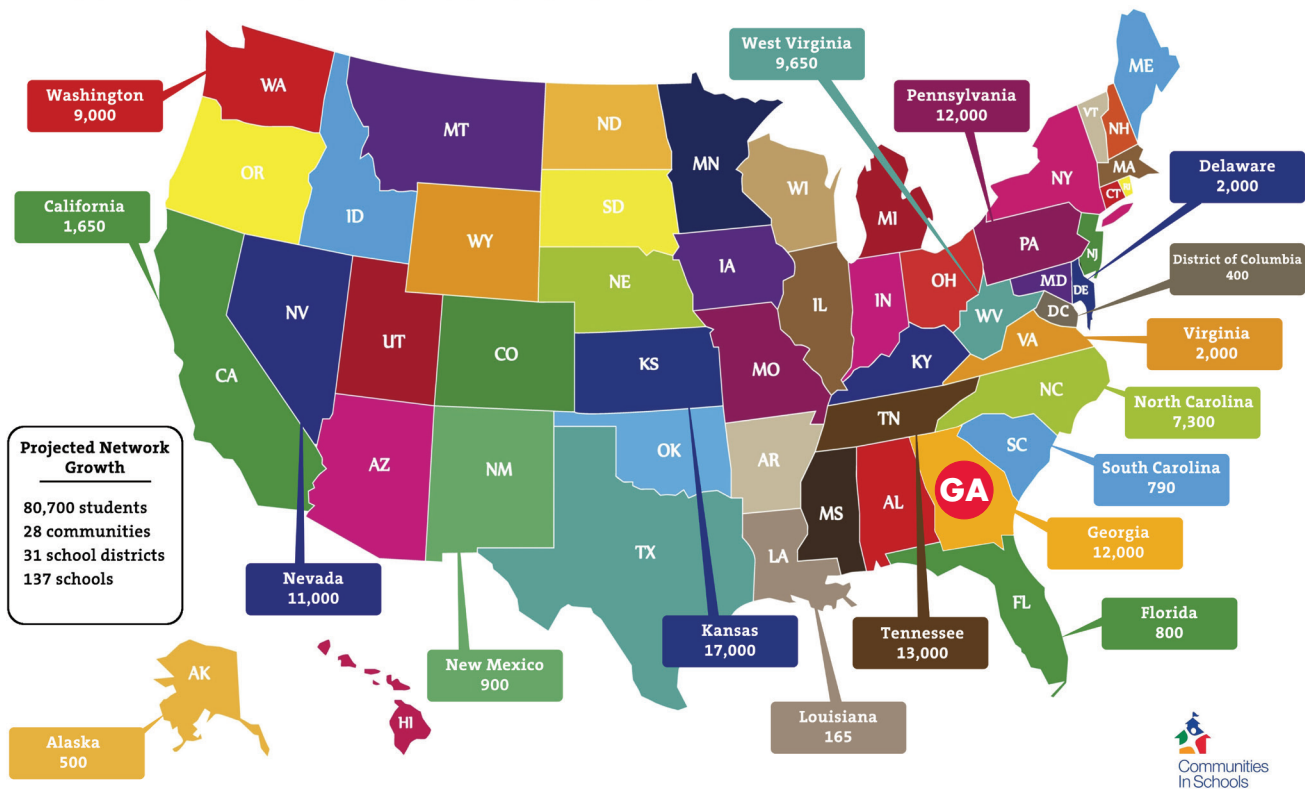
PROJECTED GROWTH IN THE COMING YEAR

In order to meet increasing demands, Communities In Schools of Georgia is expanding in the 2014–2015 school year to serve:

- 2 NEW COMMUNITIES
- 2 NEW SCHOOLS DISTRICTS
- 12 NEW SCHOOLS
- 11,964 MORE STUDENTS

The expansion increases the number of schools currently served by Communities In Schools of Georgia from 213 to 225 and now means that a total of 120,172 students will benefit from the support of trained site coordinators working inside those schools.

COMMUNITIES IN SCHOOLS GROWS



“Many students come from homes where no one believes in them or encourages them. To have a one-on-one relationship with a caring adult, someone to believe in them, makes a world of a difference. That’s what makes Communities In Schools the best.”

TEMEKIA CHEELY, COMMUNITIES IN SCHOOLS SITE COORDINATOR,
VILLA RICA HIGH SCHOOL