Leveraging the Every Student Succeeds Act to Provide Integrated Student Supports

March 2017

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Learning Objectives

- Low-income children need interventions that go beyond academics to succeed in school and in life.
- Integrated student supports (ISS) is an approach that removes learning barriers that are created by poverty.
- Superintendents and educators can leverage ESSA to provide ISS in support of low-performing schools.
THE CHALLENGE:
Teachers’ & Principals’ Hands are Full... & Expectations are Rising

Common Core  Teacher Evaluations
English Language Learners  Blended Learning
Standardized Test Scores
K-12 Student Poverty Rates Are Growing
Larger percentages of black and Hispanic youth are stricken by poverty than their white counterparts.
Poverty Also Increases the Likelihood of Student Dropouts

Poverty puts children at a disadvantage
Research shows that, all else being equal…
Low-income kids start to fall behind in cognitive development at a young age and have difficulty catching up.

They fall further behind when they attend lower-quality public schools.
Consequently, they are more likely to drop out of high school in their teens, and less likely to get a college degree.
They thus enter adulthood with lower levels of education as well as achievement.

And There are Many More Challenges ...

- Roughly half a million kids are victims of household neglect every year.
- Roughly 1 in 4 kids live in families with incomes below the poverty line.
- Over 7.5 million kids do not have health insurance.
- 1 in 3 kids experience bullying.

Diplomas Help Individuals AND Communities

For every $1 invested in Communities In Schools, $11.60 is returned to the community.
At Communities In Schools, we are changing the picture of education for nearly 1.5 million kids. We do this by:

- Doing whatever it takes to eliminate barriers that drive kids to dropout
- Partnering with educators and community organizations across the country to provide supports to schools & students in need
- Never giving up on anyone
Steps in the CIS Model

1. Needs Assessment
2. Planning
3. Integrated Student Supports
4. Monitoring & Adjusting
5. Evaluation
6. Proven Success
Site Coordinators

• The site coordinator fills a pivotal role as the single point of contact working inside the school coordinating and providing integrated student supports.

• They work with school leadership and staff to connect students and families with community resources that help to address both academic and nonacademic needs, allowing students to show up healthy, safe, and prepared to learn.
Student Supports

ACADEMIC ASSISTANCE

COLLEGE & CAREER PREP

COMMUNITY & SERVICE LEARNING

ENRICHMENT

MENTAL HEALTH

PHYSICAL HEALTH

BASIC NEEDS

BEHAVIORAL INTERVENTIONS

FAMILY ENGAGEMENT

LIFE SKILLS
Collaborative Partners

Schools, businesses and community agencies all work together with site coordinators to deliver supports to students and families.
CIS’ Proven Success

- Increase Graduation
- Reduce Drop Out
- Improve Attendance
Case managed students continue to experience positive results:

- **99%** remained in school through the end of the 2015-16 school year.
- **93%** of students in K-11 were promoted to the next grade.
- **88%** met or made progress towards their academic improvement goals.
- **80%** met or made progress towards their attendance improvement goals.
- **91%** of seniors graduated or received a GED.
- **6,400** graduates went on to some form of postsecondary education.
- **90%** met or made progress towards their behavior improvement goals.

*These figures are based on data submitted by 160 affiliates, including 24 Texas affiliates as of January 11, 2016.*
Went to teachers, principals, superintendents and other administrators at CIS schools *before* CIS took any public steps on ESSA planning.

Establishes a baseline understanding of teacher/administrator perceptions around ISS in general and CIS services.

Asked targeted questions to pinpoint CIS’s specific value-adds.

Just under 500 responses received from 13 states + DC and 32 affiliates.
What Did We Learn?
Funding Landscape

Principals:

- Among surveyed principals, **43% said their school funds CIS**
- At the school level, the **largest source of federal funding was Title I** (40% of principals said they use Title I to fund CIS)
- **68% were interested in learning about using ESSA to expand CIS work**

Superintendents:

- Both a majority of principals and a majority of superintendents identified superintendents as the “key decision maker” for allocating funds
- **48% of superintendents fund CIS with district money; 43% identified Title I as a funding source**
- **Competition for same funds, lack of funding, and abundance of high-needs schools surfaced as “barriers to access funding”**
What Did We Learn?
Perceived Value-Add of CIS

Perceived problems in schools/districts and extent to which CIS helps with these problems:

- Pregnancy: 23% Serious, 33% Moderate
- Students dropping out: 33% Serious, 44% Moderate
- Student apathy: 59% Serious, 44% Moderate
- Lack of parental involvement: 73% Serious, 76% Moderate
- Poverty: 85% Serious, 79% Moderate
- Students come unprepared to learn: 93% Serious, 88% Moderate
- Chronic absenteeism: 86% Serious, 78% Moderate
- Disruptive student behavior in school: 72% Serious, 76% Moderate
- Drug use: 68% Serious, 37% Moderate
- Violence: 41% Serious, 48% Moderate
- Poor student health (including diet): 36% Serious, 37% Moderate

[Extent This Is a Serious or Moderate Problem] [Extent that CIS Helps]
What Did We Learn?
Benefit to Teachers

“I am able to be a more effective teacher because CIS has helped…”

• Provide for student basic needs, such as school supplies, food, clothing, access to health care, etc. (91%)
• Improve student ability to connect with a caring adult (89%)
• Improve student self-confidence in their ability to succeed (87%)
• Improve student engagement in school (84%)
• Improve student attitude toward learning (83%)
• Improve student readiness to learn (83%)
What Did We Learn?
Benefit to Teachers

60.3% of teachers said that 30% of their time is spent helping students with problems faced outside the classroom.
What Did We Learn?
Benefit to Principals

“Through my school’s partnership with CIS...”

- Increase our school’s ability to provide one-on-one attention to students in need (88%)
- More community resources are being brought into our school (86%)
- My job would be more difficult without the benefits of CIS (85%)
- Better able to improve student academic achievement (78%)
- Enjoy being a principal more because CIS has helped improve the school climate in my school (77%)
- Part of our teacher’s overall effectiveness can be attributed to the positive difference CIS has made helping to prepare students for learning (75%)
## What Did We Learn?

### What Stakeholders Value

### How does CIS support your school....

#### Top Services Provided to Students & Families

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<thead>
<tr>
<th>Teachers</th>
<th>Principals</th>
<th>Superintendents</th>
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</thead>
<tbody>
<tr>
<td>- Caring, one-on-one relationship</td>
<td>- Family engagement</td>
<td>- Collaborative work with leadership to provide different services</td>
</tr>
<tr>
<td>- Family involvement</td>
<td>- Emotional, physical, and mental health support</td>
<td>- Student engagement and motivation</td>
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<tr>
<td>- Basic needs</td>
<td>- Student engagement</td>
<td>- Relationship building with families</td>
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<tr>
<td>- Social-emotional support</td>
<td>- Working in partnership with school staff</td>
<td>- Basic needs</td>
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<tr>
<td>- Behavioral intervention and support</td>
<td>- Tutoring</td>
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The Every Student Succeeds Act (ESSA) became law in December 2015, replacing the No Child Left Behind Act as an update to the Elementary and Secondary Education Act.

- Recognizes the importance of a “well-rounded” or “whole-child” approach to education
- De-emphasizes the role of the federal government, creating more flexibility for states and local education agencies to leverage federal dollars for ISS

New Language
Local education agencies are now encouraged to implement ISS – which is specifically mentioned in Title I as an allowable use of funds.

School Turnaround Flexibility
States must set aside 7% of Title I for school turnaround and have flexibility to choose interventions. ISS can be a valuable component of a comprehensive turnaround strategy.

Well-Rounded Accountability
States can choose one additional accountability indicator. Many are choosing “non-academic” indicators, like chronic absenteeism. Plans must include evidence-based interventions, like ISS, to meet goals.
Opportunities in ESSA: Title III

Well-Rounded Focus

Title III now requires education agencies to provide activities that “enhance or supplement” the instruction of English Learners. ISS complements Language Instruction Plans and supports academic goals.

Immigrant Subgrants

Grants for education agencies adjusting to a significant increase in immigrant youth can be used to provide non-academic supports. Many ISS providers have the expertise to serve these populations and can meet the unique need.
Opportunities in ESSA: Title IV

**Student Supports Enrichment Grant**
This new grant program authorizes funding for locally chosen initiatives that promote “safe and healthy students” and “well-rounded education.”

**21st Century Community Learning Centers**
Authorizes grants to help schools create “centers” that provide enrichment opportunities. This program was expanded in ESSA to include out-of-school activities.

**Community Support for School Success**
Promise Neighborhoods and Full Service Community Schools create opportunities for communities to take a well-rounded approach to education and child development.
ISS and School Improvement

• ISS supports school improvement

• Consider implementing ISS in your school improvement plans

• Visit our booth at the conference to learn more!

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