

# **The CIS Model of Integrated Student Services**

## **Major Findings from CIS National Evaluation**

**National Assembly Webinar  
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# The CIS National Evaluation

## Positive school-level outcomes with proven success in

- Decreasing dropout rates and increasing graduation rates
- Improving student performance on achievement
- Confirming the relationship of the CIS Model to positive school outcomes

# About Communities In Schools

**The nation's largest dropout prevention organization**

- **Serving 1.2 million students at 3,250 schools in 27 states and the District of Columbia**
- **Working inside schools, coordinating the resources students need to stay in school**

# The CIS Model for Integrated Student Services

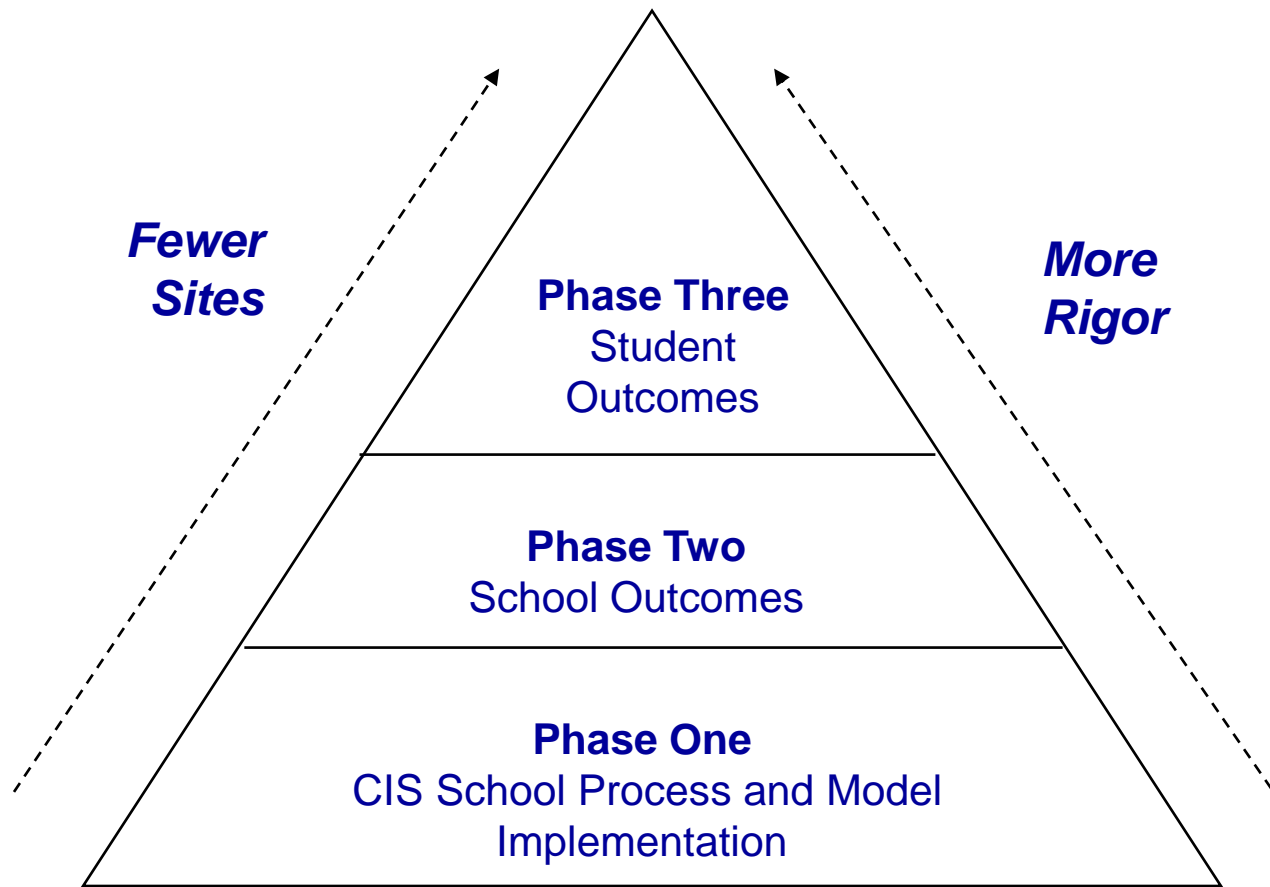
1. Active engagement of a school-based, CIS site coordinator
2. Comprehensive school- and student-level needs assessment
3. Community asset assessment and identification of service partners
4. Annual school- and student-level plans for delivery of prevention and intervention services
5. Delivery of appropriate prevention and intervention services
6. Data collection and evaluation for reporting and modification of service strategies



# About the Evaluation

- **Study conducted by ICF International**
- **Design meets or exceeds scientifically-based research standards of the U.S. Department of Education**
- **Establishes the CIS Model as a proven, replicable practice for improving student achievement, school performance and graduation, and for reducing dropout rates nationwide.**

# Longitudinal Evaluation Design



# Three School-Level Studies Completed

1. Measures how 1,766 schools are implementing the CIS Model
2. Compares 602 CIS schools and 602 non-CIS Schools
3. Examines 368 schools more closely to identify promising practices among high performers

# Major Findings from the School-Level Studies

1. Among dropout prevention programs using scientifically-based evidence and reviewed by the Department of Education's What Works Clearinghouse, Communities In Schools is one of a small number proven to keep students in school, and is the only one to prove that it *increases graduation rates*, graduating students on time with a regular diploma.
2. When implemented with high fidelity, the CIS Model results in a higher percentage of students reaching proficiency in fourth- and eighth-grade reading and math.
3. Effective implementation of the CIS Model correlates more strongly with positive school-level outcomes than does the uncoordinated provision of services alone.

# Outcome Definitions

## Dropout Rates—Promoting Power Index

The ratio of the number of entering 12th-grade students to the number of entering ninth-grade students three years earlier.

## Graduation Rates—the Cumulative Promotion Index (CPI)

The ratio of high school *graduates* compared to their ninth grade cohort.

# Outcome Definitions

## Reading and Math Proficiency

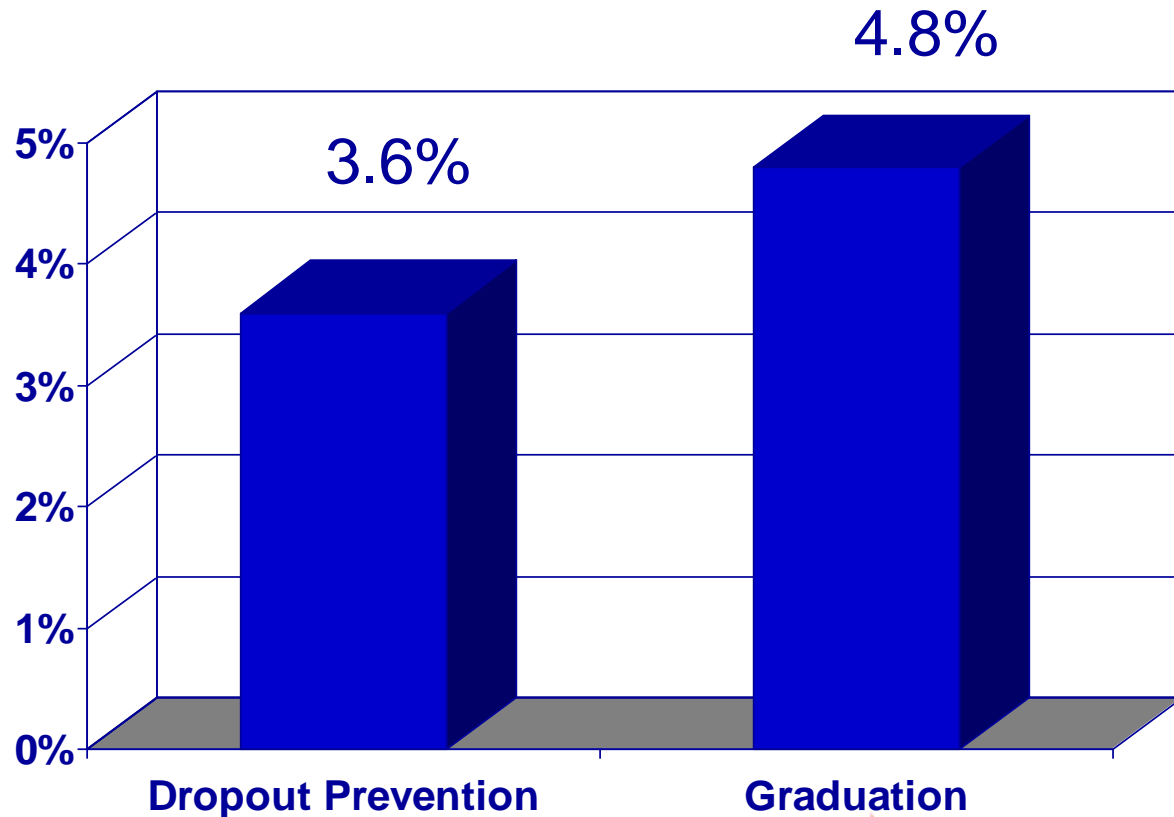
Proficiency as established by states on their math and reading achievement tests.

## High and Partial Implementing Schools

*High implementing* schools incorporate all aspects of the CIS model to a moderate or high degree

*Partial implementing* schools incorporate only some of the elements of the CIS model, or all elements to a low degree.

# Comparing High Implementing and Comparison Sites



# Interpreting Percentage Differences in Outcomes

Two U.S. Dept. of Education indicators interpret the magnitude of the net difference between study and control groups

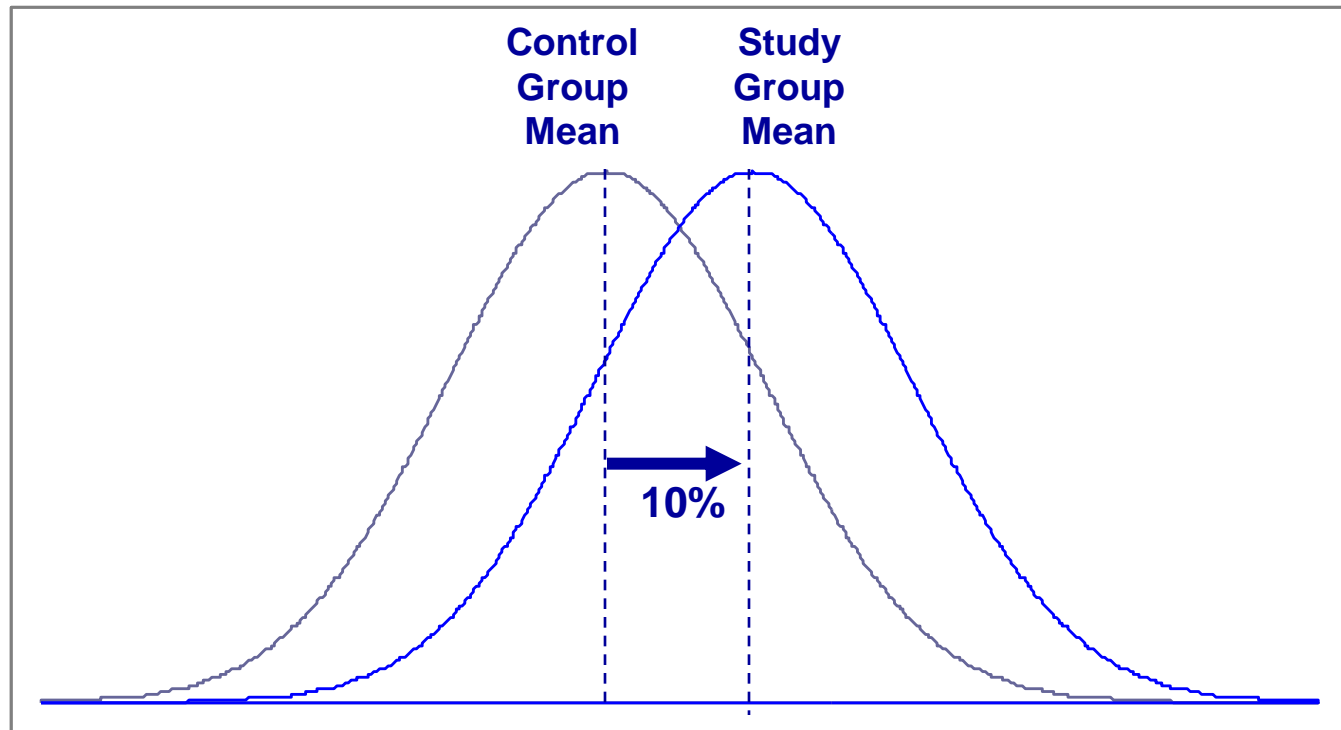
## 1. Effect Size

- Translates the difference in outcomes between study and control groups to a common scale
- Defines an effect size of .25 or higher as meaningful

## 2. Improvement Index

- Translates the effect size into the predicted percentile rank improvement of a student or school for that outcome
- For example, a .25 effect size in reading proficiency would translate to a 10 percent improvement in a student or school's percentile rank in reading

# Relationship Between Control Group and Study Group Means



*Effect Size = .25*  
*Improvement Index = +10*

# Proven Success in Decreasing Dropout Rates

<b>Difference among high implementing CIS schools and comparison schools</b>	<b>Effect Size</b>	<b>Improvement Index  (in percentile points)</b>
<b>3.6%</b>	<b>.36</b>	<b>+14%</b>

# Proven Success in Increasing Graduation Rates

<b>Difference among high implementing CIS schools and comparison schools</b>	<b>Effect Size</b>	<b>Improvement Index  (in percentile points)</b>
<b>4.8%</b>	<b>.31</b>	<b>+12%</b>

# Proven Success in Improving Math Proficiency Rates

	<b>Difference among high implementing CIS schools and comparison schools</b>	<b>Effect Size</b>	<b>Improvement Index</b>  <b>(in percentile points)</b>
<b>Grade 4 Math</b>	<b>5.3%</b>	<b>.21</b>	<b>+8</b>
<b>Grade 8 Math</b>	<b>6.0%</b>	<b>.53</b>	<b>+20</b>

# Proven Success in Improving Reading Proficiency Rates

	<b>Difference among high implementing CIS schools and comparison schools</b>	<b>Effect Size</b>	<b>Improvement Index  (in percentile points)</b>
<b>Grade 4 Reading</b>	<b>2.0%</b>	<b>.08</b>	<b>+3</b>
<b>Grade 8 Reading</b>	<b>4.9%</b>	<b>.36</b>	<b>+14</b>

# The CIS Model is a proven, replicable practice for improving school-wide outcomes

- There is a statistically significant correlation ( $p < .01$ ) between high implementation of the CIS model and outcomes—a much higher correlation than for service provision alone
- For almost all outcomes, high implementing CIS schools had substantially better results than partial implementing schools

# The CIS Model is a proven, replicable practice for improving school-wide outcomes

Relationship (Effect Size) between All Outcomes and Percentage of Site Coordinator Time	
Site Coordinators On Site	Average Overall Effect Size
More than 50 percent of the time	.22
50 percent of the time or less	.15