



COMMUNITIES  
IN SCHOOLS  
IMPACT REPORT  
2014-2015



Unlocking the Full Potential  
of Students in Carrollton/Carroll County

[www.ciscarroll.org](http://www.ciscarroll.org)



**“Carroll County Schools is fortunate to partner with Communities in Schools as we address barriers to our students' graduating from high school. Our site coordinator has been instrumental in working with students, school administrators, counselors, and teachers at Villa Rica High School; as a result of everyone working together, the graduation rate at VRHS increased from 70% in 2014 to 78.5% in 2015. Our school district appreciates the work of Communities In Schools and is thankful for such strong community support.”**

**Dr. Dana Harman, Asst. Superintendent, Carroll County Schools**



Communities In Schools is a national 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 Carrollton City and Carroll Co. is serving more than 1,600 students in two 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 Carrollton/Carroll Co. during the 2014–15 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.

**“Communities In Schools continues to be one of the most valuable stakeholders to the Carrollton City Schools system. The support they have provided our students, families, and community has been critical to our system's strategic goals of improving graduation rates, academic achievement, and post-secondary readiness. Additionally, their alignment and support with the mission of our Performance Learning Center continues to change the lives of students and facilitates the achievement of their goals in life.”**

**Dr. Kent Edwards, Superintendent, Carrollton City School**

## ABOUT COMMUNITIES IN SCHOOLS OF Carrollton City and Carroll Co.

Communities In Schools is the nation's largest and most effective dropout prevention organization. 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. Communities In Schools of Carrollton City and Carroll Co. was incorporated June, 2012 and has provided services to the schools systems at Carrollton Performance Learning Center and Villa Rica High School for three school years.



[Cynthia H. Langley, Executive Director](#)

Cynthia Langley serves as the Executive Director for Communities In Schools of Carrollton/Carroll. She has been serving in this position since 2012. Under her leadership the local CIS affiliate became an accredited affiliate with CIS National in less than two years of incorporation. Cynthia has served in many capacities locally to improve the lives of at-risk students. "Communities In Schools of Carrollton/Carroll is an organization that can truly make an impact on students' lives and increase their opportunities to succeed in school."

Communities In Schools recognizes that if basic needs are not met, then 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

**Carrie Olinger** is the Site Coordinator at the Carrollton Performance Learning Center. Ms. Olinger began providing services at the PLC in March 2015.

“I believe that the work we do in the schools as CIS representatives shows students that they matter and their dreams and goals are important. I believe the greatest service we provide is as a caring advocate for students who don’t always have many people in their corner. My students know that when they come to see me I will listen to them and do everything in my power to help them with whatever situations they are dealing with in their lives. Many of our students live in poverty and issues they are dealing with at home can impact their ability to focus on their work. I try to remove as many barriers as possible.”



#### THE STUDENT

**Oscar Rodriguez** states that being a student at the Performance Learning Center “got me away from bad influences and helped me focus on my school work. Being a student at the PLC gave me the opportunity to be dually enrolled at West Georgia Technical College and the encouragement I needed.”

- Two high schools were served.
- 173 students received Level Two\*\* targeted and sustained interventions from Communities In Schools of Carrollton/Carroll. 1,279 students received Level One\* or school-wide prevention services.
- 90% of seniors receiving targeted and sustained services graduated.

Stayed in School	100%
Promoted	86%
Graduated	90%
Academics	76%

- 86% of the students in grades 9–11 who received targeted and sustained services (and for whom data were available) were promoted to the next grade.

- 69% of the students in grades 9–12 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.

- 76% of the students in grades 9–12 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.

- 100% of the students in grades 9–12 who received targeted and sustained services improved their commitment and attitude towards their educational goals and success in school. 92% of the students improved their college and career readiness while participating in CIS.

- 1,000 hours of services were brought into the schools during SY'14-'15 and over \$19,000 of Level One\* services were provided to the students at the two school sites.

\*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 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.

## COMMUNITIES IN SCHOOLS PLANS TO GROW

In order to meet increasing demands, Communities In Schools of Carrollton/Carroll Co. plans to expand service delivery to additional schools:

- Americorp Tutors are servicing two additional schools, SY '15-'16
- SY'16-'17 adding a Site Coordinator



“CIS means encouragement to our students. I believe the services we provide to the students are life changing. They need that motivation and encouragement because at times it is the only positive words they are hearing.”

Temekia Cheely, Site Coordinator, COMMUNITIES IN SCHOOLS of Carrollton/Carroll Co.



Communities  
In Schools

Carrollton City and  
Carroll County