

Summary of CIS of New Mexico Data, Metrics, and Assessment

OCTOBER 2019



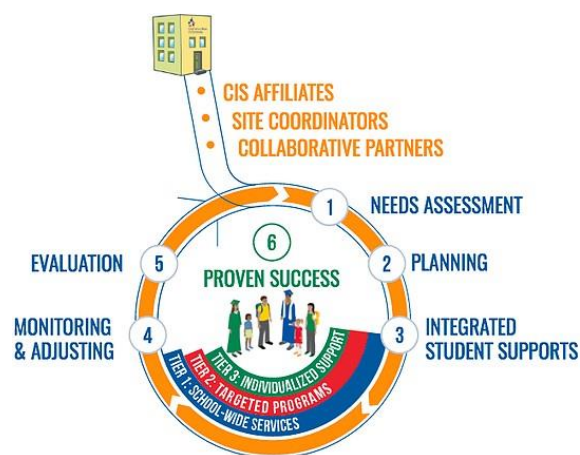
Introduction

For too many children, challenges *outside* the classroom – like hunger, poverty, or trauma at home or in their community – can stand in the way of success *inside* the classroom. Communities In Schools of New Mexico (CISNM) works full-time inside PreK-12 schools to connect vulnerable youth with caring adults and community resources designed to help them succeed.

Established in 2012 and headquartered in Santa Fe, CISNM is an independent 501(c)3 affiliate of Communities In Schools, the nation's leading dropout prevention organization and a founding member of the National Coalition for Community Schools. Established in 1977, the CIS Network is today serving 1.6 million students across the country. Additionally, CISNM is aligned with a New Mexico statute outlining a community school framework that employs research, and evidence-based strategies that include culturally and linguistically responsive instruction, programs, and services, and restorative practices that focus on building and maintaining relationships. The framework also includes integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices.

The CIS Model

As a full-service community school organization, CISNM places at least one full-time, bilingual Spanish/English speaking Student Support Specialist/Site Coordinator in each partner school to implement the nationally validated and evidence-based five-step CIS Model, outlined below. Student Support Specialist/Site Coordinators are supervised by two Program Directors, and further supported by the CISNM main office staff including the Data and Assessment Manager, Volunteer Coordinator, Development Director, Director of Operations and Finance, and Executive Director.



The CIS Model of Integrated Student Supports

1. Needs Assessment

At the beginning of each school year, the CIS Site Coordinator works with their school principal and leadership staff, school staff, students, teachers, families, community partners and stakeholders, and service providers to complete a CIS School Needs Assessment. This document identifies the unique resources, assets, challenges, and needs of the school, students, staff and community.

Surveys distributed to students, families, stakeholders, partners and teachers as part of this process are collected in a quantity that is statistically significant in capturing a reliable representation from these groups.

2. Planning

Based on the findings of the Needs Assessment, the Student Support Specialist/Site Coordinator works with school leadership to create a tailored CIS School Support Plan, mapping out the blend of supports to be provided that year to that school. Then, they collaborate with local providers to put these plans into action. The Student Support Specialist/Site Coordinator attaches measurable goals to the plans and tracks progress against defined metrics to ensure they provide the best possible supports, producing positive results for schools and students. All CISNM supports are designed to positively impact one or more of the “five key indicators of student success” that have been identified by CISS National:

- attendance
- behavior and social-emotional skills
- academic performance
- access to basic needs
- parent, family and community engagement

3. Integrated Supports

CIS Site Coordinators implement the School Support Plan through a blend of three “Tiers”:

- **Tier 1 is school-wide supports** that address the most widespread needs of the entire school and are accessible by any student. CISNM’s most common Tier 1 supports are access to basic needs such as food pantries and free weekly grocery distribution, emergency fund support (utility bills, rent, gas cards, medical bills), transportation needs, shoe fund, coat drives, dental and health clinics, school supplies and clothing closets due to the high percentage of New Mexico students living in poverty. Other common CISNM Tier 1 supports are school-wide attendance initiatives, parent and family engagement activities and opportunities, afterschool and evening events and classes, and tutoring and mentoring. CISNM recruits, trains, places, and manages 70-80 adult volunteer tutors annually. Our community partners provide ongoing direct service support at all CISNM schools where CISNM staff facilitate programs.
- **Tier 2 is ongoing targeted supports** that help groups of students with a common need. Available to any child in the school, these supports usually take the form of weekly small groups, during school or after school hours, organized around social-emotional skill building (a high need among children who have experienced poverty or other sources of trauma), positive behavior supports, and academic tutoring in the students’ home language and the target language. For most of these Tier 2 supports, rather than duplicate services, CISNM Site Coordinators find quality services in the community and bring them into the schools where they can be easily accessed by the students who need them most. Some of CISNM’s key Tier 2 partners include Girls Inc, the Sky Center, Gerard’s House, Northern Soccer, and Future Men. CISNM staff have also designed their own after school programs providing homework support, recreational sport clubs, mentorship programs, experiential and project-based learning classes.
- **Tier 3 is individual case management** of at least 10% of the school’s total student population. CIS case managed students, who are among the highest-need students as identified by principals, teachers, and school wellness staff, each receive an individual needs assessment, a tailored support plan including individual services and referrals to Tier 2 and outside services, and a metric goal for improvement in

attendance, behavior, or academics. CISNM Student Support Specialist/Site Coordinators work closely with the student and their family, teachers, and other service providers to ensure that the student is truly surrounded with a community of support and the barriers to the student's success are addressed, whatever they may be.

4. Monitoring and Adjusting

CIS Student Support Specialist/Site Coordinators and their supervising Program Directors are continuously monitoring and adjusting their work to maximize efficiency and effectiveness. Mid-year adjustments to Tier 1 or Tier 2 supports are generally made based on qualitative evidence such as direct observations of these supports by Student Support Specialists/Site Coordinators and Program Directors, participant feedback, conversations with community partners and stakeholders, and input by school principals, wellness teams, teachers, parents, and students. CISNM's Tier 3 or Case Management services are also part of a formalized system of accountability, wherein a CIS Student Support Specialist/Site Coordinator's work with case managed students is done in alignment with and the knowledge of any other adults who are working with those students, including parents or caretakers, teachers, school counselors, school administrators, or outside agencies. Because they are integrated into the schools, Student Support Specialist/Site Coordinators are constantly mentoring and interacting with their case managed students through Tier 1 and Tier 2 supports, and also have formal check-ins with them weekly to monthly based on each student's level of needed service. Student Support Specialist/Site Coordinators monitor their case managed students' progress toward established metric goals each quarter at minimum and adjust supports accordingly. Program Directors closely supervise case management.

5. Evaluation

At the end of each school year, CISNM measures its success through graduation and promotion rates; student, principal, school staff, and community partner feedback and anecdotes; school performance in the most relevant key indicator areas; and the number of case managed students who meet or progress toward their individual goals. We also often observe student successes that do not fall neatly into the ABC indicators, such as improvements in attitude, engagement, and self-efficacy, and well as school-wide impacts such as improved school climate, all of which we capture via testimonials and case studies. Over the summer months, the Program Directors and Executive Director review the past year's successes and shortfalls and make any high-level adjustments for the upcoming school year. When Site Coordinators return from summer break, they spend a week-long CISNM in-service reviewing their outcomes, developing new strategies for their work with schools and students, and receiving professional development. Additionally, the CIS National Office engages in 3rd party evaluations of the network to ensure fidelity to the CIS model and positive impacts for schools and students.

Metrics and Sources

As an affiliate of CIS National, we are required to follow a rigorous Total Quality System (TQS) that guides our organizational structure and programmatic implementation, as well as providing minimum requirements for how evaluation and reporting is to be conducted. CISNM collects data for every school and case managed student within the context of CIS's "ABC" metric indicators of success:

- Attendance ("A") – Average daily attendance, number of tardies
- Behavior at school ("B") – Suspension rate, referrals, other behavior incidents
Social Emotional Skills – Scored by CIS Social Emotional Academic Development assessment
- Academics ("C" for "Course performance") – Grades, standardized test scores, GPA, credits

Student Support Specialist/Site Coordinators monitor individual student performance through PowerSchool, SFPS's student data management system, where they can review attendance, behavior incidents, and grades. Observed and confidential information about students and their needs are related to Student Support Specialist/Site Coordinators by school staff and outside agencies through referral forms and during school Wellness Team meetings. Once a student is identified for CIS case management, a signed parent consent form ensures that CISNM has permission to capture and track data on this student.

In addition, aggregated information on school demographics and school performance in the key indicator areas is delivered to CISNM by analysts in the SFPS Data and Analytics Department each quarter and at the close of the school year, and CISNM examines PED School Report Cards annually. Principals share with School Support Specialist/Site Coordinators additional data such as performance on formative and summative assessments and their 90 Day School Improvement Plans.

Data Methods

As an evidence-based organization, CISNM collects a large amount of data related to our work and enters it into a proprietary database designed and maintained by CIS National. Data collected includes all Tier 1/2/3 services provided throughout the year, a variety of metrics at the school and student levels, and detailed student case records.

School Support Specialist/Site Coordinators are required to spend three hours minimum each week capturing their Tier 1/2/3 services and all case management records in the database. School Support Specialist/Site Coordinators follow established data collection and entry processes set by CISNM and adhere to all data privacy policies of the school district and CIS National. All entries to the database are reviewed on an ongoing basis by CISNM's dedicated Data and Assessment Manager. The primary function of this position is to ensure the integrity of our data collection processes and overall data quality, to stay abreast of emerging data practices and database changes that come from National, and to train and support Student Support Specialist/Site Coordinators in both capturing data and using it for assessment and reflection.

Over the first seven years of our existence as an affiliate (2012-2019), CISNM has constantly strived to refine and improve our metric-based data collection, analysis, and evaluation. We have been an engaged leader in the CIS National Network's conversations and meetings focused on improving and deepening the ways we capture and analyze services and student data as a network. Locally, we have maintained a strong partnership with the SFPS Data and Analytics Department in order to understand our schools' approach to data management and performance analysis. Finally, one of our Program Directors brings additional knowledge of school-based performance measurement from her experience as a bilingual educator and former Senior Analyst for the New Mexico Legislative Education Study Committee.

CISNM is currently in the process of contracting an outside evaluator from the University of New Mexico to design and conduct an independent evaluation of CISNM's impact on school wide and student outcomes to date.

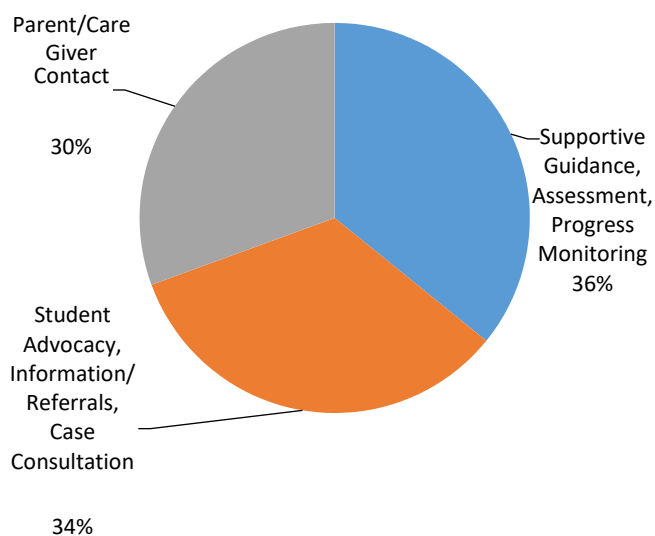
Metric Outcomes

Over the past seven years, CIS of New Mexico has seen increasingly positive results for our schools and students. In 2018-19, 77% of our case managed students – students identified by school counselors, principals, teachers, and others as having significant barriers to success – saw measurable progress toward a personal academic, behavior, or

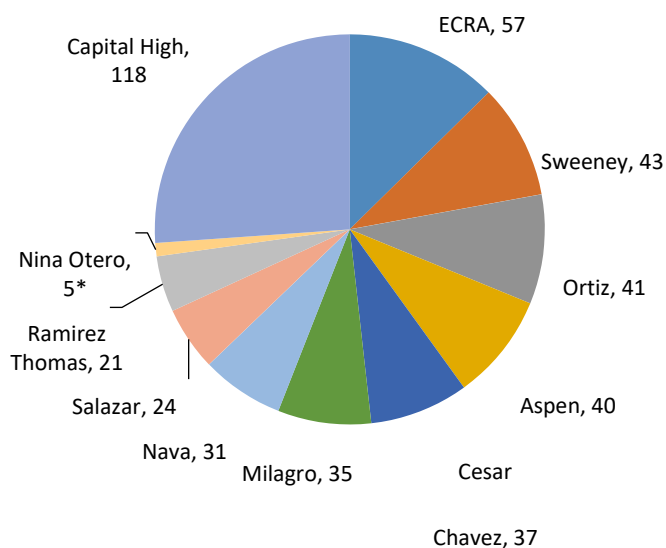
attendance goal. Additionally, in 2017-18 our first cohort of students graduated from Capital High School. CISNM saw a graduation rate of 87% for our case managed students – 16 points higher than the school-wide average of 70.4%. In 2018-19, 88% of our case managed seniors graduated or earned their GED, with 74% of these young adults going on to college or a career in the military. CIS has contributed to raising the school-wide graduation rate at Capital High by over ten points since we began our work there in 2012.

Outcomes for 452 Case Managed Students, 2018-19

Case Management Time by Focus Area



Case Load by School



CIS Students Completed High School	CIS Students Stayed in School
88%	99%

Goal Area for Case Managed Students	Average Gain
Attendance	14.9%
Academics – ELA (English Language Arts)	13.2 points
Academics – Math	18.4 points
Academics – Science or Social Studies	15.4 points

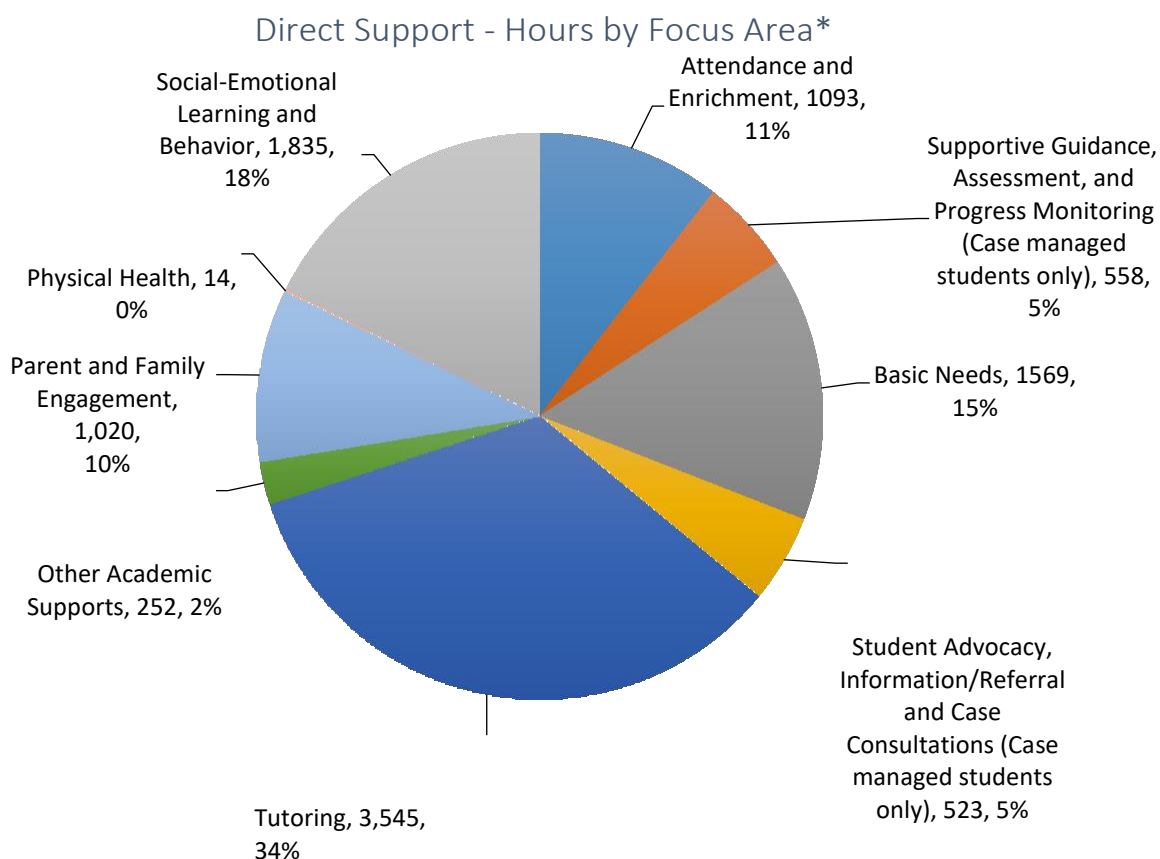
**CISNM established a program at Nina Otero Community School in January 2018, and concentrated on Tier 1 and Tier 2 supports rather than case management for the semester.*

Outcomes at CISNM Schools, 2018-19

- Number of School Sites: 11
- Schools Enrollment (40 day): 6,408
- Student qualifying for Free or Reduced Price Lunch: 98%
- Students who are English Learners: 38%

CIS School Sites

- Salazar Elementary
- Cesar Chavez Elementary
- Nava Elementary
- Ramirez Thomas Elementary (1st year)
- Sweeney Elementary (1st year)
- El Camino Real Academy (2 site coordinators)
- Aspen Community School
- Nina Otero Community School (1st year; 2nd semester only) (2 site coordinators)
- Milagro Middle School
- Ortiz Middle School
- Capital High School (3 site coordinators)



The Four Pillars

Outcomes at CISNM Schools, 2018-19
(measured in hours)



Integrated Students Supports	Expanded Learning & Opportunity	Active Family and Community Engagement	Collaborative Leadership and Practice
<ul style="list-style-type: none"> Basic Needs (1,569) Tutoring by Volunteers (3,545) Supportive Guidance, Assessment & Progress Monitoring, and Student Advocacy for Case Managed Students (1,081) 	<ul style="list-style-type: none"> Social Emotional Learning/Enrichment Activities (2,942)* Engaged Community Partners (35) 	<ul style="list-style-type: none"> Parent and Family Engagement (1,272)* Community Engagement (1,835)* 	<ul style="list-style-type: none"> CIS/Leadership Team Collaboration (405) CIS/Student Wellness Team Collaboration (1,080) Student Advisory Council Participation (135)*

*Includes school day and after school programing.

Specific Supports and Initiatives by Focus Area* (Includes school day and after school programming)		
Attendance and Enrichment Programs	Social-Emotional Learning and Behavior Supports	Basic Needs Programs
<ul style="list-style-type: none"> • Attendance Incentive Programs • Attendance Calls and Conferences • Quarterly Award Ceremonies • Jaguar Connection • Hornet Connection • Enrichment Programs <ul style="list-style-type: none"> ○ Motivational Speaker Series ○ NDI (National Dance Institute) ○ Cooking With Kids ○ Northern Soccer ○ Basketball Club ○ Soccer Club ○ LGBTQ Student Group ○ Math Amigos ○ Reading Quest • Programs to support school staff • Individualized attendance support for case managed students and their families 	<ul style="list-style-type: none"> • All site coordinators serve on their school's wellness team. • Mentoring Groups: <ul style="list-style-type: none"> ○ Big Brothers Big Sisters ○ Fresh Inc & Bubblegum Club ○ Future Men ○ XY Zone • Conflict Resolution and Anti-Bullying Groups: <ul style="list-style-type: none"> ○ Sky Center Groups ○ Friendship Clubs ○ Peers Making Peace ○ Girls Inc • Nuestra Jornada • Natural Helpers • Girls On The Run • Mindfulness Activities • Trauma Informed Care PD • Restorative Justice • Individualized behavior support for case managed students 	<ul style="list-style-type: none"> • Weekly Grocery Distribution • Daily Snack Pantry • Food Pantry • Weekend Snack Packs • Clothing Closet, Shoe Fund • School Supplies Closet • Emergency Financial Assistance • Winter Coats, Hoodies • Holiday Meals, Gifts • Health/Dental Clinics • Individualized basic needs supports for case managed students and their families
Tutoring Program	Other Academic Supports	Parent Engagement Activities
<ul style="list-style-type: none"> • 80 Volunteer Tutors <ul style="list-style-type: none"> ○ Classroom Assistants ○ Small Group Tutors ○ Individual Tutors ○ Afterschool Drop-in Tutoring • May Center Tutoring 	<ul style="list-style-type: none"> • Literacy Events • Guest Readers • Report Card Conferences • Next Step Plans • Girls Who Code • Free Book Fairs • College Tours • Presentations by and Assistance with applications to Inspire, Breakthrough, AVID, Gear Up • College Fairs • Individualized academic supports for case managed students • Career Path Opportunities 	<ul style="list-style-type: none"> • Parent and Family Nights • Weekly Parent Coffees • Meetings and phone calls with parents/guardians • Parent/Teacher Conferences • PTO Meetings • Immigration Clinics and Info • Advocacy for families • Home visits • Individualized parent and family engagement for case managed students • SAC meetings • Student/Parent activities/events

**While not exhaustive, this table lists most programs and initiatives that CIS provided or coordinated at our school sites in the 2018-19 school year. The exact blend of supports and initiatives varies among*

school sites depending on the needs, assets, and service gaps of each school as identified by school leadership and the school community of staff, teachers, students, and families. All of these activities, interventions etc. braid into and across all of the CS Pillars.

While there are clear positive outcomes of CISNM's work on the student level, it can be difficult to draw direct correlations between CISNM's multifaceted three-tier work at a school and the school's overall metric outcomes, due to the multitude of factors that also impact these outcomes such as school leadership, curriculum, and staffing, and the proficiency level of students as they enter the school. In the seven school years that CISNM has served SFPS, there have also been significant changes to the way that school wide metrics are tallied, from inconsistent recording of attendance, to differing standardized tests, to the way PED calculates student proficiency.

At this time, perhaps the strongest evidence of CISNM's work on a school level can be found in the results of our 2019 survey of all staff who work within SFPS schools with a CIS Site Coordinator.

2019 School Staff Survey

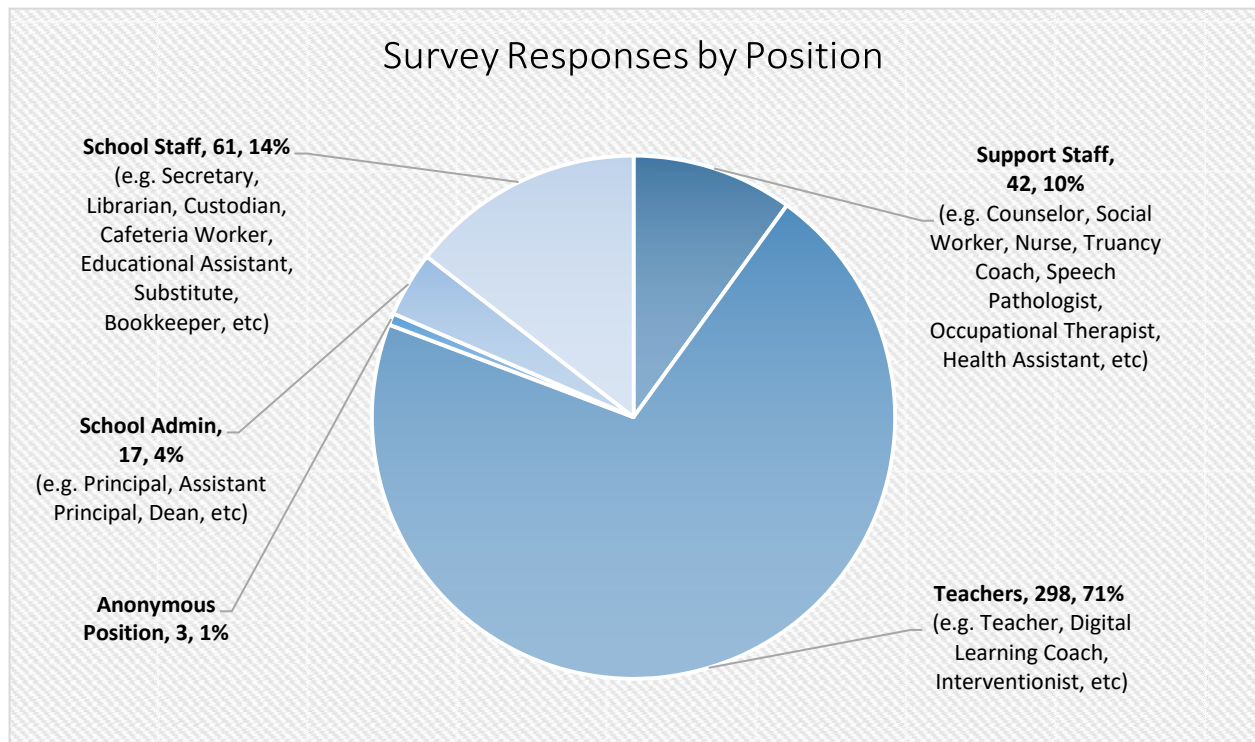
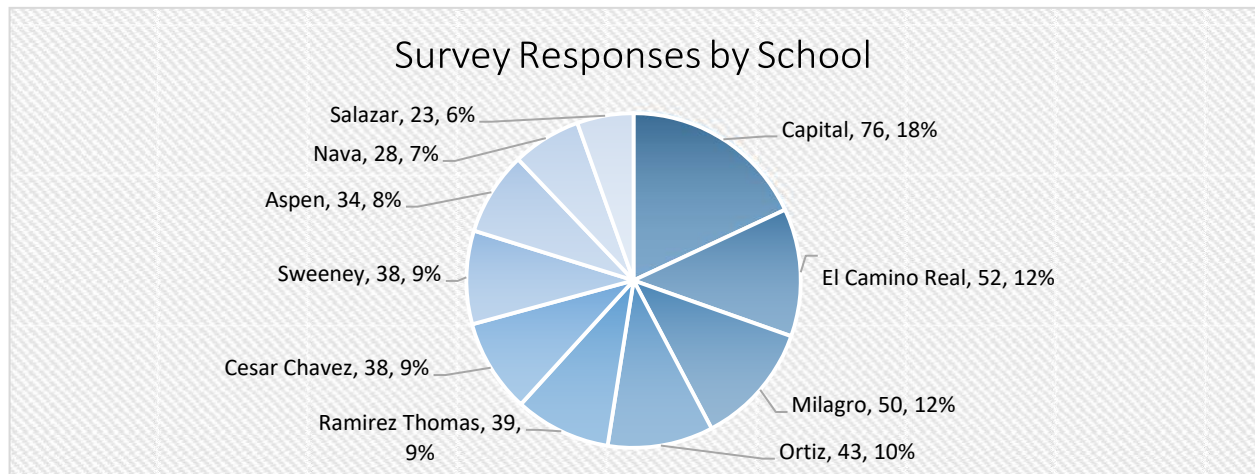
Background

This survey was conducted April-May 2019 via online Google Form. The CISNM Program Director sent the survey link directly to each CISNM school principal to inform them about the survey and asking for their assistance in encouraging their school staff to fill it out. An introductory email and the survey link was then sent by each Site Coordinator to all staff at their respective schools, and paper copies were distributed as needed. The survey was offered in English and in Spanish. As an incentive, upon submission of the completed survey each respondent who provided an email address was automatically entered into a drawing for a \$150 Target card.

"In order to reach a child's mind, you must be concerned for the whole child." This question was included in the survey to assess the overall attitude of respondents toward whole-child/wraparound services in school. A low score overall or at a particular school might have indicated bias against the type of work that CISNM does and therefore have colored the reading of the results. However, 98% of survey respondents responded "True" to this statement, indicating a general openness to the type of work that CISNM conducts.

Survey Response

421 staff members responded to the survey, representing 62% of staff working in CISNM schools.



Standout Results

Questions receiving an average of >85% responses of “True” to T/F questions, or “Very Impactful” and “Somewhat Impactful” to impact questions:

- 95% CISNM is impactful in providing access to basic needs to students.
- 92% CISNM addresses critical needs of the school community.
- 91% CISNM feels like “part” of the school.
- 90% CISNM site coordinator at the school develops caring, consistent relationships with students that make a positive difference in their lives.
- 89% CISNM is impactful in improving the school’s climate.
- 89% CISNM improves students’ sense of belonging at school.
- 88% Because CISNM addresses students’ basic needs, teachers can spend more time focusing on teaching and learning.
- 86% CISNM brings a good blend of community partners into the school to surround students with support.

Results by CISNM Focus Area

Academics

The academic areas where survey respondents perceive the greatest impact are:

- 81% Growth Mindset (a student's attitude toward learning; the belief that hard work and effort lead to better skills and abilities)
- 81% Academic Motivation
- 78% Academic Self-Efficacy (a student's belief in their ability to meet challenges and succeed in their coursework)
- 70% Academic Competence (as measured by grades or test scores)

Basic Needs

Access to basic needs (food, shelter, clothing, school supplies) was the area where the highest number of respondents ranked CISNM as being impactful. 95% of school staff rated CISNM as being impactful (85% Very Impactful, 10% Somewhat Impactful).

This was also the area where the fewest number of respondents chose Unknown (21 or 5%) or Not Impactful (2 respondents, or 0.5%).

Attendance

74% of respondents said CISNM is impactful in improving attendance rates for students (50% Very Impactful; 24% Somewhat Impactful). Only 5% responded "Not Impactful". It is notable that 21% of respondents indicated "Unknown".

Behavior and Social-Emotional Learning (SEL)

81% of respondents said CISNM is impactful in improving students' behavior at school (72% Very Impactful; 17% Somewhat Impactful). Another 8% indicated "Unknown", and only 3% responded "Not Impactful".

Eight questions on the survey asked about perceived impact on SEL areas that are measured on CIS National's SEAD Assessment. On average, between 77% and 89% of respondents rated CIS as being Very or Somewhat Impactful in these SEL areas.

Parent Engagement

The greatest variation in answers among schools was related to parent engagement, and no school scored higher than 85% of respondents selecting "True". Note that rather than "False", at most schools, staff selected "Unsure". This could be because school staff are not aware whether CIS is engaging parents in their school, or it could be due to a lack of measurable outcomes when it comes to parent engagement.

Constructive Feedback

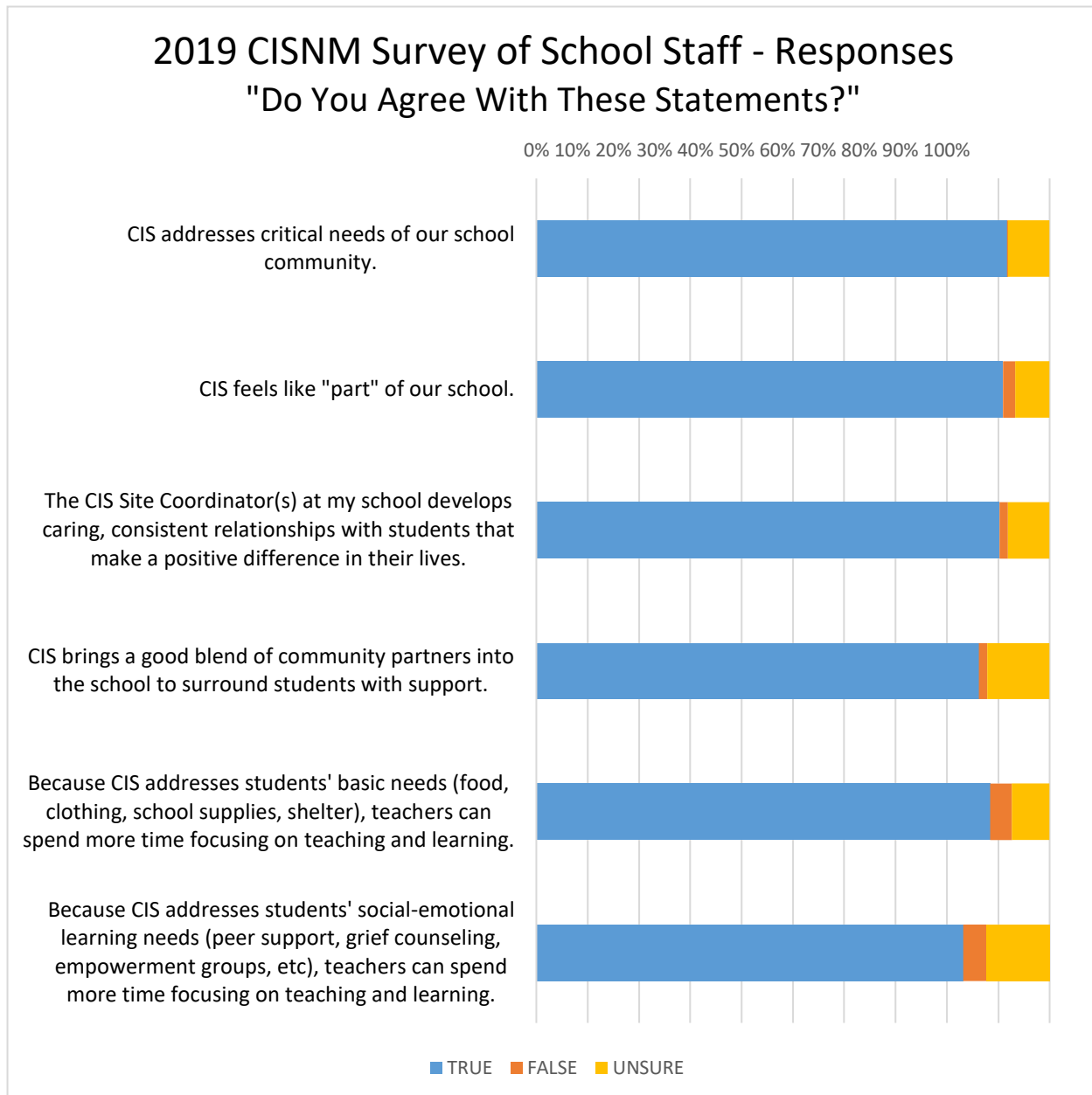
Constructive criticism about CISNM and school-specific requests were compiled, carefully reviewed, and addressed on a school by school basis.

In the open-ended responses, the most common piece of constructive feedback was a request for more communication about what CISNM is doing in each school, as well as sharing results. There were no complaints of too many emails or too much communication from CISNM site coordinators to school staff. CISNM will respond to this

request for more information by 1) ensuring a beginning of year presentation about CISNM is delivered at every school site during a staff meeting, 2) providing printed packets about CISNM for school staff mailboxes, and 3) building bulletin boards or other displays in each CISNM school to keep staff up to date.

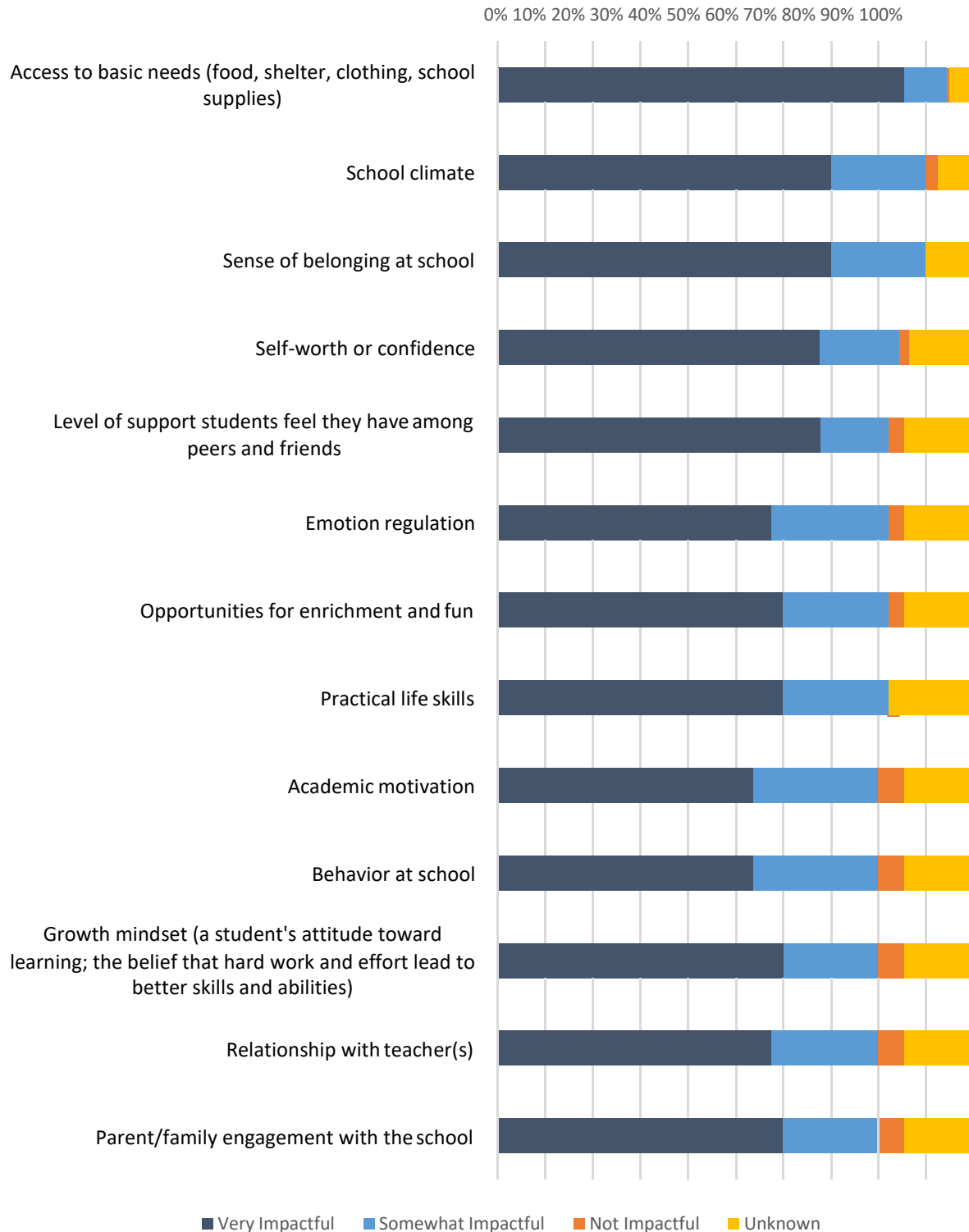
Notably, the T/F question that received the highest number of “False” responses (10%) was *The CISNM site coordinator has engaged me in what I think the school community needs (via survey, conversation, a meeting, or otherwise)*. CISNM will respond to this concern by raising the number of required annual School Needs Assessment surveys from school staff to 70%.

Charts Displaying Full Survey Responses



2019 CISNM Survey of School Staff - Responses

"How Impactful is CIS in improving the following areas for your students?"



Selected Quotes about CIS

As part of this survey, school staff answered a number of open-ended questions regarding CIS's impact. The following are a sample of their responses, the majority of which were overwhelmingly positive.

General

Communities in Schools should be called Your Second Family in Schools. Everyone is treated like family and help is so generously and without question given. Communities in Schools offers assistance without judgement and with an open heart. -Secretary, Aspen Community School

CIS rounds out the array of services, programming and care necessary to truly teach and reach the whole child and their families. -Nurse, Cesar Chavez Elementary School

CIS expands the safety net for our students. -Teacher, El Camino Real Academy

If it weren't for CIS so many more students in need would fall through the cracks. -Teacher, Capital High School

CIS has given our students so many opportunities to succeed. Giving out supplies to students, providing them with tutoring, and caring for each individual student are just a few ways that CIS makes an incredible impact in our school. -Teacher, Ortiz Middle School

Our CIS support is integral to our school and the lives of our families. -Teacher, Ortiz Middle School

CIS is critical to the health of our community. Without CIS, and their wealth of resources, we could be floundering as a school community, but I see CIS being an uplifting support we are fortunate to have working alongside us. -Teacher, Salazar Elementary School

CIS has taught and enabled students to have leadership skills. -Administrator, Ortiz Middle School

School Climate and Supporting School Staff

I have been able to get multiple community volunteers into my classroom to help our students year after year because of CIS. It is an absolutely vital part of our school and without our students would not be successful. -Teacher, Aspen Community School

CIS has been an important contributor to the positive atmosphere established and maintained here at Capital. -Teacher, Capital High School

We could not do our jobs effectively without the CIS staff. We are lucky to have them on our team for support. It takes a village! -Counselor, Capital High School

CIS helps allow teachers to teach, by helping to support students emotionally and at home. -Teacher, El Camino Real Academy

CIS gives the school a sense of flexibility and accomplishment in helping students. -Teacher, Milagro Middle School

As educators we wear many hats, it's nice to have a person who is knowledgeable of resources and can do the work of connecting families in need. This takes some pressure off the classroom teacher. -Teacher, Ramirez Thomas Elementary School

With the presence of CIS in our schools, students and teachers have the support from on site professionals to assist in students' personal and home life situations that may arise. This in turn, gives teachers peace of mind knowing that someone is taking care of a student's most immediate concerns. The result of this wonderful program is that teachers can focus on teaching knowing that children's most valuable needs are being dealt care for and, therefore, make learning an enjoyable experience. -Teacher, Salazar Elementary School

CIS is a vital service for our students. I have seen so many struggling students helped by the program. They are an amazing support for teachers and school staff. We need one or more permanent CIS staff that are as dedicated as [our site coordinator] in all school sites. -Teacher, Salazar Elementary School

CIS plays a critical role at our school by providing another link between students, teachers/ administrators, and students' families. It is a role that our administration and counselor perform well, but they are always short-handed on. CIS has certainly filled that gap. -Teacher, Sweeney Elementary School

Positive Relationships and Belonging

I have several students who would not come to school at all if it were not for CIS. -Teacher, Capital High School

The CIS room seems to be universally viewed as a safe space for students to access. -Teacher, Milagro Middle School

The impact of the CIS program in the Milagro School community is huge. Students regularly utilize the services offered to supplement their increasingly complex lives. The program fills an important niche that Counselors/Therapists/Social Workers cannot. -School Counselor, Milagro Middle School

CIS helps students feel cared for and supported. It makes school a less stressful and more welcoming place to be for students. -Teacher, Milagro Middle School

Communities In Schools is building relationships that make us stronger! -Teacher, Nava Elementary School

Graduation and Success Beyond High School

Our CIS team is so much more than providing basic needs, they mentor and model how to gain control of environment; how to say 'no' to the peers who do not have the best intention in mind; how to see beyond the high school years. -Teacher, Capital High School

CIS helps students see their value and worth in the Capital High School community. These are students that might not otherwise feel that they belong or that they can achieve greatness after life in high school. -Teacher, Capital High School

Students involved with CIS almost always show a distinct improvement in my class. -Teacher, Capital High School

Program Evaluation and Adjustment Practices

Program quality measures

- Adherence to CIS National Total Quality Standards (TQS).
- Appropriate staff training and supervision.
- Vetting of Community Partners and clear Letters of Agreement.
- Proactive relationships with school and district leadership to ensure alignment of CIS work with school and district priorities.
- Close monitoring of data quality and integrity.

Information collected to help evaluate programs

- Data on outputs recorded in database, including hours, frequency, students served.
- Data on outcomes for case managed students in database, including referrals, individual baselines and goals, progress monitoring, supports planned and provided, and outcomes.
- Metric- and reflection-driven Quarterly Program Reports completed by each Site Coordinator and reviewed by CIS Program Director and school principal.
- Anecdotal information and student success stories.
- Direct feedback from principals, teachers, and other school staff via meetings and online surveys.
- Direct feedback from community partners via meetings and online surveys.
- Supervision notes and mid-year case load reviews.
- Monthly and quarterly data reviews by program directors.
- Annual SWOT session with site coordinators
- Site Coordinator EOY survey and reports.