

**Request for Qualification
Middle and High School Social, Emotional and Behavior Support**

COVER SHEET

Organization Information:

Organization name: Communities In Schools of Seattle

Organization address: PO Box 24872 Seattle, WA 98124

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corporation

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:

Contact person: Shira Rosen

(please print clearly)

Title: Executive Director

Mailing address: PO Box 24872 Seattle, WA 98124

Day/Work phone: 206-252-0008

Email address: shira@cisseattle.org

Signature: _____

Date: _____

Additional information is provided in Attachment 3.

Cover Sheet, Legal Status and Format

The cover sheet and all sections of the RFQ are complete.

Key People

The key staff members who will deliver the proposed services are Site Coordinators. Minimum qualifications for a Communities In Schools of Seattle (CISS) Site Coordinator are at least a bachelor's degree and three years of experience working with the children and youth who represent the population served. The school administration, together with Communities In Schools of Seattle staff, select the Site Coordinator at each school. CISS currently has three full-time Site Coordinators in Middle or High Schools, all of whom have at least five years of experience working with disadvantaged youth and improving student academics, two have master's degrees and all have a deep commitment to social, emotional, behavioral and family support and promoting academic achievement, MAP growth and college and career readiness. They have backgrounds as teachers, tutors and program coordinators.

Shira Rosen, MSW, Executive Director, will lead the project. Ms. Rosen has been the Executive Director of Communities In Schools of Seattle since 2010. Under her leadership, the agency was nationally accredited by Communities In Schools using its Total Quality System standards – proven effective by third party research.¹ She currently oversees 3 Site Coordinators, a Program Coordinator, 2 AmeriCorps members and is responsible for management of the agency. Ms. Rosen has 13 years of experience in youth development, education and fundraising. She is a board member of the Youth Development Executives of King County and the Northwest Development Officers Association. She has presented at regional and national conferences and been part of 2 national research studies for program evaluation.

Previous Experience

Founded in 1998, nationally recognized Communities In Schools of Seattle (CISS) works in high needs public schools with the 10% of students most likely to drop out and provides support to the school as a whole. Currently, CISS works effectively in 4 Seattle schools. In the 2010-2011 school year, CISS served 224 diverse students who were: 46% African or African American, 17% Asian or Pacific Islander, 18% Hispanic, 12% multi-racial, 5% Native American, and 2% Caucasian. Almost 100% of the students were on free or reduced-price lunch programs. The 15% ESL students in the CISS programs reflect the overall school population. The number and diversity of students served for this year are similar. In addition, all of these students meet one or more of the following risk factors: have an achievement gap; have poor attendance; are from immigrant and refugee families; have English as a second language; and/or have little or no parental involvement in their schooling.

¹ *Total Quality System is a set of standards that define expectations for effective non-profit business practices and for implementing the Communities In Schools model of integrated student support services at school sites. The site standards are based on a five-year, longitudinal national evaluation conducted by an independent, outside evaluator that documented the impact of the Communities In Schools model.*

CISS's **service delivery** and **partnering capabilities** are best described through the Site Coordination model of service. CISS prefers to provide a full-time Site Coordinator in a school for intensive case management with the 10% of the students most likely to drop out. The Site Coordinator works closely with principals, teachers, family support staff, counselors, nurses, and other important school personnel to develop the student case load using data on student grades, standardized test scores, attendance and behavior. The Site Coordinator adds new students to the caseload throughout the school year by assessing all new students for academic, behavior or attendance issues.

Once enrolled, the Site Coordinator, student and parent/guardians work together to build an individualized Student Success Plan which outlines a strategic set of intervention activities designed to increase academic performance, attendance and behavior, prevent dropout, bolster graduation rates and prepare students for college and career. The plan is updated continually during the school year by tracking resources and services to which the student is referred, assessing obstacles and progress, and assessing family supports.

CISS Partnerships: CISS uses multiple methods in a Student Success Plan to help students achieve age and grade level standards on state testing, MAP growth, grade level promotion, on time graduation, positive attendance and college preparation. A Site Coordinator will access or create partnerships with other social service providers, businesses, community members and community organizations to bring the community *into* the school. These partnerships ensure students can receive multi-tiered strategies of support through tutoring and homework assistance, mentoring, attendance support (calls home, attendance contracts, home visits), after school activities and other tailored services through comprehensive, partnership supported case management.

The partnerships not only support students, but help coordinate services and activities for parents/guardians and families that directly align with Levy school and family connections and transitional support. The Site Coordinator helps broker resources and referrals for families and is often the liaison between the home and the school, helping parent/guardians navigate and connect to the school, online data, teachers, transitions to middle and high school and other supportive services.

Sample Programs and Partnerships: The 3 Seattle Public Middle and High Schools with a CISS Site Coordinator include Rainier Beach High School (RBHS), where CISS has served for 3 years, and Aki Kurose (AKMS) and Denny (DMS) Middle Schools, where CISS has served for 1.5 years. At RBHS, the Site Coordinator provides case management to students and oversees, coordinates with, and convenes all non-profit partners within the school; there are 29 partners with a diverse array of skills, programs and populations served. The Site Coordinator personally works with 40 students for whom she provides or brokers tutoring and homework assistance, mentoring, attendance and behavior support, state and SAT test preparation, drug/alcohol support groups or counseling, HECB course selection, college FAFSA and application support, leadership skill training and more.

For families, she provides resource and referral, parent/guardian education on The Source and coursework, support for transitioning to high school, information on FAFSA and college enrollment and family nights for specific ethnicities such as Somali immigrants or Latino families. She works with the PTA as well, to ensure continuous, smooth communication with parent/guardians.

At AKMS and DMS, the Site Coordinators work closely with City Year and Talent Development as part of the Diploma's Now Model (DN), a proven approach that ensures students from the toughest schools in America's largest cities graduate and are ready for college or career. This model combines research and evidence-based whole-school reform with an early warning system and multiple tiers of student supports; CISS's role is to deliver the services to the most challenged students. As part of DN, the Site Coordinator provides the same level and types of service as at RBHS within a more compressive program structure for 67 students at AKMS and 86 at DMS. They also provide support for transition into and out of middle school and collaborate with the YMCA, Parks Department, Neighborhood House and other service providers.

Local Results: In 2011, the programs produced verifiable, positive results. Of the 224 students CISS served, 100% of eligible seniors graduated; 99% of students stayed in school and passed to the next grade; and 73% made academic progress and improved their attendance. In 2010, 137 total students were served where: 100% of eligible seniors graduated; 95% of students stayed in school and passed to the next grade; and 82% made academic progress; and 65% improved their attendance.

Sample of Current Partners:

- * Mia Williams, Principal, AKMS – 206-252-7700 mparker@seattleschools.org
- * Jeff Clark, Principal, DMS – 206-252-9000 jclark@seattleschools.org
- * Dwane Chappelle, Principal RBHS – 206-252-6350 ddchappelle@seattleschools.org
- * Simon Amiel, City Year - 206-219-5010 SAmiel@cityyear.org
- * Katrina Hunt, Talent Development – 206-252-7700 kmhunt@seattleschools.org
- * Urban Impact, Glenn McCray – 206-722-2052 gmccray@urbanimpactseattle.org
- * NELA, Lyanne Asada – 206-280-8148 lyanne.asada@nela.net
- * Campana Quetzal, Jessica Salvador – 206-478-7800 jessi@campanaquetzal.org
- * Linda Sue Woodall, United Way, 206-461-4560 lwoodall@uwkc.org
- * Greg Coy, Discuren Foundation, 425-828-3737 gcoy@isomedia.com
- * Cree Zischke, JP Morgan Chase – 206-500-2477 cree.zischke@jpmorgan.com

Challenges and Barriers of Focus Students: The students served by CISS encounter multiple challenges in their homes that affect their abilities to be academically-focused. They might come to school having just been evicted from their apartment, homeless, or having spent the night at a friend's house while their parent was working or absent. There may be addiction issues in the home, or difficulty doing homework because parents do not speak English. Students can come to school hungry, tired, late, poorly clothed, or with emotional issues that can impede their ability to learn and succeed.

Because of these challenges, students often struggle academically, fall far behind their peers, fail classes, or are in danger of failing to graduate. They may have behavior issues which make them more likely to have detention or get suspended and they often have attendance issues because there is no one at home to ensure they come to school. The students served by CISS are those targeted in the goals, outcomes and indicators of the Family and Education Levy.

Site Coordinators provide wrap-around, collaborative services to target this multitude of challenges. In addition to the activities outlined above, they connect families to housing resources, drug and alcohol treatment, food banks, support parent/guardians to engage more in their student's learning, connect families to English classes, connect with teachers to increase support for students and support the students within the school on all of the areas where they struggle.

Tracking to Success

The entire model of Site Coordination, outlined above, is fully data-driven. A five year independent evaluation conducted by ICF International confirmed the evidence-based effectiveness of CIS' coordinated services model at the school level. In comparing the results to over 1,600 studies screened by the Department of Education's *What Works Clearinghouse*, the evaluation concluded that the **CIS model is associated with the strongest reduction in dropout rates among all existing fully scaled dropout prevention programs in the United States. Additionally, the evaluation concluded that CIS is unique in having an effect on both reducing dropout rates and increasing graduation rates and that the model is effective across states, school settings, grade levels and student ethnicities.** The evaluation used a randomized controlled trial, which demonstrated a reduction in student dropout rates that was nearly three times the *What Works Clearinghouse's* threshold for "substantively important" effects.² This national study shaped the above mentioned TQS accreditation requirements, which CISS uses for its Site Coordination model. The model works well in Seattle because CISS effectively increases graduation rates, increases academic performance, reduces drop-out, and improves student attendance through data usage.

Similarly, within the Diplomas Now model, there is constant monitoring of student performance key indicators of attendance, behavior and academic performance, specialized support, and ongoing assessment of the interventions' effectiveness. The data-driven intervention and evaluation, guided by an early warning system of monitoring, allows DN partners to deliver the right support to the right students at the right time, especially targeting students in the transition years of 6th and 9th grades.

To select students for case management, the Site Coordinators attend *Early Warning Indicator* meetings at each school, where students are assessed based on data-driven criteria. The Seattle Public Schools use the *Secondary School Risk Factor Report* in these meetings which ranks students for low, mid, and high risk factors. This report provides data on the student's school grades, performance on state assessments,

² Communities In Schools press release, February 5, 2011.

interim MAP assessment data, attendance and behavior. The Site Coordinators use these meetings, along with data on family demographics (income status, household size, parent education levels, English speaking, homelessness, foster care involvement, incarcerated parent, gang involvement, children who are pregnant or parenting, and substance abuse); attendance at school and individual classes; grades (report cards, weekly course data from Seattle Public School's "The Source", progress reports, teacher check-ins); and behavior in school (detentions, suspensions, teacher check-ins) to build their caseload, with particular attention to students in 6th and 9th grades.

Once students are enrolled in a program, the Site Coordinator monitors student progress on a weekly basis and makes adjustments to their Student Success Plan as outcomes are tracked. The Site Coordinator is able to access all levels of student data available at the schools including daily, weekly and monthly attendance records, weekly and monthly grades, and weekly and monthly behavior records.

All data on student enrollment in the program, reasons for enrollment and progress are stored in the Communities In School Data Management System, a web-based database used throughout the CIS national network to track student, school and agency progress. The data is analyzed weekly and when little or no progress is shown for a student, the Site Coordinator will adjust services so positive outcomes can be achieved. Over the years, the data has encouraged course corrections that resulted in higher outcomes for students. All data is securely stored and privacy is always ensured. Each year, a final report is created to determine local school outcomes and overall agency outcomes. The data is shared with the national office and national outcomes are established.

One example of a course correction was with a student who had both attendance and academics as areas for improvement. The Site Coordinator created an attendance contract with the student and encouraged him to attend after school tutoring. After a month, the Site Coordinator used the data to see that the student came to school more often, but was regularly late, and continued to struggle with academics. The Site Coordinator amended the attendance contract to include being on time for school and found a lunch tutor to supplement the after school tutoring. The student satisfactorily improved with this intervention.

Another example was with a junior in high school who was struggling. She was very popular and a leader among her peers. She was not attending class and was failing some courses due to her lack of attendance; she was not on track to graduate. The Site Coordinator connected her to a peer mentoring program where she understood the need to model positive behavior and teach others to take responsibility for their actions. Within a month, she was attending classes regularly and brought up her grades. By the end of her senior year, she graduated on time and was accepted into two Universities.

Women and Minority Inclusion; Non-discrimination

CIS will not subcontract with any organization, but may hire new employees. CIS has a non-discrimination policy in hiring that includes all protected groups and works to maintain a diverse workforce that is reflective of the population served.



Sample Data Report II

Communities In Schools of Seattle

Active Cases	Site	Case ID	Name	Gender	Ethnicity	Grade Level	Case Status	Case Goal	EOY Result
	Aki Kurose Middle Sc				Black or African American	6th Grade	Active	Improve School Behavior	Met Goal
	Aki Kurose Middle Sc				Multi-Racial	7th Grade	Active	Improve Academics	Met Goal
	Aki Kurose Middle Sc				Multi-Racial	7th Grade	Active	Improve School Behavior	Met Goal
	Aki Kurose Middle Sc				Black or African American	6th Grade	Active	Improve Academics	Met Goal
	Denny Middle School				White	7th Grade	Active	Improve Attitude and Commitment	Met Goal
	Denny Middle School				White	7th Grade	Active	Improve School Behavior	Met Goal
	Denny Middle School				White	8th Grade	Active	Decrease Suspensions	Met Goal
	Denny Middle School				White	8th Grade	Active	Improve Academics	Met Goal
	Denny Middle School				White	8th Grade	Active	Improve Attendance	Met Goal
	Denny Middle School				White	8th Grade	Active	Improve Attitude and Commitment	Met Goal
	Denny Middle School				White	8th Grade	Active	Improve School Behavior	Met Goal
	Denny Middle School				Black or African American	8th Grade	Active	Improve School Behavior	Did Not Meet Goal
	Denny Middle School				Asian or Pacific Islander	8th Grade	Active	Improve School Behavior	Did Not Meet Goal
	Denny Middle School				Black or African American	3rd Grade	Active	Improve Academics	Met Goal
	Graham Hill Elementar				Black or African American	3rd Grade	Active	Improve Academics	Met Goal
	Graham Hill Elementr				Black or African American	3rd Grade	Active	Improve Academics	Met Goal
	Graham Hill Elementr				Black or African American	2nd Grade	Active	Improve Academics	Met Goal
	Graham Hill Elementr				Multi-Racial	2nd Grade	Active	Improve Academics	Met Goal
	Graham Hill Elementr				Black or African American	2nd Grade	Active	Improve Academics	Met Goal
	Graham Hill Elementr				Black or African American	4th Grade	Active	Improve Academics	Met Goal
	Rainier Beach High Sc				Black or African American	9th Grade	Active	Improve Attendance	Did Not Meet Goal
	Rainier Beach High Sc				Multi-Racial	11th Grade	Active	Improve Academics	Met Goal
	Rainier Beach High Sc				Black or African American	9th Grade	Active	Improve Academics	Met Goal
	Rainier Beach High Sc				Black or African American	9th Grade	Active	Improve Attitude and Commitment	Met Goal

10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

CIS of Seattle



Active Cases

Site	Case ID	Name	Gender	Ethnicity	Grade Level	Case Status	Date	EOY Status
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Multi-Racial	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	White	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			U	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Multi-Racial	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Other	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Unknown	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Multi-Racial	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Other	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Unknown	Unknown	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Unknown	6th Grade	Active	7/27/2011	Promoted



10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

CIS of Seattle

Active Cases

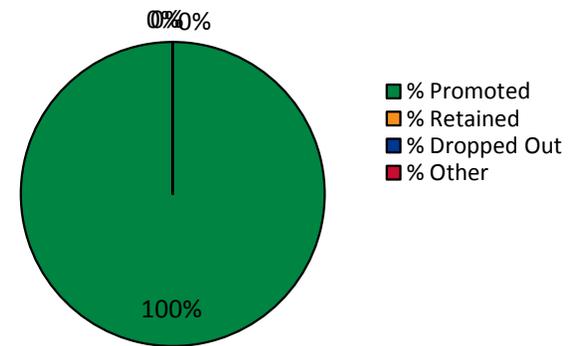
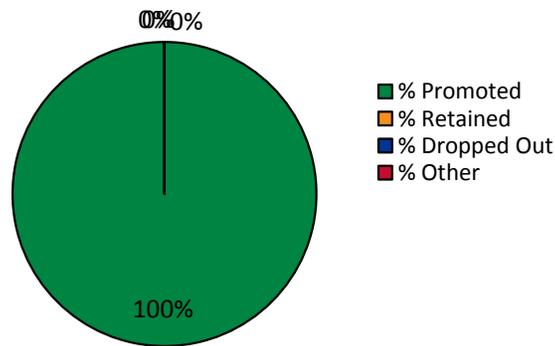
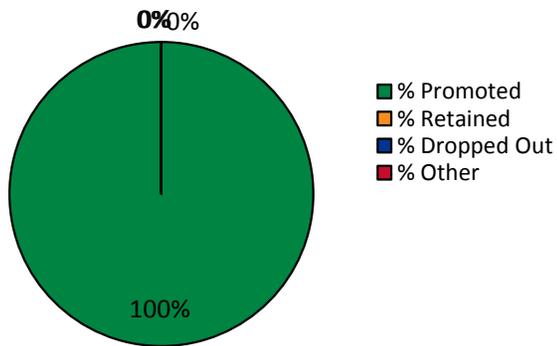
Type of School	# Promoted	% Promoted	# Retained	% Retained	# Dropped Out	% Dropped Out	# Other	% Other
Elementary/Primary School	11	100%	0	0%	0	0%	0	0%
Middle School	40	100%	0	0%	0	0%	0	0%
High School	6	100%	0	0%	0	0%	0	0%

*The table and charts contain data for all students except those in 12th grade (see below for data on 12th grade students)

Elementary/Primary School

Middle School

High School





10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

CIS of Seattle

Active Cases

	# Graduated	% Graduated	# Retained	% Retained	# Dropped Out	% Dropped Out	# Other	% Other
Seniors	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

**The table and chart only contain data for 12th grade students*

Seniors

0%

- % Graduated
- % Retained
- % Dropped Out
- % Other



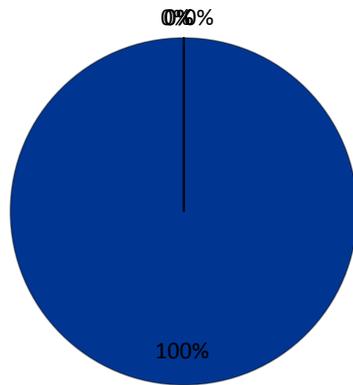
Active Cases

10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

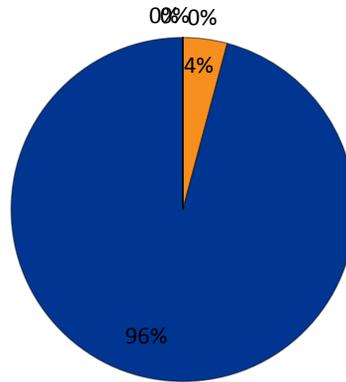
CIS of Seattle

EOY Status	Number of Students	# of White Students	# of Black or African American Students	# of Hispanic Students
Dropped Out	0	0	0	0
Graduated	1	0	1	0
Promoted	57	3	23	7
Retained	0	0	0	0
Other	0	0	0	0

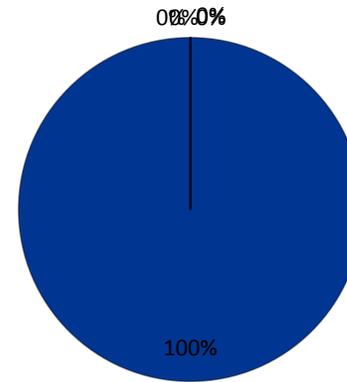
White Students



Black/African American



Hispanic



- Dropped Out
- Graduated
- Promoted
- Retained
- Other



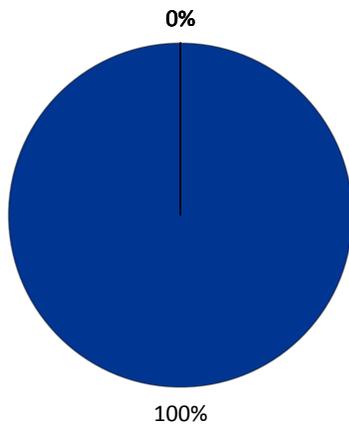
Active Cases

10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

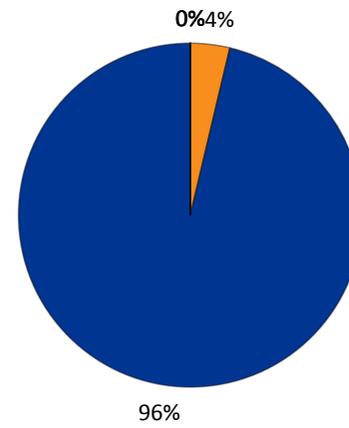
CIS of Seattle

EOY Status	Number of Students	# Females	# Males
Dropped Out	0	0	0
Graduated	1	0	1
Promoted	57	30	26
Retained	0	0	0
Other	0	0	0

Females



Males



- Dropped Out
- Graduated
- Promoted
- Retained
- Other



10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

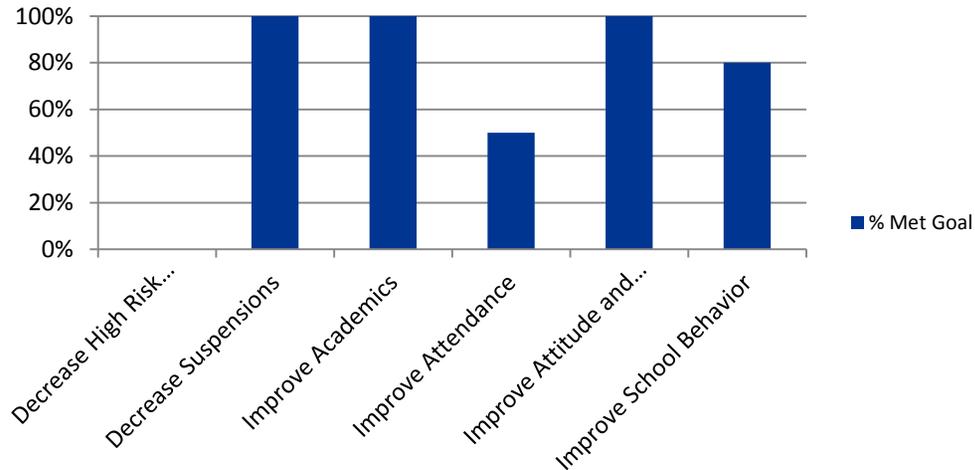
CIS of Seattle

Active Cases

Case Goal	Number of Students	# Met Goal	% Met Goal	# Did Not Meet Goal	% Did Not Meet Goal	Number Not Reported *
Decrease High Risk Social Behavior	1	0	0%	1	100%	0
Decrease Suspensions	1	1	100%	0	0%	0
Improve Academics	11	11	100%	0	0%	0
Improve Attendance	2	1	50%	1	50%	0
Improve Attitude and Commitment	3	3	100%	0	0%	0
Improve School Behavior	5	4	80%	1	20%	0
No Goal Assigned	0	N/A	N/A	N/A	N/A	0

*Students whose goal EOY Results were not reported were excluded from % Met/Did Not Meet Goal analysis

% of Students that Met Case Goal





10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

CIS of Seattle

Active Cases

Site	EOY Result	Decrease High Risk Social Behavior		Decrease Suspensions		Improve Academics		Improve Attendance		Improve Attitude and Commitment		Improve School Behavior		Number Not Reported*
Aki Kurose Middle School	%Met/%Not Meet					100%	0%					100%	0%	0
Denny Middle School	%Met/%Not Meet	0%	100%	100%	0%	100%	0%	100%	0%	100%	0%	67%	33%	1
Graham Hill Elementary School	%Met/%Not Meet					100%	0%							0
Rainier Beach High School	%Met/%Not Meet					100%	0%	0%	100%	100%	0%			1

*Students whose goal EOY Results were not reported were excluded from % Met/Did Not Meet Goal analysis

Sample Data Report I
Communities In Schools of Seattle

BASIC INFORMATION	ADDITIONAL STUDENT INFORMATION											
	Demographics & Program						School and Grade				Academic Standing	
ID#	Race/ Ethn	Gender	Homeless?	IEP?	ELL?	PGY	Next Year School	Current Grade	Previous Year School	Previous Year Grade	HS Grad Credits	Cum GPA
	B	F	N	N	N	*	249 - Madrona	6	*	5	*	3.14
	B	F	N	N	Y	*	130 - Aki Kurose	6	233 - Hawthorne	5	*	2.45
	B	F	N	Y	Y	*	130 - Aki Kurose	6	291 - South Shore	5	*	1.98
	B	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	1.39
	B	F	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.13
	A	F	N	N	N	*	130 - Aki Kurose	6	286 - Wing Luke	5	*	2.38
	B	M	N	N	Y	*	130 - Aki Kurose	6	219 - Dunlap	5	*	2.59
	B	M	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.37
	A	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	3.81
	B	F	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.89
	H	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	2.08
	B	M	N	N	N	*	130 - Aki Kurose	6	*	*	*	1.98
	A	F	N	N	N	*	130 - Aki Kurose	6	*	5	*	3.65
	H	M	N	Y	N	*	130 - Aki Kurose	6	221 - Emerson	5	*	2.51

Sample Data Report I
Communities In Schools of Seattle

RISK ASSESSMENT (1 - 23 TOTAL POINTS)										
TOTAL POINTS	Last Two Semester Coursetaking				Most Recent State Assessment			Attendance & Discipline		
TOTAL POINTS	Grade Repeat In 10-11	Core Course Failure Rate	Math Course Failure Rate	LA Course Failure Rate	Math WASL	Reading WASL	Writing WASL	Attendance	Unexcused Absences	Discipline
3	No	Low	Low	Low	Low	Low	Low	Low	High	Medium
6	No	Low	Low	Low	High	Medium	Low	Low	High	Medium
10	No	Low	Low	Low	High	Low	High	High	High	High
11	No	High	Low	Low	High	Medium	High	Low	High	High
4	No	Low	Low	Low	High	Low	Medium	Low	Medium	Low
7	No	Low	Low	Low	High	High	Low	Low	Medium	High
7	No	Low	Low	Low	High	Medium	Medium	Low	High	Medium
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low
1	No	Low	Low	Low	Low	Low	Low	Low	Medium	Low
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low
9	No	Low	Low	Low	High	Medium	Medium	Medium	High	High
4	No	Low	Low	Low	Low	Low	Low	Low	High	High
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low
10	No	Low	Low	Low	High	High	High	Medium	High	Medium

Sample Data Report I
 Communities In Schools of Seattle

MATH PERFORMANCE - LAST TWO SEMESTERS	
Most Recent Math Course	Second Most Recent Math Course

Final Mark	Course Code and Title	Interim Mark	Final Mark
B-	*	*	*
C	*	*	*
C+	*	*	*
C-	*	*	*
B+	*	*	*
C	*	*	*
B	*	*	*
B+	*	*	*
A	*	*	*
A	*	*	*
C+	*	*	*
B	*	*	*
A	*	*	*
B-	*	*	*

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LANGUAGE ARTS PERFORMANCE - LAST TWO SEMESTERS	
Most Recent Language Arts Course	Second Most Recent Language Arts Course

Course Code and Title	Interim Mark	Final Mark	Course Code and Title	Interim Mark	Final Mark
MLA0230 - ESL 1	A	A	MLA0290 - DRAMA AS EXPRS	A	A
MLA0230 - ESL 1	C	C	MLA0290 - DRAMA AS EXPRS	A	A
MLA0007 - LANGUAGE ARTS 6	B-	B-	MLA0290 - DRAMA AS EXPRS	A-	A-
MLA0007 - LANGUAGE ARTS 6	D	D	*	*	*
MLA0007 - LANGUAGE ARTS 6	A-	A-	MLA0290 - DRAMA AS EXPRS	A	A
MLA0007 - LANGUAGE ARTS 6	B	C+	MLA0277 - READING INDIVIDU	B-	B-
MLA0230 - ESL 1	B	B	MLA0290 - DRAMA AS EXPRS	A	A-
MLA0007 - LANGUAGE ARTS 6	B+	A-	*	*	*
MLA0007 - LANGUAGE ARTS 6	B	B	MLA0290 - DRAMA AS EXPRS	A	A
MLA0007 - LANGUAGE ARTS 6	A	A	MLA0290 - DRAMA AS EXPRS	A	A
MLA0007 - LANGUAGE ARTS 6	C	C	*	*	*
MLA0007 - LANGUAGE ARTS 6	C+	C+	MLA0290 - DRAMA AS EXPRS	A-	B+
MLA0007 - LANGUAGE ARTS 6	A	A-	*	*	*
MLA9226 - LANGUAGE ARTS -	B	B	MLA0290 - DRAMA AS EXPRS	B	B

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MOST RECENT WASL PERFORMANCE											
Math				Reading				Writing			

Test Grade	Scale Score	Level	Met Standard	Test Grade	Scale Score	Level	Met Standard	Test Grade	Scale Score	Level	Met Standard
*	*	*	*	*	*	*	*	*	*	*	*
G5	368	L1	N	G5	391	L2	N	G4	9	L3	Y
G5	352	L1	N	G5	391	MO	Y	G4	6	L1	N
G5	341	L1	N	G5	378	L2	N	G4	6	L1	N
G5	347	L1	N	G5	422	L4	Y	G4	8	L2	N
G5	347	L1	N	G5	368	L1	N	G4	10	L3	Y
G5	363	L1	N	G5	391	L2	N	G4	7	L2	N
G5	414	L3	Y	G5	422	L4	Y	G4	11	L4	Y
G5	419	L3	Y	G5	430	L4	Y	G4	9	L3	Y
G5	440	L4	Y	G5	432	L4	Y	G4	10	L3	Y
G5	347	L1	N	G5	395	L2	N	G4	7	L2	N
*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*
G5	*	L0	N	G5	*	L0	N	G4	4	L1	N

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MOST RECENT (Spring 2011) MAP RESULTS				ATTENDANCE & DISCIPLINE						
Math		Reading		Attendance 2010-2011			Discipline 2010-2011			

RIT Score	Percentile Rank	RIT Score	Percentile Rank	Attendance Rate	Unexcused Absence Rate	Number of Unexcused Absent Days	Short-Term Suspensions	Long-Term Suspensions	Expulsion	Total Discipline Actions
200	7	180	2	94%	3%	5	0	0	0	1
209	18	200	14	92%	5%	9.5	0	0	0	1
192	3	202	17	78%	12%	22	2	0	0	6
202	9	197	10	94%	3%	5.5	1	0	0	3
217	32	217	54	97%	2%	3.5	0	0	0	0
197	5	201	15	93%	2%	3	2	0	0	5
204	11	203	18	91%	8%	13.5	0	0	0	1
233	71	217	54	94%	5%	9.5	0	0	0	0
238	82	213	41	96%	2%	3.5	0	0	0	0
245	92	237	97	92%	3%	5.5	0	0	0	0
214	26	191	6	89%	3%	5.5	2	0	0	6
218	34	193	7	92%	6%	8	1	0	0	2
234	73	218	57	90%	4%	7	0	0	0	0
*	*	165	1	83%	5%	9.5	0	0	0	1