



What District Leaders Need to Know About the New Economic Mobility Study

A BREAKTHROUGH STUDY ON WHAT WORKS FOR STUDENTS

A [new breakthrough study](#), conducted by researchers with Opportunity Insights and the EdRedesign Lab at Harvard University, provides the strongest evidence to date that **Communities In Schools® (CIS®)** improves both short-term academic and long-term economic outcomes for students – especially those with the greatest needs.

KEY FINDINGS FOR DISTRICT LEADERS

Higher Academic Achievement

Significant increases in **standardized test scores** for high-risk students in CIS schools

Students receiving academic supports through CIS see **nearly double the test score gains** of peers with non-academic needs

Increased Graduation and Two-year College Enrollment

Three years of CIS in middle school raises high-risk students':

- Graduation rates by **5.2%**
- Two-year college enrollment by **9.1%**

Greater Economic Mobility

CIS exposure increases annual earnings at age 27 by \$1,140 (**4.3%**)

Lifetime earnings increase by over **\$75,000**

Students are more likely to have stable employment and **avoid unemployment**

5.2%

Graduation Rates Increase

9.1%

College Enrollment Increase

\$7,100

Additional Tax Revenue

\$75,000+

Student Lifetime Earnings Increase

CIS' model of integrated student supports (ISS) not only boosts academic performance in the short-term but also increases adult earnings and economic mobility. **SCAN THE QR CODE TO ACCESS THE RESEARCH.**



WHY THIS MATTERS FOR DISTRICTS

Communities In Schools partners with districts to strengthen academic and non-academic supports by placing trained CIS staff directly on campuses. These staff help schools identify needs and barriers to student success, connect students to resources, and build relationships that keep them engaged. In doing so,

CIS plays a vital role in enhancing school culture by creating a more supportive and connected environment where all students feel seen, valued, and motivated to succeed.

The CIS model of integrated student supports equips school-based teams to take action on existing district frameworks, like MTSS, PBIS, RTI, and others. Supports range from universal, schoolwide programming and preventative efforts (Tier 1) to targeted small-group interventions for students with emerging needs (Tier 2), to intensive intervention for students requiring the highest-level of wraparound supports (Tier 3). This alignment helps districts **strengthen systems and ensures students receive the right support at the time.**

The research underscores a clear message: that **relationships and resources change trajectories.**



WHY CIS WORKS

The study confirms that CIS' model is effective because it is **relationship-centered**. CIS school-based staff provide consistent, personalized support that helps students access resources and stay engaged in school.

While years of research underscores the value of high-quality teachers, this new research also underscores the value of **non-instructional support** on student success. **CIS helps districts address:**



Chronic Absenteeism



Family Engagement



Barriers related to Health, Housing, and Basic Needs



Academic Disengagement



Behavioral Challenges

CIS addresses why students are absent and builds **trusted relationships that make students want to be present.**

BRING EVIDENCE-BASED ECONOMIC MOBILITY TO YOUR DISTRICT

The research is clear: CIS delivers measurable results for students and communities. You can add CIS to your campus using Title funds, local funds, or grant funds. Talk with your local CIS leader to discuss a funding strategy and add CIS today!

Today's students are tomorrow's leaders. Let's work together to maximize their future and your investment.

For more information, contact Billi Jo Thomas, Executive Director, at (903) 434-8222 or bthomas@ntcc.edu

