

The School District of Philadelphia

The Office of Research and Evaluation

City Year

Year 2 Evaluation Report, 2014-2015

January 2016

The School District of Philadelphia

City Year:

Year 2 Evaluation Report, 2014-2015

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January 2016

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Executive Summary

City Year has been working in Philadelphia schools to support under-performing students and teachers for over 10 years. The program deploys teams of corps members to provide targeted, one-on-one or small group support in the areas of English, math, attendance, and behavior, as well as school-wide activities aimed at improving school climate. This report reflects the second consecutive year that The School District of Philadelphia's Office of Research and Evaluation (ORE) has partnered with the William Penn Foundation to evaluate the program in 11 Philadelphia elementary and high schools. The Year 1 (School Year 2013-2014) report was released in the fall of 2014. This report concentrates on Year 2 (School Year 2014-2015) programming, making comparisons to Year 1 where appropriate. It follows the mid-year formative report and the mid-year qualitative report, which were delivered in spring of 2015.

Methods

Based on the Logic Model (see Appendix A), as well as findings from the Year 1 evaluation, the following research questions were investigated:

I. Fidelity of Implementation

1. Students: How many students have participated in program activities, and what are their characteristics? To what extent are students satisfied with program activities? How do participation and satisfaction compare with Year 1?
2. School Staff: To what extent are teachers adequately supported by the program via resources, materials, and program support? How does this compare to Year 1?
3. Program: How many City Year corps members and team leaders were trained and assigned to schools? To what extent is the program plan and/or components meeting schools' needs? How does this compare to Year 1?

II. Impact

4. Students: Do students in the program demonstrate improvements in academic (course grades, AIMSweb scores, PSSA scores) and behavior (attendance, reduced suspensions) outcomes? To what extent did the program enhance students' psycho-social attitudes (engagement, motivation to succeed, intention to persist)?
5. School Staff: Do teachers demonstrate an increased ability to identify and serve at-risk students? How have teacher practices changed as a result of the program?

6. Corps Members: How satisfied are corps members with their City Year experience? To what extent do corps members see themselves as contributing to teachers’ abilities to identify and serve at-risk students and differentiate instruction?

III. Year 1 vs. Year 2 Comparisons

7. How does student participation in Y1 compare to student participation in Y2? How does fidelity of implementation in Y1 compare to Y2? How do outcomes for students and for school staff in Y2 compare to Y1? How effective were programming changes implemented in Y2 based on Y1 feedback (i.e., additional corps members training in content areas and socio-emotional support; clearer communication of expectations)?

The Year 2 evaluation strategy parallels the work done in Year 1, with some differences. For example, qualitative sampling was done purposefully, with interviews focused on programmatic changes and comparisons across Year 1 and Year 2. Also, propensity score matching was employed as a more rigorous quantitative methodology. The program evaluation elements included the following:

Method	Administration	Formative	Summative
• Teacher Surveys	December 2014 May 2015	✓	✓
• Principal Surveys	December 2014 May 2015	✓	✓
• Corps Member Surveys	December 2014 May 2015	✓	✓
• Student Surveys	May 2015	✓	✓
• Principal Interviews	February 2015	✓	--
• Teacher Interviews	February 2015	✓	--
• Corps Member Interviews	April 2015	✓	--
• Student Activities Log	Monthly/Quarterly	✓	✓

In addition to the above, the following quantitative administrative data was gathered from the District’s Enterprise Data Warehouse (EDW): student demographics, math and English course marks, PSSA scores, average daily attendance (ADA), and number of out of school suspensions (OSS). City Year also provided ORE with AIMSweb reading assessment data.

Propensity score matching (PSM) was employed to approximate an experimental control group for students receiving each of the four targeted City Year intervention areas: English, math, attendance, and behavior. Using a pre-post design, significance testing was used to look for

differences in trends between City Year and comparison students from 2013-2014 to 2014-2015. See Appendix B for additional information regarding the evaluation matrix. See Appendix C for additional documentation on the matching process.

Key Findings

Implementation

- City Year successfully expanded its targeted interventions to include grades three through five. This contributed to an overall increase in the number of students who received interventions in 2014-2015 compared to 2013-2014.
- Extended Learning Time was the only programming area in which City Year served fewer students compared to the previous year; however, students who did attend, participated for more days.
- While City Year expanded considerably the number of students served, it did not expand the number of corps members proportionately.
- Targeted student interventions typically took the form of one-on-one or small group tutoring with students that were under-achieving academically, or that displayed attendance and/or socio-emotional difficulties.
- Students were highly satisfied with the mentoring they received, with students in elementary grades being the most satisfied
- Teachers felt strongly supported by corps members' contributions to their classrooms. Good teacher- corps member relationships were characterized by clear communication of expectations, a good fit between personalities, as well as corps members' pro-activeness, flexibility, and creativity.
- Corps members felt prepared to assist students academically, but somewhat less confident in their ability to support students with attendance and behavior issues.

Impact

- Teachers reported an increased ability to differentiate instruction when corps members were working in their classrooms.
- On aggregate, City Year students enrolled in English, math, attendance and behavior interventions displayed trends similar to students in comparison groups. However, City Year was more impactful for certain groups; specifically, high dosage/high duration students, students in younger grades, and the most underperforming students.
- Independent of hours accumulated, being on a City Year focus list for most of the year, which is largely dependent on early identification, was associated with:
 - Higher English grades, including the finding that these City Year students outperformed matched control students.
 - Higher Math PSSA scaled scores, including better performance compared with matched controls.
- Math tutoring was most impactful for the most underperforming students.
- Intensive attendance coaching, in terms of number of coaching minutes, led to significantly improved ADA.

- Positive psychosocial findings were strongest in the youngest grades, which were newly added in Year 2. This result was consistent with the ongoing finding that psychosocial ratings generally decline with age.

Year 1 vs. Year 2 Comparisons

Implementation

- Elementary-aged students, a new target population in Year 2, formed close relationships with corps members, and showed strong psychosocial results.
- Teachers and corps members agreed that the new, formalized matching process, including a classroom rotation period, promoted good personality fits and productive relationships in the classroom.
- City Year corps members again expressed more confidence in providing academic support compared with attendance and behavioral support. However, substantial progress was made relative to Year 1, with strong growth in readiness for non-academic activities.
- Participants in the new second year corps members' program endorsed the experience, and felt that their prior Year 1 experience allowed them to be more effective in schools, more quickly. They felt that this effect would be even more pronounced if they were able to persist in the same school for both years.
- Compared with Year 1, teachers were more likely to endorse their corps members' content knowledge.
- Teachers and principals gave higher ratings to City Year on communication than in the previous year. Both teachers and principals felt well-oriented to the City Year program at the start of the year, and had ongoing opportunities to communicate with program personnel.
However, teachers requested further clarification and communication about the appropriate role of corps members in matters of classroom discipline.

Student Outcomes

- Overall improvements in suspensions and attendance that were found in Year 1 were not replicated in Year 2, possibly due to a change in methodology using Propensity Score Matching.
- Psychosocial outcomes were consistent across Years 1 and 2, with students continuing to express especially high levels of Efficacy and Persistence.
- The Year 2 analysis included outcomes for the AIMSweb assessment, which was not included in Year 1. City Year English intervention students at all initial levels of AIMSweb showed growth from fall to spring.

Conclusions and Recommendations

The evaluation of City Year over a two year period shows the value of a rigorous, mixed methods research design carried out in close collaboration with program staff. The evaluation process was strengthened by regular meetings between researchers, program staff, and the William Penn Foundation in order to share formative data and refine research questions and programming. Conducting the analysis over the course of two school years allowed researchers to make recommendations based on the Year 1 analyses, and then to assess the effectiveness of the resulting programmatic changes in Year 2. Furthermore, the results of the study underscore the importance of organized and diligent student record keeping by program staff. Knowing what City Year interventions students received as well as in what dosages and duration made it possible to assess fidelity of implementation at a more in-depth level. This information was also critical to being able to identify specific groups of students who were most impacted by their City Year experience. In an environment where there are numerous programs seeking to work with students at any given school, research-based evidence of successful program implementation and effectiveness will become increasingly important when selecting which programs to offer to students. This can only be achieved through in-depth engagement in the evaluation of the programming.

Based on the program evaluation, ORE makes the following recommendations for City Year's continued improvement and sustainability:

- Promote City Year continuity at specific schools and within feeder patterns. This might include multi-year funding or commitment models, and may also include reassigning second year corps members to familiar schools.
- When evaluating in which existing schools to continue programming, take into account the wide variability in City Year's capacity to provide meaningful dosages of tutoring, and whether this capacity is dependent on school-specific factors.
- Continue and expand City Year involvement with students in grades three through five.
- In Year 2, City Year was largely successful in delivering similar dosage levels to Year 1, despite a substantial increase in the overall student to corps member ratio. Nonetheless, City Year should review deployment models across schools, and the resulting dosage levels, to inform future allocation of corps members.
- Continue and expand the successful teacher-corps member matching process that was emphasized at the beginning of Year 2.
- Expand teacher and corps member training to address appropriate roles and boundaries for classroom behavior management.
- Implement evidence-based mentoring training so that corps members will be better prepared to offer support in behavior and attendance.
- Acknowledge that mid-year student additions to the focus list may not experience the same level of improvement as students who begin receiving interventions at the beginning of the year, even if they receive comparable minutes. These students may

have a qualitatively different relationship with City Year, and may require specific additional procedures to compensate, such as grouping them separately in the classroom.

- More generally, City Year may be able to maximize impact by re-conceptualizing dosage. This may involve increasing default target levels, and may also involve focusing the most attention on the lowest performing students.

Introduction

City Year is an education-focused nonprofit organization that works in high needs public schools to enhance the quality of the school learning environment. For more than 10 years, City Year has partnered with The School District of Philadelphia (SDP or District) by deploying teams of City Year corps members to implement school-wide programming at high needs schools, as well as targeting at-risk students for individualized attention in English, math, attendance and behavior. The expectation is that overall school climate will improve, and that the targeted students, who are identified as high risk for dropping out, will show growth in the areas of intervention. Students who enter the academic year with one or more of the following Early Warning Indicators (EWIs) based on the previous year’s data, or develop them at some point throughout the year, are identified by City Year as being at high risk for dropping out¹:

- Average daily attendance (ADA) below 90%
- One or more out-of-school suspensions
- Final course grade of “D” or “F” in math and/or English

In 2013, the Office of Research and Evaluation (ORE) at SDP was provided funding by the William Penn Foundation to evaluate two years of City Year programming in eight elementary/middle schools and three high schools, for a total of 11 schools with City Year programming, also funded by the Foundation.

Schools	Grades Served by City Year	Years of City Year Partnership (including 2014-2015)
1. Benjamin Franklin	6-8	5
2. Feltonville	6-8	6
3. Frankford HS	9	3
4. George W. Childs	3-8*	2
5. James G. Blaine	3-8*	2
6. Morton McMichael	3-8*	2
7. Overbrook HS	9	12
8. South Philadelphia HS	9	12
9. Thurgood Marshall	3-8*	4
10. William D. Kelley	3-8*	2
11. William Tilden	6-8	7

*Grades 3-5 added to City Year’s target population in these schools in 2014-2015

The Year 1 (2013-2014) report was released in the fall of 2014. This report concentrates on Year 2 (2014-2015) programming, both formative and summative elements, making comparisons to

¹ Balfanz, Herzog, and Mac Iver. 2007. Preventing Student Disengagement on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. *Educational Psychologist* 42(4): 223-235.

Year 1, where appropriate. In 2014-2015, ORE also issued a mid-year formative report and a mid-year qualitative report, which were shared with the program staff and the funder.

Program Description

City Year focuses on improving public education outcomes for students in low-performing schools by deploying corps members to help students and schools succeed. Research suggests that struggling students can succeed when they receive proper supports; however, teachers and schools often do not have the time or resources to address each students' individual needs. City Year's *Whole School Whole Child* (WSWC) approach is informed by research that identifies three Early Warning Indicators (EWIs) that determine the likelihood that a student will drop out: poor attendance, poor behavior, and course failure in English and/or math. City Year trains young adults, typically recent college graduates, to provide struggling elementary and high school students with individualized attention to get them back on track to graduate. These 'corps members,' as they are known, serve in full-time positions for the duration of a school year.

In collaboration with education researchers and practitioners, City Year designed and launched the WSWC intervention model in 2006. The model addresses the needs of students' exhibiting EWIs by placing teams of 8-20 corps members in schools for a full academic year to support the students and their teachers. The following supports are provided: Academic Support through whole-class instructional support and one-on-one/small group tutoring in English/English Language Arts (ELA) and math; Attendance Coaching through morning greeting, daily phone calls home, one-on-one coaching, and positive incentives; Behavior Coaching through small-group social emotional skill development; Positive School Climate through school-wide programs that promote student and family engagement in learning; and Extended Learning Time focused on homework completion and enrichment programming.

City Year develops corps members' capacity to support students, teachers, and schools through comprehensive leadership development training. Corps members receive more than 300 hours of training and leadership development throughout the year. The training is focused on developing skills related to City Year's six Civic Leadership Competencies: communication; team collaboration and leadership; relationship development; problem-solving and decision-making; executing to results; and civic knowledge and fluency in education practice and reform. As part of the comprehensive leadership development curriculum, corps members are consistently asked to self-reflect on their purpose, values, and challenges. This self-reflection process is intended to strengthen self-awareness, critical-thinking skills, and emotional intelligence.

This evaluation takes into consideration a number of programmatic changes that were implemented in 2014-2015, partly in response to feedback from the Year 1 ORE evaluation. For instance, the target population in some schools was expanded to include younger students in grades three through five. In addition, a program for corps members to extend their service for an additional year was piloted. These corps members are referred to as 'second year corps

members.’ City Year implemented an intentional matching process at the beginning of the year, in which corps members cycled through different classrooms with the goal of identifying the best teacher-corps member matches. All corps members were given additional training in how to provide academic support, with an emphasis on increasing content knowledge in math, and socio-emotional support. Training around college readiness and external engagement was de-emphasized. Finally, the program endeavored to make use of additional data points to track the progress of students: the Devereux Student Strengths Assessment (DESSA), and the AIMSweb reading assessment.

Methods

The evaluation emanates from the logic model (see Appendix A) and is designed to provide ongoing, formative feedback as well as a summative evaluation component. A mixed-methods, quasi-experimental research design was utilized to evaluate outcomes for students served by City Year. On the school level, each SDP school receiving City Year support was matched with one comparison school in order to estimate the causal impact of City Year’s school-wide programming by controlling for systemic characteristics. For consistency, each intervention school was matched with the same school as in Year 1. Matching was based on graduation rates (where applicable), percentage of special education and English Language Learner (ELL) students, number of total enrolled students, and Pennsylvania System of School Assessment (PSSA) scores. See Table 1 for a list of matched City Year and comparison schools, and see Appendix C for detailed documentation of matching criteria.

Table 1: Matched City Year and Comparison Schools

	City Year School		Comparison School	
1.	Blaine	K-8	William Dick	K-8
2.	Childs	K-8	Jackson	K-8
3.	Ben Franklin	K-8	Finletter	K-8
4.	Feltonville Arts and Sciences	6-8	Clemente	6-8
5.	Frankford High School	9-12	Fels High School	9-12
6.	WD Kelley	K-8	Duckrey	K-8
7.	Thurgood Marshall	K-8	Olney	K-8
8.	Morton McMichael	K-8	Bryant	K-8
9.	Overbrook High School	9-12	Sayre High School	9-12
10.	South Phil. High School	9-12	Bartram High School	9-12
11.	Tilden	5-8	Wagner	6-8

In order to confirm that the Year 1 comparison schools were still suitable matches, a Wilcoxon non-parametric test² was performed on each matching variable, which showed that at baseline

² The Wilcoxon signed-rank test assesses significant differences between intervention and control/matched schools across all variables displayed in Table 2. It can be used instead of a t-test when the population in question is not normally distributed

(2013-2014) there were no statistically significant differences ($p < .05$) between intervention and control schools. See Table 2.

Table 2: Wilcoxon Statistics on Intervention vs. Matched Schools, 2013-2014

School Variables	Wilcoxon (Z)	Significance (2-tailed)
Total # Students Enrolled	-.978	0.328
% Special Education ¹	-.978	0.328
% Underrepresented Minority (URM) ²	-2.67	0.790
% ELL	-.051	.959
% Graduate ³	-.535	0.593
% Proficient/Advanced PSSA/Keystone Reading	-.089	.929
% Proficient/Advanced PSSA/Keystone Math	-1.867	0.062
Average Daily Attendance (ADA)	-.408	0.693
% Incidents ⁴	-1.274	0.203

¹ Students with Disabilities (includes: Autism, emotional disturbance, intellectual disability, speech or language impairment, other health impairment, specific learning disability, traumatic brain injury, visual impairment including blindness, hearing impaired including deafness, multiple disabilities, orthopedic impairment).

² URM= Underrepresented Minorities= Black, Hispanic, Native American/Alaskan, Multiracial

³ Cohort Graduation Rate = Percent of students in the school who graduate in four years with a regular high school diploma. The value represented for the reported year is the graduation rate calculated for one year previous to the reported year due to availability of this data.

⁴ A specific act or offense involving one or more victims and one or more offenders. A reportable incident includes one or more acts of misconduct, involving one or more offenders violating criteria defined under Pennsylvania’s Act 26 of 1995. These include but are not limited to any behavior that violates a school’s educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder. Examples are incidents involving acts of violence, possession of a weapon, or the possession, use or sale of a controlled substance, alcohol, or tobacco by any person on school property; at school-sponsored events; and on school transportation to and from school.

In order to measure the impact of specific City Year interventions at the individual student level, propensity score matching (PSM) was used to create a comparison group of students from other District (non-charter) schools whose characteristics were similar to City Year students, but who did not receive the intervention. When random assignment is not feasible, PSM is generally regarded as the most rigorous quasi-experimental method for estimating average causal effects.³ With this approach, each student in the intervention is matched with a student from the pool of candidates, such that the circumstances of the matched students are as close as possible to those of the intervention students. That is, this procedure produces a control group that has the same *propensity* to receive the intervention, but due to circumstances, does not. It should be noted that the control students may attract some other intervention at whatever school they attend, or they may not. In general, these students

³ Rosenbaum, Paul and Rubin, Donald. 1983. The central role of the propensity score in observational studies for causal effects. *Biometrika* 70(1): 41-55.

constitute the most rigorous comparison group available for evaluating the specific impact of the intervention in question (in this case, City Year).

Propensity score matching was performed using SPSS software along with a PSM add-on bundle from R. Nearest neighbor matching was used, with no caliper. A comparison group was created for each of the four types of interventions: English tutoring, math tutoring, attendance support, and behavior coaching. Each group was balanced demographically as well as on characteristics that were known to contribute to a student’s likelihood of being selected to receive the City Year intervention. Furthermore, intervention students were matched only with students in the same grade level. See Table 3 for the list of covariates in each of the four propensity score matching models.

Table 3: Covariates used for propensity score matching

Attendance	Behavior	English	Math
Gender	Gender	Gender	Gender
Race/Ethnicity	Race/Ethnicity	Race/Ethnicity	Race/Ethnicity
IEP status	IEP status	IEP status	IEP status
LEP status	LEP status	LEP status	LEP status
Economically disadvantaged*	Economically disadvantaged*	Economically disadvantaged*	Economically disadvantaged*
2013-2014 ADA	2013-2014 ADA	2013-2014 Q4 English grade	2013-2014 Q4 Math grade
	2013-2014 out of school suspensions	2013-2014 scaled PSSA Reading score and performance level	2013-2014 scaled PSSA Math score and performance level
Grade level (exact match)	Grade level (exact match)	Grade level (exact match)	Grade level (exact match)

* Indicates that a student receives government programs (i.e., SNAP, Medicaid). This represents some of the most disadvantaged students, but is nonetheless an underestimate of the proportion of students living in poverty.

Table 4 displays the means for the City Year and comparison groups. There are no significant differences between groups in any of these areas.

Table 4: Balance statistics, City Year vs. Comparison Groups

Intervention Type	City Year	Comparison Group
Attendance		
2013-2014 ADA	0.859	0.861
Behavior		
% with OSS in 2013-2014	31%	27%
2013-2014 # of OSS	0.69	0.63
2013-2014 ADA	0.907	0.907
English		
2013-2014 Q4 Grade	72.26	72.65
2013-2014 PSSA scaled	1076.8	1094.9
Math		
2013-2014 Q4 Grade	72.02	72.82
2013-2014 PSSA scaled	1108.6	1124.8

Note: For all metrics, differences between the City Year and Comparison groups were not statistically significant ($p > .05$).

Research Questions

Based on the program logic model (see Appendix A), a series of research questions were developed in collaboration with City Year staff and subsequently addressed through this evaluation. The focus was on fidelity, impact and comparing Year 1 and Year 2 programming. The research questions are detailed below.

I. Fidelity of Implementation

1. Students: How many students have participated in program activities, and what are their characteristics? To what extent are students satisfied with program activities? How do participation and satisfaction compare with Year 1?
2. School Staff: To what extent are teachers adequately supported by the program via resources, materials, and program support?
3. Program: How many City Year corps members and team leaders were trained and assigned to schools? To what extent is the program plan and/or components meeting schools' needs?

II. Impact

4. Students: Do students in the program demonstrate improvements in academic (course grades, AIMSweb scores, PSSA scores) and behavior (attendance, reduced suspensions)

outcomes? To what extent did the program enhance students’ psycho-social attitudes (engagement, motivation to succeed, intention to persist)?

5. School Staff: Do teachers demonstrate an increased ability to identify and serve at-risk students? How have teacher practices changed as a result of the program?

6. Corps members: How satisfied are corps members with their City Year experience? To what extent do corps members see themselves as contributing to teachers’ abilities to identify and serve at-risk students and differentiate instruction?

III. Year 1 vs. Year 2 Comparisons

7. How does student participation in Y1 compare to student participation in Y2? How does fidelity of implementation in Y1 compare to Y2? How do outcomes for students and for school staff in Y2 compare to Y1? How effective were programming changes implemented in Y2 based on Y1 feedback (i.e., additional corps members training in content areas and socio-emotional support; clearer communication of expectations)?

Evaluation Activities

The evaluation activities reflect a mixed-methods approach designed to provide both a formative and summative evaluation of the interventions (see Table 5). As in the Year 1 evaluation, information was gathered from teachers, principals, corps members, and students, in order to be able to triangulate feedback gathered from various stakeholders. The most notable difference in evaluation activities between Year 1 and Year 2 are the addition of corps member interviews in Year 2, and the absence of a student focus group.

Table 5: Evaluation activities and timing

Method	Administration	Formative	Summative
Teacher Surveys	December 2014 May 2015	✓	✓
Principal Surveys	December 2014 May 2015	✓	✓
Corps Member Surveys	December 2014 May 2015	✓	✓
Student Surveys	May 2015	✓	✓
Principal Interviews	February 2015	✓	--
Teacher Interviews	February 2015	✓	--
Corps Member Interviews	April 2015	✓	--
Student Activities Log	Monthly/Quarterly	✓	✓

Interviews

As part of the formative evaluation, staff from ORE conducted in-person interviews with principals, teachers, and corps members. See Table 6 for respondent counts and characteristics. Principals and teachers were interviewed individually in February 2015, while corps members were interviewed in pairs in May 2015. These interviews lasted 45 minutes to an hour and were conducted at the City Year schools. Conversations were recorded, with permission, and transcribed by ORE staff.

Since the Year 1 evaluation gathered insights from principals and teachers from all 11 City Year schools, sampling was done purposefully in Year 2. Discussions focused on programmatic changes from the previous year, as well as areas of weakness identified in Year 1. In addition, corps members were interviewed in Year 2 for the first time. An overview of the qualitative sampling and interviewing plan for Year 2 is as follows:

- Purposive sampling of:
 - Groups that indicated significant challenges in Year 1
 - First year City Year teachers in 2014-15
 - Principals and teachers from schools that had the lowest fidelity of implementation in Year 1
 - Groups that implemented new program components in Year 2
 - Third, fourth, and fifth grade City Year teachers and their principals
 - Teachers who had second-year corps members
 - Groups that experienced the greatest success in Year 1
 - Teachers and principals from schools which had high fidelity of implementation in 2013-2014
- Qualitative interviews with ten City Year corps members, including:
 - Second-year corps members
- Teacher and principal interview protocols emphasized the evaluation of changes and recommendations from Year 1, including:
 - Gauging the implementation and effect of additional math, literacy, attendance, and socio-emotional training for corps members
 - Teachers' assessment of the content knowledge of their corps members
 - Teachers' assessment of corps member leadership skills and initiative in classroom management
 - Teachers' assessment of the effectiveness of corps member matching either to specific classrooms or following students throughout the day
 - Gauging the extent to which roles and responsibilities of corps members were communicated to school administrators, teachers, and students at the beginning of the year

Table 6: Respondent characteristics, qualitative interviews

	School	Sampled Characteristics	Interview Date
Principals			
Principal A	School A	High fidelity in Y1, previous City Year experience	February 2015
Principal B	School B	Low fidelity in Y1, previous City Year experience	February 2015
Principal C	School C	Low fidelity in Y1, previous City Year experience	February 2015
Principal D	School D	High fidelity in Y1	February 2015
Principal E	School E	High fidelity in Y1	February 2015
Teachers			
Teacher A	School A	3 rd grade math & science	February 2015
Teacher B	School B	5 th grade math, science; Worked with 2 nd year corps members	February 2015
Teacher C	School C	English and reading; previous CY experience	February 2015
Teacher D	School D	6 th & 7 th grade reading & writing; Previous City Year experience	February 2015
Teacher E	School E	7 th grade math & English; previous City Year experience	February 2015
Teacher F	School F	7 th & 8 th grade social studies; Previous City Year experience	February 2015
Corps Members (CMs)			
CM A1	School A	2 nd year	May 2015
CM A2		1 st year	May 2015
CM B1	School B	1 st year	May 2015
CM B2		2 nd year	May 2015
CM C1	School C	1 st year	May 2015
CM C2		1 st year	May 2015
CM D1	School D	1 st year	May 2015
CM D2		1 st year	May 2015
CM E1	School E	1 st year	May 2015
CM E2		1 st year	May 2015
CM F1	School F	1 st year	May 2015
CM F2		1 st year	May 2015
CM G1	School G	2 nd year	May 2015
CM G2		2 nd year	May 2015

*To ensure confidentiality, schools, principals, teachers, and corps members were randomly assigned case letters.

Surveys

Four populations were surveyed in December 2014 and/or May 2015: principals/administrators, teachers, corps members, and students receiving tutoring or coaching. The principal/administrator and teacher surveys were administered electronically, by City Year, at mid-point (December 2014) and at the end of the year (May 2015). See Tables 7 and 8 for number of respondents for each type of survey across schools. Principal and teacher surveys were administered in the same fashion, and were intended to assess both the implementation of the program as well as the perceived impact on teacher practices, student outcomes, and school culture. Findings were analyzed using descriptive statistics and rank analyses of the means.

Corps member surveys were administered online by City Year in December 2014 and May 2015. These surveys were intended to assess the nature and frequency of corps member activities, their satisfaction with various aspects of their City Year experience, as well as how prepared they felt to provide support to students and teachers.

Student surveys were administered at the end of year, in May 2015, to students receiving one-on-one supports from City Year. There were separate versions for elementary/middle and high school students, since some items were only applicable to certain age groups. The instrument provided evaluators with information on implementation of the program as well as the impact on students' psycho-social attitudes. Many items were repeated from the previous year, though some were added in order to gain feedback on new program elements. A number of items were re-worded for ease of comprehension for younger students. The surveys were administered on paper in the classrooms. Students in grade 3 were assisted by the corps members in reading the survey questions. Students were assisted by a corps member other than the one(s) assigned to tutor them. Because of the additional time involved, only a random sample of these younger students completed the survey, which accounts for the lower survey participation rates at schools serving younger students, as shown in Table 8. The paper surveys were sent to ORE, where close-ended responses were entered into a database by the research team, and open ended responses were analyzed for common themes.

Table 7: Summary of principals, teachers, and corps members surveyed

	# Principals/Administrators		# Teachers		# Corps Members	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
Ben Franklin	1	1	9	4	11	11
Feltonville	2	3	15	15	14	15
Frankford HS	1	1	9	9	15	15
Childs	1	1	11	10	15	14
Blaine	2	2	10	10	9	9
McMichael	3	2	7	7	11	11
Overbrook HS	0	0	0	5	0	13
South Philadelphia HS	1	0	11	9	10	11
Marshall	2	2	11	11	12	12
Kelley	2	2	6	8	10	10
Tilden	2	2	10	9	12	12
Total (n)	17	16	102	97	131	133

Table 8: Summary of students surveyed, End-of-Year (May 2015)

Schools	# of Survey Respondents, 2014-2015	# Receiving City Year Tutoring/Coaching, 2014-2015	Survey Response Rate, 2014-2015	Survey Response Rate, 2013-2014
Ben Franklin	58	125	46%	89%
Feltonville	152	209	73%	88%
Frankford HS	82	137	60%	52%
Childs	94	155	61%	91%
Blaine	66	105	63%	95%
McMichael	71	87	82%	85%
Overbrook HS	54	78	69%	58%
South Philadelphia HS	48	72	67%	84%
Marshall	77	117	66%	93%
Kelley	88	100	88%	77%
Tilden	85	138	62%	46%
Total (n)	875	1,323	66%	77%

Student Activity Logs

To track the number of days/hours that targeted students participated in tutoring, coaching, and extended learning time (e.g., after-school tutoring), quarterly activity logs were collected from each City Year team at the 11 schools. Additionally, school-wide events aimed at engaging all students in grades 3-9 were recorded using monthly spreadsheets. This data was used to capture the dosage and reach of program supports and activities.

Administrative Data

Evaluators utilized administrative data in order to quantitatively assess the impact of 2014-2015 City Year programming. In order to identify a comparison group via propensity score matching, researchers pulled demographics, 2013-2014 math and English course marks, 2013-2014 Average Daily Attendance (ADA), and 2013-2014 out of school suspensions from the District's data warehouse for students in all neighborhood schools. Once a suitable comparison group for each intervention was found (as detailed in the methods section), the same data were pulled for City Year and comparison students for 2014-2015. Chi-square tests and ANOVAs were run in order to identify significant differences between the intervention and comparison groups.

Similarly, school-level data around academic performance, attendance, and behavior were obtained via the data warehouse for both City Year and matched control schools. Chi-square tests were used to look for significant differences in school-wide metrics.

Standardized Assessment Data

The City Year team provided student data from two standardized assessments: the Devereux Student Strengths Assessment (DESSA) and AIMSweb reading assessment. ORE used DESSA scores to help describe the characteristics of City Year students, and AIMSweb data as an additional outcome variable for students receiving English tutoring.

Additional information regarding these assessments, which are new to the Year 2 evaluation, is as follows:

DESSA

DESSA scores measure the social-emotional competencies of students. The full assessment tool is designed for grades K-8 and is a 72-item test that asks raters to score students on eight different social-emotional competencies. The DESSA-mini is an 8-item test that scores only an overall social-emotional competency score. Each competency is assigned a standard score that can be compared to a nationally representative sample. See Table 9 for a breakdown of how scores convert to categories. The DESSA-mini was administered at the start and end of the year, while the full DESSA was used throughout the year. Both assessments were administered by corps members on a secure online database where they were only able to see students at their

own site. The initial assessments were administered after a student and corps member had worked together for at least one month.

Table 9: DESSA scoring rubric

Scoring categories for the DESSA		
Score	Percentile Rank	Category
60-72	84-99	Strength
41-59	16-84	Typical
28-40	1-16	Need for Instruction

AIMSweb

AIMSweb is a universal screening, benchmarking, and progress-monitoring tool available from Pearson. In spring 2015, Philadelphia began the District-wide implementation of the AIMSweb assessments. However, with the help of corps members, City Year students receiving behavioral coaching were able to begin AIMSweb assessment starting in fall 2014. As a result, some City Year students have assessment scores for three benchmark periods, including fall, winter, and spring. ORE used percentile rankings to track the progress of students receiving City Year English interventions.

Findings

Fidelity of Implementation

1. Students: How many students have participated in program activities ,and what are their characteristics? To what extent are students satisfied with program activities? How does participation and satisfaction compare with Year 1?

Overall

In total, City Year provided targeted academic support, behavioral coaching, and/ or extended learning time to 2,089 students, in varying dosages.

Not counting extended learning time, the total number of students served was 1,326. This represents an increase from 944 served in 2013-2014. As detailed in Table 10, each school served more students than the previous year. Tilden experienced the biggest increase, serving 75% more students.

Table 10: Number of students served with targeted interventions, by school

School	Students served, 2013-2014	Students served, 2014-2015	Change
James G Blaine	79	105	+ 26 students (33%)
George W Childs	141	155	+14 students (10%)
Frankford	82	137	+55 students (67%)
Benjamin Franklin	76	125	+49 students (64%)
Feltonville	158	209	+51 students (32%)
William D Kelley	82	100	+ 18 students (22%)
Thurgood Marshall	82	118	+ 36 students (44%)
Morton McMichael	65	87	+ 21 students (32%)
Overbrook	51	78	+ 27 students (53%)
South Philadelphia	48	72	+ 24 students (50%)
William Tilden	80	140	+60 students (75%)
TOTAL	944	1,326	+ 381 students (40%)

Students varied in the number of targeted interventions they received, ranging from receiving support in just one area (49%) to benefiting from all four areas of City Year support (5%). More than half of intervention students received support in more than one area. See Table 11 for more details on the overlap across interventions.

Table 11: Number and Type of Interventions

Distribution of Interventions Across Students			
Number of Interventions	n	% within group	% of Grand Total
One Intervention			
Literacy	181	28%	14%
Math	181	28%	14%
Attendance	174	27%	13%
Behavior	120	18%	9%
<i>Sub-Total</i>	<i>656</i>	<i>100%</i>	<i>49%</i>
Two Interventions			
Literacy and Math	133	34%	10%
Attendance and Math	62	16%	5%
Behavior and Math	58	15%	4%
Attendance and Literacy	53	13%	4%
Behavior and Literacy	49	12%	4%
Attendance and Behavior	38	10%	3%
<i>Sub-Total</i>	<i>393</i>	<i>100%</i>	<i>30%</i>
Three Interventions			
Behavior, Literacy, Math	87	42%	7%
Attendance, Literacy, Math	73	36%	6%
Attendance, Behavior, Literacy	23	11%	2%
Attendance, Behavior, Math	22	11%	2%
<i>Sub-Total</i>	<i>205</i>	<i>100%</i>	<i>15%</i>
All Interventions			
Literacy, Math, Attendance & Behavior	72	100%	5%
Grand Total	1,326	100%	

As seen in Table 12, the bulk of targeted interventions were delivered to students in grades 6 through 9. Fewer students were served in grades 3 through 5, which were new to City Year’s target population in 2014-2015. It should be noted that by design, City Year did not provide attendance coaching to students in grades 3 through 5.

Table 12: Number of students served in each area, by grade level

Grade Level	Academic Support				Socio-Emotional Support			
	Literacy Tutoring		Math Tutoring		Attendance Coaching		Behavior Coaching	
3	16	2%	14	2%	--	--	12	3%
4	39	6%	43	6%	--	--	26	6%
5	66	10%	65	9%	--	--	39	8%
6	118	18%	131	19%	134	26%	90	19%
7	138	21%	128	19%	119	23%	89	19%
8	123	18%	130	19%	112	22%	85	18%
9	171	25%	178	26%	154	30%	128	27%
Total	671	100%	689	100%	519	100%	469	100%

Academic Supports

City Year provided tutoring in English and/or math to 995 students across all 11 schools, via whole-class instructional support and one-on-one or small group tutoring/pull-outs.

Table 13 displays the number of students from each school receiving tutoring support, broken out by English or math. The table also details the average number of hours and the percentage of students who received at least 15 hours of tutoring, which the City Year team determined to be the minimum threshold for effective implementation.

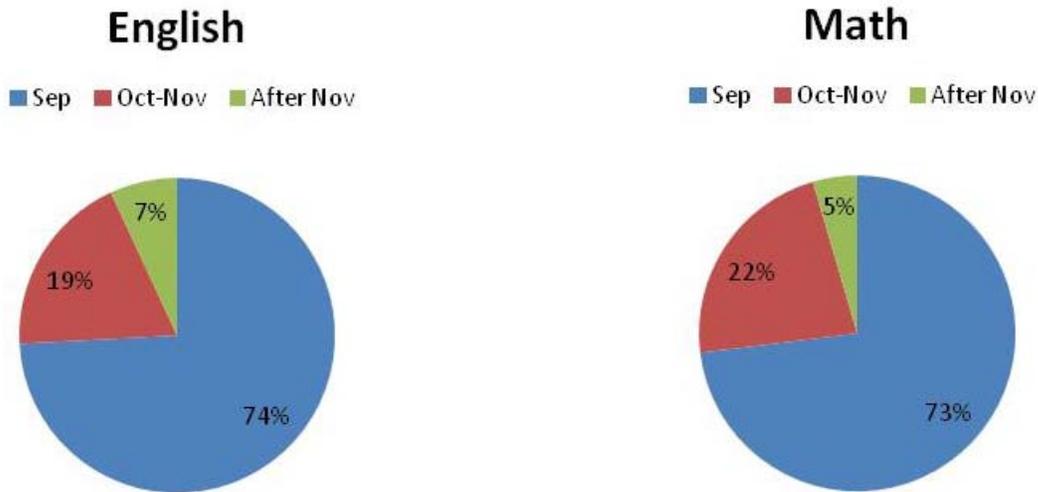
Table 13: Tutoring: English/ELA & Math

	English/ELA			Math		
	n	Mean hours	% who had at least 15 hours	n	Mean hours	% who had at least 15 hours
Benjamin Franklin	49	14	71%	52	11	54%
Feltonville	85	13	60%	85	14	67%
Frankford HS	77	15	64%	81	14	62%
Childs	95	18	75%	97	17	72%
Blaine	52	18	83%	56	15	73%
McMichael	54	16	80%	50	15	80%
Overbrook HS	56	10	39%	63	9	33%
South Philadelphia HS	38	18	68%	34	15	68%
Marshall	58	18	83%	64	18	77%
Kelley	56	18	77%	55	16	65%
Tilden	51	14	59%	52	13	52%
Total 2014-2015	671	16	69%	689	14	64%
Total 2013-2014	600	16	66%	608	16	69%

On average, English and math tutoring were provided at similar dosages across the 11 schools. Students received an average of 16 hours of English tutoring and an average of 14 hours of math tutoring. There was, however, a large variation in the percentage of intervention students who received at least 15 hours of academic supports. The percentages across schools range from 33% of students receiving at least 15 hours of math support at Overbrook to 83% receiving this amount in English at Marshall.

In addition to tutoring dosage, another factor related to program implementation was the timing of the interventions. Students were identified as City Year focus students at different points in the year. Those that were identified based on indicators from the previous school year (i.e., 2013-2014) began receiving direct support in September 2014, whereas others did not begin the intervention until later in the year, after displaying one or more indicators or otherwise being identified by a teacher as needing support. Therefore, in addition to looking at the number of hours of tutoring students received, researchers also assessed the timing of the interventions. The data show that roughly three-quarters of students enrolled in English and math tutoring began receiving support in September, 20% were added to the focus lists in October or November, and the remainder in December or later.

Figures 1a and 1b: Enrollment in City Year Academic Interventions



Behavioral Supports

Across all 11 schools, 832 students were provided attendance and/or behavior coaching. Behavior coaching was offered to students in grades 3-9, while attendance coaching was offered only to students in grades 6-9. Attendance support was provided through morning greeting, daily phone calls home, one-on-one coaching, and positive incentives; behavior coaching through small-group social emotional skill development. The number of students receiving attendance and/or behavior coaching in 2014-2015 represents a significant increase from 486 during the previous year.

Table 14 displays the number of students from each school receiving coaching, as well as the average number of hours and the percentage of students who received at least 15 hours of coaching. Behavior coaching was provided at a higher dosage across the 11 schools than attendance coaching. On average, students received eight hours of behavior coaching and three hours of attendance coaching.

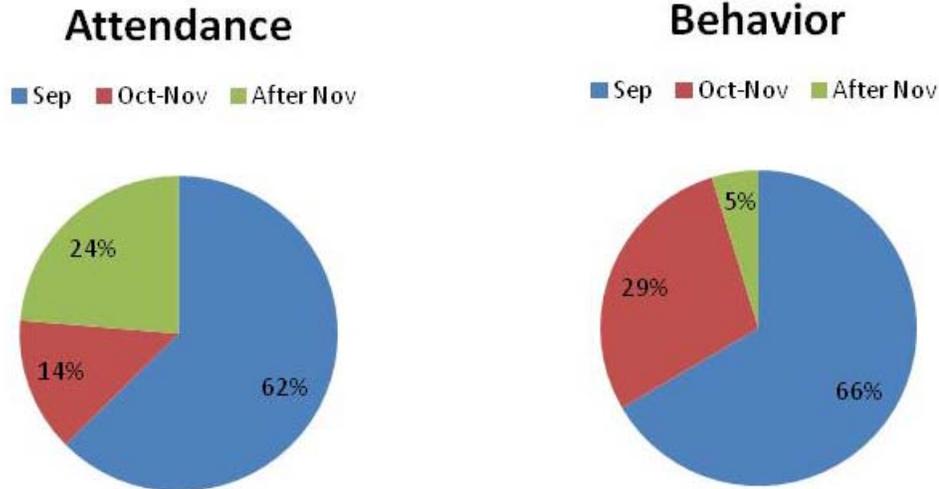
Table 14: Coaching, Attendance & Behavior

	Attendance Coaching			Behavior Coaching		
	n	Mean hours	% who had at least 15 hours	n	Mean hours	% who had at least 15 hours
Benjamin Franklin	66	2	0%	34	7	3%
Feltonville	82	4	2%	58	9	86%
Frankford HS	63	3	0%	55	8	5%
Childs	47	3	0%	53	8	0%
Blaine	20	3	0%	36	11	19%
McMichael	28	4	0%	36	8	8%
Overbrook HS	45	1	0%	39	5	0%
South Philadelphia HS	46	4	0%	34	10	24%
Marshall	40	3	0%	46	10	9%
Kelley	32	2	0%	33	7	0%
Tilden	51	2	0%	45	6	0%
Total 2014-2015	519	3	0%	469	8	6%
Total 2013-2014	486	4	2%	447	7	5%

There was variation in the percentage of students who received at least 15 hours of attendance and behavior coaching. The percentages across schools range from 0% of students receiving 15 hours of attendance and behavior coaching at multiple schools to 86% receiving behavior support at Feltonville.

In comparison to academic supports, more attendance and behavior supports were assigned later in the school year. As seen in Figures 2a and 2b, approximately two-thirds of such interventions were assigned in September, based on early warning indicators from the previous school year. One quarter of students receiving attendance coaching did not start until after November, which helps explain the lower dosages compared to academic interventions.

Figures 2a and 2b: Enrollment in City Year Academic Interventions



Extended Learning Time

Across all 11 schools, 1,388 students were provided with extended learning time (ELT), which consisted of after-school homework assistance and enrichment programming. This represents a decrease from the 1,613 students that received extended learning time support in 2013-2014. However, compared to the previous year, students who participated in ELT did so for more days. Marshall in particular increased its average days of ELT from 25 to 41. Table 15 displays the number of students and dosage, in days attended, across schools.

Table 15: Descriptive Statistics of Extended Learning Time per School

Extended Learning Time				
	n (total)	n (k-2)	Average Days, 2014-2015	Average Days, 2013-2014
Benjamin Franklin	99		11	8
Feltonville	171		16	12
Frankford HS	119		10	6
Childs	165	18	28	6
Blaine	155	10	15	12
McMichael	73		13	16
Overbrook HS	148		7	7
South Philadelphia HS	113		9	6
Marshall	137		41	25
Kelley	76		19	17
Tilden	132		23	21
Total	1,388	28	18	12

There was some variation in the dosage of extended learning time provided across schools. The average number of days spent in extended learning time range from seven days at Overbrook High School to 41 days at Marshall. The schools receiving the highest average dosage of extended learning time per student were Marshall, Childs, and Tilden.

Younger siblings were permitted to attend ELT at Childs and Blaine in 2014-2015, in an effort to facilitate attendance for their older siblings who may have been responsible for them after school. This may have contributed to the increase in average number of ELT days attended at these schools.

School-wide Activities

Using a monthly activity tracker, the number of school-wide events was documented by City Year staff in each school. Table 16 summarizes the number and type of activities in each school. In an effort to organize these activities, the following six categories were utilized:

- **Attendance:** activities aimed at increasing attendance. For instance, about once a month, Blaine gave the first 50 students to arrive to school smoothies as a reward for their punctuality.
- **College & Career:** activities promoting students to discover and explore potential college and career choices. Corps members at several schools, such as Frankford, Overbrook, and South Philadelphia, helped facilitate College & Career fairs throughout school year 14-15, while others, such as those at Blaine and Kelley, helped students write their high school applications in the first half of the year.
- **Literacy:** activities aimed to increase and better student reading and writing skills. For example, in December 2014, corps members at Childs held a school-wide Winter Writing contest in order to build a culture of literacy and encourage students school-wide to write.
- **Math:** activities meant to increase students' math skills and interests. For instance, during the week of March 9th, corps members at Franklin held pie-related math activities during lunch periods to celebrate Pi Day.
- **Socio-emotional Learning:** activities promoting positive social and emotional behaviors and attitudes for students. At Tilden, corps members organized a "Planting Positivity" event in May 2015 in which students planted seeds that reflected their moods and wrote positive messages on their pots, while corps members held discussions about grit and growth mindsets needed for success.
- **Other:** extracurricular activities or other activities intended to generate a general positive school climate. For instance, in May 2015, City Year corps members helped Frankford students prepare for and perform in the school talent show.

Table 16: Number of School-Wide Activities per School

	Attendance	College & Career	Literacy	Math	Socio-emotional Learning	Other	Total
Blaine	3	4	4	1	4	7	23
Childs	4	2	3	3	5	9	27
Feltonville	1	1	1	3	4	3	13
Frankford HS	2	3	3	6	5	8	27
Franklin HS	4	0	4	4	4	0	16
Kelley	2	1	2	0	2	1	8
Marshall	3	1	2	4	3	0	14
McMichael	5	0	4	4	4	2	18
Overbrook HS	1	1	4	2	1	10	19
South Philadelphia HS	5	2	3	6	4	5	25
Tilden	3	0	2	3	4	0	12
Total	32	15	33	36	40	46	202

Note. Data derived from City Year monthly activity tracking sheets, which counted the number of different activities offered in SY 14-15.

Characteristics of students receiving City Year supports

Students that were identified for one-on-one support (i.e., English, math, attendance, or behavior interventions) displayed prior achievement, attendance and behavior consistent with City Year’s target population. See Table 17. For example, the mean 2013-2014 average daily attendance (ADA) for students receiving attendance support was well below the threshold of 90%, and one in three students receiving behavioral interventions had an out of school suspension during the previous year. Students receiving academic tutoring had average fourth quarter grades of 72 in 2013-2014, and earned average PSSA scaled scores that put them in the ‘Below Basic’ category. Students receiving English tutoring generally ranked in the lowest quartile of AIMSweb national percentiles, upon their initial testing in the fall.

Table 17: Characteristics of Students receiving City Year interventions

Intervention Type	Average Among City Year Students
Attendance	
2013-2014 ADA	.859
Behavior	
% with OSS in 2013-2014	31%
# 2013-2014 OSS	.069
2013-2014 ADA	.907
English	
2013-2014 Q4 Grade	72.26
2013-2014 PSSA scaled score	1076.8
AIMSweb Average National Percentile- reading	18% (grades 3-5) 20% (grades 6-8) 29% (grade 9)
Math	
2013-2014 Q4 Grade	72.02
2013-2014 PSSA scaled score	1108.6

DESSA assessments, administered by corps members to students receiving behavioral coaching, indicate that students targeted for behavior intervention tended to struggle with various aspects of socio-emotional well-being.

Results for the first administration of the DESSA are shown in Table 18. Data indicates that targeted students scored below the national average (16th - 84th percentile) on all social-emotional competencies. While there was some variability in the scores amongst the different competencies, namely, that students scored highest on Self-Awareness and lowest on both Social-Awareness and Relationship-skills, the Overall Social-Emotional score showed that City Year students scored at the 7th percentile (i.e., students scored the same or higher than 7% of their peers). There was little variability amongst City Year schools, with all schools scoring between the 8th and 5th percentiles.

Table 18: DESSA scores among students receiving behavior interventions

Results from the DESSA for students receiving Behavior interventions, SY2014-2015			
Social-Emotional Competency	Mean Standard Score	Percentile Rank	Category*
Self-Awareness	38	12	Need for Instruction
Optimistic Thinking	37	10	Need for Instruction
Decision Making	36	8	Need for Instruction
Goal-Directed Behavior	36	8	Need for Instruction
Personal Responsibility	36	8	Need for Instruction
Self-Management	36	8	Need for Instruction
Social Awareness	35	7	Need for Instruction
Relationship Skills	35	7	Need for Instruction
Overall Social-Emotional Score	35	7	Need for Instruction

*Between 28-40: Need for Instruction, 41-59: Typical; 60-72: Strength

In May 2015, an end-of year feedback form was disseminated to students who received English tutoring, math tutoring, attendance coaching and/or behavior coaching from City Year during 2014-2015. The end-of-year survey was designed to assess students’ reactions to the program.

Consistent with 2013-2014 findings, students reported being very satisfied with the overall quality of help and support they received from City Year. They gave an average rating of 4.46 on a scale of 1 to 5, which represents an increase from the previous year. Nearly 90% of students indicated that they were either ‘somewhat happy’ or ‘very happy’ with their experience.

Table 19: Satisfaction, Student Survey

	Mean (2013-2014)	Mean (2014-2015)	Assessment ¹	Very Unhappy (1)	Unhappy (2)	Neutral (3)	Somewhat Happy (4)	Very Happy (5)
How happy or unhappy are you with the help and support you get from City Year?	4.32	4.46	Good 😊	1%	1%	11%	24%	63%

¹Assessment= Good: At or Above 4.0; Attention: Below 4.0; Action: Below 3.5.

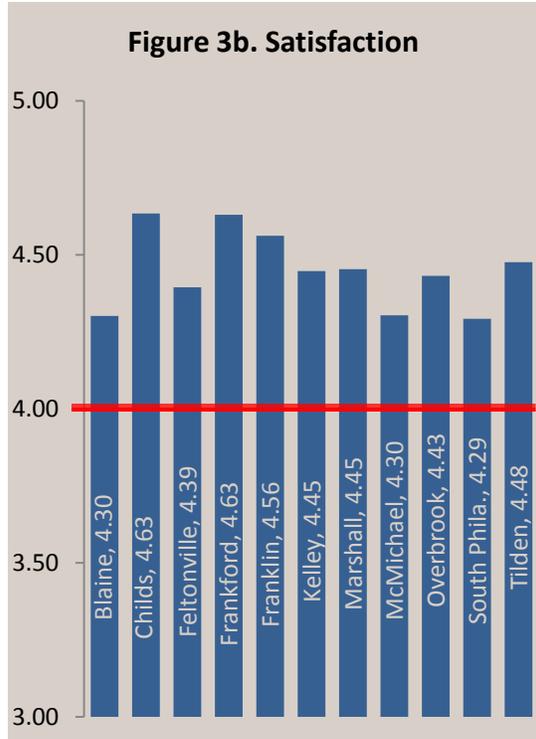
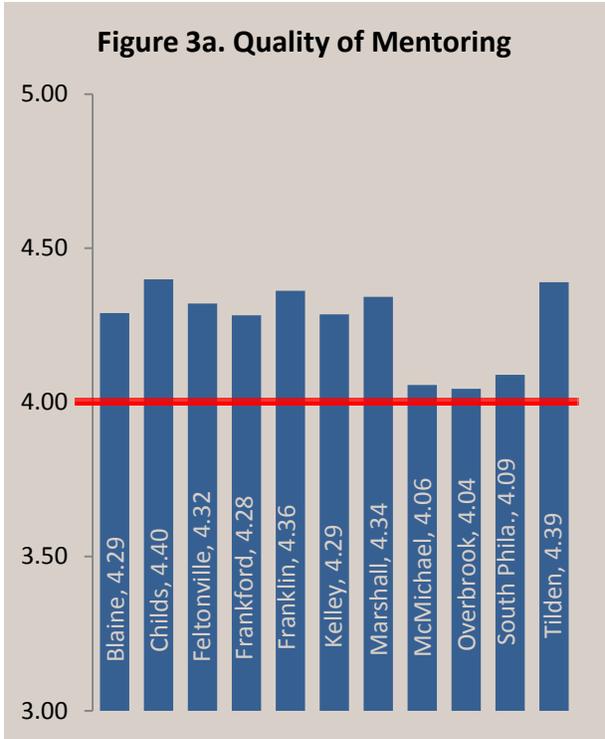
In terms of mentoring, students were satisfied overall, giving an average rating of 4.28 across all mentoring-related components, an increase from 4.10 in Year 1. They agreed most strongly with the statement ‘corps members want me to be successful’ and least strongly with ‘corps members understand my struggles.’ The latter measure was also the lowest rated mentoring component in 2013-2014, but did improve in 2014-2015, from an average rating of 3.89 to 4.02

Table 20: Mentoring, Student Survey (n=845)

<i>How much do you agree with the following:</i>	Mean (2013-2014)	Mean (2014-2015)	Assessment ¹	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Corps members want me to be successful.		4.58	Good 😊	1%	2%	6%	19%	72%
I like City Year corps members.		4.44	Good 😊	2%	2%	11%	22%	63%
Corps members care about me.		4.36	Good 😊	2%	2%	13%	25%	58%
Corps members help me learn and grow as a student.	4.21	4.34	Good 😊	2%	2%	12%	28%	56%
I have a good relationship with corps members.		4.31	Good 😊	2%	3%	13%	26%	56%
Corps members help me solve problems.		4.29	Good 😊	3%	3%	13%	24%	57%
Corps members listen to my issues and concerns.	4.05	4.12	Good 😊	4%	5%	16%	26%	49%
I feel comfortable going to corps members with any problems or questions I may have.	4.16	4.09	Good 😊	4%	5%	18%	25%	48%
Corps members understand me and my struggles.	3.89	4.02	Good 😊	5%	5%	18%	27%	45%
Overall Construct Average	4.10	4.28	Good 😊					

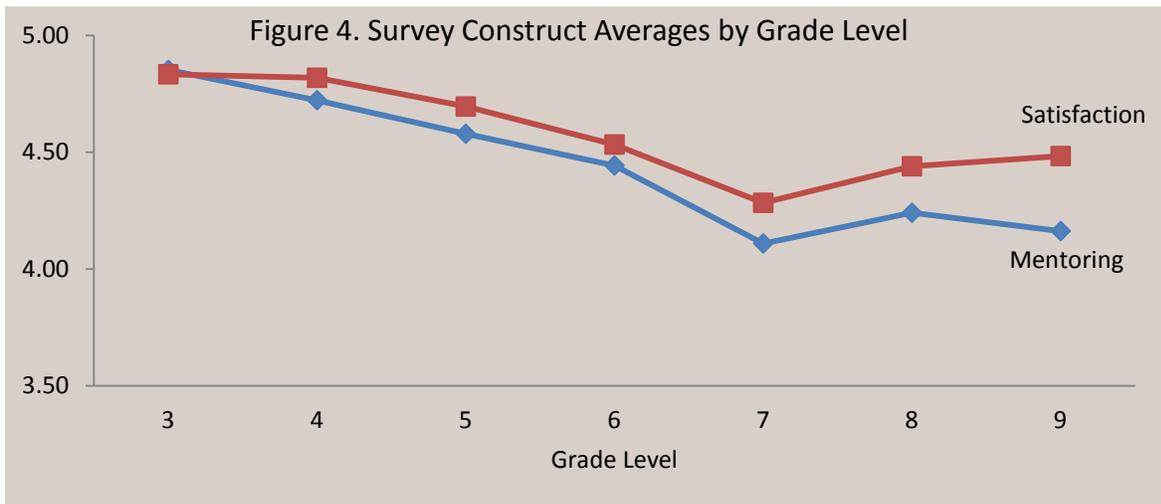
¹Assessment= Good: At or Above 4.0; Attention: Below 4.0; Action: Below 3.5.

Figures 3a and 3b capture differences across schools as related to the quality of mentoring and students’ general satisfaction with the program. For mentoring, McMichael, Overbrook, and South Philadelphia had the lowest averages. These three schools also rated mentoring the lowest in Year 1, however their average scores did improve in Year 2. In terms of overall satisfaction, all schools had average ratings of well over 4.0. Tilden had the highest average, with 4.62.



Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Red lines are set at 4.0 to signify optimal averages. Construct averages are displayed.

Figure 4 displays the survey construct averages by grade level. Results show that ratings for both Satisfaction and Mentoring were higher for students in third through sixth grades and lowest for seventh graders. Compared to Year 1, ratings for eighth and ninth graders increased while ratings for sixth and seventh graders decreased slightly. Despite the decrease, the average rating for sixth and seventh graders was greater than 4.0, suggesting that they were satisfied with the program.



Summary

Overall, City Year served more at-risk students with targeted interventions in 2014-2015 than in 2013-2014. In addition, the program successfully expanded its target population to include students in third, fourth, and fifth grade in five schools. Extended Learning time was the only area in which City Year served fewer students compared to the previous year; however, students who did attend ELT attended for more days.

Corps members delivered one-on-one or small group interventions to students that were under-achieving academically and that displayed attendance and/or socio-emotional difficulties. Implementation varied somewhat across schools and intervention type in terms of dosage and the percentage of students receiving at least 15 hours of support. While the majority of students were added to focus lists at the start of the school year, a number of students were added later in the year as they displayed early warning indicators, especially for attendance and behavior.

Survey data shows that students continued to be highly satisfied with the mentoring they receive from City Year as well as their overall experience. Students in the elementary grades were especially likely to be satisfied with the program, while seventh graders were least satisfied. Encouragingly, a number of areas that were rated the lowest in 2013-2014 showed improvement in 2014-2015.

2. School Staff: To what extent are teachers adequately supported by the program via resources, materials, and program support? How does this compare to support received in Year 1?

Strengths of City Year

Based on survey data, teachers from both high and low fidelity schools were overwhelmingly positive about the City Year program and the corps members working in their classrooms (see Table 21).

Table 21: Teacher satisfaction with City Year

<i>Overall, how satisfied are you with the following?</i>							
	Mid-Year, 2014-2015 (n=102)				End-of-Year, 2014-2015 (n= 97)		
	Mean 2013-2014	Mean	Qualitative Category	% Agree & Strongly Agree	Mean	Qualitative Category	% Agree & Strongly Agree
The overall experience of having City Year in your school.	4.14	4.34	Strong 😊	90%	4.39	Strong 😊	85%
The overall impact of City Year on your class/students.	4.1	4.26	Strong 😊	89%	4.31	Strong 😊	85%
The quality of service provided by your corps member(s).	4.08	4.18	Strong 😊	87%	4.28	Strong 😊	85%

Specifically, teachers appreciated both the support that corps members provided as another adult in the classroom and the supportive social relationships corps members were able to form with struggling students. Teachers described corps members as responsive to their needs, and as taking initiative and demonstrating creativity in providing students with academic support.

One teacher provided an example of a corps member’s flexibility and creativity in working to meet diverse students’ needs:

“We have a lot of students coming from Africa, we have a lot of students from Vietnam, and he/she will go on his/her phone all the time [to use]...Google translate... He/she comes up with so many different things. He/she made these little flashcards for the students. I was surprised - they’re all walking around with these things and I said, ‘What is that?’ ‘Oh [corps member] made us flashcards, because we’re not doing well in spelling.’ So, even though he/she is supposed to focus on five or six [students], he/she focuses on everyone.”

Teachers appreciated when this sort of initiative was balanced with a willingness to take direction. Several teachers described corps members as eager to help, with one teacher stating:

“Let’s say I didn’t get a chance to make my copies in the morning, they’ll do it...They always say, ‘Do you need anything?’ ‘Can I help you with something?’ They just really want to be helpful, always.”

Teachers were asked to report on the range of activities corps members performed in their classrooms. Based on their responses, corps members provided widespread support for both math and English instruction. See Table 22 for descriptions of the services performed by corps members.

Table 22: Type of Corps Member Service, Mid-Year Survey

Do corps members perform any of the following in your classes? Select one that applies.	Mid-year		
	n	%	Rank
Literacy/English/language arts one-on-one or small group tutoring	35	34%	1 (highest)
Both, Literacy/English/language arts AND math, one-on-one or group	32	31%	2
Math one-on-one or small group tutoring	24	24%	3
None of the above	11	11%	4
Total	102	100%	

Teachers were asked about the specific strategies corps members used to support students with literacy. Most commonly, corps members encouraged students to use strategies focused on comprehension. Specifically, 91% of teachers reported observing corps members using during-reading strategies with students as well as after-reading strategies. See Table 23 for results.

Table 23: Type of Corps Member Service, Mid-Year Survey

<i>Have you observed your corps member(s) using any of the following literacy strategies while working with students in your classroom(s)? Check any that apply.</i>		
Strategy	n	%
Comprehension		
Before reading strategies (e.g., previewing the story, making predictions)	36	80%
During reading strategies (e.g., monitoring comprehension and summarizing)	42	91%
After reading strategies (e.g., asking and answering questions, reviewing what was learned)	42	91%
Total	120	88%
Fluency		
Guided oral readings (e.g., choral, echo, partner, or repeated readings)	34	77%
Total	34	77%
Vocabulary		
Individual word instruction	36	79%
Word part study (e.g., prefixes, suffixes, root words)	31	70%
Total	67	74%
General Literacy Activities		
Assisting students with selecting appropriate independent reading materials	35	78%
Encouraging students to read independently	40	89%
Total	75	83%

In addition to providing individualized academic support for students, teachers reported that corps members exerted a positive social influence as well. One teacher explained:

“Kids can really identify with the corps members because they are young and I think it’s great having a young role model in the room for kids...They encourage them to come to class every day and they’re just a very positive force in the classroom.”

Teachers discussed the importance of students having individual relationships with corps members. Teachers also valued corps members’ ability to connect with students in ways that they did not always have the time or opportunity to. One teacher summarized the positive role of corps members in the classroom succinctly:

“I think if they weren’t here, this job would be a whole lot tougher.”

Teachers also had high regard for corps member impact on students, and on the classroom. Ratings were especially high for corps members’ influence on a positive learning environment, academic performance, and student focus, with more than 84% of teachers endorsing each of these (see Table 24).

Table 24: Impact on classes, Teacher Survey

<i>To what extent do you agree with the following statements about the overall impact of your corps member(s) on the academic class(es) in which one or more corps members is physically present?</i>							
	Average 2013-2014	Mid-Year (n=102)			End-of-Year (n= 97)		
		Mean	Qualitative Category	% Agree & Strongly Agree	Mean	Qualitative Category	% Agree & Strongly Agree
foster a positive environment for learning.	4.12	4.20	Strong 😊	88%	4.30	Strong 😊	90%
improve overall student focus and order in the classroom.	4.06	4.06	Strong 😊	84%	4.13	Strong 😊	84%
create opportunities for my students to work collaboratively with peers.	3.88	4.11	Strong 😊	83%	4.06	Strong 😊	78%
improve the overall academic performance of my students.	4.09	4.05	Strong 😊	80%	4.18	Strong 😊	87%
increase my students' respectfulness to each other.	3.9	3.98	Acceptable ✓	78%	3.98	Acceptable ✓	74%
increase my students' enjoyment of school .	4.04	4.05	Strong 😊	77%	4.09	Strong 😊	76%
reduce the number of conflicts between students.	4.04	3.88	Acceptable ✓	72%	3.97	Acceptable ✓	73%

Teachers rated corps members’ influence on home rooms similarly, with particularly high ratings for focus and order. See Table 25.

Table 25: Impact in Homeroom, Teacher Survey

<i>To what extent do you agree with the following statements about the impact of your corps member(s) on your homeroom?</i>						
My corps member(s) help to improve...	Mid-year (n=102)			End-of-year (n=97)		
	Mean	Assessment	% Agree & Strongly Agree	Mean	Assessment	% Agree & Strongly Agree
attendance of students.	3.63	Acceptable ✓	56%	3.73	Acceptable ✓	62%
punctuality of students.	3.56	Acceptable ✓	54%	3.61	Acceptable ✓	55%
overall focus and order in the classroom.	4.13	Strong 😊	81%	4.18	Strong 😊	81%

Note: Scale: 1, Strongly Disagree to 5, Strong Agree; Strong: 4.0 or above; Acceptable: 3.50-3.99; Action: Below 3.5

Communication and corps member fit

A key component of an effective City Year partnership was a strong relationship between corps members and teachers. As Table 26 shows, teachers reported being pleased with the personality fit between themselves and the corps members working in their classrooms.

Table 26: Teacher Feedback on City Year Program

To what extent do you agree with the following statements about the quality of your corps member(s)' performance this year as they work with you and your students?			
	Mean	Assessment	% Agree & Strongly Agree
serve as positive role models .	4.39	Strong 😊	88%
work well with me .	4.3	Strong 😊	88%
have integrated smoothly into my classroom.	4.25	Strong 😊	88%
are well prepared for the academic work they do with my students.	4.01	Strong 😊	84%

Note: Scale: 1, Strongly Disagree to 5, Strong Agree; Strong: 4.0 or above; Acceptable: 3.50-3.99; Action: Below 3.5

They attributed the strength of these relationships to a matching process, new in Year 2, which occurred early in the school year. According to the mid-year teacher survey, 90% of teachers reported having gone through this process prior to finalizing their corps member assignments. This matching process was received very well, and was referenced by several teachers. As one teacher described:

“There was a time when they had the people going around to different rooms to see who was going to fit in what class.”

Another teacher suggested that in addition to matching corps members to classes according to their strengths and interests, teachers’ personalities were considered as well:

“They cycled different people...to see who [would] really fit with me. And it was interesting because...me and my City Year [corps member]...work very well together. Whereas my partner’s City Year...wouldn’t necessarily [be a] fit for me.”

The matching period also provided a forum in which City Year could effectively communicate with teachers early in the year, promoting a stronger and more effective partnership between the program and the school. Teachers were asked to rate their satisfaction with a variety of factors associated with maintaining this partnership, including the quality of communication. As Table 27 indicates, teacher satisfaction was high.

Table 27: Teacher Feedback on City Year Program

To what extent do you agree with the following statements about your understanding of City Year and the ways in which you and your corps member(s) work together?					
	2013-2014	2014-2015			
	Mean	Mean	Assessment	% Agree & Strongly Agree	% Pt. ↑ from Y1
I feel well informed about City Year's mission and goals.	3.96	4.24	Strong 😊	85%	↑3%
My corps member(s) and I have established clear expectations for their work with my classroom.	3.97	4.23	Strong 😊	87%	↑7%
I am familiar with City Year's approach to instructional support.	3.77	4.09	Strong 😊	82%	↑14%
I am familiar with City Year's after-school program services.	3.88	4.19	Strong 😊	83%	↑5%
My corps member(s) and I meet regularly to review their performance.	3.39	3.8	Acceptable ✓	66%	↑12%
I regularly contribute to my corps member(s)' professional development .	3.13	3.42	Acceptable ✓	49%	↑6%

Note: Scale: 1, Strongly Disagree to 5, Strong Agree; Strong: 4.0 or above; Acceptable: 3.50-3.99; Action: Below 3.5

Teachers specifically referred to the communication benefits afforded by the matching period. For example, City Year used this time to clearly and effectively communicate corps members' roles in the classroom and the types of activities they performed. Teachers described this process:

“We had a meeting with the team leader. They explained to us their role in the classroom, how they were supposed to interact with the students, what things they could and couldn’t do. It was really black and white, it was to the point, and it was explicit enough for everyone to understand.”

“They were very communicative. In fact the team leader clearly explained what their roles would be, in addition, that if you needed some other assistance that maybe wasn’t in a designated role, they would be glad to help you and they do – they’re wonderful.”

While teachers found it useful to understand which activities corps members could perform in the classroom, some saw a need for explicit training for how best to deploy and integrate corps members into those classrooms.

“I think that there should be more professional development with teachers and staff on how to better use City Year...Prior to the year starting...take two days to really explain how you can use City Year in a classroom, and really get teachers to understand how valuable a tool it is...If you do that, [then] I think that the increase in gains that we see from City Year right now, will go up. Greatly.”

This teacher suggested that in addition to specifically outlining the types of activities corps members can perform in the classroom, teachers may need additional training in strategies for working effectively with corps members and incorporating City Year into their teaching.

Teachers also expressed appreciation for the helpfulness of team leaders, who were described as consistently checking teachers' satisfaction with corps members and asking for ways that teachers could be better supported. One teacher, in describing the role of the team leader explained:

“He/she will just stop you in the hall or [say], ‘Is everything ok? Are you happy with the corps members? Are they doing everything you’re requiring?’ He/she is very interested in remedying any possible problems – which, there haven’t been any. He/she is very in tune with what corps members are doing in your room.”

Being helpful and communicating a consistent willingness to help also served as a preventive measure, whereby any teacher concerns or areas in need of additional support were identified and remedied.

Areas for Development

While teachers expressed great enthusiasm for City Year, two areas in need of improved implementation were identified. These were an improvement in communicating corps members' schedules to teachers and providing teachers with further training and greater clarification of corps members' roles in the classroom, particularly with regards to behavioral support.

Scheduling

Many teachers reported having a clear understanding of when corps members were not going to be present. However one teacher expressed a desire to have greater communication with regard to City Year scheduling:

“I think the only communication piece that could be improved on is sometimes my corps member is out or he/she isn’t going to be coming and...he/she has been good about saying, ‘We have training, so we’re not going to be here this day’. But sometimes they’re out and I didn’t know they were going to be out... So I would say it’s hit or miss.”

Communication with regard to scheduling can be improved by providing teachers with a detailed calendar of City Year activities as well as having a clear policy for corps members to inform teachers when they will not be in the classroom. Communicating via text message was identified as an effective strategy by many teachers. Additionally, communicating corps members' schedules for the week in advance may aid teachers in planning lessons, with consideration for whether or not corps members will be present.

Training and expectations around behavioral management

While many teachers reported receiving clear communication from City Year regarding the corps members’ instructional activities, they reported ambiguity in their understanding of the role of corps members in addressing behavioral issues. Multiple teachers expressed the view that managing behavior was their own responsibility. However, one teacher described teachers in his/her building giving corps members a greater role in addressing misbehavior, sometimes as a solution to deficits in classroom management:

“Other teachers have a problem with it, well not a problem, they don’t use them in the way that they should...They look at them as...another classroom management tool because they [the teachers] lack in some areas. And that sometimes hinders their relationship, because City Year is not there for that and then...they’re sitting there in conflict due to the fact that they don’t understand what they’re there for. They’re not using them appropriately.”

City Year playing a behavioral management role in the classroom was identified as a potential source of friction in the relationship between corps members and teachers. To the extent that City Year does provide behavioral support to students on their focus list, an important issue to clarify is the role of City Year vis-à-vis the teacher in addressing behavioral issues. These findings are reinforced with the survey data as well. As shown previously in Table 24, the items that attracted the weakest endorsements from teachers centered on student-student interactions. Ratings of impact on student collaboration, respectfulness, and number of conflicts show room for growth. This may be partially attributable to the aforementioned tensions and ambiguities surrounding corps members’ roles in managing student behavior.

Summary

Overall, teachers were very positive about their experience with City Year. Teachers were asked how likely they were to recommend City Year to someone who served in their position in another school. Teachers’ responses are presented in Table 28, and are categorized according to a rubric defined by City Year.

Table 28: Teachers’ Likelihood of Recommending City Year

How likely is it that you would recommend City Year to someone else who serves in your position at another school?											
	Extremely Unlikely 0	1	2	3	4	5	6	7	8	9	Extremely Likely 10
%	1%	2%	0%	1%	0%	7%	3%	7%	8%	19%	52%
n	1	2	0	1	0	7	3	7	8	19	52

Teachers who rated their likelihood of recommending City Year to their colleagues as 0 to 6 were considered by City Year to be *detractors*; those rating their likelihood of recommending City Year as 7 or 8 were considered to be *passives*, and those rating their likelihood at 9 or 10 were considered to be *promoters*. Of teachers surveyed, 14% (n=14) were detractors, 15% were

classified as passive (n=15), and 71% (n=71) of teachers were considered to be City Year promoters.

Teachers found that corps members enhanced their classrooms. They did this by reaching students most in need of assistance, and in doing so freeing teachers to conduct their classes more effectively. Efforts to match corps members with teachers were viewed as successful, with teachers often citing the importance of having a strong, ongoing relationship with corps members who fit well both in terms of personality, and in terms of content knowledge. However, teachers also felt that the role of corps members in managing behavior may have been inconsistent across assignments, and that improved clarity for both teachers and corps members is necessary.

3. Program: How many City Year corps members and team leaders were trained and assigned to schools? To what extent is the program plan and/or components meeting schools' needs? How does this compare to Year 1?

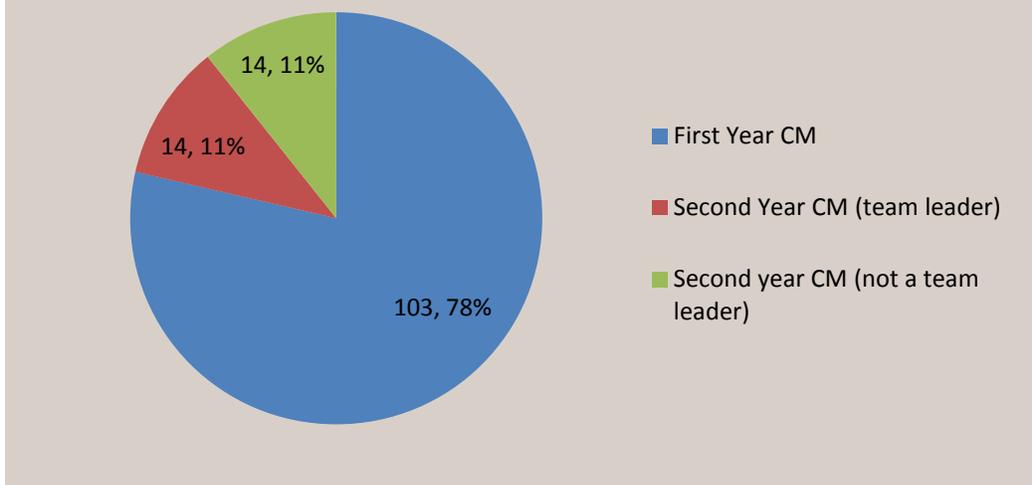
Corps Member Assignments

Across all 11 schools, 133 City Year team members provided programming supports to students, an increase over 2013-2014, in which 124 corps members served. See Table 29. Similar to the previous year, both Feltonville and Frankford High School had the largest City Year teams with a total of 15 corps members at each school. The City Year team at Blaine, by contrast, was comprised of only nine team members, a reduction from 2013-2014. A majority of the corps members (78%) were first year participants with the remainder being second year members (22%), which was a new position in 2014-2015. Amongst the second year corps members, half were in a team leader role (see Figure 5).

Table 29: Size of City Year Team, 2014-2015

School (enrollment size)	Size of City Year Team	% of total members
Blaine (512)	9	6.8%
Childs (605)	14	10.5%
Feltonville (520)	15	11.3%
Frankford HS (1,151)	15	11.3%
Franklin ES (976)	11	8.3%
Kelley (399)	10	7.5%
Marshall (746)	12	9.0%
McMichael (400)	11	8.3%
Overbrook HS (641)	13	9.8%
South Phila HS (666)	11	8.3%
Tilden (449)	12	9.0%
Total	133	100.0%

Figure 5. Corps Member Role



In a mid-year survey, City Year corps members were asked to rate the degree to which they felt prepared and adequately trained to effectively carry out various school-based activities (see Table 30). Corps members felt most prepared to provide homework assistance and one-on-one/small group tutoring in math or literacy. More than 80% of corps members were ‘prepared’ or ‘very prepared’ in these areas. Notably, while attendance coaching was one of the areas in which corps members felt least prepared to make an impact, the mean score increased from the previous year (3.4 to 3.7). Parent and family engagement was once again the area in which corps members felt the least prepared, which is consistent with other quantitative and qualitative feedback from teachers, corps members, and principals.

Table 30: Corps member preparation, Mid-Year Survey

How prepared do you currently feel to effectively carry out the following school-based activities?					
	2013-2014	2014-2015			
	Mean	Mean	Assessment	% Prepared & Very Prepared	Rank
Homework assistance	4.5	4.5	Strong 😊	89%	1 (highest)
One-on-one/small group tutoring in literacy	4.1	4.3	Strong 😊	79%	2
One-on-one/small group tutoring in math	4.2	4.3	Strong 😊	81%	3
Whole classroom academic support in math	4.1	4.1	Strong 😊	75%	4
After-school	4.2	4.1	Strong 😊	79%	5
Whole classroom academic support in ELA or literacy	4.0	4.0	Strong 😊	72%	6
Enrichment activities (e.g. , clubs, sports, arts, music, student govt , debate)	4.1	4.0	Strong 😊	74%	7
Report card conferencing	3.8	3.9	Acceptable ✓	66%	8
Supporting students' transition to the next grade	3.9	3.8	Acceptable ✓	63%	9
Whole class and/or homeroom behavior support	3.6	3.7	Acceptable ✓	57%	10
Attendance coaching	3.4	3.7	Acceptable ✓	60%	11
Formal behavior coaching (e.g. 50 acts of leadership)	--	3.7	Acceptable ✓	53%	12
Service learning/community service projects	3.7	3.7	Acceptable ✓	59%	13
Supporting transition or non-classroom times (e.g. , during recess, lunch-time, field trips)	3.6	3.7	Acceptable ✓	57%	14
Parent and family engagement	3.1	3.0	Action!	31%	15 (lowest)

Strong: 4.0 or above; Acceptable: 3.50-3.99; Action: Below 3.5

In general, corps members who were interviewed spoke about feeling prepared to serve students in a variety of need areas. They talked about being prepared for academic instruction, but also spoke to being prepared to support students’ socio-emotional needs. More than one corps member expressed that they would like additional training around areas such as lesson planning:

“But on a honest note, I would say the training I received from City year was, it moderately helped me out with my experiences here because you don’t, you’re given an idea as to what’s going to happen when you get to school and then you get to school and it’s a totally different situation.”

“I think they taught us in the beginning how to deal with a lot of reading and math pretty well, I felt really confident about any sort of subject and how to work with them, push-in, pull-out, a larger group, one-on-one.”

“I felt prepared. I had it, not easy, because my class is very difficult, nobody wanted my class, but they connected to me from the beginning, so just being able to talk to them on that level about their behavior and social-emotional learning was... Not easy, but I was able to do it.”

“But as far as the training we received. A lot of the stuff I would say we can apply. I will speak for social emotional learning because a lot of things as far as PTSD in students, how to handle students on a certain grade level. That was stuff I wasn’t aware of. And I wouldn’t have known how to handle if it weren’t for the training that I received in City Year.”

“I think we also, in our trainings, have received a lot of things about restorative practices that also assist us. Not disciplining, but bringing – coming up with a solution to problems. So that helps with our coaching with our students.”

“I mean, maybe, for me, I would possibly say lesson planning, maybe. Some schools, they lesson plan, and that’s what they do. Other schools, like this school, it’s a lot of new things happening, so we don’t always have the space to implement our lesson plans if we write them. So still, I think if I was better prepared, more inept as a lesson plan writer, it would be easier for me to do a five-minute lesson plan.”

“So I feel like if we had more concentrated time on education, policy and education, all education, how would you write a lesson plan, just everything.”

In addition to being prepared, in order for the program plan and/or components to meet the needs of schools, corps members spoke to the importance of the relationship between the corps member and the teacher. Many corps members saw this relationship as being essential in order for them to effectively carryout the above activities. For example, several corps members expressed being able to do more in classrooms where they felt they had a good relationship with the teacher:

“I think the relationship is the most important aspect. I think the math and literacy stuff only is effective in our role if we have that relationship first, and they know that we respect them and care about their success. I think that goes a long way.”

“Because say I have a class with [Mr. X] one period, she has class with Mr. Stevens another period. And my period, [Mr. X], you know, may allow me to do pull-outs and push-ins, but in her period, they may have a better relationship, so she may be able to create half a lesson plan for some of his classes.”

“I think one thing, but I don’t know if it’s just a general thing, but it’s really a lot about your relationship with your teacher. So if you can develop a strong bond with your teacher, they have the confidence to pull – allow you to pull kids out, to do these report cards whenever you want, to do AIMSweb whenever you want.”

“So we have different experiences with different teachers, but I was recently pulled from my English class because the teacher I was working with wasn’t using us effectively in- wasn’t using us for the reason why we are here.”

“Yeah, I think it was different with the math and literacy teacher. She, my math teacher, kind of automatically was like, ‘Yes, this is great, we divide and conquer.’ And I’m incorporated to where I can help one student, I can help a group of students, I can pull-out, I can push-in, and

whatever we need to do to help be the most efficient during our time, that's what we do. For literacy, it's a little different because the students didn't react well to that teacher, so it became so chaotic. I just think it's different for the different classes."

"I'm lucky that one of my partner teachers really uses me in the classroom, allows me to pull-out students any time I need to, gives me pretty much free will to work with the students because she realizes that we're all here for the same goal. Some other teachers have more structured classrooms and it's a bit more difficult to assist students the way I would like to so that I could be effective. "

Program Plan and Components

To gauge the extent to which City Year is meeting schools' needs at the administrative level, principal interviews and surveys were conducted. Specifically, mid-year and end-of-year principal surveys were administered in December 2014 and May 2015, respectively, to principals and school administrators from all 11 schools. The purpose of the survey was to gauge their feedback towards the following: 1) City Year Team's performance, 2) relationship with City Year, and 3) understanding of City Year's model. Likewise, ORE researchers conducted interviews with principals from purposefully sampled schools in February and March 2015 to gauge their opinions of City Year and to investigate the extent to which the program is meeting schools' needs.

The results from the mid-year and end-of-year survey suggest that, overall, nearly all principals and school administrators were knowledgeable about City Year's model and program activities. Results were similar to the previous year with the exception of two areas: the process for setting expectations for the corps members (Table 31) and the corps members' preparation for the academic support needed in schools (Table 32), where the mean rating declined for each in 2014-2015.

Table 31: Principal understanding, Principal Mid-Year Survey

To what extent do you agree with the following statements about your understanding of City Year and your City Year team?				
	2013-2014	2014-2015		
	Mean	Mean	Assessment	% Agree & Strongly Agree
I feel well-informed about City Year's mission and goals.	4.4	4.29	Strong ☺	100%
City Year staff conducted an orientation for key school/program stakeholders to explain its organization and service model.	4.0	4.24	Strong ☺	100%
My school's priorities and City Year's initiatives are well-aligned.	4.3	4.18	Strong ☺	94%
We have an agreed upon plan for our City Year team's initiatives .	4.15	4.12	Strong ☺	88%
We have an effective feedback system in place with City Year that allows us to course correct when needed.	4.32	4.12	Strong ☺	94%
I feel knowledgeable about City Year's Whole School Whole Child model and program activities.	4.1	4.06	Strong ☺	94%
City Year staff communicated clearly with us regarding our participation in their data collection process and conducting other reviews of progress .	4.32	4.06	Strong ☺	88%
City Year staff establish an effective process with us to set expectations for their work .	4.0	3.94	Acceptable ✓	82%
Our City Year team provides us with a regularly updated calendar to show when team members will be present.	3.53	3.71	Acceptable ✓	76%
City Year Program Manager is a member of the school's leadership team .	3.65	3.53	Acceptable ✓	59%

Strong: 4.0 or above; Acceptable: 3.50-3.99; Action: Below 3.5

Principals reported feeling informed about City Year early on in the school year, especially for principals who had prior City Year experience. Compared to the previous year, principals indicate that City Year has made improvements in communication prior to the start of the school year, which was an issue that came up in Year 1.

“They did a very effective job with that. City Year always comes out in advance and talks with us about the corps members that we’re going to have, how the program is going to be laid out, and we introduce them to the staff at the staff meetings. They’re always here at the

beginning and they want to interact with staff, interact with the teachers they're going to work with."

"I think that having had experience from the first year...when I went into the meeting with City Year, I already knew what it was that I wanted to talk about, that I wanted to clarify, that I wanted to make better, or hold them accountable to."

"...City Year last year was kind of my first real endeavor with them and I didn't have a clear understanding of what they do. It wasn't clear for me last year. In addition that last year they had a different people coming in and out of the school fulfilling their program manager role. So we had two different people. There was like a gap between people and during that gap the communication was not great. This year in comparison although they did not have a program manager start of the school year the regional director was kind of filled that role in a pretty major way and very communicative throughout the process."

Table 32: City Year Performance, Principal Survey

To what extent do you agree with the following statements about the quality of your City Year team's performance this year?				
	2013-2014	2014-2015		
Corps member(s)...	Mean	Mean	Assessment	% Agree & Strongly Agree
work well with our teachers and/or staff.	4.15	4.29	Strong ☺	100%
serve as positive role models.	4.47	4.18	Strong ☺	88%
have integrated smoothly into our school/program.	4.25	4.12	Strong ☺	88%
are well prepared for the academic work they do in our school/program.	4.1	3.94	Acceptable ✓	82%
establish a college and career going culture.	3.8	3.94	Acceptable ✓	76%
help our school to engage parents and families effectively.	3.5	3.59	Acceptable ✓	59%

Note: Scale: 1, Strongly Disagree to 5, Strong Agree; Strong: 4.0 or above; Acceptable: 3.50-3.99; Action: Below 3.5

Additionally, principals and school administrators gave high marks to the overall quality of City Year. In fact, 88% of principals reported that they were satisfied or very satisfied with the quality of service provided by their City Year Team. Further, 100% of principals reported that they were satisfied or very satisfied with their overall experience working with City Year. Mean ratings were higher than for the previous year. See Table 33.

Table 33: Satisfaction, Principal Survey

Overall, how satisfied are you with:				
	2013-2014	2014-2015		
	Mean	Mean	Assessment	% Agree + Strongly Agree
The overall experience of working with City Year.	4.32	4.47	Strong 😊	100%
The quality of service provided by your City Year team.	4.1	4.29	Strong 😊	88%

Note: Strong: 4.0 or above; Acceptable: 3.50-3.99; Action: Below 3.0

Summary

Consistent with Year 1, corps members felt well prepared to assist students academically. On the other hand, they expressed less confidence in their ability to enact behavioral and attendance interventions, but significant progress was made in these areas in Year 2. Corps members continued to emphasize the importance of the specific, individual relationship they had with teachers. The quality of this relationship impacts their effectiveness, which in turn influences their satisfaction.

Principals also provided similar feedback to Year 1. In general terms, principals were very satisfied with the City Year program, and with the contributions of the corps members. Principals also expressed overall satisfaction with the communication model that was in place in Year 2.

Outcomes

4. Students: Do students in the program demonstrate improvements in academic and behavior outcomes? To what extent did the program enhance students' psycho-social attitudes?

To measure the impact of City Year on focus list students, analyses were separated by intervention type (i.e., English, math, attendance, and behavior). For academic tutoring, students were evaluated on their growth from the previous year (2013-2014) to the end of 2014-2015 on academic measures. Similarly, behavior and attendance focus students were evaluated on appropriate outcomes. In all cases, City Year students were compared with PSM-generated comparison groups. The pre-post measures employed were:

Academic:

- Fourth Quarter English and Math grades
- PSSA Scores for both English and Math
- AIMSweb Scores

Behavioral and Attendance:

- Out of School Suspensions (OSS)
- Average Daily Attendance (ADA)

AIMSweb scores were not available for 2013-2014, but for each of the other measures, City Year and control students were compared to determine if the two groups were equivalent prior to the 2014-2015 school year. For all outcome measures the two groups had statistically equivalent baselines (all p -values > .05).

In this section, these indicators are analyzed at multiple levels. First, each is considered at the student level, with comparisons (where appropriate) to the PSM control students. In each analysis, City Year students are restricted to those who received the relevant intervention (e.g., math PSSA for students receiving math tutoring). These student-level data were also aggregated to examine differences between grade levels, and for analyses of dosage of coaching and/or tutoring. Finally, whole-school analyses compare City Year schools to matched schools with similar profiles.

Student-level outcomes

Course grades

Researchers compared numeric fourth-quarter grades in 2015 to those from 2014 to determine the extent to which students showed improvement. City Year and control students were equally likely to show improvement in fourth-quarter English grades (see Table 34), with 57.4% of City Year students improving, compared with 53.3% of matched controls. In math, similarly,

there was not a statistically significant difference, with 49.4% of City Year and 51.1% of control students improving.

Table 34: Effect of City Year on Fourth Quarter Grades (2013-2014 to 2014-2015)

Subject	Control		City Year		Statistics
	Total N ^a	Improved	Total N ^a	Improved	
English	504	269 (53.3%)	528	303 (57.4%)	$\chi^2(1) = 1.22, ns$
Math	464	237 (51.1%)	510	252 (49.4%)	$\chi^2(1) = 0.27, ns$

^aThe total number of students in each cohort

PSSA Scores

Outcomes were also analyzed in terms of PSSA scores. Students' scaled scores from academic year 2013-2014 were compared to scores from academic year 2014-2015. These latter scores reflected an overall change in the scoring characteristics of the PSSA tests, and were consistently lower than those from the previous year. However, with the PSM control group, it was still possible to determine if City Year had an impact on the relative change in scores.

City Year and control students performed similarly on both tests. As Table 35 shows, scaled English scores of control students declined by an average of 199.9 points, while City Year students declined by an almost identical 200.8 points. On the math PSSA, City Year students were again consistent with matched controls. Overall, control students declined by 257.7 points, while City Year students declined by 273.7 points.

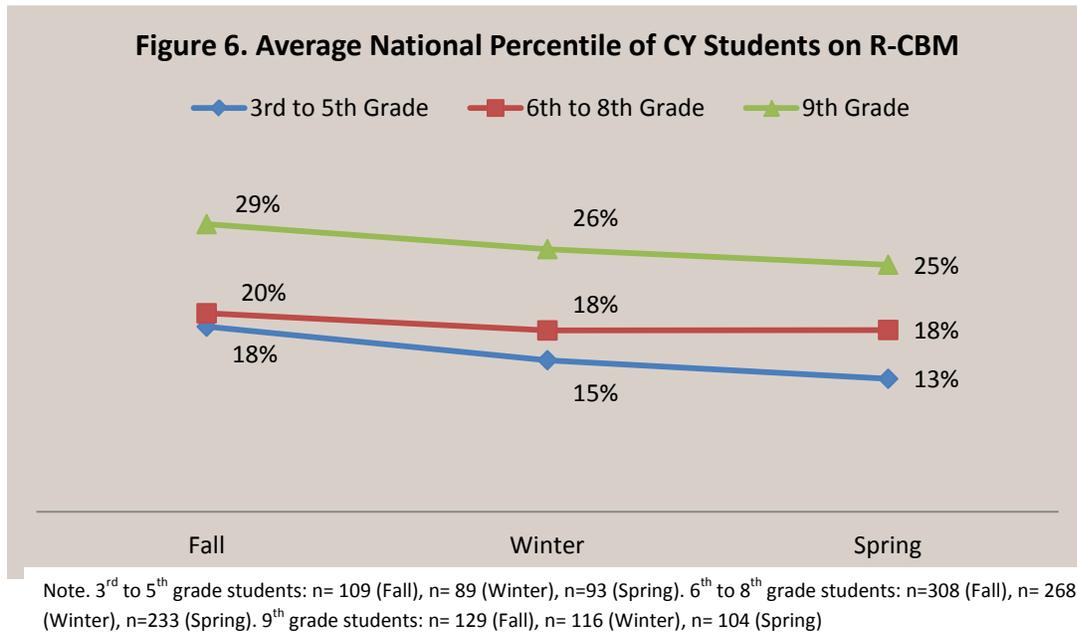
Table 35: Change in PSSA scaled scores from 2013 to 2014

PSSA Subject	Control			City Year			Statistics
	Mean 2013-2014	Mean 2014-2015	Decline	Mean 2013-2014	Mean 2014-2015	Decline	
English	1094.9	894.2	200.8	1076.8	876.9	199.9	$F(1, 767) = .63, ns$
Math	1124.8	851.1	273.7	1108.6	850.9	257.7	$F(1, 776) = 1.69, ns$

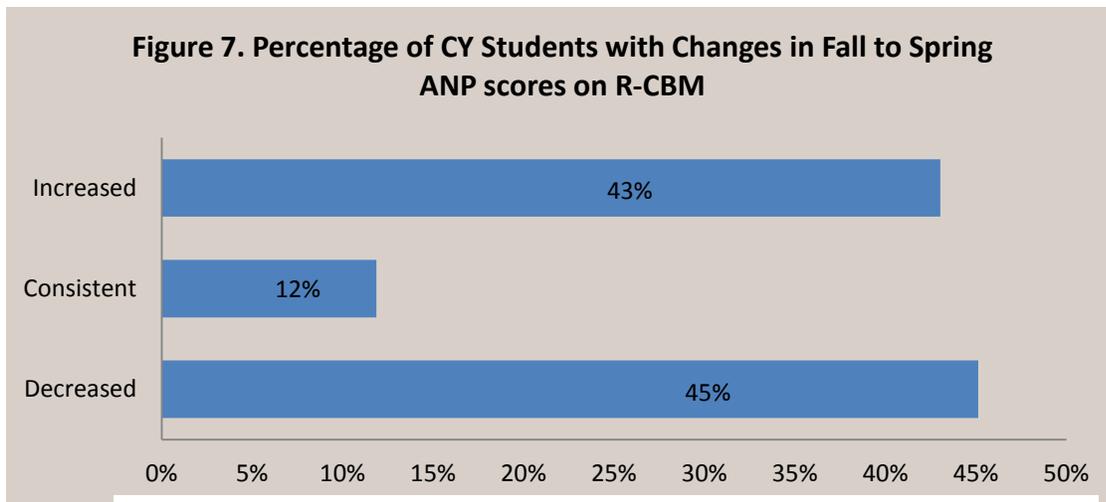
AIMSweb Assessment Outcomes

The AIMSweb Reading Curriculum Based Measurement (R-CBM) is a nationally normed assessment tool for literacy, which was administered district-wide to kindergarten through fifth grade students in Spring 2015. However, as a part of the City Year programming, City Year schools were able to assess City Year students during the Fall, Winter, and Spring benchmark periods. As shown in Figure 6, as student grade level increased the average national percentile (ANP) scores in reading also increased amongst City Year students. For example, in fall 2015, third to fifth grade students performed in the 18th percentile, on average, while the sixth to eighth grade City Year students performed in the 20th percentile and the ninth grade City Year

students performed in the 29th percentile. However, the average ANP scores across all grades and across all three time points (i.e. fall, winter, and spring) declined. Third to fifth grade City Year students had the largest percentage of decrease in the ANP scores from the fall to spring, where third to fifth grade City Year students, on average, decreased by four national percentile points. When AIMSweb scores for City Year schools were compared to control schools results varied, with neither City Year, nor control schools, consistently showing better performance.

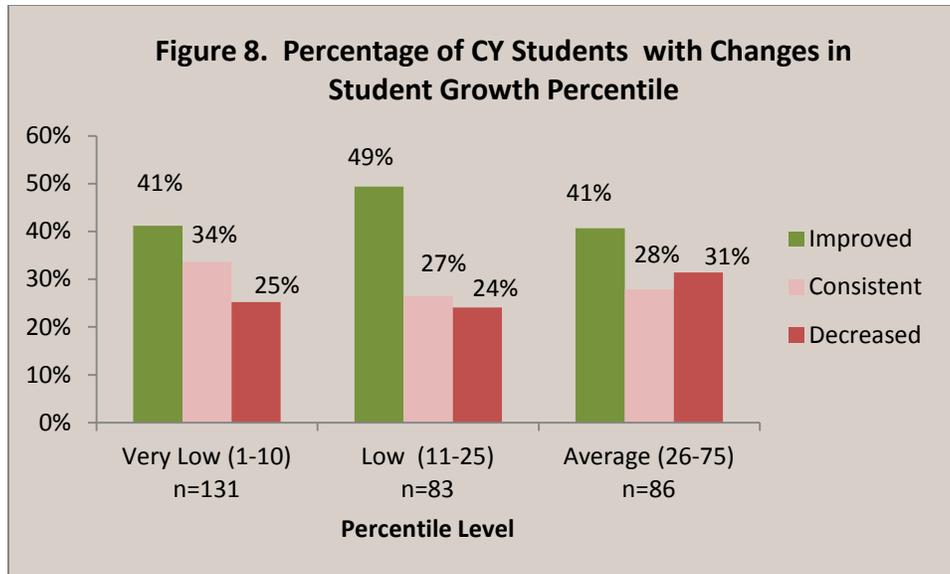


The Average National Percentile (ANP) scores of intervention students were further analyzed to determine the percentage of students with ANP scores that increased, decreased, or remained consistent (see Figure 7). Although 45% of City Year students had ANP scores that declined, approximately 43% had ANP scores that improved, while 12% students had consistent ANP scores from fall and spring. This suggests that the City Year English intervention had different outcomes on different student’s literacy performance and in some cases City Year students demonstrated academic improvement.



Note. n=430. Only students with complete Fall and Spring R-CBM data were included.

Moreover, the Student Growth Percentile (SGP) of City Year students was analyzed to determine if intervention students experienced growth based on their initial level of performance. The initial levels of performance include Very Low (1st to 10th percentile), Low (11th to 15th percentile), Average (26 to 75th percentile), High (76th to 90th percentile), and Very High (91st to 99th percentile). Within each performance level, students are given a rate of improvement (ROI) and then a SGP is generated. It is important to note that a student may have a low national percentile yet still be considered improving in their student growth percentile because SGP scores are calculated based on the individual ROI. Therefore, the SGP performance is not an indication of whether the student is performing proficiently; rather, it is an indicator of whether any amount of growth has occurred. Figure 8 shows that almost all City Year Students fall into the Very Low, Low and Average levels. For all three of these categories, City Year had a positive impact, with students consistently improving more frequently than either declining or remaining consistent. City Year students showed the most favorable rates of improvement vs. decline with the Very Low and Low groups, though this difference was not statistically significant, $\chi^2(4) = 3.42, ns$.



Note: Only three students were classified as “High,” and only one as “Very High,” so they are omitted from the figure.

Behavioral Outcomes

Suspension data were analyzed for those City Year students that received behavioral coaching, and for PSM controls. For both City Year and control groups, a large majority had no suspensions in 2013-2014, so these students could not possibly “improve” on this metric. For this reason, students were divided into three groups for purposes of hypothesis tests; those who logged fewer, the same, or more OSS, with the expectation that the “same” group would include many students who had zero suspensions both years. As Table 36 shows, City Year students receiving behavioral coaching were less likely to improve in OSS compared with their matched controls. Similarly, those receiving attendance coaching were less likely to improve their Average Daily Attendance (ADA). However, this latter result may be hiding some relatively large improvements by a subset of intervention students, as overall changes in raw ADA are comparable across the two groups, $F(1, 849) = .04, ns$.

Table 36: Effect of City Year on Fourth Quarter Grades, by Grade Level

	Control		City Year		Statistics
	Total N ^a	Improved	Total N ^a	Improved	
OSS	398	79 (19.8%)	398	66 (16.6%)	$\chi^2(2) = 13.74, p < .01$
ADA	431	230 (53.4%)	431	195 (45.2%)	$\chi^2(1) = 5.69, p < .01$

^aThe total number of students in each cohort

Grade-level Course grades

To some extent, City Year’s impact on math course grades differed by grade level. As Table 37 shows, City Year students were less likely to show improvement in isolated cases (grades 4 and 6 math). Their rates of improvement for English tended to be better than controls in grades 5 through 8, though this did not reach significance in any individual grade. When aggregated this finding approaches significance, $\chi^2(1) = 2.91, p < .10$.

Table 37: Effect of City Year on Fourth Quarter Grades, by Grade Level

Grade level	Control		City Year		Statistics
	Total N ^a	Improved	Total N ^a	Improved	
Grade 3					
English	15	8 (53.3%)	15	4 (26.7%)	$\chi^2(1) = 2.22, ns$
Math	12	6 (50.0%)	12	6 (50.0%)	$\chi^2(1) = 0.00, ns$
Grade 4					
English	35	18 (51.4%)	37	17 (45.9%)	$\chi^2(1) = 0.22, ns$
Math	39	21 (53.4%)	41	10 (24.4%)	$\chi^2(1) = 7.38, p < .01$
Grade 5					
English	55	34 (61.8%)	57	39 (68.4%)	$\chi^2(1) = 0.54, ns$
Math	54	34 (62.5%)	58	38 (65.5%)	$\chi^2(1) = 0.11, ns$
Grade 6					
English	97	56 (57.7%)	96	62 (64.6%)	$\chi^2(1) = 0.95, ns$
Math	84	56 (66.4%)	106	55 (51.9%)	$\chi^2(1) = 4.54, p < .05$
Grade 7					
English	120	67 (55.8%)	126	78 (61.9%)	$\chi^2(1) = 0.94, ns$
Math	96	50 (52.0%)	105	57 (53.9%)	$\chi^2(1) = 0.07, ns$
Grade 8					
English	102	55 (53.9%)	105	62 (59.0%)	$\chi^2(1) = 0.55, ns$
Math	99	60 (61.0%)	89	56 (62.9%)	$\chi^2(1) = 0.08, ns$
Grade 9					
English	80	34 (42.5%)	92	41 (44.6%)	$\chi^2(1) = 0.07, ns$
Math	80	30 (37.6%)	99	30 (30.6%)	$\chi^2(1) = 1.05, ns$

^aThe total number of students in each cohort

PSSA scores

Analysis of PSSA scores across grades does not reveal any significant findings. City Year and control students displayed similar PSSA scores across all grades, for both tests (see Table 38).

Table 38: Change in PSSA scaled scores from 2013 to 2014

Grade level	Control		City Year		Statistics
	Decline	Std. Deviation	Decline	Std. Deviation	
Grade 4					
English	243.3	79.9	256.6	64.8	$t(67.3) = 0.80, ns$
Math	178.1	73.0	164.7	86.1	$t(69.6) = -0.70, ns$
Grade 5					
English	114.3	120.4	152.7	121.1	$t(107.9) = 1.67, ns$
Math	220.5	145.9	185.9	125.3	$t(91.4) = -1.29, ns$
Grade 6					
English	143.2	130.9	118.6	104.9	$t(168) = -1.37, ns$
Math	249.8	95.9	239.6	99.8	$t(176.5) = -0.71, ns$
Grade 7					
English	168.2	134.1	177.5	111.5	$t(212.2) = 0.57, ns$
Math	256.4	114.1	268.9	100.9	$t(187.4) = 0.81, ns$
Grade 8					
English	228.3	124.0	236.2	102.7	$t(187.3) = 0.48, ns$
Math	340.5	109.6	334	98.4	$t(201.5) = -0.45, ns$

Behavioral Outcomes

As noted previously, City Year students were less likely to reduce their OSS overall. However, this finding is not statistically significant for all grades. As Table 39 shows, reliable deficits are seen only in grades 4 and 6 (and marginal in grade 8). Similarly, intervention students were less likely to improve ADA, but this finding is *only* significant in the aggregate, and does not hold for any specific grade level. Note that City Year did not engage in attendance coaching for students in grades 3-5.

Table 39: Effect of City Year on changes in OSS and ADA, by Grade Level

Grade level	Control		City Year		Statistics
	Total N ^a	Improved	Total N ^a	Improved	
Grade 3					
OSS	12	1 (8.3%)	12	1 (8.3%)	$\chi^2(1) = 0.00, ns$
ADA	N/A	N/A	N/A	N/A	N/A
Grade 4					
OSS	25	5 (20%)	25	1 (4%)	$\chi^2(1) = 9.70, p < .01$
ADA	N/A	N/A	N/A	N/A	N/A
Grade 5					
OSS	37	4 (10.8%)	37	3 (8.1%)	$\chi^2(1) = 0.21, ns$
ADA	N/A	N/A	N/A	N/A	N/A
Grade 6					
OSS	79	12 (15.2%)	79	6 (7.6%)	$\chi^2(1) = 9.40, p < .01$
ADA	115	59 (51.3%)	115	50 (43.5%)	$\chi^2(1) = 1.41, ns$
Grade 7					
OSS	83	12 (14.5%)	83	11 (13.3%)	$\chi^2(1) = 0.53, ns$
ADA	109	68 (62.4%)	109	55 (50.5%)	$\chi^2(1) = 3.15, ns$
Grade 8					
OSS	81	16 (19.8%)	81	16 (19.8%)	$\chi^2(1) = 5.97, p = .051 ++$
ADA	108	72 (66.7%)	108	63 (58.3%)	$\chi^2(1) = 1.60, ns$
Grade 9					
OSS	81	29 (35.8%)	81	28 (34.6%)	$\chi^2(1) = 0.05, ns$
ADA	99	31 (31.3%)	99	27 (27.3%)	$\chi^2(1) = 0.39, ns$

Note: For OSS, students were divided into “improved,” “no change” and “declined.”

++ Marginal significance

^aThe total number of students in each cohort

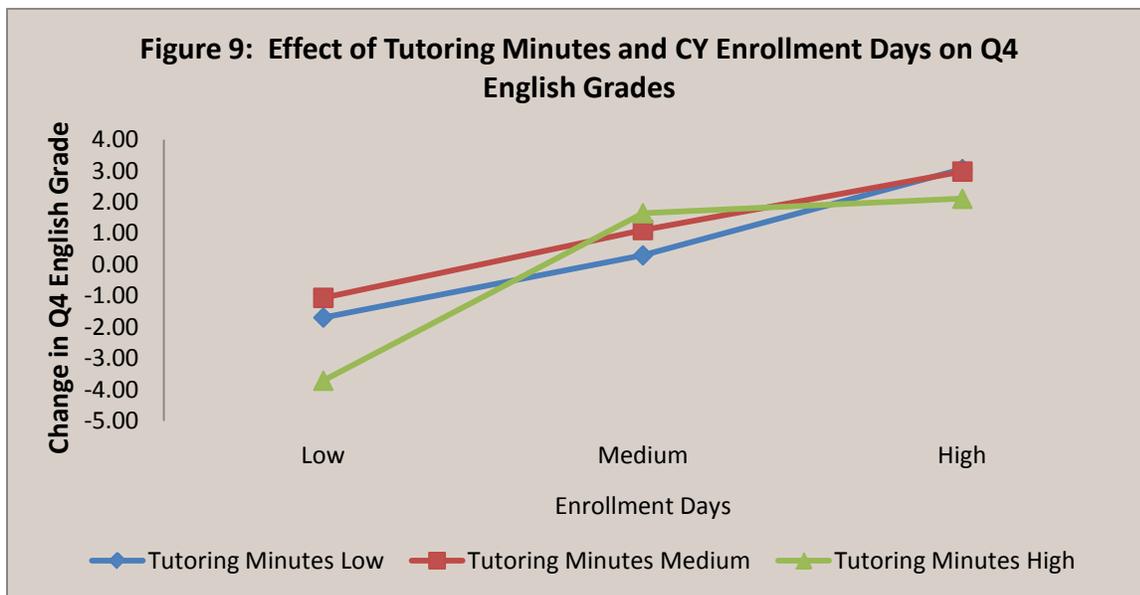
Dosage

There was considerable variability among City Year students in terms of dosage. First, different City Year students received different amounts of tutoring and/or coaching, as logged by City Year corps members. Additionally, students were enrolled as City Year focus students at different points in the year, meaning that some received direct support for the bulk of the year whereas others did not. After exploring these dosage metrics, researchers determined that the most informative approach was to classify dosage by both days enrolled, and minutes of direct tutoring (or coaching) received. For example, students that received English tutoring were split into three groups based on percentiles, to reflect Low, Medium, and High total minutes of tutoring. These same students were also classified into Low, Medium and High numbers of days enrolled (see Appendix D for detailed cutoff values). The same procedures were then applied to students receiving math tutoring, behavior coaching, and attendance coaching.

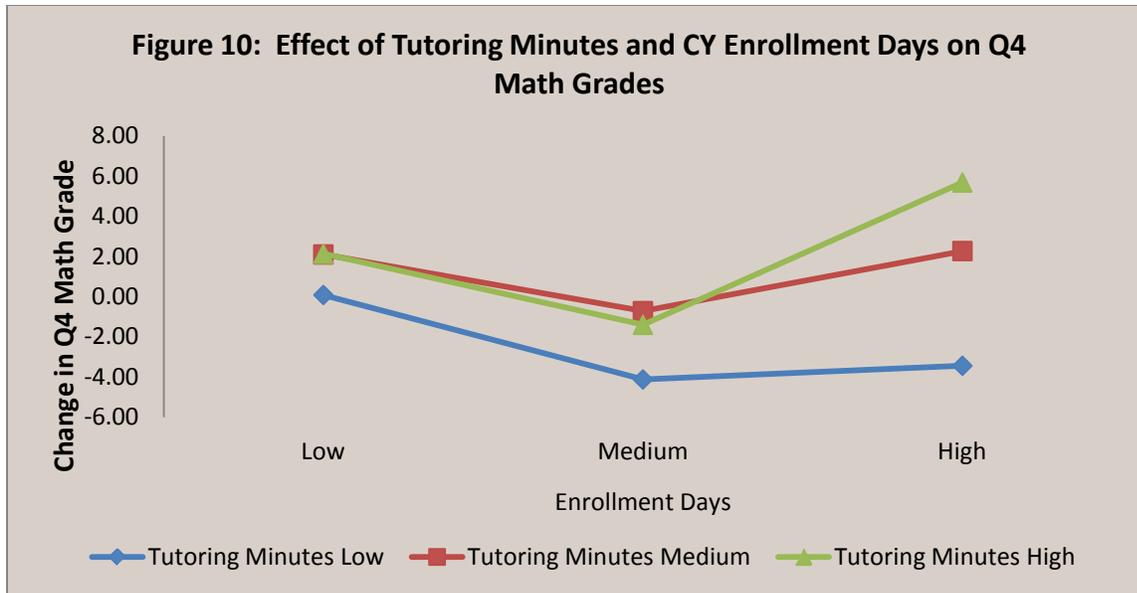
There are important caveats associated with the evaluation of dosage effects. It is not clear exactly what factors determine an individual student’s dosage level. In fact, it is likely that these factors differ for different interventions. For example, allocation of academic tutoring may be largely ecumenical or may be opportunistic, whereas students that exhibit behavioral problems might attract additional behavior coaching, whereas students with the most serious attendance issues may not be present enough to receive high dosages of attendance coaching. For this reason, interpretation of dosage effects should be done cautiously, and contextualized where possible.

Course grades

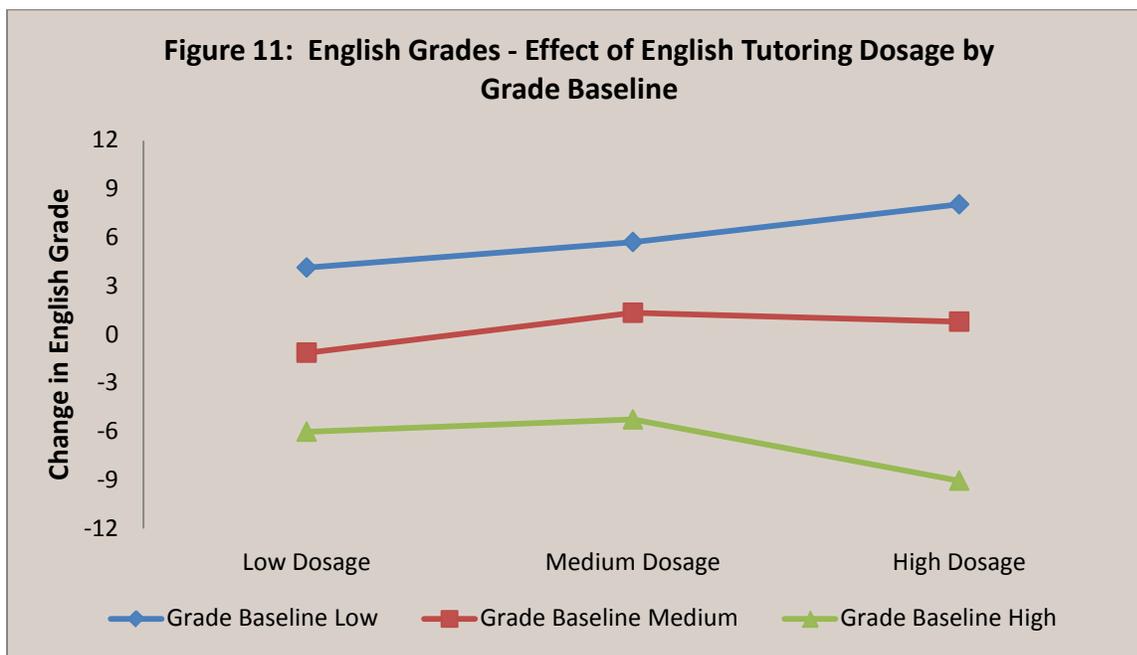
As shown in Figure 9, when both minutes tutored and days enrolled are accounted for, only an effect of days enrolled emerges for English grades. Students that were identified earliest by City Year made gains in grades, while those that were added latest declined in grades, $F(2, 519) = 5.64, p < .01$. Given this finding, researchers performed a follow-up analysis in which students with High enrollment days were directly compared with their PSM counterparts on the likelihood of improving their Q4 grades. The results is a statistically significant advantage, with 64.7% of the City Year students improving compared with 54.0% of the controls, $\chi^2(1) = 5.85, p < .05$.



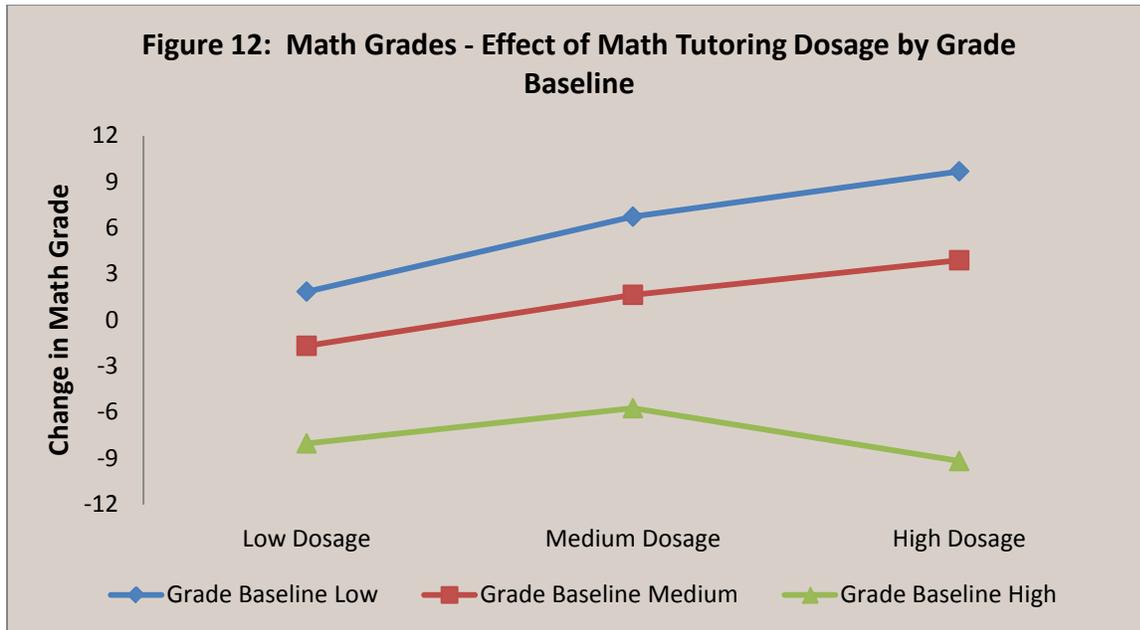
The effect of dosage on math grades is more complex. As shown in Figure 10, both days enrolled and minutes tutored play a role. For minutes tutored, more was better. Those that received Low minutes showed declines, compared with gains for Medium and High, $F(2, 501) = 6.55, p < .01$. For days enrolled, students that were enrolled the longest again show significantly better gains overall, $F(2, 501) = 5.57, p < .01$. In this case, however, there is not a consistent, straightforward progression of more minutes and better outcomes as the Medium group sharply declines. This may be a case of selection bias, based on different enrollment points. Perhaps students that were added mid-year were particularly vulnerable to poorer grades.



In reference to the AIMSweb analysis completed earlier in this section, those results suggested that City Year tutoring may be particularly effective for the most academically challenged students. For this reason, the analysis of dosage was further extended to determine whether students at different academic baselines are particularly sensitive to different levels of tutoring minutes. Students were again divided into three groups by percentiles, but this time the grouping corresponded to baseline grades from 2014 (see Appendix D). As Figure 11 shows, students starting from a Low English baseline appear to rely most on High tutoring levels, whereas Medium and High baseline students do not. However, this difference does not reach statistical significance, $F(4, 520) = 1.08, ns$.

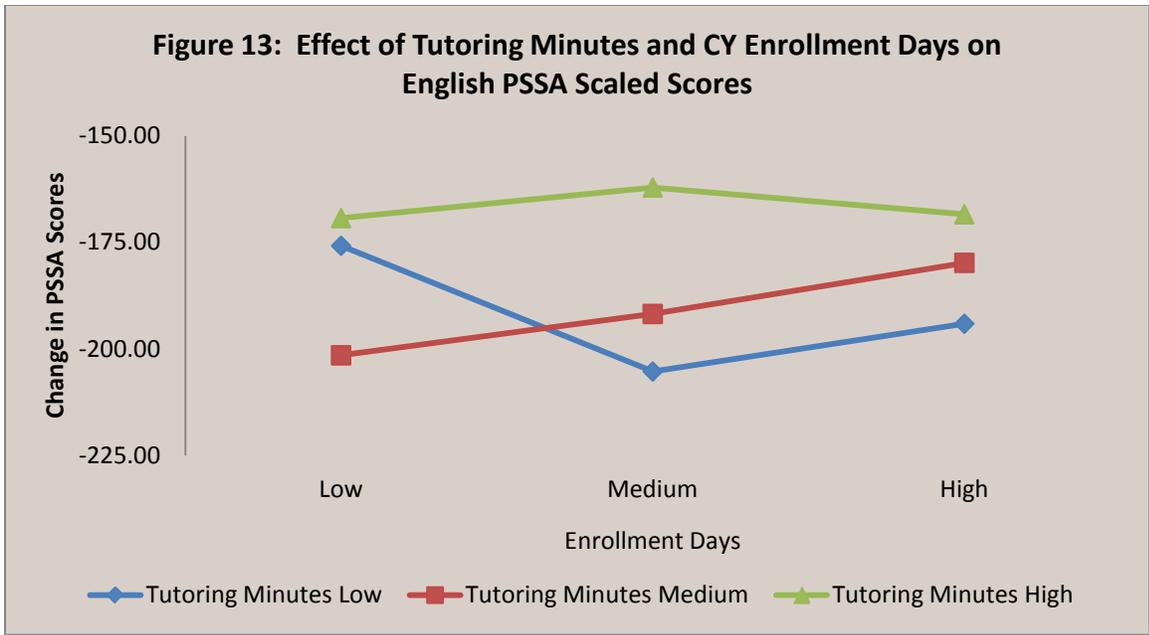


For math the results are more robust, with tutoring minutes having the biggest impact on the most challenged students. As Figure 12 shows, students with a Low 2014 grade baseline were especially sensitive to tutoring levels, $F(4, 499) = 3.05, p < .05$. For example, students in this category that received Low dosage levels, saw their grades improve by 1.85 point on average. When these same students received High dosages the improvement jumped to 9.68 points.

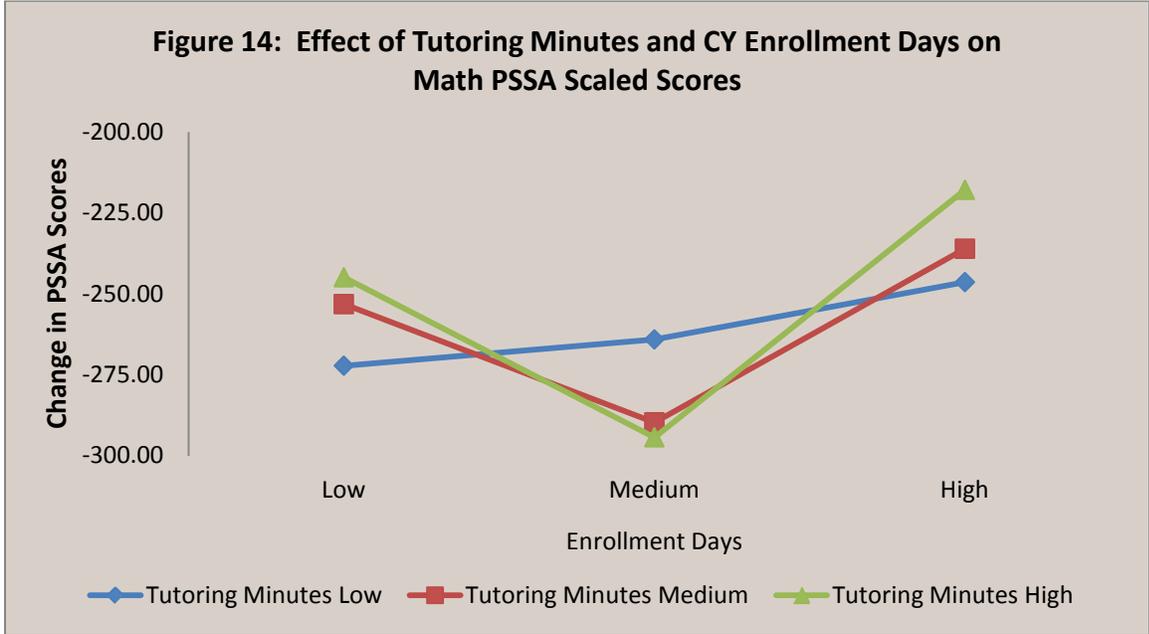


PSSA scores

As with English grades, English PSSA scores were affected by enrollment days [$F(2, 409) = 18.33, p < .01$]. Though there was not an isolated effect of minutes tutored [$F(2, 409) = .49, ns$], this is due to the presence of a relatively high performing Low-Low group, which received both a Low number of days and a Low number of minutes (see Figure 13). When students with Low enrollment days are excluded, we find that early identification (High enrollment days), compensates for Low or Medium tutoring minutes, $F(2, 263) = 3.04, p < .05$.

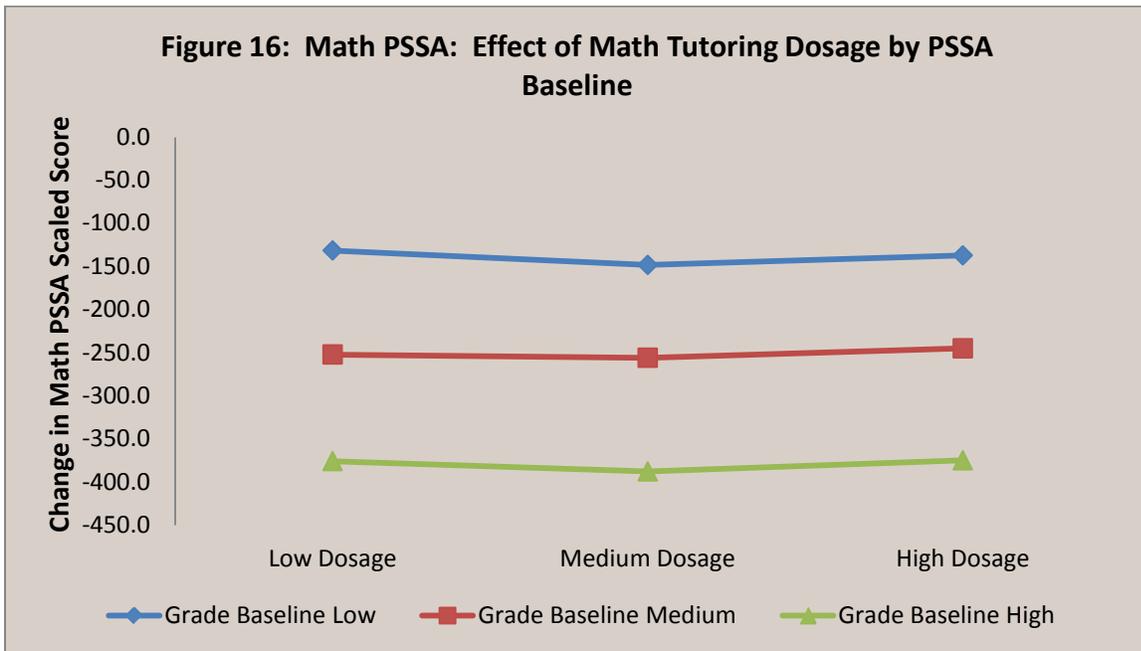
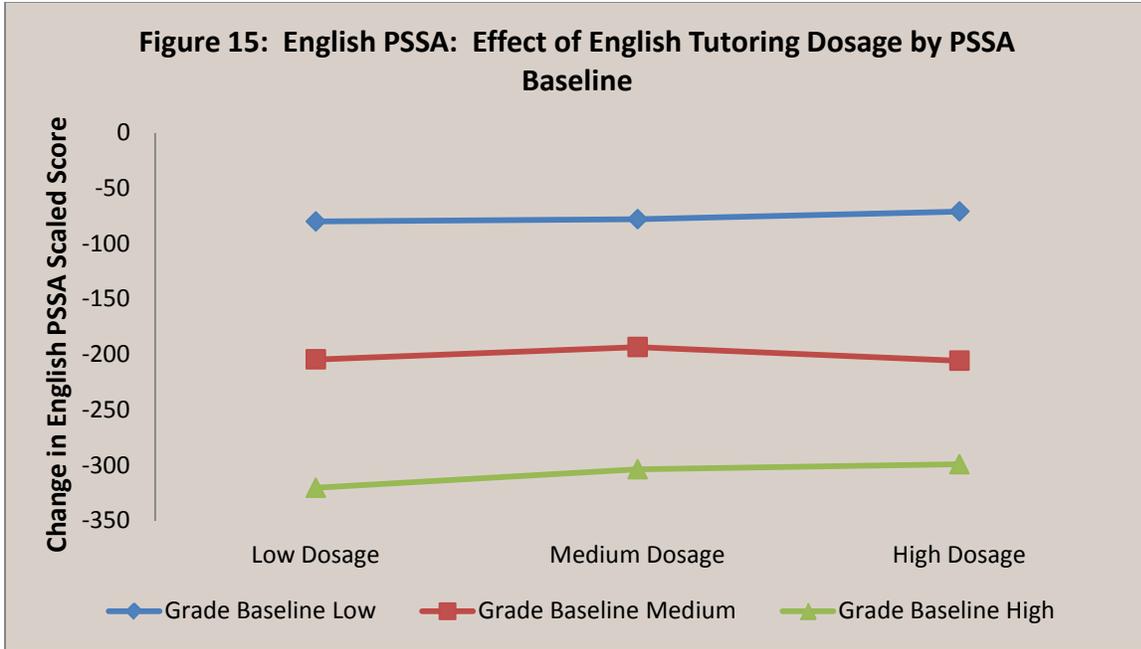


The effect of dosage on math PSSA is similar to the pattern seen with math grades, with a pronounced deficit for students with Medium enrollment days (See Figure 14). There are significant differences for both days enrolled [$F(2, 458) = 41.78, p < .01$], and minutes tutored [$F(2, 548) = 9.60, p < .01$]. For both dosage measures, the High category does best. A significant interaction, however, confirms that the progression from Low to Medium to High does not simply correspond to consistent, stepwise gains, $F(4, 548) = 5.41, p < .01$.



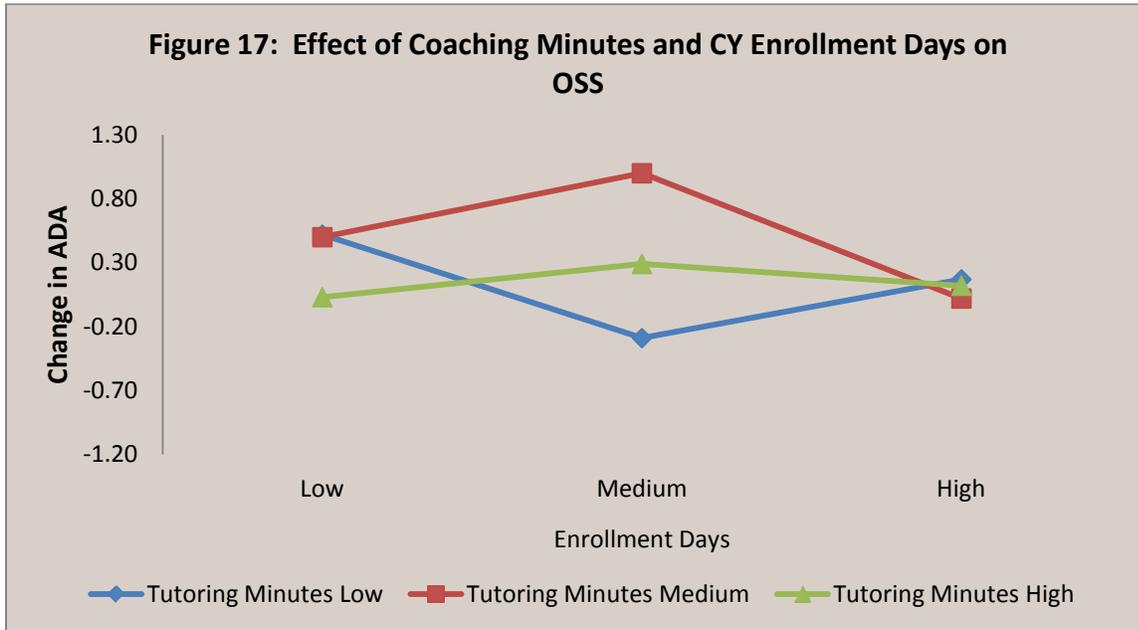
As with grades, researchers analyzed whether students at different PSSA baselines showed different degrees of sensitivity to dosage. 2014 PSSA scores were used to establish Low,

Medium and High baseline categories for both math and English (see Appendix D for cutoff values). As shown in Figures 15 and 16, for both tests students at different baselines showed equivalent sensitivity to tutoring levels [$F(4, 367) = .431, ns$, and $F(4, 371) = .11, ns$, respectively].

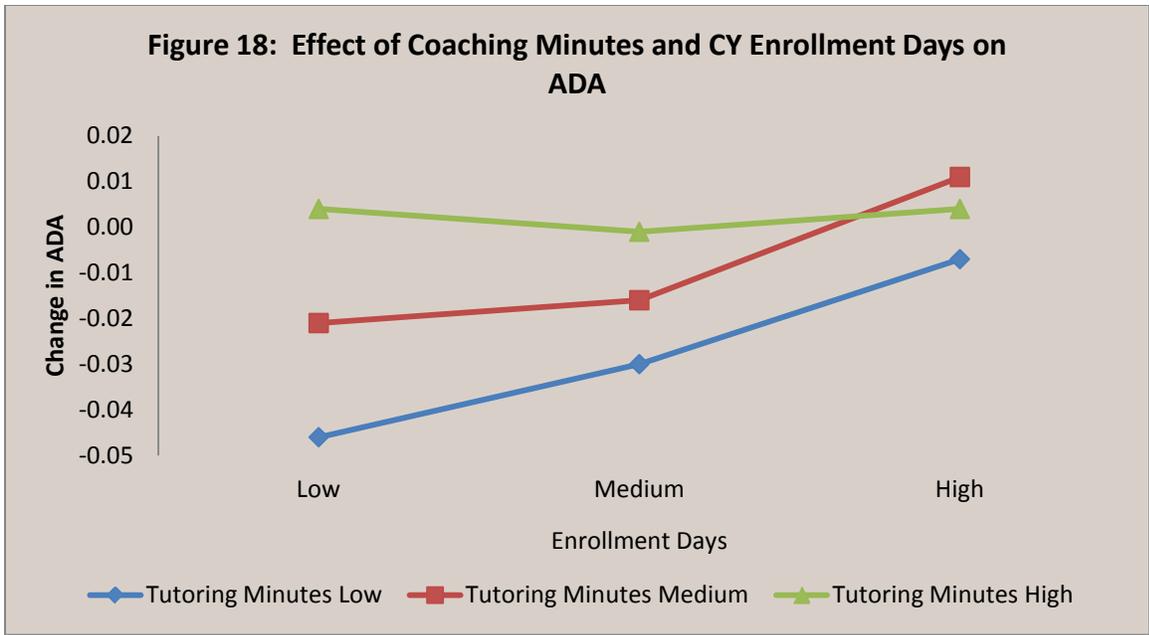


Behavioral Outcomes

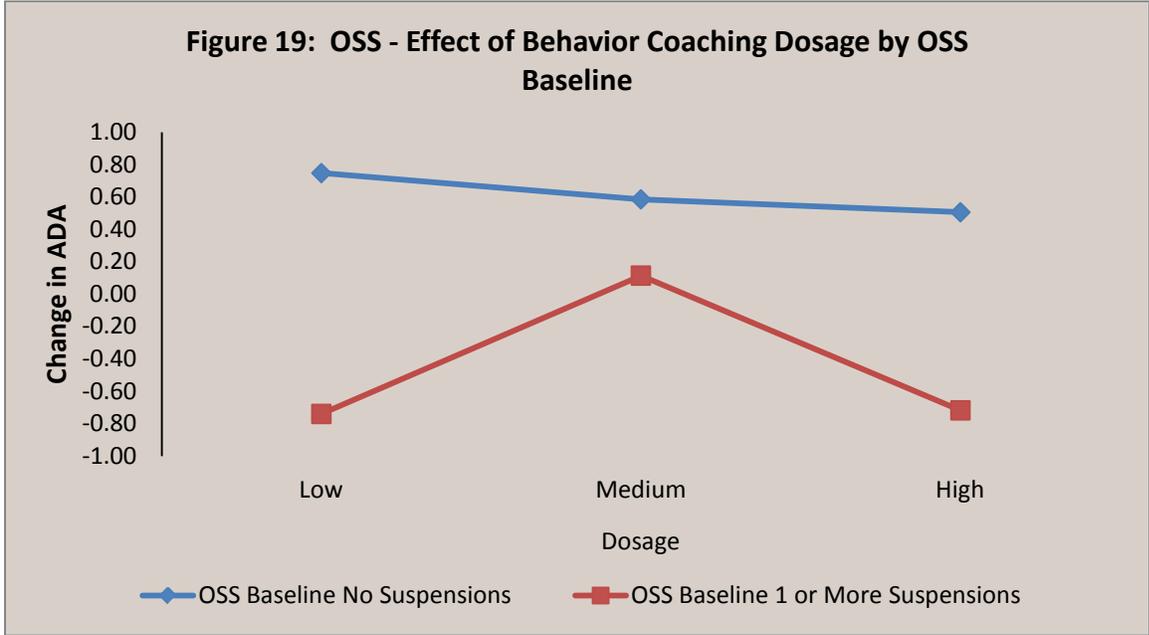
Changes in OSS were not significantly impacted by different levels of dosage (see Figure 17). Neither days enrolled nor minutes coached is directly associated with different OSS outcomes, $F(2, 387) = 0.89, ns$, and $F(2, 387) = 1.82, ns$, respectively. The data suggest that the Medium enrollment group may show some sensitivity to minutes, but this interaction does not quite reach significance, $F(4, 387) = 3.42, p < .10$.



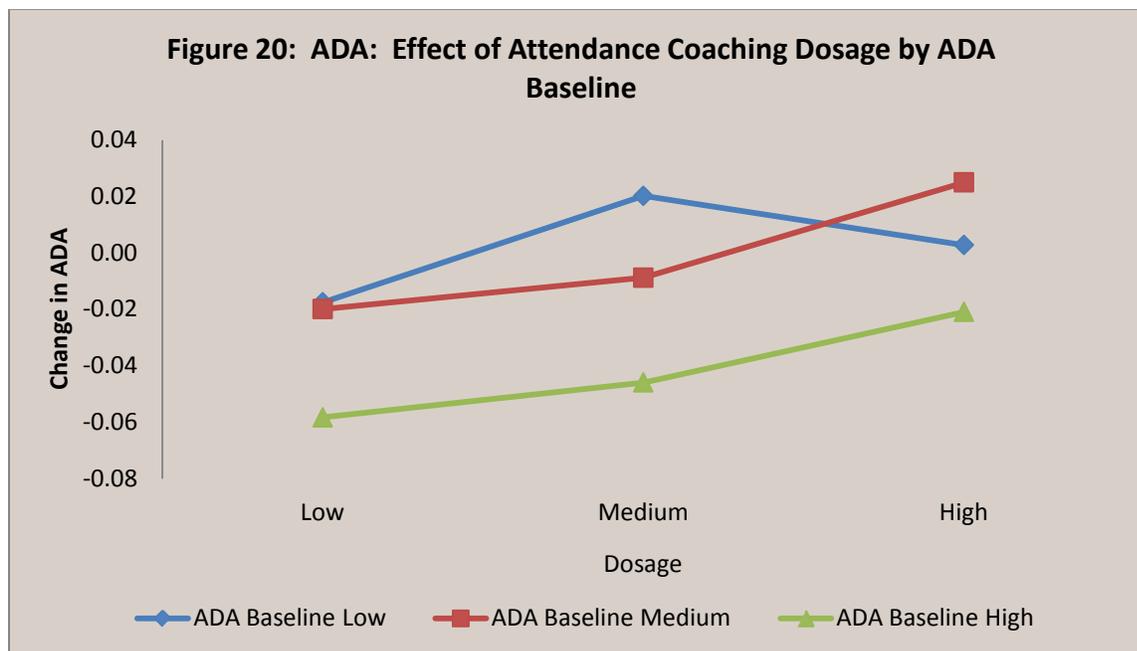
In contrast, the number of minutes coached *is* associated with improved attendance. The more coaching City Year students received, the more they improved ADA, $F(2, 422) = 3.18, p < .05$. The effect of days enrolled is not statistically significant, though the trend is again consistent with better gains for earlier enrollment, $F(2, 422) = 2.15, ns$.



Researchers also analyzed the interaction of coaching minutes with students' relevant 2013-2014 baseline measures. For OSS, baseline was split between those students with zero suspensions in 2013-2014, and those with one or more. As Figure 19 shows, this analysis may clarify the diversity of OSS totals of students with Medium dosages seen above. Students with both a recent suspension history and medium coaching dosage do not show improvement. Perhaps this is a case of selection bias, as membership in this subgroup may be the result of poor behavior "causing" more coaching, rather than coaching driving changes in OSS.



For ADA, the effect of coaching minutes on ADA change did not depend on baseline level. The Low baseline students show a slightly different pattern than the other two groups, but this difference is not statistically significant (see Figure 20).



Highest Impact Subgroups

Dosage effects have been shown to be complex, and to vary across intervention types. It appears that specific combinations of baseline and dosage sometimes lead to strong outcomes. Table 40 summarizes a set of comparisons between City Year students and PSM controls. In each case, the City Year students were restricted to those that received high levels of coaching/tutoring minutes, and all students (both City Year and PSM) were restricted to specific baseline levels.

These restrictions reduce sample sizes, and no meaningful effects emerge for PSSA scores or OSS. However, some significant results do emerge. For math grades, City Year students that receive high levels of minutes outperform their PSM counterparts. The corresponding advantage is not statistically significant for English grades, though the data are in the same direction descriptively.

An interesting effect also emerges for attendance. High minutes of City Year coaching does not have a meaningful impact on those with the lowest ADA baselines. However, there are indications that City Year coaching does help those with less severe attendance baselines. City Year appears to help these students maintain their attendance rate, while their PSM counterparts exhibit further decline.

Table 40: Effects of High Minutes on Specific Baseline Subgroups; City Year vs. PSM Controls

Baseline Measure	City Year		PSM Controls		ANOVA
	n	Y1 to Y2 Change	n	Y1 to Y2 Change	
Low Q4 English Grades	57	8.05	158	6.71	$F(1, 213)=0.65, ns$
Low Q4 Math Grades	64	10.49	166	6.41	$F((1,228)=5.96, p<.05$
Low English PSSA	48	-64.7	116	-45.2	$F(1,162)=2.22, ns$
Low Math PSSA	53	-250.6	130	-269.0	$F(1,181)=0.81, ns$
Low ADA	35	0.003	140	0.002	$F(1,173)=0.89, ns$
Medium or High ADA	108	0.001	291	-0.015	$F(1,397)=2.68, p=.10++$
1 or More Suspension	39	-0.71	107	-1.13	$F(1, 144)=1.18, ns$

++ Marginally significant

Dosage Summary

- Days enrolled has a more consistent impact on academic outcomes than minutes tutored. Across math and English grades and PSSA scores, the students that are enrolled earliest show the most consistent gains.
- Dosage is not consistently associated with reducing OSS, but this may be the result of how students are selected for coaching.
- Attendance improves with higher levels of dosage, particularly when measured in minutes coached.
- Students with Low grades in the previous year are most sensitive to High levels of tutoring minutes. For these students, their gains (or lack of gains) are most clearly associated with the quantity of instruction they receive.

School Level

City Year activities have the potential for school-wide impact, apart from the focused impact on those students that receive direct interventions. Each City Year school was compared to a control school with similar attributes to evaluate this impact. For school level analyses, researchers examined 95% attendance rate and total days suspended in addition to the other behavioral metrics (See Table 41). Overall, City Year schools outperformed control schools in changes to fourth quarter grades across years. However, when behavior was measured in terms of days suspended, students in City Year schools were less likely to improve than those in control schools.

Table 41: Overall Comparison of City Year and Control Schools

	Control		City Year		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	3822	1694 (44.3%)	3754	1704 (45.4%)	$\chi^2(1) = 0.88, ns$
Math	4033	1781 (44.2%)	3835	1791 (46.7%)	$\chi^2(1) = 5.12, p < .05^*$
ADA	5357	2491 (46.5%)	5575	2527 (45.3%)	$\chi^2(1) = 1.51, ns$
95% Attendance	5387	727 (13.5%)	5587	809 (14.5%)	$\chi^2(1) = 2.21, ns$
Fewer Suspensions	5387	739 (13.7%)	5587	707 (12.7%)	$\chi^2(1) = 2.71, ns$
Fewer Days suspended	5389	780 (14.5%)	5597	737 (13.2%)	$\chi^2(1) = 3.94, p < .05^*$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

These overall results were subdivided by school type. When aggregating K-8 schools only, there were no statistically significant differences for any of the outcome measures (see Table 42).

Table 42: School level comparisons, K-8 Only

	Control		City Year		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	2619	1125 (43%)	2581	1168 (45.3%)	$\chi^2(1) = 2.79, ns$
Math	3008	1309 (43.5%)	2731	1232 (45.1%)	$\chi^2(1) = 1.47, ns$
ADA	3336	1710 (51.3%)	3436	1707 (49.7%)	$\chi^2(1) = 1.69, ns$
95% Attendance	3360	470 (14%)	3442	499 (14.5%)	$\chi^2(1) = 0.36, ns$
Fewer Suspensions	3360	224 (6.7%)	3442	272 (7.9%)	$\chi^2(1) = 3.84, ns$
Fewer Days suspended	3362	245 (7.3%)	3442	295 (8.6%)	$\chi^2(1) = 3.83, ns$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Differences did emerge, however, when individual schools were examined (See Appendix D for tables showing each City Year K-8 school with its control). The following findings are particularly noteworthy:

- Gains were more common than losses for City Year schools. Every City Year school showed growth in at least one area.
- Feltonville and Blaine showed the greatest gains among City Year schools. Compared with their comparison schools, these schools achieved both academic and behavioral improvements.
- Compared with its control school, Tilden showed less improvement on all behavioral measures, while Franklin students showed less improvement on academic outcomes.

Results for high schools were somewhat different. Taken in the aggregate, the City Year high schools showed improvements in fourth quarter math grades. However, they also saw less improvement in both suspension metrics (see Table 43).

Table 43: High Schools Only

	Control		City Year		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	1203	569 (47.3%)	1173	536 (45.7%)	$\chi^2(1) = 0.61, ns$
Math	1025	472 (46.0%)	1104	559 (50.6%)	$\chi^2(1) = 4.47, p<.05^*$
ADA	2021	781 (38.6%)	2139	820 (38.3%)	$\chi^2(1) = 0.04, ns$
95% Attendance	2027	257 (12.7%)	2145	310 (14.5%)	$\chi^2(1) = 2.79, ns$
Fewer Suspensions	2027	515 (25.4%)	2145	435 (20.3%)	$\chi^2(1) = 15.58, p<.01^{**}$
Fewer Days suspended	2027	535 (26.4%)	2155	442 (20.5%)	$\chi^2(1) = 20.19, p<.01^{**}$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

When individual high schools are evaluated, it becomes clear that the overall results do not reflect consistent patterns across schools (See Appendix D for tables showing each City Year high school with its control). For example:

- The overall gains in math grades are largely driven by remarkable gains at Frankford HS.
- Changes to English grades were varied, with Overbrook gaining, South Philadelphia remaining unchanged, and Frankford underperforming.

Psychosocial Outcomes

Students that received any City Year targeted tutoring and/or coaching were surveyed in May of 2015. A total of 875 students completed surveys, for a response rate of 66%. In part, the surveys were designed to assess students’ perceptions of City Year’s impact on the following psychosocial constructs:

- 1. Efficacy:** The belief in ones capabilities, and the extent to which one is able to accomplish a task, goal or outcome. Efficacy has been associated with various positive behaviors, including a greater likelihood of overcoming challenges and greater intrinsic motivation.⁴ Example question: “Because of City Year I think I can get good grades.”
- 2. Engagement:** The degree of enthusiasm, interest, attention and curiosity that students have toward school. Students that show high levels of engagement are more likely to value school, and are therefore less likely to accumulate unexcused absences, damage school property, or cheat on tests.⁵ Example question: “Because of City Year I am more interested in learning.”

⁴ Margolis & McCabe, 2006

⁵ Chapman, 2003

3. **Belonging:** A sense of affirmative, positive membership in the school community. Greater levels of belonging predict higher attendance, and higher academic motivation.⁶ Example question: “Because of City Year I think I ‘belong’ at this school.”
4. **Persistence:** In this case, persistence toward higher educational goals. These items were only given to high school students, and assessed their expectations for completing high school and/or college. Intention to persist is highly correlated with actual persistence, and completion of high school and college.⁷ Example question: “Because of City Year I am more likely to graduate from high school.”

Table 44 displays means for persistence among high school students, and the remaining three psychosocial constructs across all students. Students indicated that City Year had a positive impact on their efficacy. Additionally, high school students believed that the program increased their intent to persist. Student responses on engagement and belonging, however, did not reach the optimal level of 4 on the 5-point Likert scales. These results directly replicated those from Year 1, and may indicate that City Year is promoting efficacy and persistence, but is not as effective in promoting feelings of engagement and belonging. These aggregate findings were reinforced by responses on individual items as well (see Table 45).

Table 44: Psychosocial survey constructs, Student Survey

Constructs	n	Mean	Std. Dev	Assessment
Efficacy	856	4.32	0.75	Strong 😊
Engagement	840	3.52	0.97	Acceptable ✓
Belonging	865	3.34	1.38	Action!
Persistence	182	4.21	0.86	Strong 😊

1, Strongly Disagree to 5, Strongly Agree.

Good: At or above 4.0; Acceptable Below 4.0; Action: Below 3.5.

⁶ Sanchez, Colon, & Esparza, 2005; Osterman, 2000

⁷ Cabrera, A.F., Nora, A., & Castaneda, M.B. (1993). College persistence: Structural equation modeling test of an integrated model of student retention. *Journal of higher education*, 64, 123-139.

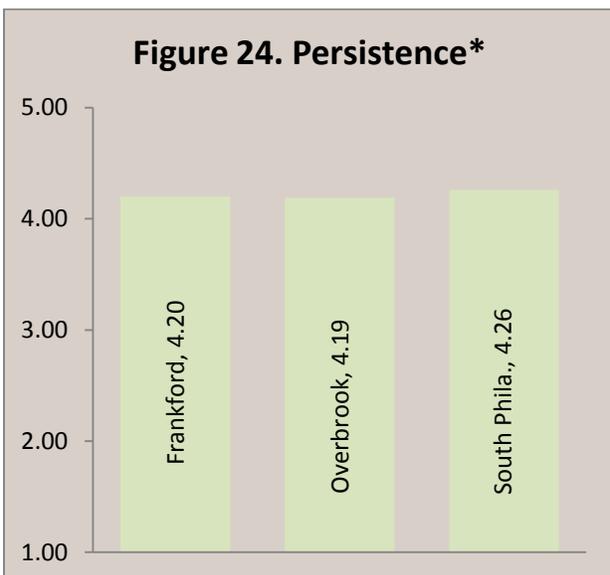
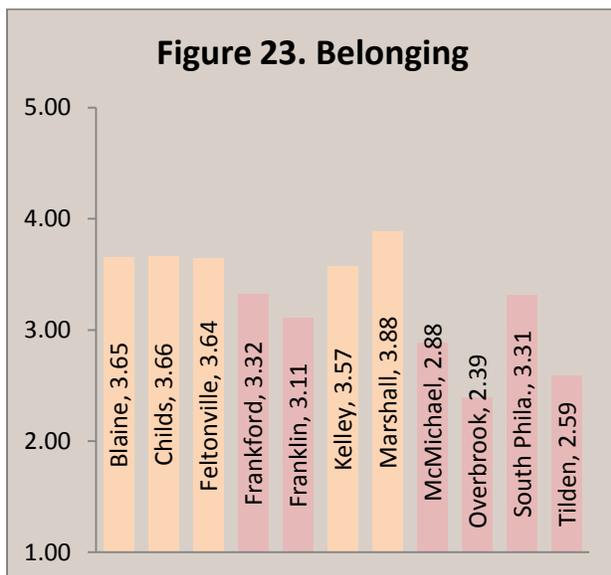
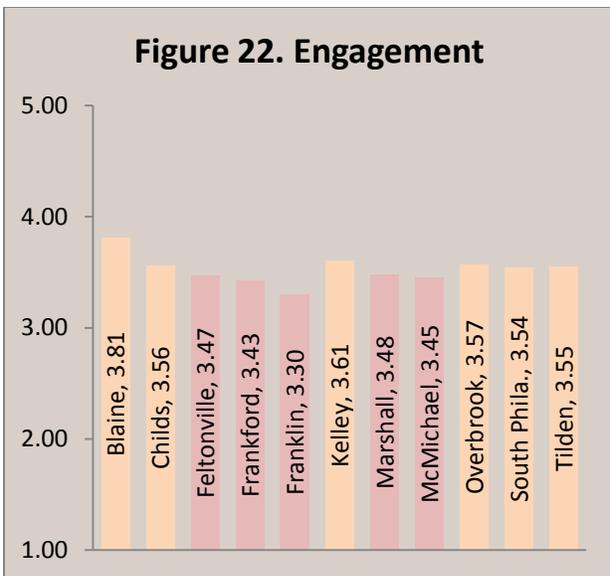
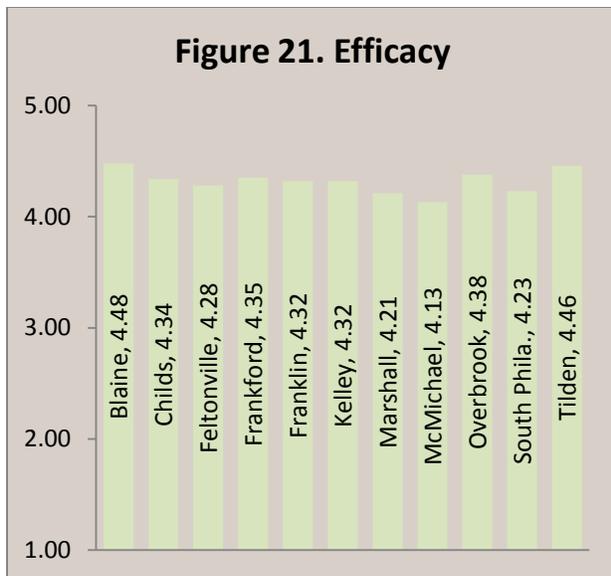
Table 45: Psychosocial survey items, Student Survey

Construct	<i>Because of City Year:</i>	Mean	Assessment	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A
Efficacy	I think I can be a successful student	4.32	Strong 😊	2%	1%	13%	32%	52%	1%
	I think I can get good grades	4.31	Strong 😊	1%	2%	12%	31%	51%	2%
Engagement	I am more excited about school	3.23	Action !	11%	12%	36%	21%	18%	3%
	I am more interested in learning	3.82	Acceptable ✓	3%	5%	26%	36%	28%	3%
Belonging	I think I "belong" at this school	3.34	Action !	15%	11%	26%	20%	27%	1%
Intent to Persist*	I am more likely to graduate from high school	4.35	Strong 😊	2%	4%	9%	26%	59%	0%
	I am more likely to go to college	4.05	Strong 😊	3%	4%	22%	28%	43%	1%

Good: At or above 4.0; Acceptable: Below 4.0; Action: Below 3.5.

*High school students only

Figures 21 – 24 display construct means for individual schools. Several things emerge from this data. For example, City Year’s positive impact on efficacy appears to be consistent, with every school posting a mean in excess of the target 4.0. The same is true for persistence across the three high schools. Scores for engagement and belonging showed more variation across schools. For these constructs Blaine, Childs and Kelley were the only schools that exceeded the *acceptable* level of 3.5 on both measures. It is also worth noting that all three high schools showed low means for belonging.



*High school students only

In Year 1, it was found that City Year’s impact on psychosocial constructs declined as grade levels increased. Given this existing finding, and given the low high school means for engagement and belonging during Year 2, researchers repeated this analysis. Correlations were run between grade level and efficacy, engagement and belonging (persistence was not included because these items were not collected for most grades). As Table 46 and Figure 25 show, the results replicate those of Year 1, with small but significant negative correlations between grade level and all relevant constructs. In other words, the higher the grade level, the lower the scores.

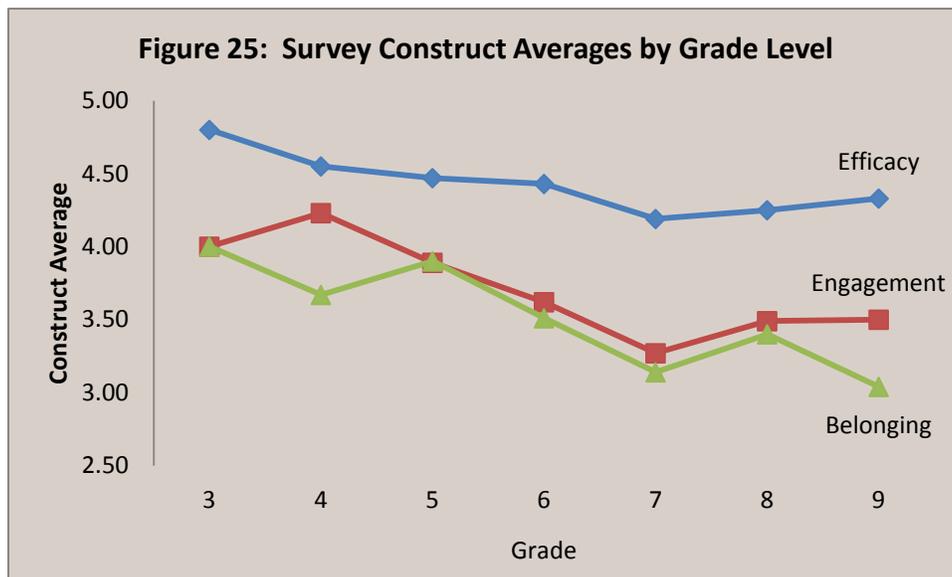
However, the same results show the promise of City Year for younger grades, particularly those that were added for the first time in 2014-2015. Grades 3-5 showed consistently high scores

across all constructs. These are encouraging findings, particularly given the recent implementation at these grade levels, though some caution is warranted in grades three and four, as the sample sizes were small.

Table 46: Survey construct averages by grade level

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Correlations
n	6	12	83	200	174	184	193	
Efficacy	4.80	4.55	4.47	4.43	4.19	4.25	4.33	-.09*
Engagement	4.00	4.23	3.89	3.62	3.27	3.49	3.5	-.11**
Belonging	4.00	3.67	3.9	3.51	3.14	3.4	3.04	-.16**
Persistence	N/A	N/A	N/A	N/A	N/A	N/A	4.21	N/A

Statistically significant correlations at **p<.01, *P<.05. Scale: 1, Strongly Disagree to 5, Strongly Agree. Correlation analyses examine the relationship between grade level (3 - 9) and construct averages.



Student Surveys: Qualitative Responses

In addition to 5-point Likert scale questions, students also responded to open-ended items describing two things that they learned from City Year, the best aspects of City Year, and areas in need of improvement. Students expressed learning about a variety of things from City Year. Similar to Year 1, survey respondents indicated that City Year taught them the following psychosocial and academic skills:

- Grit and Academic Tenacity:** Corps members work with students on developing the ability to look beyond short-term concerns to longer-term or higher order goals; coping with challenges and setbacks in order to persevere toward goals. Specifically, attendance and completing schoolwork were commonly reported.

“I learned that you need come to school on time and always be prepared for school.”

“Attendance is very important and never give up on yourself.”

“You should always try your work and never give up.”

“That never to give up. Always do my work.”

- **Self-regulation Skills:** City Year corps members often work with students on the ability to monitor and manage emotions, thoughts, and behaviors. This was reflected in additional student responses about what they learned from City Year. Students also expressed learning about being helpful and how to handle themselves in various situations.

“One thing I learned from my City Year was that I can be a successful student if I just stop talking and listen to my teacher. Another thing I learned was that playing around gets you in a lot of trouble.”

“To listen instead of argue with a teacher or adult”

“That I should always ignore people when I get picked on.”

- **City Year Strengths:** Also similar to Year 1, the majority of students reported socio-emotional and academic support as being some of the best parts of City Year. For instance, students indicated that City Year corps members help them with their work, but also listen to their issues and offer encouragement and understanding.

“The best part of City Year is they help us stay on track and do our work.”

“When they teach me how to control my problems, and help me with my homework at after school programs.”

“How they can relate to your problems.”

“They always help you and believe in you.”

- **Suggestions for Change:** Students were also asked for feedback about how they would change City Year. One of the most common responses given by students was wishing that corps members could work more than one year, or that second year corps members could remain at the same school. They also mentioned wanting to be able to go the City Year office more often.

“Keep the same one for next year.”

“That they don’t have to change schools every year.”

“For my City Year to stay and to be at my next year class.”

“How much they take us to the City Year room.”

Summary

Overall, the administrative and survey data suggest the following in terms of student outcomes:

- Academic gains were most likely for students that have has the longest association with City Year. High enrollment days, which is largely dependent on early identification, were associated with the best outcomes in:
 - English Grades, including the finding that these City Year students outperformed PSM controls.
 - Math PSSA scores, including better performance compared with PSM controls.
 - Both math grades and English PSSA scores – though these were only statistically significantly better than other City Year subgroups.
- City Year tutoring was sometimes most impactful for the most underperforming students. This finding was significant for math grades, and suggestive for AIMSweb ANP.
- At the school level, City Year high schools outperformed matched schools on improving fourth-quarter math grades.
- Intensive attendance coaching, in terms of number of coaching minutes, led to improved ADA.
- City Year did not, in general, impact out of school suspensions, in terms of both number of suspensions and also days suspended. In grades 4 and 6, PSM controls were more likely to have a reduced number of suspensions.
- All City Year grades reported positive effects of City Year on feelings of efficacy. High school students also reported high intent to persist.
- City Year students reported sub-optimal levels of engagement and belonging, particularly at higher grade levels.
- Psychosocial findings were the strongest in the youngest grades (3-5), which were newly added in Year 2.

5. School Staff: Do teachers demonstrate an increased ability to identify and serve at-risk students? How have teacher practices changed as a result of the program?

In addition to the direct impact that corps members had on focus students, teachers also acknowledged secondary effects on their own practice. As shown in Table 47, teachers felt supported in their work, with the presence of corps members allowing them to better apportion their own time and efforts. In particular, the assistance of corps members provided high-need students with additional academic support, which allowed teachers to differentiate their own instruction. As one teacher explained:

“[Corps members] give the classroom teacher another adult body in the classroom, sometimes multiple adult bodies in the classroom, and break down the student to teacher ratio. [corps members] allow [the teacher] to differentiate lessons, to be able to explore deeper into lessons, to help struggling students who can’t read, get over that barrier, to work with them one-on-one.”

In this way, corps members provided class-wide benefits by reducing the student-teacher ratio as well as providing much needed individualized attention to struggling students. Corps members helped teachers to offer more effective instruction to all students. One teacher specifically discussed the importance of struggling students receiving individualized attention, and how this enabled them to better differentiate instruction:

“I think the one-on-one piece is very good because...I mean, I’m a 7th grade teacher...I have a lot of students on the 3rd grade, 4th grade [level]. So trying to teach to everyone’s needs...is a little bit difficult, so they [corps members] provide the support to struggling students, and I think that’s very key.”

Corps members’ relationships with students also improved teachers’ ability to focus on teaching. One teacher described the corps members’ ability to connect with students in ways that they did not always have the time or opportunity to, and how this freed additional time and attention on the part of the teacher:

“I see they really connect with the kids...They have a good relationship with them, which makes it easier for me too, because then I don’t have to handle every single problem that occurs.”

Teachers, therefore, characterized the corps members as important, integral members of the classroom. As the corps member survey data in Table 48 shows, this characterization was corroborated by the members themselves, with the majority agreeing that teachers regularly integrated them in to the classroom.

Table 47: Teacher Survey; Impact of City Year on Teacher Outcomes

To what extent do you agree with the following statements about the impact of your corps member(s) on you and your work?							
	2013-2014	2014-2015 Mid-Year (n=102)			2014-2015 End-of-Year (n= 97)		
Corps member(s)...	Mean	Mean	Assessment	% Agree & Strongly Agree	Mean	Assessment	% Agree & Strongly Agree
help me feel supported in my work.	4.04	4.06	Strong ☺	81%	4.19	Strong ☺	82%
provided essential academic supports my students wouldn't otherwise receive.	4.00	3.98	Acceptable ✓	75%	4.17	Strong ☺	82%
help me differentiate my instruction .	3.84	3.94	Acceptable ✓	75%	4.06	Strong ☺	76%
help me to have a positive relationship with my students.	3.83	3.88	Acceptable ✓	74%	4.00	Strong ☺	75%
improve the quality of my interactions with my students.	3.72	3.94	Acceptable ✓	71%	3.89	Acceptable ✓	68%
have effective communications from school-to-home about school programs and student progress.	3.20	3.5	Acceptable ✓	52%	3.68	Acceptable ✓	58%
give me more time for planning .	2.96	3.34	Action !	43%	3.43	Action !	44%
help me to engage parents and families effectively.	3.06	3.36	Action !	42%	3.51	Action !	46%
help provide a range of volunteer opportunities for parents and community members to support my school.	3.10	3.25	Action !	35%	3.36	Action !	37%

Good: At or above 4.0; Acceptable Below 4.0; Action: Below 3.5.

Table 48: End of Year Corps Member Survey

The teacher(s) I worked with...		
	Mean	% Agree & Strongly Agree
regularly integrated me into their classroom	4.16	79%

Principals also recognized the way City Year increased teachers’ capacity to differentiate instruction:

“They’re a great support within the classroom. Just doing pull outs, digging down and being able to differentiate the instruction. That whole idea of them just knowing what’s going on in the classroom instructionally and them being able to pull the children and we have a blended learning situation here. They’re online, they’re working with the teacher, and then with a city corps member. It’s like an additional support for children within the classroom. The way we differentiate it and then having two adults in the classrooms can only make sure children are growing.”

“A lot of what they do also, it surrounds supporting the teachers in the classrooms so they’ll work on the small groups in the classroom. One classroom in particular I recall is a 5th grade literacy class. The teacher was doing a guided reading session and a corps member went to help the other class with their independent reading activities. They had choices of different literacy activities they could do, and the corps member was the one to go around and answer questions and help keeping the students on track while the teacher, which freed the teacher up to be able to work with a smaller group on some guided reading activities and help strengthen their skills.”

There were, however, elements of teaching life that were not materially impacted by corps members. Specifically, teachers did not feel that these supports resulted in more planning time, or in greater engagement or communication with parents and volunteers.

“I think that’s- it’s a huge need and a huge struggle. I mean it’s a struggle as we as a school have, you know, getting parents more involved, definitely. I definitely think that’s important, but what I’m saying is even as a school that’s something we struggle with how we can get more parents involved in school activities or what’s happening in their children’s classroom. So I definitely think that’d be a good thing to do if they have any other ideas they could give to us, or we could all work together to do it.”

“Well, I mean I try to keep in contact with the parents myself regarding attendance or any issues that are coming up in the classroom, but I think some kind of a community involvement would be great. Because you know, maybe something after school or I don’t know if they’re permitted to do that, to meet parents without teachers present. But it’s difficult because a lot of the parents work and it’s really hard to get to school when you have a job. So unless something were done in the evening.”

“I mean I know that mine makes phone calls sometimes depending on absences. You know if they need to be in contact as far as like sometimes with work and stuff. They’ll always ask ‘Do you think it’s ok if I call the parent?’ or whatever. ‘And just let them know maybe their child

didn't complete the assignment' But yeah I think it would definitely be effective because as teachers we have so many different things we have to accomplish and not that they don't, but sometimes phone calls get away from you. So you know it is helpful sometimes to have someone to do that too."

Summary

Teachers reported that the corps members provided consistent, valuable support in the classroom, providing time and attention to students as needed. One of the results of this support is that the teachers themselves can use their own time and attention more effectively. Because they are less likely to face competing demands, they are better positioned to provide sustained, differentiated instruction.

6. Program Quality: How satisfied are corps members with their City Year experience? To what extent do corps members see themselves as contributing to teachers' abilities to identify and serve at-risk students and differentiate instruction?

In a survey administered at the end of the year, corps members evaluated the extent to which their City Year experience helped them build skills in a number of areas. As seen in Table 49, corps members felt that the program helped them develop most in the areas of working with urban youth, collaboration, and modeling pro-social behavior. They felt the least strongly about their growth in terms of civic knowledge, public speaking, and translating educational theory into practice.

Table 49: End of Year Corps Member Survey

To what extent did your City Year experience this year hone your skills in the following areas?			
	Mean	Assessment	Improved & Very Much Improved
Working with youth in urban environments	4.35	Strong 😊	83%
Collaboration	4.03	Strong 😊	75%
Modeling pro-social behaviors	4.02	Strong 😊	71%
People management skills	3.97	Acceptable ✓	72%
Problem solving	3.93	Acceptable ✓	69%
Team leadership	3.87	Acceptable ✓	68%
Successful relationship development	3.87	Acceptable ✓	70%
Decision making	3.86	Acceptable ✓	70%
Verbal communication skills	3.82	Acceptable ✓	65%
Goal setting and management	3.72	Acceptable ✓	62%
Conflict resolution and negotiation	3.71	Acceptable ✓	61%
Project management	3.70	Acceptable ✓	62%
Time Management	3.65	Acceptable ✓	59%
Making data-informed decisions	3.62	Acceptable ✓	56%
Plan implementation	3.62	Acceptable ✓	61%
Civic knowledge and fluency in education practice	3.43	Action !	46%
Public speaking	3.43	Action !	51%
Translating educational theory into practice	3.25	Action !	44%

Good: At or above 4.0; Acceptable Below 4.0; Action: Below 3.5.

Responses from corps member interviews reflected specific examples of the above skills that corps members felt were sharpened by being involved with City Year. When asked about skills they had gained, corps members mentioned learning how to budget their money, being able to handle diverse situations, learning time management, and acquiring skills to assist them in securing and being successful in future roles.

“It teaches you how to budget, how to you know, save as well as a bunch of different things that you wouldn’t normally necessarily do coming out of college. It helps you - it gives you, builds your discipline as well. City Year has also taught me a lot of time management, and just how to work in a different group and be humble.”

“Yeah, I think City Year humbled me and helped me to grow in confidence as well. Humbled me in seeing all these things about myself, like ‘Wow, I really need to work on how I’m communicating.’”

“I feel absolutely confident that the experiences that I’ve had here have armed me to be successful in my professional life because I feel like, if I can handle a year at (school name), I can handle anything that comes my way.”

“I’ve learned a lot and now doing job interviews is much more of a breeze because I used to be really nervous type of person in those spaces, but I know I have the skills that are necessary to accomplish those things, and I have a pretty good resume I think because of all the – I’ve been to like five different workshops about it.”

The ability to differentiate instruction in the classroom is increasingly helped by the use of formative student-level data. To that end, corps surveys and interview questions included probes about the use of data. Feedback shows that there is still room for improvement around training corps members to use data to identify students that need support, and to plan lessons accordingly. While 95% of corps members indicated that they used student-level performance data in some capacity (see Figure 26), far fewer said that they regularly used data to plan tutoring sessions or met with teachers or other staff to discuss data (see Table 50).

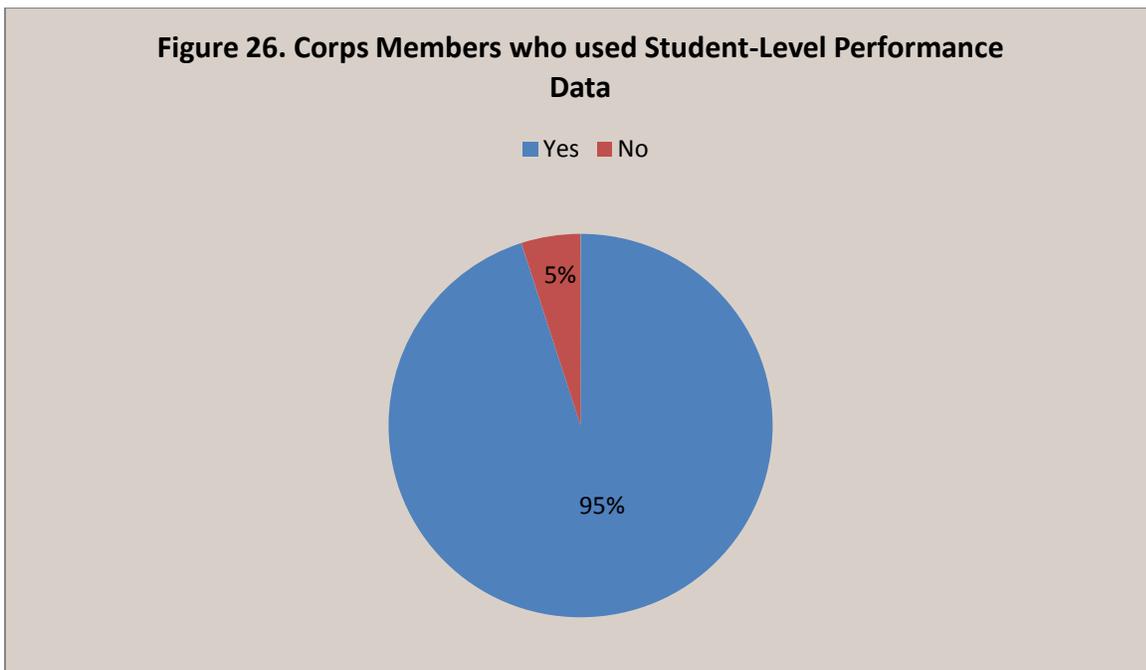


Table 50: End of Year Corps Member Survey

Use of student performance data		
	Mean	% Agree & Strongly Agree
Student data played an important role in decisions I made about students on my focus lists	3.66	64%
I used student data regularly to plan tutoring sessions with students on my focus list(s)	3.42	53%
I met regularly with teachers or other school staff to discuss student data	3.03	41%

Consistent with the results of the corps member survey, during interviews corps members recalled using data to make decisions, although more than one corps member admitted to not using the data as much as they should, and some felt uncertain about interpreting results from the AIMSweb and DESSA assessments.

“I think the data is really effective. So then I’m able to tailor my message and my lesson plans to exactly what that student needs. I find that data to be very helpful. It also lets us know where we are as far as how much time we are getting with our students what grade recovery we have and things like that.”

“I probably don’t use it as much as I should, but I definitely use it, just looking at it after they took the test and being like, “Okay, maybe they don’t really understand this,” and being able to break it down.”

“So we don’t input data, that’s the Team Leader’s job. She inputs all the data, but we do give out assessments, our own assessments to the students, tracking them in math and fluency. So we’re supposed to go back to this data and refer to it. Personally, I don’t utilize it as much as I probably should because I’m so focused on the right now, like what we’re doing in class this quarter, not necessarily things that the students may have not even learned yet in class.”

“I think my data, I don’t know about other people’s experiences, sometimes the reading level that one test says is very different than what another one says, and it’s just on a different scale, but I’ll try to give you a grade reading level, and it doesn’t always seem to line up. So I think it helps to get a better sense of the student’s strengths, but it also sometimes just doesn’t align because we use so many different ones between the schools and our own.”

“I really enjoy entering data, I like seeing like how much work. It’s fun! It’s fun being able to see how much you’ve done and being able to correlate that with grades or progress.”

As articulated in the end of year survey and detailed in Table 51, the single most frequent challenge for corps members was feeling stressed/overwhelmed during their year of service, followed by finances.

Table 51: End of Year Corps Member Survey

What was the one most difficult aspect of your corps year?	
	% Agree & Strongly Agree
Stressful/overwhelming	23%
Finances	14%
Poor leadership/management	10%
Lack of support from school staff	7%
City Year was not what I expected	7%
Negative team dynamics	6%
Lack of support from CY staff	5%
City Year culture	5%
Lack of training	4%
Lack of appreciation of work	2%
Unfair enforcement of regulations/standards	2%
Concerns for my personal safety	2%
Understaffed	1%
Not applicable	4%
Other	9%

Corps member interviews contributed further insights into the finance and stress-related challenges they experienced, which could have potentially been a barrier to the corps members being able to support teachers to the best of their ability.

“The stipend. No, for real, that’s the most challenging part. The hours and the stipend - so it’s like you’re working fifty hours a week and you’re exhausted and you have no money at all to do anything.”

“I feel like we’re kind of at the mercy of City Year. And it’s always like ‘Do this at the last possible minute but remember City Year is about being flexible, so maybe you’re not flexible.’ Because I work a second job, so I work 75 hours a week and that’s just like the fact of the matter, I just have to do it. And it’s about professional development and stuff, but I don’t feel comfortable going to my other job and being like ‘I can’t come in tonight because I just got told I have to stay here until 6:30, 7 o’clock.’ But City Year doesn’t understand, because It’s more about ‘Oh City Year, students should be your priority,’ and I just kind of think that’s a cheap guilt trip to people that have given up a year of their life to do this.”

“I mean, for me personally, it was, because we move around so much in the beginning, it was tough. Because we go from one class to another and then the high school students don’t have to come to school every day. So, 10 minutes is probably a big killer when it comes to us meeting our time.”

Corps members also expressed challenges with being asked to fulfill duties that fall outside of their intended role. One corps member stated having to actually teach a class, while others

spoke of having to handle administrative tasks for teachers such as making copies. They also discussed the issue of corps members handling behavioral issues that are outside of the intended role of the corps member.

“I was in a classroom where me and my co-City Year person were essentially teaching the class, which is not our responsibility and I didn’t feel prepared for that. It made me feel very uncomfortable.”

“I think that leads right into the other toughest part of City Year, is just the extra requirements, like the extra things that are all the time, and they just don’t tell you.”

“But some teachers see us more of teachers’ assistants to help with like behavioral issues in the classroom or to help like, make copies.”

“And yeah, sometimes it does become more focused on handling behavioral issues within the classroom.”

“I’m breaking up fights all the time. And I know 100% we’re not supposed to do that, like the teachers and administrators of the building are not supposed to do that, but these kids would kill each other if nobody got involved. And so it kind of just borders that line where have to kind of fit the City Year model to the school as best we can and try to follow it as best we can but it’s really, I don’t know.”

Table 52: End of Year Corps Member Survey

City Year...		
	Mean	% Agree & Strongly Agree
allows me to work among a diverse group of people	4.44	90%
is a team-based work environment	4.35	88%
positively impacts children's lives	4.27	88%
improves my candidacy for a job or graduate school	4.12	75%
addresses a social issue that is important to me	4.12	79%
gives me the opportunity to learn more about what I want from life/a career	4.02	76%
is rewarding work that provides personal satisfaction	3.99	73%
has a good reputation	3.94	77%
provides a career springboard for multiple career paths	3.78	60%
builds an alumni network that I am proud to join	3.69	60%
is a fun and energetic work environment	3.59	55%
is a well-established organization	3.51	56%
has impactful, measured results	3.50	56%
provides effective training and support	3.46	50%
has inspirational leadership	3.38	50%
is well managed and supportive	3.13	39%

Good: At or above 4.0; Acceptable Below 4.0; Action: Below 3.5.

Corps members' opinions of various aspects of City Year and its impact on their lives were further captured in the end of year survey. As detailed in Table 52, corps members most strongly agreed that City Year allowed them to work among a diverse group of people, is a team-based work environment, and that the program positively impacts children's lives. On the other hand, they were less positive about the program's training and support, leadership, and the extent to which it is well managed and supportive.

In part, corps members' opinions of City Year seemed connected to the alignment or misalignment between expectations of a corps member and their actual City Year experience. Several corps members expressed positive views of their experience with City Year.

"I wasn't sure what to expect but I think as, as I mentioned before, the experience I've had with my team, the experience I've had with the school, what I've learned, I've grown and developed so much as an individual in this past year, it's amazing."

"For me, it has exceeded my expectations. I didn't know what it was going to be like. Like I said, I had no idea about City Year, and throughout these times like 'What am I doing? Am I sitting in the back of the classroom? Is something wrong?' like I don't know what my role is. It's kind of like the first month of City Year is about kind of figuring out what your role is and it's kind of been just a really super wonderful experience, at least it is for me."

"Especially seeing the impact that we can have in a school and not necessarily be administration or teachers, and knowing that a lot of these students we work with respect us more and also have a better relationship with us than they do with their administration or teachers. So especially on an impact level, it's like, it's crazy and something that I didn't expect."

Other corps members had different experiences as they held varied understandings about the role of a corps member, as well as misaligned expectations for student outcomes:

"I think I just didn't really understand what a corps member did coming into this. Because on the website, it says you're going to do this and you're going to work with children and you're going to have all these great stories and you're going to work a long day and it's going to be great... And it was hard, it was a lot harder than I thought it was going to be, and I don't think that's necessarily a bad thing..."

"I was expecting to walk into like a structured school, or I would be able to get all of that academic time and really make the academic strides and growths and see those kinds of increases in grade level that I really wanted to see - which I have seen a lot of improvement, but more of it's kind of qualitative, like there's a really big improvement in attitude, behavior, trusting people, trusting adults, things like that where you can't really see it in the numbers."

Of critical importance was learning about the experiences of those who have served City Year for two years. One thing that many of these corps members expressed was a desire to remain at the same school for another year and wished that City Year would design the program in a way that would allow them to follow the students over the course of two years:

“The thing that I would change the most is the - it would be like City Two Years just because, again I think that, or that we would be able to move with our students. You know, because I think the work that we do is so valuable and hearing the story, not just from our team but when we come together as a corps and hearing what people are experiencing and the impact they’re having, and the fact that after one school year, that’s it. .”

“My dream is that second year corps members would be able to serve in a school that they served in their first year because - and with the students that we served with our first year - because we know the students’ strengths and weaknesses, we know how to fit in that school, we know the resources. Like if we want to have an event, I know to talk to coach so-and-so to use the gym or something.”

“The benefit was that, since we already served a year, we’re already familiar with skills to help the students. Also, we had experience event planning. So this year we put on a lot of events and a lot of that was, came from our experiences last year when we learned what to do, what not to do, and just having experience helped a lot because we were able to - right off the bat - start building relationships and start getting time with students and learning their strengths and weaknesses and how to identify those, so that was really helpful.”

Other corps members expressed a preference to be a Team Leader.

“I think I’m better suited to be a team leader rather than a second year corps member. If I could somehow magically be a first year corps member again and do this whole year all over, I would love to, but I don’t want to repeat an experience when my expectations are very high. Like I had a perfect - like I had a 99% perfect first year. I don’t want to make it a second year and have like a 75. I’ll just be a team leader and have a totally different experience and hope it’s just as great as this year was.”

Table 53 shows corps members’ responses to questions about their strategies for handling various challenges related to their work with at-risk students. They indicated the most confidence in their ability to understand and connect with their students (ratings greater than 5), and the least confidence in their ability to manage non-compliant students, which aligns with other corps member feedback about challenges with classroom management.

Table 53: Corps Member survey

Please indicate your level of agreement with the statement		
	Mean (scale of 1 to 6)	% Agree & Strongly Agree (5 or 6)
I have many effective strategies for building positive relationships with students	5.59	56%
I have a strong base of knowledge about the needs of young people at different times in their development	5.06	36%
I feel good about my strategies for handling behavior management issues with students in my day-to-day work	4.90	32%
I have many specific strategies to work with students who are fidgety and distracting to others	4.75	26%
I understand how to care for myself so I do not feel overwhelmed or burnt out	4.65	29%
I have very good strategies to deal well with students who don't follow rules	4.56	21%

In reference to their tutoring role, corps members spoke about specific activities such as “push-ins” (setting aside time in class to help specific students) and “pull-outs” (being able to take a student outside of class for extra help). Corps members offered opinions on what activities seemed to be effective, and what they saw as their role in the classroom.

“We do pull-outs sometimes when the teachers are okay with it, that’s good, but that can also be tough too, because they can get sometimes more distracted by the idea of being outside the classroom than inside of it. But yeah, I do a lot of push-ins.”

“I tend to pull out of a classroom to focus on socio-emotional learning strategies because I feel like I’m not as effective in the classroom if they’re jumping all over the place, so I try to pull them out, working on their behavior, and then I’m able to – it’s easier to work in the classroom with a student and to ease the student back into their environment where it’s necessary for them to be.”

“I do think the fact that we are able to work with students in small groups is super effective. Because if we weren’t here, how much individualized attention would they be getting? Would they be getting individualized attention? Probably not, and I know I’ve heard this from a lot of corps members and I’ve heard this myself, too.”

“The way I see myself is someone who comes into the classroom, and I’m able to work one on one with the students who are not maybe to the level where most of the class is, and so that they can’t benefit from the teacher’s instruction as much as they could as if they were caught up, and so I see myself being able to come in and focus with students.”

In addition to the actual strategies they employed, corps members expressed the importance of the relationship between the corps member and the teacher. Many corps members saw this relationship as being central to identifying and serving at-risk students and using differentiated instruction. If the relationship between the corps member and teacher is strong, the corps

member is better able to fulfill their role and implement various strategies needed to differentiate instruction.

“I have two really, really amazing partner teachers. They’re really flexible, they always keep me in the loop, I feel really comfortable talking to them about anything, and I also feel like we’re on the same team.”

“So we all have our Hour 1s with each of your teachers as like, a group, and then it kind of breaks down into our individual responsibility of meeting with our teachers and talking with them on a regular basis of like okay, or like, ‘I noticed today that when I did this you didn’t look super excited about the fact that I did that. So let me check in with you about that.”

“So last year, I was in a fifth grade classroom with a teacher. And so it was she and I and the class all day together. And so she really treated me as like a second teacher, like a second - she really treated me like an adult in the classroom who is to be respected, and she expected the students to come to me with questions they might have and stuff. “

“And kind of just building that relationship so that they know exactly what you’re doing. And there’s kind of that open communication so that they’re not either resentful of you being in the classroom because a lot of the times the students tend to like come to me first for help, because they feel that kind of big sister or mentor-ish type feeling towards me.”

One component of the relationship between the corps member and the teacher is feedback. A couple of corps members expressed mixed reactions about getting feedback from the teachers.

“I think when I ask for feedback, teachers are - at least, the 3 teachers that I work with are - just as individuals, not super - they are not the kind of people that just give feedback to you unprompted. But if I ask for feedback, they give me feedback.”

“I think teachers are - both years, have been reluctant. I’ll ask for it and I think it kind of makes them uncomfortable. I’m not sure why that is, but if I push on my teacher this year, and I try to say ‘I could have done this better,’ she might give me something like, ‘Yeah, you could try this next time.’

Also affecting the corps members’ ability to fulfill their role in the classroom is the relationship between the corps member and the administration.

“Yeah, we work really well with the staff and administration. The administration is always supportive of all that we do. They’ve given us extra rooms to work in, keys, and a bunch of different privileges.”

“I feel like there’s always someone on our City Year team I can go to. I think the principal’s been really supportive. I don’t think there are any complaints here.”

At other schools, corps member spoke about the challenges they had with administration and the importance of communication, as well as the administration’s understanding of City Year and the role of the corps members. Corps members felt better able to fulfill their roles when there was open communication and understanding with the administration.

“All that comes to mind for me is just City Year - so, our principal when we first started, he kind of looked at City Year like babysitters. He didn’t really understand our role. And so I think what I think City Year could do that would ultimately translate to our students being served better is communicating more, even - so there was one time where all the principals in Philadelphia who have City Year got together, they were talking about the ways they use City Year, and our principal came back and was like ‘I had no idea that you all were like real people.’”

“I also think a huge drawback would be that it’s hard to communicate with administration - when an administrator has a lot of other things going on, but you need his sign off and consent that we want to do something. Like, we wanted to do a talent show and we wanted to put it in the works, but we were told by, we had it all okayed - so we thought.”

“The administration does a lot of things that I honestly think are wrong for the school that we can’t really affect, and so there is a lot of miscommunication between levels of administration and levels of teachers and administration, so a lot of things get lost in translation.”

Additionally affecting the area of differentiated instruction is the effectiveness of City Year for different age levels. Many corps members expressed that while City Year could be helpful with older students, it was particularly effective in working with younger students.

I think that you see more impact when you work with younger kids because they’re more impressionable. I think I spent a lot more time the year before trying to build the relationship early on to get them to trust me or to realize that I was trying to help them, and this year it was just, from the first week they kind of run in and they grab you.”

“...like a high school student is not going to do a lot of the things that we are talking about doing. And it is kind of catered to those lower grades.”

“I know that there’s been a ton of kids in my class who I’ve connected with, as well as kids – especially in the City Year after-school space, there have been kids from other classes in younger grades who I was connected with very strongly.”

One corps member specifically spoke to their opinion that many of the strategies they had been taught, while able to be adapted, were simply more suited for the younger students.

“...they’re like, ‘Okay, we want you to use this strategy,’ and I’m thinking to myself in seventh grade like, ‘There’s no way I can use that strategy, it’s literally designed for third graders.’”

A couple of corps members did speak to specific issues that may be more applicable to older students and how this can impact the effectiveness of the program:

“I feel as though we should be able to work with higher grades. Because our limit right now is 9th grade but when you stop, it’s very difficult to - for them to make the transition of working with city year 9th grade - it’s their first year in high school, it’s a lot they have to worry about, a lot they have to handle - and to just go into 10th grade and there is no City Year at all - that’s a very hard transition.”

“I love working with ninth graders as well, which is - I don’t know, maybe the school climate is just harder because there’s more fights, there’s more students dropping out of school, there’s more students leaving because they got pregnant earlier, and it’s just hard because it’s like, young people that I really care about and I want them to succeed, but certain life things are preventing that from happening. So it’s more hard emotionally to be in the high school than an elementary school, whereas an elementary school, you walk in and there’s a Kindergartener running up to hug you and it’s always enthusiastic and fun.”

Despite some of the challenges they experienced during their year of service—or perhaps because of them, the majority of corps members rated City Year as a good learning experience (see Table 54).

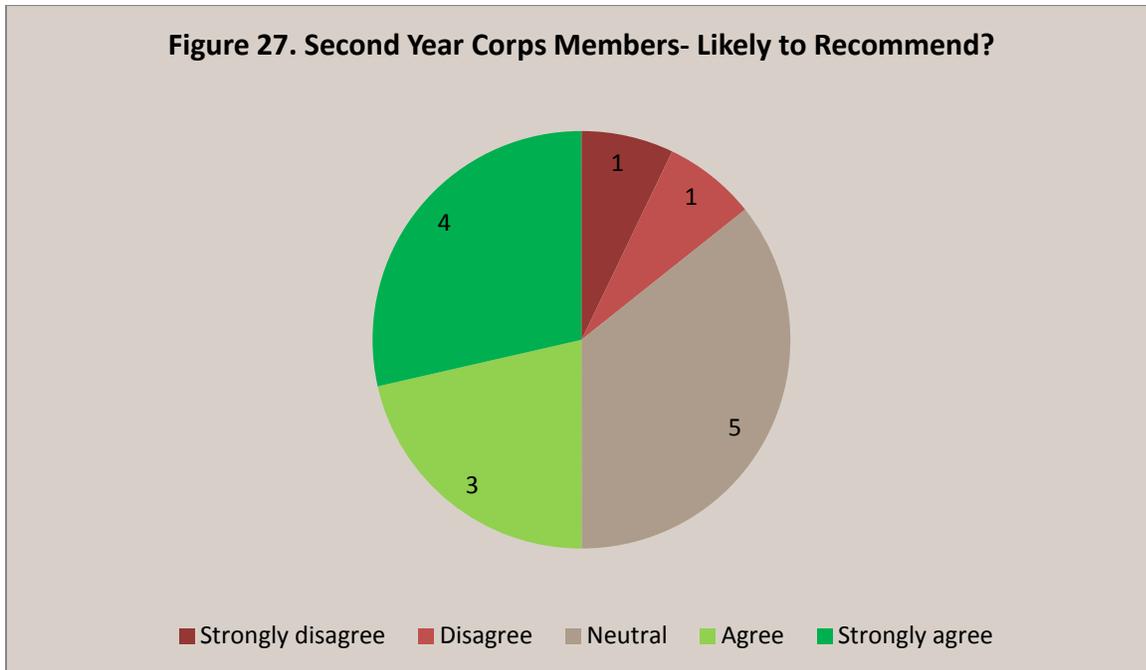
Table 54: Corps members’ ratings of City Year

Overall, how would you rate...		
	Mean	% Very Good & Excellent
...City Year as a learning experience for you?	4.1	77%
...your team experience this year?	3.57	57%
...your service experience this year?	3.54	54%
...City Year as a career development experience for you?	3.48	52%
...City Year as a leadership development experience for you this year?	3.45	50%
...the service training you received at City Year	3.04	32%

Members who rated their likelihood of recommending City Year to their peers as 0 to 6 were considered to be *detractors*; those rating their likelihood of recommending City Year as 7 or 8 were considered to be *passives*, and those rating their likelihood at 9 or 10 were considered to be *promoters*. Of corps members surveyed, 38% (n=50) were detractors, 26% were classified as passive (n=35), and 36% (n=48) were considered to be City Year promoters (see Table 55). Additionally, 50% of second year members responded that they either strongly agreed or agreed that they would recommend the program (see Figure 27).

Table 55: Corps members likelihood of recommending City Year

How likely is it that you would recommend City Year to a friend or qualified peer?										
Extremely Unlikely 0	1	2	3	4	5	6	7	8	9	Extremely Likely 10
4%	3%	5%	6%	5%	8%	8%	13%	14%	11%	25%
5	4	7	8	6	10	10	17	18	15	33



Summary of Year 1 vs. Year 2 Comparisons

7. How does student participation in Y1 compare to student participation in Y2? How does fidelity of implementation in Y1 compare to Y2? How do outcomes for students and for school staff in Y2 compare to Y1? How effective were the programming changes implemented in Y2?

Overview

Each section of this report includes findings that are unique to Year 2, but there are also references to changes from Year 1 to Year 2. The latter are reiterated and summarized in this section for ease of reference. These year-over-year comparisons not only shed light on specific facets of the analyses, but also highlight one of the key advantages inherent to the two-year evaluation model; results from the first year informed changes that were implemented in Year 2, which could then immediately be evaluated in their own right.

In broad terms, these comparisons lead to two sorts of conclusions. The first has to do with specific additions or deletions to the City Year program, and evaluating their impact. The second has to do with variability of implementation within the City Year program. In many cases the evaluation reveals that a particular City Year activity may be more or less effective in some schools (or for some students, or at some dosages, or within some sorts of corps member-teacher relationships, etc.).

Program Implementation:

City Year made some modifications to its program in Year 2. Of these, the addition of grades 3-5, and an increase in preparation and early-year communication with school personnel became points of focus in this evaluation. Both of these initiatives showed promise. These findings are explored in detail throughout the report, but are summarized here.

Grades 3-5 Summary

- Younger students responded well to City Year corps members, particularly in measures of psychosocial constructs.
- Teachers and corps members agreed that the younger students readily accept the presence of City Year as a classroom resource, and form strong bonds with corps members. This may be in part due to the greater separation in age between these students and the corps members, and a corresponding reduction in “near-peer” resistance.
- However, this favorable reception has not yet translated into statistically significant academic and behavioral outcomes.

Early Communication Summary

- Across years, corps members and teachers consistently agree that the effectiveness of the corps members depends heavily on the strength of their relationship with their partner teachers. In an effort to maximize the likelihood of forming strong connections, City Year made a concerted effort to align members and teachers through an early year matching process. Teachers and corps members both strongly endorsed this process.
- Compared with Year 1, survey results for both teachers and principals showed consistently higher ratings for items about communication.
- Teachers and principals expressed a greater understanding about the City Year program, and how to make the best of use of the corps members for academic support.
- Teachers also gave stronger endorsements to corps members’ readiness to deliver content.
- However, teachers requested further clarification and communication about the appropriate role of City Year personnel in matters of classroom discipline.

Dosage Summary

- Changes in analysis reveal the importance of enrollment date when considering dosage. The prevailing model, which focuses on number of hours of contact, omits this important consideration. The data suggest that students enrolled part-way into the year are at a disadvantage that is not fully ameliorated by accumulating similar hour totals. This may reflect selection characteristics of these students, or may reflect a

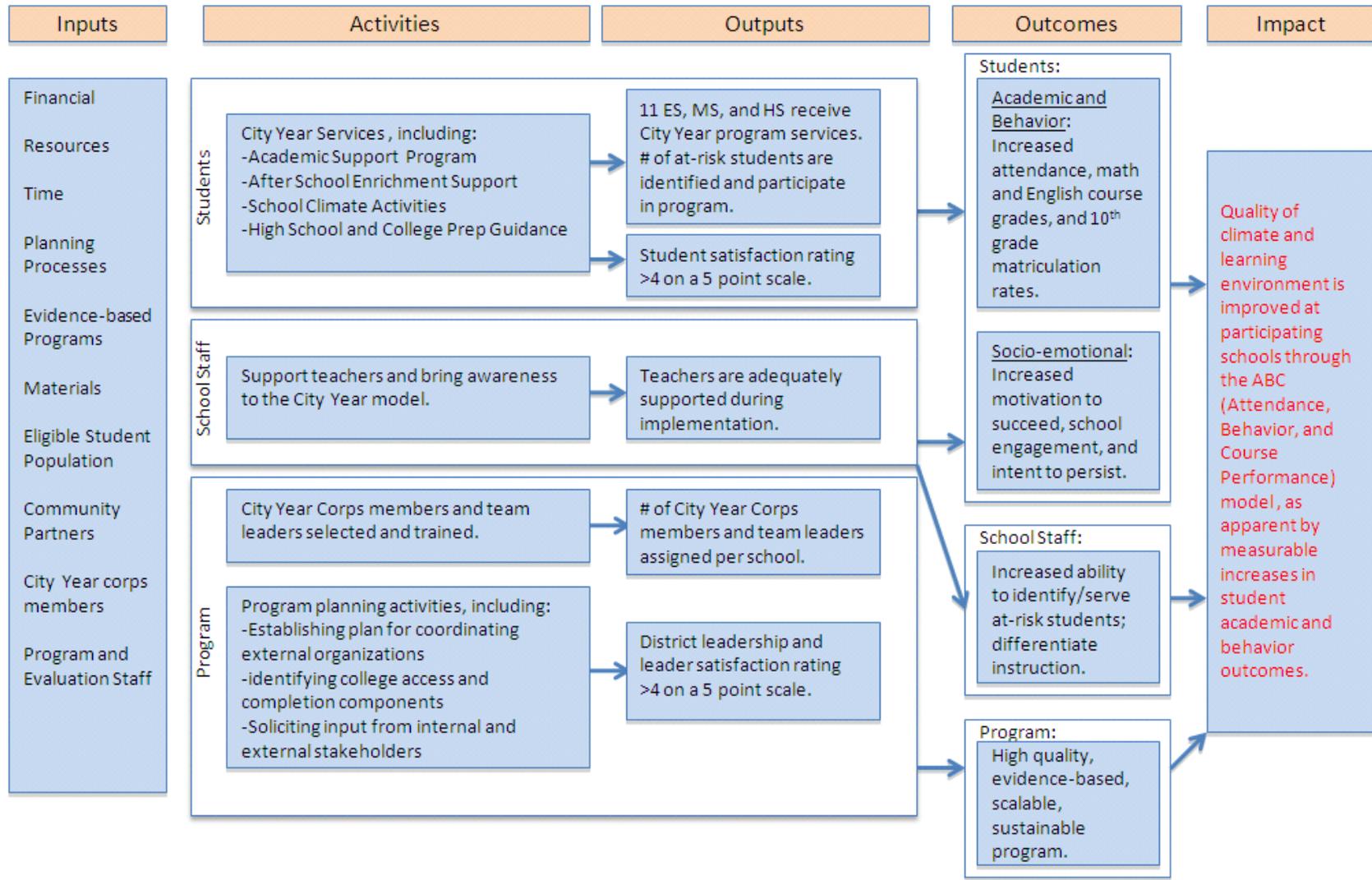
qualitatively different connection between students and their City Year partners (i.e., a late-joining student may not enjoy the same levels of trust or sense of belonging).

Student Outcomes

In some cases, student outcomes were consistent across Years 1 and 2, while in other cases the results differed. Differences may be attributable to variations in City Year activities, or they may be attributable to changes in methodology. In particular, the Year 2 analysis employed propensity score matching to identify a more rigorously appropriate comparison group. With this in mind, a summary of findings follow:

- Across both years, higher dosage of City Year intervention is often associated with better student outcomes. This is seen when dosage is defined in terms of accumulated minutes of focused contact, but is also seen when it is defined as the span of time that a student is enrolled. This overall pattern is seen most consistently with academic outcomes, and less consistently with suspension and attendance measures. The exact relationship between a specific measure of dosage and a specific outcome was not universally consistent across years, but the larger pattern is evident.
- Overall improvements in suspensions and attendance that were found in Year 1 were not replicated in Year 2.
- School level findings were not consistent across years. Individual schools often had different outcomes from year to year.
- Psychosocial outcomes were very consistent across Years 1 and 2. City Year students reported high feelings of Efficacy, and those in high school also report high intent to persist. Scores for Engagement and Belonging are not as high, but across both years show signs of improvement.
- The Year 2 analysis included outcomes for PSSA and AIMSweb which were not included in Year 1. Key findings are:
 - City Year students with high enrollment spans improved the most on both the math and English PSSA.
 - Students at all initial levels of AIMSweb showed growth from fall to spring.

Appendix A. Logic Model



Appendix B. Evaluation Matrix Tables

1a. Fidelity of Implementation - Students: Students: How many students have participated in program activities, and what are their characteristics? To what extent are students satisfied with program activities?			
Data Collected	Methods of Collecting Data	Instruments	How the data will be analyzed
Program Participation	Participant database	Quarterly student activity logs; monthly school activity logs	Descriptive statistics showing participation (parsed by demographics)
Student Characteristics	Participant database, School District Records	School District database queries;(DESSA scores)	Descriptive statistics
Participant Reaction to Program Activities	On-line or paper-based surveys	End of Year Student Survey	Descriptive statistics of forced response items; qualitative analysis of open-ended items

1b. Fidelity of Implementation - Staff: To what extent are teachers adequately supported by the program via resources, materials, and program support?			
Data Collected	Methods of Collecting Data	Instruments	How the data will be analyzed
Participant Reaction to Program Support	On-line or paper-based surveys	Mid Year Teacher Survey; End of Year Teacher Survey	Descriptive statistics of forced response items; qualitative analysis of open-ended items
	Interviews	Interview protocol	Qualitative analysis for common/divergent themes

1c. Fidelity of Implementation - Program: Program: How many City Year corps members and team leaders were trained and assigned to schools? To what extent is the program plan and/or components meeting schools' needs?

Data Collected	Methods of Collecting Data	Instruments	How the data will be analyzed
Corps Member Participation	Members database	Database queries	Descriptive statistics showing participation (parsed by demographics & qualifications)
Corps Member Preparation	On-line or paper-based surveys	End of Year Corps Member Survey	Descriptive statistics
Program Plan and Components	On-line or paper-based surveys; interviews	Principal/Administrator Mid Year Survey; Principal/Administrator End of Year survey; Interview protocol	Descriptive statistics; qualitative analysis

2a. Outcomes for Students: Do students in the program demonstrate improvements in academic (grades, AIMSweb scores, PSSA scores) and behavior (attendance, reduced suspensions) outcomes? To what extent did the program enhance students' psycho-social attitudes (engagement, motivation to succeed, intention to persist)?

Data Collected	Methods of Collecting Data	Instruments	How the data will be analyzed
Student Academic Performance	Schools report student-level data from District data warehouse; City Year database	Grades, PSSA scores, AIMSweb scores	Descriptive statistics with significance testing; ANCOVA with school condition (control vs. experimental) as an independent variable; ANCOVA with student condition (control vs. experimental) as an independent variable, utilizing PSM
Student Behavior		Attendance, Pro-social Behaviors (e.g. reduced suspensions)	
Psycho-Social Attitudes	On-line or paper-based surveys; Baseline/Y1/Y2	End of Year Student Survey	

2b. Outcomes for School Staff: Do teachers demonstrate an increased ability to identify and serve at-risk students? How have teacher practices changed as a result of the program?

Data Collected	Methods of Collecting Data	Instruments	How the data will be analyzed
Teacher Abilities	Online or paper-based surveys	End of Year Teacher Survey	Descriptive statistics
	Interviews	Teacher and Principal Interview protocol	Qualitative analysis for common/divergent themes

2c. Outcomes for Corps Members and Program Quality: How satisfied are corps members with their City Year experience? To what extent do corps members see themselves as contributing to teachers' abilities to identify and serve at-risk students and differentiate instruction?

Data Collected	Methods of Collecting Data	Instruments	How the data will be analyzed
Corps Members' Reactions to Program Activities	Online or paper-based surveys	Mid Year and End of Year Corps Members Survey	Descriptive statistics
	Interviews	Corps Members Interview protocol	Qualitative analysis for common/divergent themes

3. Y1 and Y2 Comparison: How does student participation in Y1 compare to student participation in Y2? How does fidelity of implementation in Y1 compare to Y2? How do outcomes for students and for school staff in Y2 compare to Y1? How effective were programming changes implemented in Y2 based on Y1 feedback (i.e., additional corps members training in content areas and socio-emotional support; clearer communication of expectations)?

Data Collected	Methods of Collecting Data	Instruments	How the data will be analyzed
Comparing Y1 and Y2 Outcomes for Students and Teachers	Student level data from District warehouse; Online or paper-based surveys	Grades, PSSA Scores, AIMSWEB Scores, Attendance, Pro-Social Behaviors; End of Year Student and Teacher Survey	Qualitative and quantitative analyses; Descriptive information; Paired sample t-test comparing Y1 and Y2 performance
Comparing Outcomes for Early Grades (3rd-5th) to Older Grades (6 th -9 th)	Student level data from District warehouse	Grades, PSSA Scores, AIMSWEB Scores, Attendance, Pro-Social Behaviors;	Descriptive information; Independent sample t-test comparing elementary and middle-school student performance
Comparing Outcomes between schools where Corps Members are Assigned to a Classroom versus Follow Students	Student level data from District warehouse	Grades, PSSA Scores, AIMSWEB Scores, Attendance, Pro-Social Behaviors	Descriptive information; Independent sample t-test comparing performance of schools with different matching paradigms
Participant Reaction to Modified Program Activities	Interviews	Interview protocol for Teachers, Principals, and Corps Members	Qualitative analysis for common/divergent themes; highlighting differences from Year 1 with special attention to policies

Appendix C. School and Student-level Matching Documentation

Baseline Statistics (2013-2014) and Matched School Selection Process

Table C1 summarizes the baseline statistics for each City Year school in 2013-2014.

Table C1: District Statistics, 11 Participating Schools 2013-2014

Schools	Total # Students*	% Special Education* ⁸	% URM* ⁹	% ELL*	% Graduate ^{&}	% Proficient/Advanced PSSA/Keystone Reading	% Proficient/Advanced PSSA/Keystone Math
Blaine K-8 (422)	430	22.00%	99.3%	0%	NA	28.76%	31.42%
Childs K-8 (226)	662	14.35%	73.26%	12.84%	NA	42.93%	52.03%
Ben Franklin ES (728)	997	11.33%	91.27%	10.73%	NA	36.61%	39.9%
Feltonville (750)	595	15.63%	92.44%	20.34	NA	32.64%	35.92%
Frankford HS (701)	1348	27.30%	89.62%	12.69%	59.32%	20.56%	10.47%
WD Kelley K-8 (456)	469	13.86%	99.58%	0.43%	NA	24.44%	32.59%
Thurgood Marshall (550)	716	22.77%	92.45%	12.57%	NA	33.59%	38.99%
Morton McMichael (136)	474	19.83%	98.74%	0.63%	NA	29.41%	26.47%
Overbrook HS (402)	970	20.21%	99.38%	0.31%	53.4%	27.95%	14.46%
South Phil. HS (200)	1056	25.85%	72.91%	17.52%	46.74%	36.36%	14.36%
Tilden MS (113)	677	16.99%	94.09%	10.04%	NA	20.08%	16.89%

*As of October 2014

[&]4-Year Cohort Graduation Rate for 2010-2011 9th grade

⁸ Students with Disabilities (includes: Autism, emotional disturbance, intellectual disability, speech or language impairment, other health impairment, specific learning disability, traumatic brain injury, visual impairment including blindness, hearing impaired including deafness, multiple disabilities, orthopedic impairment)

⁹ URM= Underrepresented Minorities= Black, Hispanic, Native American/Alaskan, Multiracial.

The process for selecting matched comparison schools was as follows:

Schools were grouped by learning networks and filtered by grade level. For example, all of the elementary schools in Learning Network 1 were pulled. Schools were then filtered by school type, only selecting for true neighborhood schools. There were no special admit schools included in the sample. After the first two layers of filtering, schools were then chosen based on PSSA data, school size, and school climate data comparability. Receiving schools (e.g. Blaine K-8) were matched with other receiving schools (e.g. Dick K-8) whenever possible. At baseline Year 1 (2012-2013), there are no statistically significant differences ($p < .05$) on school variables between intervention and control schools as evidenced by the results from a Wilcoxon non-parametric test¹⁰. The test was run again to confirm that the matches were still appropriate for Year 2 analyses. Results are displayed in Table C2.

Table C2: Wilcoxon Statistics on Intervention vs. Matched Schools

School Variables	Wilcoxon (Z)	Significance (2-tailed)
Total # Students Enrolled	-.978	0.328
% Special Education ¹	-.978	0.328
% Underrepresented Minority (URM) ²	-2.67	0.790
% ELL	-.051	.959
% Graduate ³	-.535	0.593
% Proficient/Advanced PSSA/Keystone Reading	-.089	.929
% Proficient/Advanced PSSA/Keystone Math	-1.867	0.062
Average Daily Attendance (ADA)	-.408	0.693
% Incidents ⁴	-1.274	0.203

¹ Students with Disabilities (includes: Autism, emotional disturbance, intellectual disability, speech or language impairment, other health impairment, specific learning disability, traumatic brain injury, visual impairment including blindness, hearing impaired including deafness, multiple disabilities, orthopedic impairment).

² URM= Underrepresented Minorities= Black, Hispanic, Native American/Alaskan, Multiracial

³ Cohort Graduation Rate = Percent of students in the school who graduate in four years with a regular high school diploma. The value represented for the reported year is the graduation rate calculated for one year previous to the reported year due to availability of this data.

⁴ A specific act or offense involving one or more victims and one or more offenders. A reportable incident includes one or more acts of misconduct, involving one or more offenders violating criteria defined under Pennsylvania’s Act 26 of 1995. These include but are not limited to any behavior that violates a school’s educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder. Examples are incidents involving acts of violence, possession of a weapon, or the possession, use or sale of a controlled substance, alcohol, or tobacco by any person on school property; at school-sponsored events; and on school transportation to and from school.

¹⁰ The Wilcoxon signed-rank test assesses significant differences between intervention and control/matched schools across all variables displayed

Propensity Score Matching

Propensity Score Matching software was used to select students from the pool of District schools that shared similar characteristics as intervention students and would therefore have had a similar chance of receiving intervention. Four separate control groups were created, one for each type of City Year tutoring/coaching, allowing each type of City Year intervention to be independently evaluated. Comparison students were drawn from the pool of District students, excluding charter and alt-ed schools. Students who had missing data for either year, for example, those that moved to charter schools, were excluded from the match pool. Students were matched within the same grade level. Because there was a large pool of potential comparison students, no caliper was used.

After testing multiple models, the following covariates were selected to determine students' propensity score match. In other words, the resulting intervention and control groups are balanced on these characteristics:

Attendance	Behavior	English	Math
Gender	Gender	Gender	Gender
Race/Ethnicity	Race/Ethnicity	Race/Ethnicity	Race/Ethnicity
IEP status	IEP status	IEP status	IEP status
LEP status	LEP status	LEP status	LEP status
Economically disadvantaged	Economically disadvantaged	Economically disadvantaged	Economically disadvantaged
2013-2014 ADA	2013-2014 ADA	2013-2014 Q4 English grade	2013-2014 Q4 Math grade
	2013-2014 out of school suspensions	2013-2014 scaled PSSA Reading score and performance level	2013-2014 scaled PSSA Math score and performance level
Grade level (exact match)	Grade level (exact match)	Grade level (exact match)	Grade level (exact match)

Appendix D. Cutoff Values for Low, Medium and High Groupings.

Table D1: Cutoff Values for Dosage Categories

		Low	Medium	High
Tutoring/Coaching Minutes	English	< 908	908 - 1082	> 1082
	Math	< 838	839 - 1035	> 1035
	Attendance	< 96	97 - 186	> 186
	Behavior	< 436	436 - 558	> 558
Days Enrolled	English	< 243	243 - 250	> 250
	Math	< 239	239 - 250	> 250
	Attendance	< 174	174 - 245	> 245
	Behavior	< 240	239 - 258	> 258

Table D2: Cutoff Values for Baseline Indicators

Fourth Quarter Grade	Low	Medium	High
English	< .69	.69 - .75	> .75
Math	< .67	.67 - .73	> .73
PSSA			
English	< 999	999 - 1139	> 1139
Math	< 1045	1045 - 1166	> 1166
Baseline ADA	< .837	.837 - .887	> .887

Appendix E. Impact Tables For Each City Year School and its Matched Control School.

Table E1: Jackson vs. Childs					
	Control (ID) <i>Jackson (251)</i>		City Year (ID) <i>Childs (226)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	279	114 (40.9%)	380	179 (47.1%)	$\chi^2(1) = 2.54$, ns
Math	346	167 (48.3%)	427	210 (49.2%)	$\chi^2(1) = 0.06$, ns
ADA	372	199 (53.5%)	483	277 (57.3%)	$\chi^2(1) = 1.27$, ns
95% Attendance	378	47 (12.4%)	483	93 (19.3%)	$\chi^2(1) = 7.25$, p<.01**
Fewer Suspensions	378	7 (1.9%)	483	20 (4.1%)	$\chi^2(1) = 3.66$, ns
Fewer Days suspended	380	7 (1.8%)	483	24 (5%)	$\chi^2(1) = 6$, p<.05*

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E2: Wagner vs. Tilden					
	Control (ID) <i>Wagner (713)</i>		City Year (ID) <i>Tilden (113)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	266	134 (50.4%)	272	119 (43.8%)	$\chi^2(1) = 2.37$, ns
Math	262	101 (38.5%)	258	148 (57.4%)	$\chi^2(1) = 18.44$, p<.01**
ADA	307	183 (59.6%)	357	123 (34.5%)	$\chi^2(1) = 42.04$, p<.01**
95% Attendance	307	61 (19.9%)	357	38 (10.6%)	$\chi^2(1) = 11.07$, p<.01**
Fewer Suspensions	307	40 (13%)	357	23 (6.4%)	$\chi^2(1) = 8.34$, p<.01**
Fewer Days suspended	307	46 (15%)	357	27 (7.6%)	$\chi^2(1) = 9.29$, p<.01**

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E3: Finletter vs. Franklin

	Control (ID) <i>Finletter (727)</i>		City Year (ID) <i>Franklin (728)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	493	267 (54.2%)	627	261 (41.6%)	$\chi^2(1) = 17.39, p < .01^{**}$
Math	564	289 (51.2%)	700	302 (43.1%)	$\chi^2(1) = 8.23, p < .01^{**}$
ADA	609	270 (44.3%)	797	396 (49.7%)	$\chi^2(1) = 3.97, p < .05^*$
95% Attendance	618	68 (11%)	797	105 (13.2%)	$\chi^2(1) = 1.53, ns$
Fewer Suspensions	618	26 (4.2%)	797	32 (4%)	$\chi^2(1) = 0.03, ns$
Fewer Days suspended	618	27 (4.4%)	797	34 (4.3%)	$\chi^2(1) = 0.01, ns$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E4: Duckrey vs. Kelley

	Control (ID) <i>Duckrey (446)</i>		City Year (ID) <i>Kelley (456)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	301	104 (34.6%)	230	91 (39.6%)	$\chi^2(1) = 1.41, ns$
Math	348	115 (33%)	277	119 (43%)	$\chi^2(1) = 6.47, p < .05^*$
ADA	417	200 (48%)	331	151 (45.6%)	$\chi^2(1) = 0.41, ns$
95% Attendance	417	50 (12%)	331	50 (15.1%)	$\chi^2(1) = 1.55, ns$
Fewer Suspensions	417	59 (14.1%)	331	36 (10.9%)	$\chi^2(1) = 1.78, ns$
Fewer Days suspended	417	63 (15.1%)	331	37 (11.2%)	$\chi^2(1) = 2.46, ns$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E5: Bryant vs. McMichael

	Control (ID) <i>Bryant (123)</i>		City Year (ID) <i>McMichael (136)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	240	94 (39.2%)	205	117 (57.1%)	$\chi^2(1) = 14.22, p < .01^{**}$
Math	296	109 (36.8%)	235	123 (52.3%)	$\chi^2(1) = 12.82, p < .01^{**}$
ADA	327	171 (52.3%)	290	143 (49.3%)	$\chi^2(1) = 0.55, ns$
95% Attendance	330	41 (12.4%)	291	36 (12.4%)	$\chi^2(1) = 0, ns$
Fewer Suspensions	330	37 (11.2%)	291	14 (4.8%)	$\chi^2(1) = 8.41, p < .01^{**}$
Fewer Days suspended	330	44 (13.3%)	291	17 (5.8%)	$\chi^2(1) = 9.8, p < .01^{**}$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E6: Clemente vs. Feltonville

	Control (ID) <i>Clemente (773)</i>		City Year (ID) <i>Feltonville (750)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	199	74 (37.2%)	284	141 (49.6%)	$\chi^2(1) = 7.36, p < .01^{**}$
Math	205	85 (41.5%)	153	53 (34.6%)	$\chi^2(1) = 1.72, ns$
ADA	258	120 (46.5%)	330	191 (57.9%)	$\chi^2(1) = 7.51, p < .01^{**}$
95% Attendance	259	24 (9.3%)	330	55 (16.7%)	$\chi^2(1) = 6.84, p < .01^{**}$
Fewer Suspensions	259	27 (10.4%)	330	93 (28.2%)	$\chi^2(1) = 28.2, p < .01^{**}$
Fewer Days suspended	259	26 (10%)	330	95 (28.8%)	$\chi^2(1) = 31.25, p < .01^{**}$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E7: Olney vs. Marshall

	Control (ID) <i>Olney (740)</i>		City Year (ID) <i>Marshall (550)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	538	230 (42.8%)	373	163 (43.7%)	$\chi^2(1) = 0.08, ns$
Math	622	259 (41.6%)	434	163 (37.6%)	$\chi^2(1) = 1.78, ns$
ADA	669	390 (58.3%)	529	275 (52%)	$\chi^2(1) = 4.76, p < .05^*$
95% Attendance	674	124 (18.4%)	533	78 (14.6%)	$\chi^2(1) = 3.03, ns$
Fewer Suspensions	674	19 (2.8%)	533	35 (6.6%)	$\chi^2(1) = 9.78, p < .01^{**}$
Fewer Days suspended	674	21 (3.1%)	533	37 (6.9%)	$\chi^2(1) = 9.52, p < .01^{**}$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E8: William Dick vs. Blaine

	Control (ID) <i>Dick (427)</i>		City Year (ID) <i>Blaine (422)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	303	108 (35.6%)	210	97 (46.2%)	$\chi^2(1) = 5.75, p < .05^*$
Math	365	184 (50.4%)	247	114 (46.2%)	$\chi^2(1) = 1.07, ns$
ADA	377	177 (46.9%)	319	151 (47.3%)	$\chi^2(1) = 0.01, ns$
95% Attendance	377	55 (14.6%)	320	44 (13.8%)	$\chi^2(1) = 0.1, ns$
Fewer Suspensions	377	9 (2.4%)	320	19 (5.9%)	$\chi^2(1) = 5.66, p < .05^*$
Fewer Days suspended	377	11 (2.9%)	320	24 (7.5%)	$\chi^2(1) = 7.62, p < .01^{**}$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E9: Fels HS vs. Frankford HS

	Control (ID) <i>Fels (712)</i>		City Year (ID) <i>Frankford (701)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	540	282 (52.2%)	460	186 (40.4%)	$\chi^2(1) = 13.86, p < .01^{**}$
Math	510	202 (39.6%)	392	230 (58.7%)	$\chi^2(1) = 32.28, p < .01^{**}$
ADA	869	329 (37.9%)	901	344 (38.2%)	$\chi^2(1) = 0.02, ns$
95% Attendance	872	93 (10.7%)	906	129 (14.2%)	$\chi^2(1) = 5.19, p < .05^*$
Fewer Suspensions	872	232 (26.6%)	906	156 (17.2%)	$\chi^2(1) = 22.95, p < .01^{**}$
Fewer Days suspended	872	236 (27.1%)	906	161 (17.8%)	$\chi^2(1) = 22.13, p < .01^{**}$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E10: Bartram HS vs. South Philadelphia HS

	Control (ID) <i>Bartram (101)</i>		City Year (ID) <i>South Philadelphia (200)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	459	191 (41.6%)	377	152 (40.3%)	$\chi^2(1) = 0.14, ns$
Math	346	180 (52%)	363	125 (34.4%)	$\chi^2(1) = 22.35, p < .01^{**}$
ADA	777	293 (37.7%)	641	230 (35.9%)	$\chi^2(1) = 0.5, ns$
95% Attendance	779	112 (14.4%)	642	81 (12.6%)	$\chi^2(1) = 0.93, ns$
Fewer Suspensions	779	196 (25.2%)	642	138 (21.5%)	$\chi^2(1) = 2.63, ns$
Fewer Days suspended	779	207 (26.6%)	642	134 (20.9%)	$\chi^2(1) = 6.27, p < .05^*$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Table E11: Sayre HS vs. Overbrook HS

	Control (ID) <i>Sayre (110)</i>		City Year (ID) <i>Overbrook (402)</i>		Statistics ¹
	Total N ^a	Improved	Total N ^a	Improved	
English	204	96 (47.1%)	336	198 (58.9%)	$\chi^2(1) = 7.21, p < .01^{**}$
Math	169	90 (53.3%)	349	204 (58.5%)	$\chi^2(1) = 1.25, ns$
ADA	375	159 (42.4%)	597	246 (41.2%)	$\chi^2(1) = 0.14, ns$
95% Attendance	376	52 (13.8%)	597	100 (16.8%)	$\chi^2(1) = 1.49, ns$
Fewer Suspensions	376	87 (23.1%)	597	141 (23.6%)	$\chi^2(1) = 0.03, ns$
Fewer Days suspended	376	92 (24.5%)	607	147 (24.2%)	$\chi^2(1) = 0.01, ns$

¹Chi-square analyses examine the difference in the rate of improvement across groups (Control vs City Year); ns=not significant

^aThe total number of students in each cohort

Appendix F. Instruments

Student Survey

[Version 1: For K-8 students]

Your Opinion Matters!

Please take a few minutes to tell us what you think of City Year. Your feedback will be used to help improve City Year at your school. **Please be honest** – your answers will be kept strictly **confidential**.

How often does someone from City Year:	Never	Once in a while	1-2 times a week	3 or more times a week	Every Day
a. Help you in English/Language Arts .	N	1	2	3	4
b. Help you in math .	N	1	2	3	4
c. Talk to you about your attendance .	N	1	2	3	4
d. Talk to you about your behavior .	N	1	2	3	4

How much you agree or disagree with each statement below?	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Because of City Year:					
1. I think I can be a successful student	1	2	3	4	5
2. I want to learn a lot in school	1	2	3	4	5
3. I think I can get good grades	1	2	3	4	5
4. I am more excited about school	1	2	3	4	5
5. I want to pay attention and focus in school	1	2	3	4	5
6. I am more interested in learning	1	2	3	4	5
7. I think I "belong" at this school	1	2	3	4	5

	Very Unhappy (1)	Somewhat Unhappy (2)	Neutral (3)	Somewhat Happy (4)	Very Happy (5)
					
Overall, how happy or unhappy are you with the help and support you get from City Year?	1	2	3	4	5

How much has City Year helped you:	Not at all (1)	A little bit (2)	Somewhat (3)	Quite a bit (4)	A lot (5)
					
1. Complete your assignments and homework	1	2	3	4	5
2. Better understand what you're learning in class	1	2	3	4	5
3. Review and practice what you're learning in class	1	2	3	4	5
4. Know how to study better	1	2	3	4	5
5. Be more organized	1	2	3	4	5
6. Get better grades	1	2	3	4	5
7. Get to school on time	1	2	3	4	5
8. Improve your attendance	1	2	3	4	5
9. Improve your behavior	1	2	3	4	5

How much do you agree or disagree with each statement below.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
					
1. I like my City year	1	2	3	4	5
2. I have a good relationship with my City Year	1	2	3	4	5
3. My City Year cares about me	1	2	3	4	5
4. My City Year wants me to be successful .	1	2	3	4	5
5. I feel comfortable coming to my City Year with any problems or questions I may have.	1	2	3	4	5
6. My City Year understands me and my struggles.	1	2	3	4	5
7. My City Year listens to my issues and concerns.	1	2	3	4	5
8. My City Year helps me learn and grow as a student.	1	2	3	4	5
9. My City Year helps me solve problems .	1	2	3	4	5

TWO THINGS I LEARNED FROM MY CITY YEAR WERE:

The **BEST** part of City Year is:

If I could **CHANGE** one thing about City Year, it would be:

[Version 2: For 9th Grade]

Your Opinion Matters!

Please take a few minutes to tell us what you think of City Year. Your feedback will be used to help improve City Year at your school. **Please be honest** – your answers will be kept strictly **confidential**.

How often does someone from City Year:	Never	Once in a while	1-2 times a week	3 or more times a week	Every Day
a. Help you in English/Language Arts .	N	1	2	3	4
b. Help you in math .	N	1	2	3	4
c. Talk to you about your attendance .	N	1	2	3	4
d. Talk to you about your behavior .	N	1	2	3	4

How much you agree or disagree with each statement below?	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Because of City Year:					
1. I think I can be a successful student	1	2	3	4	5
2. I want to learn a lot in school	1	2	3	4	5
3. I think I can get good grades	1	2	3	4	5
4. I am more excited about school	1	2	3	4	5
5. I want to pay attention and focus in school	1	2	3	4	5
6. I am more interested in learning	1	2	3	4	5
7. I think I "belong" at this school	1	2	3	4	5
8. I am more likely to graduate from high school.	1	2	3	4	5
9. I am more likely to go to college .	1	2	3	4	5

	Very Unhappy (1)	Somewhat Unhappy (2)	Neutral (3)	Somewhat Happy (4)	Very Happy (5)
					
Overall, how happy or unhappy are you with the help and support you get from City Year?	1	2	3	4	5

How much has City Year helped you:	Not at all (1)	A little bit (2)	Somewhat (3)	Quite a bit (4)	A lot (5)	Not sure
						
1. Complete your assignments and homework	1	2	3	4	5	N
2. Better understand what you're learning in class	1	2	3	4	5	N
3. Review and practice what you're learning in class	1	2	3	4	5	N
4. Know how to study better	1	2	3	4	5	N
5. Be more organized	1	2	3	4	5	N
6. Get better grades	1	2	3	4	5	N
7. Get to school on time	1	2	3	4	5	N
8. Improve your attendance	1	2	3	4	5	N
9. Improve your behavior	1	2	3	4	5	N

How much do you agree or disagree with each statement below.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
					
1. I like City year corps members.	1	2	3	4	5
2. I have a good relationship with corps members	1	2	3	4	5
3. Corps members care about me	1	2	3	4	5
4. Corps members want me to be successful .	1	2	3	4	5
5. I feel comfortable coming to my corps members with any problems or questions I may have.	1	2	3	4	5
6. Corps members understand me and my struggles.	1	2	3	4	5
7. Corps members listen to my issues and concerns.	1	2	3	4	5
8. Corps members help me learn and grow as a student.	1	2	3	4	5
9. Corps members help me solve problems .	1	2	3	4	5

TWO THINGS I LEARNED FROM MY CITY YEAR WERE:
The BEST part of City Year is:
If I could CHANGE one thing about City Year, it would be:

Teacher Interview Guide

- To start off, I'm going to take you all the way back to the beginning of the year. And I want to ask you, to what extent you feel like City Year clearly communicated the role and responsibilities of corps members working in your classroom?
 - What did **you** do to establish expectations for corps members working in your classroom?
 - And so, I'm going to ask you to compare this to last year. Do you think the communication you received from City Year was better? Worse? About the same?

- Now can you describe for me the kinds of activities that corps members perform in your classroom?
 - **Probe:** math, literacy, behavior, attendance
 - Is that similar to the kinds of activities corps members performed last year?
 - Do you feel like corps members were prepared to provide that kind of support?
 - **Probe:** math, literacy, behavior, attendance, **classroom management**
 - Again, thinking back to corps members last year, do you the corps members this year were better prepared? Less prepared? Or about the same?
 - **Probe:** math, literacy, behavior, attendance, **classroom management**

- Are there any types of support or programs that you feel like are particularly effective for your students?

- **Probe:** grade level (elem or 9th)
 - **Probe:** subject area (math)
- And I guess, conversely, is there anything about what the corps members do that you feel like could be improved?
- Related to that, how do you work with corps members in your classroom?...What have you done to integrate corps members into your classroom?
 - **Probe:** Planning/sharing lesson plans; discussing students, **feedback**
- I know corps members are organized differently at different schools. Do you have a corps member assigned to your classroom? Or do corps members follow certain students?
 - Do you find that to be effective?
 - Is that the same structure as what you had last year?
- So, the last set of questions. I'm going to ask you to think about your overall experience with City Year this year as compared to last year.
 - Are there any changes you've noticed in City Year implementation last year, as compared to this year?
 - In terms of those changes, do you think they've been effective?
- [If applicable] Just one more question. One of the reasons we wanted to interview you was that you were working with a second year corps member. How do they compare to first year corps members? Are they more effective? Less effective? About the same? Or compare to corps members you've worked with previously?
- Ok – is there anything else you want to add? Any additional feedback or questions?

Thank you so much.

Supplemental Questions if time allows:

Something that City Year is looking in to is how they can better reach out to parents and families. Is this something you think that corps members could help with? Why or why not?

What's your sense of how other teachers feel about City Year at your school? How about the principal?

Principal Interview Guide

- To start off, I'm going to take you all the way back to the beginning of the year. And I want to ask you, to what extent you feel like City Year clearly communicated the role of corps members working in your school?
 - Is there other communication that you would have liked? Either at the start of the year or throughout?
 - And so, I'm going to ask you to compare that to last year. Do you think the communication you received from City Year was better? Worse? About the same?

- Are there things corps members do that you feel like are particularly effective for students in your school?
- And I guess, conversely, is there anything about what the corps members do at your school that you feel like could be improved?

- Related to that, do you feel like the corps members this year were well prepared to help your students?
 - **Probe:** math, literacy, behavior, attendance, **classroom management**
 - Corps members are described by City Year as 'near peers'. Do you feel like Corps members were prepared to serve as leaders or role models for your students?
 - Are there any other areas that you feel like corps members may need training in?
 - As compared to last year, do you feel like corps members this year were better prepared? Less prepared? Or about the same?

- I know corps members are organized differently at different schools. Do you have a corps member assigned to specific classrooms or do they follow students to different rooms throughout the day?
 - Do you find that to be effective?
 - Is that the same structure as what you had in place last year?
 - *If different:* How did you make the decision to change how corps members are organized? Do you find the structure this year to be more effective? Less effective? About the same?
 - **Probe:** Do teachers in your school request corps members? How do you match corps members to teachers?
 - Do you find that to be effective?

- So, the last set of questions. I'm going to ask you to think about your overall experience with City Year this year as compared to last year.
 - Are there any changes you've noticed in City Year implementation last year, as compared to this year?
 - In terms of those changes, do you think they've been effective?
 - As an administrator, is there anything you've done differently to incorporate corps members into your school?
 - Why did you make those changes?
 - Did you find them to be effective?
 - Thinking about this year and last year, are there things that you believe still need further development?

- [If applicable] One of the reasons we wanted to interview you was that you were working with second year corps members in your school.
 - How do they compare to first year corps members? Are they more effective? Less effective? About the same? As compare to corps members you've worked with previously?

- [If applicable] Just one more question. We were also interested in interviewing you because your school had City Year expanded to elementary grades.
 - How did you make the decision to expand City Year to the elementary grades?
 - Do you find City Year to be effective for elementary school students? How so?
 - Are there things corps members can do to better serve younger students?

- Ok – is there anything else you want to add? Any additional feedback or questions?

Thank you so much.

Supplemental Questions if time allows:

Something that City Year is looking in to is how they can better reach out to parents and families. Is this something you think that corps members could help with? Why or why not?

What's your sense of how your teachers feel about City Year at your school?

How do you work with the corps members in your school? What have you done to integrate them into school culture? What have teachers done?

Corps Member Interview Guide

1. The first question I'm going to ask you, is to tell me a bit about why each of you decided to become a corps member?
 - a. *[Second interviewee]* Was the same true for you?
2. Ok, so now that you're serving as a corps member can each of you tell me a bit about what a typical day is like?
 - a. Of the things you mentioned, what do you think is *most effective* for the students you work with?
 - b. What do you think is *least effective* or could be tweaked or improved?
 - c. What do you think is the *most challenging part of your job*?
 - i. **Probe:** Data collection/administrative work
3. It sounds like you do a lot. Can you tell us a bit about the kinds of training you've had to be prepared to serve in that role?
 - a. How well prepared do you feel to provide students with academic support?
 - b. How well prepared do you feel to provide students with socio-emotional and behavioral support?
 - c. Are there any areas in which you would have liked more training?
 - i. **Probe:** Training from City Year and from your partner school
 - ii. **Probe:** Training to work with specific school/student population
 - iii. **Probe:** Training to support classroom management
4. Can you tell me about how you work with the teacher(s) at [School Name]?
 - a. In the beginning of the year how did you set up expectations for your work?
 - i. **Probe:** Planning day-of or planning ahead
 - ii. **Probe:** Feedback from teachers/administration
5. Can you tell me a bit about how you work with other corps members in the school?
 - a. To what extent do you feel like you're supported in your role by team members? By City Year? By the school where you're working?

These questions are going to ask you about City Year more generally.

6. Has serving as a corps members met your expectations? In what ways?
7. Serving as a corps member, can you tell about what you think are the major contributions you offer to the students, teachers, and schools you work with?
8. What do you see as the major benefits of serving as a corps member?
9. What do you see as the draw backs of serving as a corps member?
10. If you had the power to, what about City Year would you most want to change?
11. Is there anything that you feel like City Year could do to better serve students and schools?
12. If you could talk to future corps members, what would you tell them? Or what is the number one piece of advice you would give them?

Ok – this last set of questions is for XXXX, because you’re serving as a second year corps member.

13. Why did you decide to serve a second year?

14. What’s different this year as compared to last year?

a. What about the City Year program has most changed from your first year to this year?

b. What about your experience in City Year has most changed from your first year to this year?

15. Are you glad that you decided to serve a second year? Is serving a second year what you expected it to be?

a. Is there anything City Year can do to improve the experience of second year corps members?

16. What would you tell other corps members considering serving a second year?

XXXX, I know it’s only your first year, but are you considering serving a second year?

That’s it for our questions. Is there anything else you’d like to share with us? Or tell us?

Other questions, if appropriate:

- How effective do you consider City Year to be for 3rd-5th or elementary aged students?
- How effective do you consider City Year to be 9th grade students or older students?