

**The School District of Philadelphia**

The Office of Research and Evaluation

# **City Year**

*Year 1 Evaluation Report, 2013-2014*

**September 2014**

The School District of Philadelphia  
City Year:  
*Year 1 Evaluation Report, 2013-2014*

By:  
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## Executive Summary

### *Introduction*

City Year is an education-focused nonprofit organization that partners with high needs public schools to enhance the quality of the learning environment in the areas of attendance, behavior, and course performance. This is achieved by deploying teams of City Year corps members to the schools. The expectation is that students who receive support from City Year corps members in the areas of English, math, attendance, and behavior will show growth in their academic and behavioral outcomes. With funding from the William Penn Foundation, City Year is being implemented in 11 high needs public schools within The School District of Philadelphia (SDP or District); targeted support is provided to at-risk students in grades 6 to 9. The Office of Research and Evaluation (ORE) is currently evaluating City Year's effectiveness in meeting the above goals for the 2013-2014 school year (SY) – Year 1— and extending into the 2014-2015 SY – Year 2.

### *Methods*

Based on the Logic Model (see Appendix A), formative and summative research activities were developed in order to address the following set of core evaluation questions:

#### **Fidelity of Implementation**

1. Students: How many students have participated in program activities? To what extent are students satisfied with program activities?
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 are the program plan and/or components meeting schools' needs?

#### **Impact**

4. Students: Do students in the program demonstrate improvements in academic (course grades, standardized testing) 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. Program: To what extent is the program perceived as offering scalable, high quality activities? How have schools changed as a result of the program?

The program evaluation plan for Year 1 (2013-2014) included both formative and summative evaluative elements. These elements were both quantitative and qualitative, and included the following:

<b>Method</b>	<b>Administration</b>	<b>Formative</b>	<b>Summative</b>
Teacher Surveys	December 2013 May 2014	✓	✓
Principal Surveys	December 2013 May 2014	✓	✓
Corps Members Surveys	December 2013 May 2014	✓	✓
Student Surveys	May 2014	✓	✓
Principal Interviews	March 2014	✓	✓
Teacher Interviews	April/May 2014	✓	✓
Student Focus Groups	May 2014	✓	
Student Activities Log	Monthly/Quarterly	✓	✓

In addition to the above, quantitative administrative data was gathered from the District's Enterprise Data Warehouse (EDW) and utilized to analyze the impact of the program on student outcomes, which included: Math and English Language Arts (ELA) final course marks, average daily attendance (ADA), and number of suspensions. See Appendix B for additional information regarding the evaluation matrix.

## Key Findings

### Implementation:

- All City Year teams provided tutoring, coaching, extended learning, and school-climate supports; however, there was considerable variation in the frequency and quality with which these activities were carried out.
- City Year was implemented with the most fidelity at the following schools: Tilden, Blaine, and Marshall. On the other hand, the frequency and quality of supports provided at Frankford HS, McMichael, South Philadelphia HS, and Childs were ranked the lowest across all 11 schools.
- Examining the characteristics of the program at high fidelity vs. low fidelity schools reveals the following notable differences:

<u>High Fidelity</u>	<u>Low Fidelity</u>
<ul style="list-style-type: none"> <li>➤ Early planning meetings</li> <li>➤ Principal and City Year team leader meet frequently to monitor program</li> <li>➤ Corps members are assigned to classrooms that match their interests and skill set; deliberate effort is made to create a ‘good fit’ between corps members and teachers</li> <li>➤ Corps members only support one teacher</li> <li>➤ Teachers receive direction from principal and/or City Year team leader on how to effectively integrate corps members into their classrooms</li> <li>➤ Principal and teachers share in the idealism of the program and value the one-on-one academic supports provided by City Year</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lack of early planning meetings</li> <li>➤ Infrequent meetings between principal and City Year team leader</li> <li>➤ Corps members are assigned to classrooms based on need; corps members’ interests and background are not well-aligned to classrooms</li> <li>➤ Corps members are over-extended and lack necessary training to address students’ needs and to tutor in unfamiliar subject areas (e.g., math)</li> <li>➤ Teachers are unclear on how to effectively utilize corps members in their classrooms</li> <li>➤ Principal and teachers value the socio-emotional support provided by City Year but are dubious that corps members have the necessary training to support students academically</li> </ul>

- Most teachers were pleased with City Year’s supports in the classroom, particularly because corps members provide “another pair of eyes and ears” to monitor and engage students one-on-one. Teachers who were faced with a larger classroom size in 2013-2014 were particularly grateful to have “another adult” to support students. However, all teachers identified two important barriers to effective implementation of corps members: 1) lack of content knowledge and 2) lack of classroom management and/or leadership skills.
- Teacher interviews and teacher survey data shed light on the following best practices for the implementation of City Year in SDP schools:

### **Best Practices**

- Corps members who are **college graduates are more effective** in the classroom than corps members who are high school graduates. Teachers suggest that recent high school graduates may lack the maturity needed to tutor and mentor high needs students.
- Corps members who are **matched to classrooms that are well-aligned to their backgrounds (i.e. a recent math major in a math classroom) are most effective** at contributing to classroom instruction and lesson planning. Teachers who are most satisfied with City Year indicate that their corps members have specific content knowledge in the subject.
- Corps members who are rated the most positively by teachers are described as **independent and self-directed**. Teachers value corps member who take initiative in the classroom and need little guidance on how to effectively interact with students.
- Teachers who communicate **clear expectations** to their corps members at the beginning of the school year are more satisfied with the support that they receive from City Year. Veteran teachers are more likely to maximize the support that they receive from corps members; first year teachers may initially struggle with knowing how to best utilize corps members' supports.
- Teachers are more likely to build positive, working relationships with corps members when they are **assigned to their classrooms only as opposed to rotate** with students to multiple classrooms. Corps members who work exclusively with one teacher are perceived as being more impactful than corps members who work with multiple teachers throughout the school day.

### **Impact**

- On the whole, City Year promotes improvements in student attendance and behavior, as measured by average daily attendance and number of suspensions. There were no statistically significant improvements in academics when English and math grade progress were analyzed across all students receiving City Year supports.
  - However, aggregate analyses of academics obscure differences between grade levels; for instance, 7<sup>th</sup> and 8<sup>th</sup> grade students were more likely to improve their English grades.
  - Students in 9<sup>th</sup> grade have a negative impact on aggregate results, since they appear to struggle in all areas of measurement, experiencing sometimes significant decreases in performance.
  - Tilden, Franklin, Kelly, Feltonville, and Frankford saw improvements in academic progress compared to matched comparison schools; Childs, McMichael, and Marshall saw improvements in attendance and/or reduced suspensions per student.
  - In general, higher dosages of programming result in greater improvements in academics and behavior, or in some cases, less severe decreases in areas that prove especially challenging.
- There is no evidence to suggest that City Year programming improves student performance on standardized tests, as compared to the comparison group.
- In aggregate, City Year is effective at enhancing students' self-efficacy and their intentions to persist towards graduation. That is, as a result of City Year, students feel

more confident that they can become a successful student, graduate from high school, and persist towards college.

- Despite these positive findings, City Year may not have been as effective at enhancing student engagement and a sense of belonging; in particular, 9<sup>th</sup> grade students exhibited below optimal ratings.
- Differences in survey outcomes exist between schools. Students at Tilden, Kelley and Blaine reported the highest student averages across most survey constructs; students at Frankford, South Philadelphia, and Overbrook reported the lowest averages.
- In general, two factors influence students' academic, behavior, and psychosocial outcomes: 1) frequency of support (e.g., dosage) and 2) grade level. That is, students who receive intensive support from City Year and students in grades 7 and 8 are more likely to be positively impacted by the program.

## *Recommendations*

Based on the report's findings, the following steps would help to improve City Year implementation and programming in the District:

- Clearly define and communicate the roles and responsibilities of City Year corps members to students and teachers at the beginning of the year.
- Assign more corps members who are skilled at tutoring students in math and English.
- Utilize empirically validated techniques to enhance student engagement and belongingness. For example, Cohen, Garcia, Apfel, and Master (2006) found that a 15-20 minute writing exercise in which students reflected on their core personal values increased students' sense of social belonging in school and led to an increase in GPA.
- Provide workshops, presentations, and informational materials on the following topics: 1) transitioning to high school, 2) preparing for college, and 3) reducing instances of bullying and/or harassment.
- Tailor City Year supports and activities to both 6<sup>th</sup> and 9<sup>th</sup> grade students to meet their particular needs (i.e., transitioning and adapting to middle and high school.)
- Offer additional support to the City Year high schools (Frankford, South Philadelphia, and Overbrook) that ranked below average on psychosocial survey outcomes.
- Provide more training and monitoring of corps members to ensure consistent quality and dosage of support across schools.
- Improve teacher 'buy in' by clearly articulating the benefits of the program and offering a model for effective implementation of corps members in the classroom (i.e., Best Practices guide).

## **Introduction**

City Year is an education-focused nonprofit organization that partners with 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 public schools, as well as targeting at-risk students for individualized attention in English, math, attendance and behavior. The expectation is that the targeted students, who are identified as high risk for dropping out, will show growth in these areas. Students who entered the academic year with one or more of the following Early Warning Indicators (EWIs) were identified by City Year as being at a high risk for dropping out:

- 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 (ELA)

In 2013-2014, the Office of Research and Evaluation (ORE) at SDP was provided funding by the William Penn Foundation to evaluate City Year in eight elementary/middle schools and three high schools, for a total of 11 schools:

Schools	Grades	City Year Partnership (number of years)
Benjamin Franklin	6-8	4
Feltonville	6-8	5
Frankford HS	9	2
George W. Childs	6-8	1
James G. Blaine	6-8	1
Morton McMichael	6-8	1
Overbrook HS	9	11
South Philadelphia HS	9	11
Thurgood Marshall	6-8	3
William D. Kelley	6-8	1
William Tilden	6-8	6

As noted in the table above, seven out of the 11 schools have received City Year services for two or more years; four schools are receiving City Year services for the first time in 2013-2014.

This is the first year that ORE has evaluated the City Year program. Because previous evaluation reports (e.g., RFA-CYGP Report, March 2013) stressed the importance of focusing on qualitative research to understand the implementation of the program, the current evaluation report for the 2013-2014 academic year places a heavy emphasis on assessing the fidelity of implementation. Examining implementation 1) provides a more nuanced understanding of findings, 2) identifies challenges and successes, and 3) connects program implementation with student performance outcomes.

## 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 that determine the likelihood that a student will drop out: poor attendance, poor behavior, and course failure in English and/or math. City Year places full-time, trained young adults in schools to provide struggling students with individualized attention to get them back on track to graduate.

In collaboration with education researchers and practitioners, City Year designed and launched the WSWC intervention model in 2006. The model addresses students' Early Warning Indicators by placing diverse teams of 8-20 corps members in low performing urban schools for a full academic year to support student and 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 Programming focused on homework completion and enrichment programming.

City Year develops corps member's 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.

## Methods

SDP's Office of Research and Evaluation conducted the 2013-2014 SY evaluation of City Year, which will continue through 2014-2015. In an effort to assess program outcomes and compile evidence to support continued funding of the program, the William Penn Foundation requested that ORE develop and implement a plan for evaluation. The evaluation plan is designed to provide objective feedback of both fidelity of implementation and impact on student outcomes. The evaluation of the project emanates from the logic model (see Appendix A) and is designed to provide ongoing, formative feedback as well as a summative evaluation. A mixed-methods, quasi-experimental research design is utilized to evaluate City Year. As shown in Table 1 below,

Each SDP school receiving City Year programmatic support was matched with at least one comparison or “control” school in order to estimate the causal impact of the program on its target population by controlling for systemic or student-related characteristics. Matching was based on graduation rates, percentage of students with disabilities, special education and English Language Learner (ELL) students, number of total enrolled students, and 2013 Pennsylvania System of School Assessment (PSSA) Reading and Math scores. See Appendix G for more details regarding the process for matching control and intervention schools, and for information about how Propensity Score Matching may be used for the Year 2 evaluation.

Table 1. Matched Schools

<b>Intervention Schools</b>			
<b>Schools</b>		<b>Dosage</b> <sup>1</sup>	<b>Control/Matched Schools</b>
1. Blaine K-8 (422)		1	Dick K-8 (427)
2. Childs K-8 (226)		1	Jackson K-8(251)
3. Ben Franklin ES (728)		4	Finletter K-8 (727)
4. Feltonville Arts and Sciences (750)		5	Clemente MS (773)
5. Frankford HS (701)		2	Fels HS (712)
6. WD Kelley K-8 (456)		1	Duckrey K-8 (446)
7. Thurgood Marshall ES (550)		3	Olney K-8 (740)
8. Morton McMichael ES (136)		1	Bryant K-8 (123)
9. Overbrook HS (402)		11	Sayre HS (110)
10. South Phil. HS (200)		11	Bartram HS (101)
11. Tilden MS (113)		6	Wagner MS (713)

<sup>1</sup>Number of years that City Year has offered programmatic support. School ID numbers are provided in parentheses.

It is important to note that the number of years that City Year has offered programmatic support varies across the intervention schools. That is, of the 11 schools, six have collaborated with City Year for more than two years; five schools received City Year programmatic support for two or less years. Given the variability in dosage, the current report will touch upon differences between *low dosage schools*—two years or less—and *high dosage schools*—more than two years—where appropriate.

## Research Questions

Based on the Logic Model (see Appendix A), formative and summative research activities were developed in order to address the following set of core questions:

### Fidelity of Implementation

1. Students: How many students have participated in program activities? To what extent are students satisfied with program activities?

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 are corps members adequately trained to support schools? To what extent are the program plan and/or components meeting schools' needs?

### **Impact**

4. Students: Do students in the program demonstrate improvements in academic (English/ELA and math course grades, PSSAs) 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. Program: To what extent is the program perceived as offering scalable, high quality activities? How have schools changed as a result of the program?

### **Evaluation Activities**

Formative elements were primarily qualitative, and included interviews and focus groups with principals, teachers, and students. Summative evaluative tools included teacher surveys, principal/administrator surveys, student surveys, and activity log data. Finally, quantitative administrative data was gathered from the District's EDW and utilized to analyze the impact of the program on student indicators, which included: PSSA scores in reading and math, final course grades in math and English, attendance and suspensions.

### **Interviews and Focus groups**

As part of the formative evaluation of the program, staff from SDP's ORE conducted interviews with principals (February/March 2014) and teachers (April/May 2014); likewise, a focus group was conducted with students receiving targeted supports (May 2014):

**Principals:** ORE researchers conducted interviews with principals from all 11 schools in February and March 2014 to gauge their opinion of City Year and to investigate the extent to which the program is meeting schools' needs. See Table 2. Interviews were semi-structured and intended to be conversational between the principal and the interviewer. Each interview lasted approximately 30-45 minutes. All of the interviews were audio-taped based upon the consent of the principal; researchers also took supplemental notes to capture notable points in the interview. Principals' responses were sorted into broad coding categories. The coding categories and themes were guided by the evaluation questions and also emerged iteratively from the data. Data analysis proceeded by moving back and forth between individual cases and the more general view across cases (Maxwell, 2004).<sup>1</sup> Because the number of years that City Year has provided programmatic support varies across schools (see Table 2), the analysis also explored differences in responses between principals who have collaborated with City

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<sup>1</sup> Maxwell, J.A. (2004). *Qualitative Research Design: An Iterative Approach*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

Year for more than two years (high dosage schools, n=6) and principals who have collaborated with City Year for less than two years (low dosage schools, n=5).

Table 2. Summary of Principals Interviewed

Principal*	School*	City Year Partnership <sup>a</sup>	Interview Date (month year)
Principal A	School A	1	February 2014
Principal B	School B	4	February 2014
Principal C	School C	1	February 2014
Principal D	School D	2	February 2014
Principal E	School E	5	February 2014
Principal F	School F	1	February 2014
Principal G	School G	11	March 2014
Principal H	School H	3	February 2014
Principal I	School I	6	February 2014
Principal J	School J	1	March 2014
Principal K	School K	11	March 2014

\*To ensure confidentiality, principals and schools were randomly assigned case letters. <sup>a</sup>City Year Partnership refers to the number of years that City Year has provided services to schools.

**Teachers:** ORE researchers conducted interviews with teachers from the 11 schools in April-June 2014 to gauge their opinion of City Year and to investigate how corps members were being implemented in their classrooms. Two teachers from each school, who were working with corps members in their classrooms, were randomly contacted to participate in the interviews. In total, 19 teachers across 11 schools were interviewed. See Table 3. <sup>2</sup> The interview sessions were recorded, transcribed, and analyzed for common and divergent themes using best practices in qualitative data analysis (Maxwell, 2004). The analysis also explored differences in responses between teachers who have collaborated with City Year for two or more years (*veteran teachers*) and teachers who have collaborated with City Year for less than two years (*first year teachers*). Of the 19 teachers interviewed, 10 were first year and 9 were veteran teachers (see Table 3).

Table 3. Summary of Teachers Interviewed

Teacher*	School*	City Year Partnership <sup>a</sup>	Interview Date (month year)
Teacher A1	School A	1	April 2014
Teacher A2		1	May 2014

<sup>2</sup> The initial interview protocol involved randomly selecting two teachers who work with City Year corps members from each school (22 total) to interview; the data presented in this report summarizes interviews from 19 teachers who agreed to participate in the study. Three teachers did not respond to repeated requests to participate in the interviews.

Teacher B1	School B	5	April 2014
Teacher B2		2	April 2014
Teacher C1	School C	1	June 2014
Teacher D1	School D	3	April 2014
Teacher D2		1	May 2014
Teacher E1	School E	4	April 2014
Teacher F1	School F	1	May 2014
Teacher F2		1	April 2014
Teacher G1	School G	1	May 2014
Teacher G2		1	May 2014
Teacher H1	School H	5	May 2014
Teacher H2		4	May 2014
Teacher I1	School I	3	May 2014
Teacher I2		1	May 2014
Teacher J1	School J	1	May 2014
Teacher J2		3	June 2014
Teacher K1	School K	4	April 2014

\*To ensure confidentiality, teacher and schools were randomly assigned case letters. <sup>a</sup> City Year Partnership refers to the number of years that teachers worked with City Year corps members.

**Students:** In May 2014, one randomly selected student receiving supports (e.g., tutoring, coaching) from City Year corps members from each school was invited to participate in a focus group facilitated by two ORE researchers. The focus group was conducted at a Literacy Carnival at South Philadelphia High School. This event marked a unique opportunity to assemble all students receiving City Year supports; students participated voluntarily and were provided refreshments in appreciation for their time. Table 4 shows that, with the exception of South Philadelphia, one student from each school participated in the focus group. The focus group was intended to assess students' reactions to City Year supports, as well as gauge the extent to which the program enhanced their psychosocial, academic, and behavioral outcomes. Following best practices in qualitative data analysis (Maxwell, 2014), the focus group session was recorded, transcribed, and analyzed for common and divergent themes.

Table 4. Summary of focus group student participants (May 2014)

Schools	Focus Group Participants	Grade
Ben Franklin	1	7
Feltonville	1	6
Frankford HS	1	9
Childs	1	6
Blaine	1	8
McMichael	1	7
Overbrook HS	1	9
South Philadelphia HS	0	--
Marshall	1	8

Kelley	1	7
Tilden	1	6
<b>Total</b>	<b>10</b>	

## Surveys

Three populations were surveyed in December 2013 and May 2014: Principals/administrators, teachers, and students receiving tutoring, coaching, or after-school support from the program. The principal/administrator and teacher surveys were administered electronically at mid-point (December 2014) and at the end of the academic year (May 2014). See Tables 5 and 6.

Principal and teacher surveys 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.

Table 5. Summary of principals/administrators surveyed, Mid-Year (December 2014) and End-of-Year (May 2014)

Schools	Mid-Year		End-of-Year	
	n	% of total	n	% of total
Ben Franklin	1	5%	1	5%
Feltonville	3	15%	3	16%
Frankford HS	2	10%	2	11%
Childs	1	5%	1	5%
Blaine	2	10%	2	11%
McMichael	3	15%	3	16%
Overbrook HS	1	5%	1	5%
South Philadelphia HS	2	10%	1	5%
Marshall	2	10%	2	11%
Kelley	2	10%	2	11%
Tilden	1	5%	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>19</b>	<b>100%</b>

Table 6. Summary of teachers surveyed, Mid-Year (December 2014) and End-of-Year (May 2014)

Schools	Mid-Year		End-of-Year	
	n	% of total	n	% of total
Ben Franklin	9	13%	9	12%
Feltonville	12	17%	12	16%
Frankford HS	7	10%	7	9%
Childs	6	8%	6	8%
Blaine	3	4%	5	7%
McMichael	6	8%	5	7%
Overbrook HS	8	11%	6	8%
South Philadelphia HS	5	7%	6	8%
Marshall	4	6%	5	7%
Kelley	5	7%	8	11%
Tilden	6	8%	6	8%
<b>Total</b>	<b>71</b>	<b>100%</b>	<b>75</b>	<b>100%</b>

Note. Teachers who work with corps members in their classrooms were invited to complete the mid-year and end-of-year surveys.

Student surveys were administered in May 2014 to students receiving tutoring, coaching and/or extended learning time (e.g., after-school tutoring) supports from City Year. The survey provided evaluators with data that could be used to assess both the implementation of the program as well as the impact on students’ psychosocial attitudes. The response rate across all schools was 77%. Three schools— Tilden, Frankford, and Overbrook — had response rates below 77%. By contrast, three schools— Childs, Blaine, and Marshall— achieved response rates above 90%. See Table 7.

Table 7. Summary of student surveyed, End-of-Year (May 2014)

Schools	# of Survey Respondents	Total # of Students Receiving City Year Supports (e.g., Tutoring, Coaching)	Survey Response Rate
Ben Franklin	89	100	89%
Feltonville	190	217	88%
Frankford HS	71	137	52%
Childs	80	88	91%
Blaine	90	95	95%
McMichael	61	72	85%
Overbrook HS	66	114	58%
South Philadelphia HS	82	98	84%
Marshall	80	86	93%
Kelley	70	91	77%
Tilden	45	98	46%
Total	924	1,196	77%

### Student Activity Log Data

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 6-9 were recorded using monthly spreadsheets. This data was used to capture the dosage and reach of program supports and activities.

### Student Administrative Data

Evaluators utilized a quasi-experimental design to assess the extent to which the program impacted students. A comparison group was created by matching intervention schools with other SDP schools based on the following criteria: location, enrollment for 2012-2013 and 2013-2014, the percentage of students considered economically disadvantaged, English Language Learners or Special Education, and the percent of students who scored proficient or advanced on the PSSA Reading and Math exam in 2013. Student achievement (math and English grades and PSSA Reading and Math scores), attendance, and discipline data were compared to data from the matched schools. Baselines for both control and interventions groups were

established using 2012-2013 end-of-year data. Improvements in achievement and behavior from 2012-2013 to 2013-2014 were compared across control and intervention students.

## Findings

### *Chapter 1: Fidelity of Implementation*

Research suggests that without evidence that a program has been implemented properly, it is difficult to determine whether a program is meeting its intended goals and outcomes (Kovaleski et al., 1999).<sup>3</sup> In fact, a recent review by Dusenbury et al (2003)<sup>4</sup> found that the lack of program fidelity is one of the primary explanations for the failure of education interventions. During 2013-2014, City Year strived to maintain the integrity of its WSWC model. However, prior to 2013-2014, the District encountered budgetary impediments that may have challenged the implementation of City Year. For instance, last minute budget and staff cuts made it difficult for City Year to schedule early planning meetings with school leadership. That is, in 2013-2014, teacher and staff positions were eliminated, including school nurses, administrative assistants, and counselors; additionally, 24 schools closed, necessitating the redistribution of students to other “receiving” schools.

As mentioned previously, as part of the WSWC model, City Year set forth to provide students with the following supports:

- Academic Supports: English and math tutoring four days per week to a targeted group of students
- Behavioral Supports: Behavior and attendance coaching to a consistent group of students
- Extended Learning Time Support (e.g., afterschool homework help)
- School Climate Activities

This chapter examines the extent to which the abovementioned supports were implemented across schools in a challenging District environment. Likewise, it examines the frequency (e.g., dosage) and reach of activities offered as a means of assessing fidelity of implementation. Student, teacher, and principal feedback via surveys and interviews were utilized to further examine how well activities and supports were implemented in schools.

### **1. Students: How many students have participated in program activities? To what extent are students satisfied with program activities?**

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<sup>3</sup> Kovaleski, J. Gickling, E., Morrow, H., & Swank, P. (1999). High versus low implementation of Instruction Support Teams: A case for maintaining program fidelity. *Remedial and Special Education, 20*, 170-183.

<sup>4</sup> Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research, 18*, 237-256.

## Academic Supports

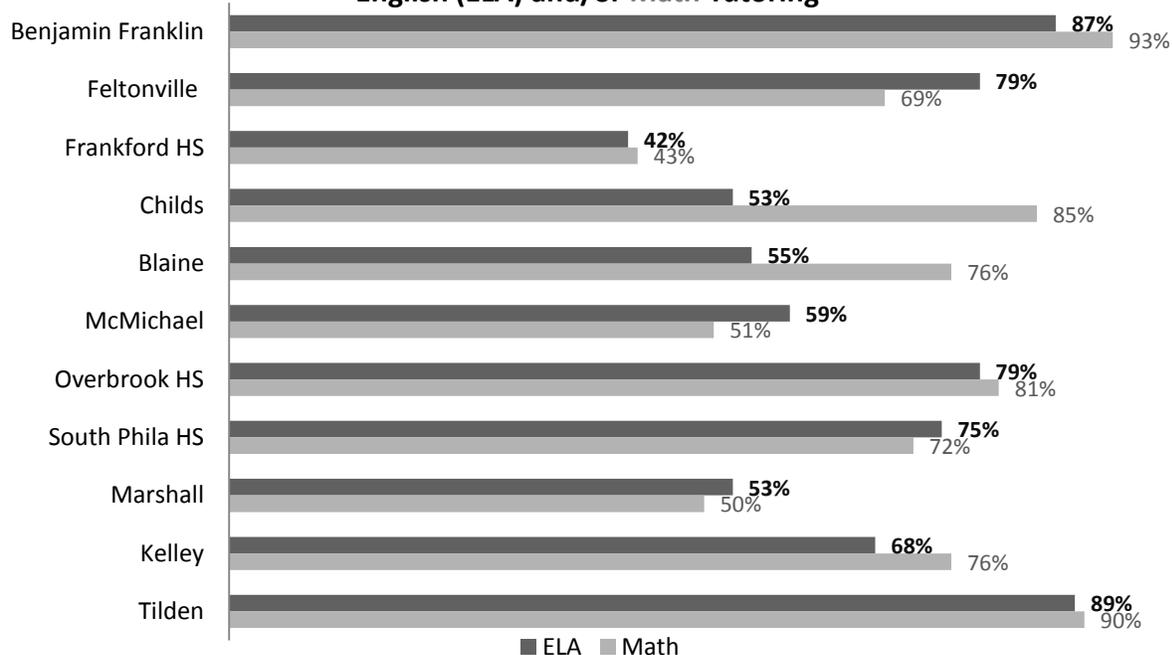
In 2013-2014, City Year provided tutoring in English and math to over 600 students across 11 schools. Table 8 and Figure 1 display the number of students from each school receiving tutoring support, as well as the average number of hours and the percentage of students who received at least 15 hours of tutoring. As a general guideline, the City Year team determined that 15 hours was the minimum threshold for effective implementation. The data reveals the following:

- There is large variation in the percentage of students who received at least 15 hours of English and math supports. The percentages across schools range from 93% of students at Franklin (math tutoring) to 42% of students at Frankford (English tutoring).
- The schools with the highest percentage of students receiving at least 15 hours of English or math tutoring were Franklin, Tilden, and Overbrook; interestingly, while over 85% of students at Childs received at least 15 hours of math tutoring, only 53% received at least 15 hours of English tutoring.
- The schools with the lowest percentage of students receiving at least 15 hours of English or math tutoring were: Frankford HS, Marshall, and McMichael.

Table 8. 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	47	18	87%	28	17	93%
Feltonville	73	18	79%	96	16	69%
Frankford HS	83	12	42%	96	11	43%
Childs	30	13	53%	46	21	85%
Blaine	85	15	55%	41	15	76%
McMichael	34	13	59%	39	12	51%
Overbrook HS	57	21	79%	59	20	81%
South Philadelphia HS	48	19	75%	74	16	72%
Marshall	40	13	53%	38	15	50%
Kelley	65	16	68%	50	16	76%
Tilden	38	18	89%	41	18	90%
Total	600	16	66%	608	16	69%

**Figure 1. Percentage of Students who received 15 or more hours of English (ELA) and/or Math Tutoring**



### Behavioral Supports

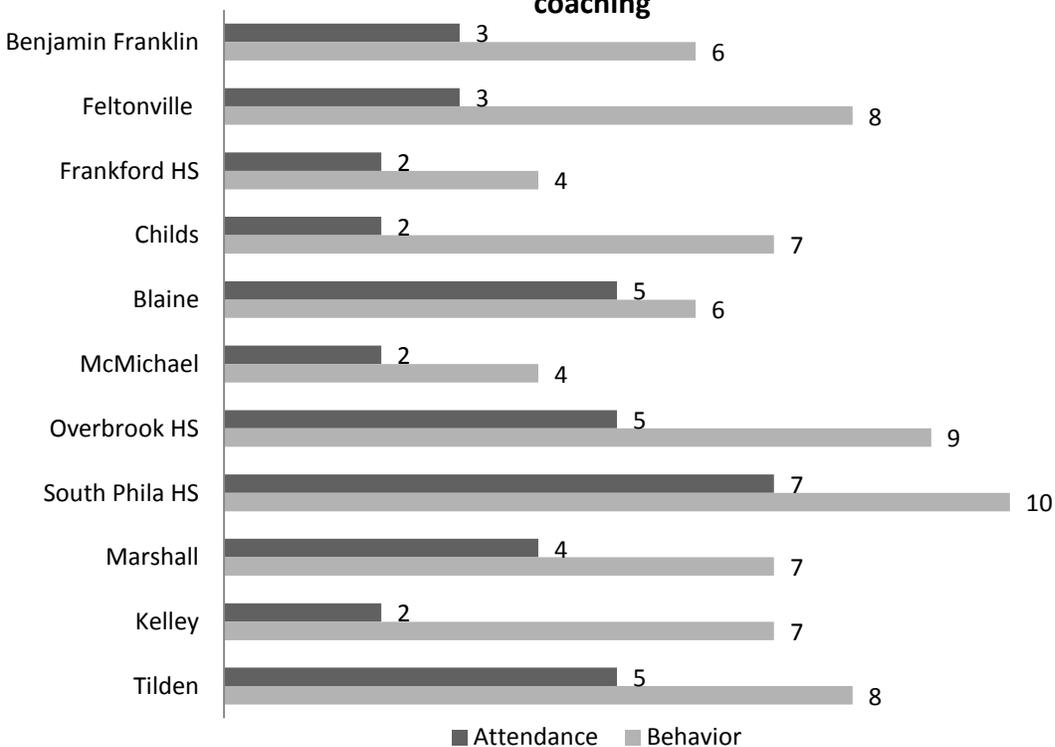
Across all 11 schools, 486 students were provided attendance and/or behavior coaching. Table 9 and Figure 2 display the number of students from each school receiving coaching, as well as the average number of hours and the percentage of students who received at least 15 hours of coaching. The data reveals the following:

- On average, behavior coaching was provided at a higher dosage across the 11 schools than attendance coaching. On average, students received seven hours of behavior coaching and only four hours of attendance coaching.
- The schools receiving the highest dosage of attendance or behavior coaching were: South Philadelphia, Overbrook, and Tilden.
- The schools receiving the lowest dosage of attendance or behavior coaching were: McMichael, Frankford, and Franklin.

Table 9. 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	27	3	0%	26	6	0%
Feltonville	80	3	0%	62	8	6%
Frankford HS	69	2	0%	86	4	0%
Childs	30	2	0%	25	7	0%
Blaine	42	5	5%	30	6	7%
McMichael	26	2	0%	25	4	0%
Overbrook HS	56	5	2%	46	9	7%
South Philadelphia HS	55	7	11%	61	10	23%
Marshall	35	4	0%	25	7	0%
Kelley	38	2	0%	32	7	0%
Tilden	28	5	0%	29	8	3%
Total	486	4	2%	447	7	5%

Figure 2. Average number of hours, attendance and/or behavior coaching



## Extended Learning Time

Across all 11 schools, 1,613 students were provided with extended learning time, which consisted of after-school homework assistance and enrichment programming. Table 10 and Figure 3 display the number of students from each school participating in extended learning time, as well as the average number of days and the range of days (min, max). The data reveals the following:

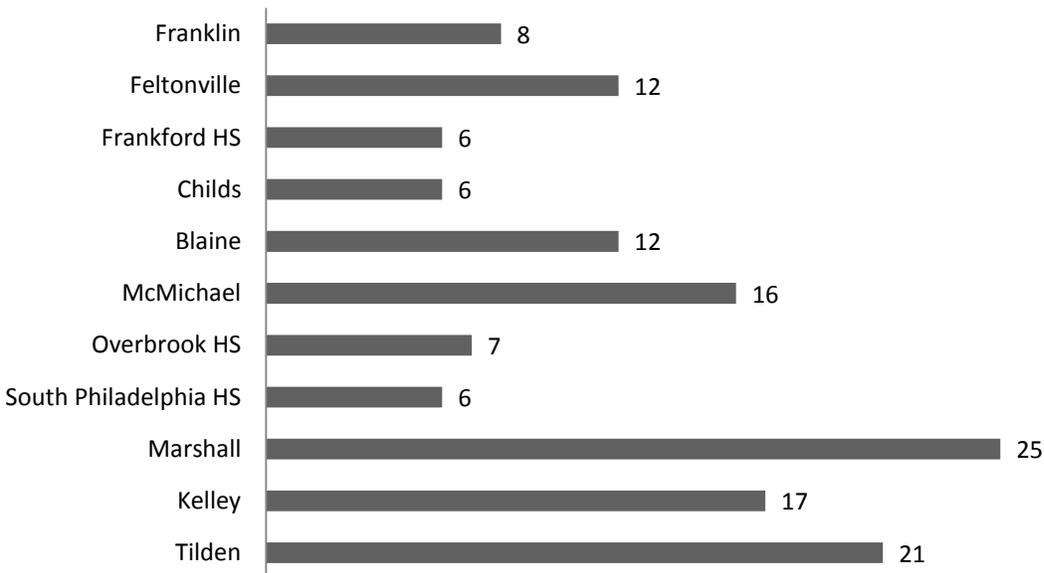
- There is large variation in the dosage of extended learning time provided across schools. The number of days spent in extended learning time range from 6 days at Frankford, Childs, and South Philadelphia to 25 days at Marshall.
- The schools receiving the highest (average) dosage of extended learning time were: Marshall, Tilden and McMichael.
- The schools receiving the lowest (average) dosage of extended learning time were: Frankford, Childs, and South Philadelphia.

Table 10. Descriptive Statistics of Extended Learning Time per School

	Extended Learning Time			
	n	Average Days <sup>a</sup>	Min Days <sup>a</sup>	Max Days <sup>a</sup>
Benjamin Franklin	107	8	1	45
Feltonville	238	12	1	50
Frankford HS	238	6	1	39
Childs	162	6	1	52
Blaine	100	12	1	68
McMichael	90	16	1	78
Overbrook HS	181	7	1	35
South Philadelphia HS	100	6	1	19
Marshall	102	25	1	80
Kelley	105	17	1	63
Tilden	190	21	1	84
<b>Total</b>	<b>1,613</b>	<b>12</b>	<b>1</b>	<b>84</b>

<sup>a</sup>Data was calculated per student.

**Figure 3. Average number of days, extended learning time**



### School-wide Activities

Using a monthly activity tracker, the number of school-wide events was documented for each school. In an effort to organize these activities, the following 10 categories were utilized:

- **Academic:** activities aimed at increasing literacy and math knowledge. For instance, in April 2014, City Year engaged Blaine students in interactive, in-class sessions on the history of social movements in Strawberry Mansion. A Jeopardy-style game was used to test students' knowledge of the Civil Rights Movement.
- **Attendance:** activities aimed at increasing attendance. For instance, in May 2014, City Year awarded donuts and bagels to the first 50 Overbrook HS students to arrive.
- **Behavior:** activities aimed at encouraging pro-social behavior (e.g., cooperation, courtesy). For instance, in November 2013, City Year engaged male students at Feltonville with team building competitions (e.g., Tower Building). These activities promoted relationship building, teamwork, and self-reflection.
- **School Visit:** activities involving outside speakers or visits from City Year teams or other stakeholders. In November 2013, Duane Morris—a law firm based in Philadelphia—toured Tilden and engaged in a roundtable with City Year corps members. The tour and dialogue were intended to assess how Duane Morris could provide additional supports to the school.
- **Community Service:** activities aimed at engaging students in volunteer work to benefit the community. For instance, in October 2013, Blaine students worked in the community garden to prepare vegetation for winter and to repair the greenhouse.

- **Career Event:** activities aimed at expanding awareness of career opportunities and career trajectories. For instance, in May 2014, Kelley students played a ‘Game of Life’ with corps members where they explored careers, salaries, and degree requirements.
- **High School:** activities intended to help students transition to high school. For instance, 8<sup>th</sup> grade students at Kelley attended an informational workshop in May 2014 to discuss high school expectations and course requirements for college.
- **College:** activities aimed at assisting students in the transition to college. For instance, in May 2014, Frankford students engaged in a college resume workshop led by the Community College of Philadelphia.
- **Parent Engagement:** activities aimed at engaging parents in their children’s education. For instance, in September 2013, City Year corps members gave a presentation to Tilden parents during Back-to-School night to increase awareness of extracurricular activities and academic supports within the school.
- **Climate/Other:** extracurricular activities or other activities intended to generate positive school climate. For instance, in October 2013, City Year corps members joined Frankford students in supporting the school’s football team during Homecoming week.

The data presented in Table 11 suggests wide variability in the implementation of school-wide activities. For instance, approximately 48 school-wide activities occurred at Blaine, Childs, and Frankford. By contrast, less than 20 school-wide activities occurred at Tilden, South Philadelphia, and Feltonville. Across all schools, the most frequently occurring activities were related to enhancing academics, attendance, behavior and general school climate. However, activities related to parent engagement, college and high school transition, and career awareness were implemented with less frequency.

Table 11. Total # of School-Wide Activities per School

	Academic	Attendance	Behavior	School Visit	Community Service	Career Event	High School	College	Parent Engagement	Climate/Other	Total
Blaine	8	18	8	2	4	2	1	--	1	4	48
Childs	9	11	9	3	1	5	1	--	--	10	49
Feltonville	5	2	7	1	--	--	1	--	--	1	17
Frankford HS	16	10	3	5	3	1	--	3	2	5	48
Franklin	3	4	2	3	1	--	2	--	--	6	21
Kelley	5	3	2	4	5	3	4	1	--	12	39
Marshall	8	6	4	--	3	3	3	--	--	2	29
McMichael	4	7	9	3	1	1	1	1	--	5	32
Overbrook HS	8	3	4	4	1	1	--	3	1	2	27
Southern Philadelphia HS	3	4	2	--	1	1	--	2	--	3	16
Tilden	2	3	2	1	2	--	1	--	--	3	14
<b>Total</b>	<b>71</b>	<b>71</b>	<b>52</b>	<b>26</b>	<b>22</b>	<b>17</b>	<b>14</b>	<b>10</b>	<b>4</b>	<b>53</b>	<b>340</b>

Note. Data derived from City Year monthly activity tracking sheets.

## Student Feedback

In May 2014, an end-of year feedback form was disseminated to students who received English tutoring, math tutoring, attendance coaching, behavior coaching, and/or after school support from City Year during 2013-2014. The end-of-year survey was designed to assess students' reactions to City Year. Specifically, students were asked to rate their satisfaction with City Year supports and the quality of mentoring. In addition to deploying a student survey to gauge student satisfaction, ORE researchers also conducted a focus group with a randomly selected group of students who received City Year supports. The focus group was designed to add additional contextual information to further assess students' opinions of City Year. The focus group protocol was guided by the following questions:

### **Perceptions of Support:**

On a scale of 1 to 5 (1 being not at all helpful and 5 being very helpful), how would you rate your City Year mentor?

In what ways did your City Year mentor help you become a successful student?

### **Most and least helpful:**

If you had to pick the most helpful thing that City Year has done to make you a better student, what would that be? Least helpful?

How would you improve City Year at your school?

### **Barriers:**

What challenges are you currently facing at school?

How can City Year help you to overcome or address some of these challenges?

When asked to rate their satisfaction with the mentoring received from City Year corps members, nearly 84% of students said that they were either "satisfied" or "very satisfied." See Table 12. When further asked to rate the quality of the mentoring, students generally indicated that they felt comfortable approaching corps members with questions and perceived them as helpful and effective at listening to issues and concerns. Despite these positive ratings, additional attention may be needed in helping a few corps members understand and relate to students' unique challenges; approximately 33% of students were dubious that their corps member understood their struggles. See Table 13.

Table 12. Satisfaction, Student Survey (n=898)

	Mean	Assessment <sup>1</sup>	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)	N/A
How satisfied are you with the mentoring and support you receive from City Year?	4.32	Good 😊	1%	2%	11%	34%	50%	2%

<sup>1</sup>Assessment= Good: At or Above 4.0; Attention: Below 4.0; Action: Below 3.5. Highest percentages are highlighted in grey.

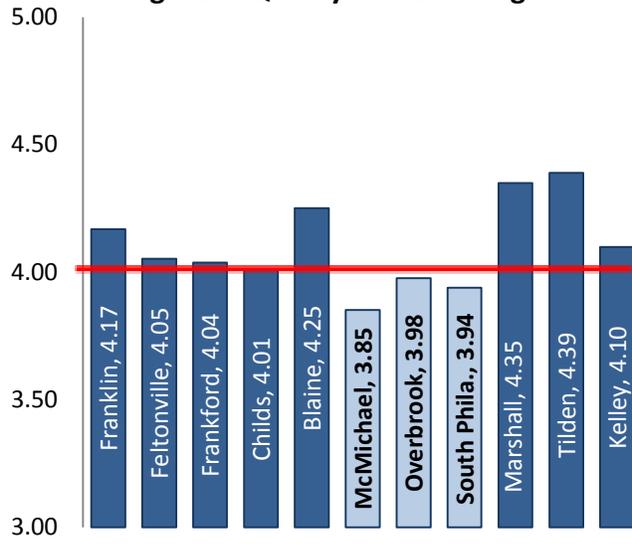
Table 13. Mentoring, Student Survey (n=909)

<i>How much do you agree with the following:</i>	Mean	Assessment <sup>1</sup>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A
1. I have a good relationship with City Year.	4.31	Good 😊	2%	2%	14%	27%	54%	1%
2. I feel comfortable approaching City Year with any questions I might have.	4.16	Good 😊	2%	4%	17%	27%	48%	1%
3. City Year understands my struggles.	3.89	Attention ✓	6%	7%	20%	28%	35%	4%
4. I think the City Year staff and I are a good match for each other.	4.01	Good 😊	3%	5%	20%	32%	38%	2%
5. City Year listens to my issues and concerns.	4.05	Good 😊	4%	5%	17%	29%	42%	3%
6. City Year helps me learn and grow as a student.	4.21	Good 😊	2%	4%	15%	29%	49%	1%
<b>Overall Construct Average</b>	<b>4.10</b>	<b>Good 😊</b>						

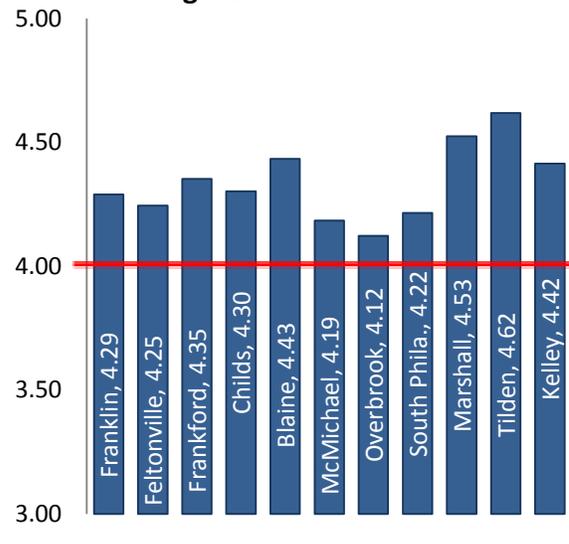
<sup>1</sup>Assessment= Good: At or Above 4.0; Attention: Below 4.0; Action: Below 3.5. Highest percentages are highlighted in grey.

Figures 4 and 5 capture differences across schools related to the quality of mentoring and students’ general satisfaction with the program. For example, students at Blaine, Marshall, and Tilden reported the highest ratings of mentoring quality; by contrast, McMichael, Overbrook, and South Philadelphia reported the lowest ratings. Similar school differences were noted for students’ satisfaction ratings: Students at Blaine, Marshall, and Tilden reported the highest levels of satisfaction whereas students at McMichael, Overbrook and South Philadelphia displayed the lowest. It is important to note that despite reporting the lowest satisfaction levels, students at the abovementioned schools were generally satisfied with City Year as their averages exceeded the optimal average of 4.0 (5-point likert scale: 1, not at all, to 5, very much).

**Figure 4. Quality of Mentoring**



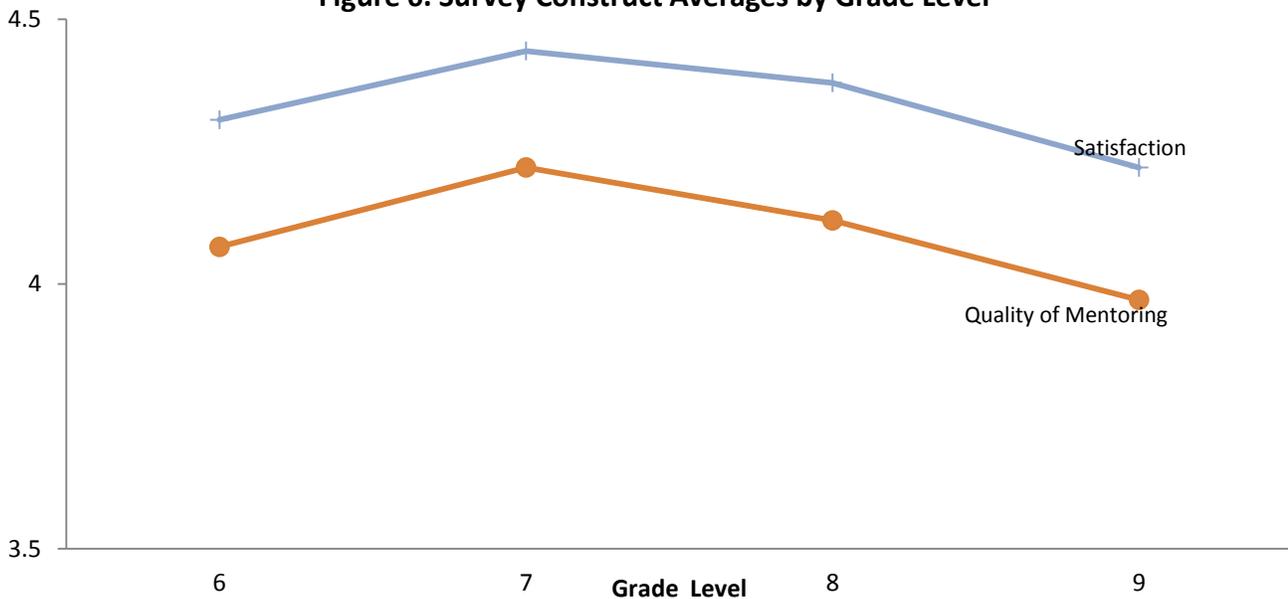
**Figure 5. Satisfaction**



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

Given the differences in students' survey responses across schools, additional analyses were conducted to assess if grade level impacted students' perceptions of City Year as well. Figure 6 displays the survey construct averages by grade level. Albeit not statistically significant, the data suggests that ninth grade students, compared to seventh and eighth grade students, demonstrated lower ratings for satisfaction and quality of mentoring. Additional attention may be needed to ensure that the program is meeting ninth grade students' unique needs.

**Figure 6. Survey Construct Averages by Grade Level**



Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Scale may be truncated to enhance visual clarity.

Data gleaned from the focus group with 10 randomly selected students from 10 schools participating in City Year were used to provide supplementary contextual information to the survey findings. In terms of perceived support, 9 out of 10 students rated their corps member as being “helpful” and/or “very helpful” in supporting their academics. Students praised the corps members for providing them with individualized attention, particularly when the teacher does not have time or “has no control” over the class. They also valued the corps members for being positive, friendly, and respectful despite being in a school climate with competing demands. For example, one student summarized the duties of City Year corps members as follows:

**“They help most of the kids in our school: The “bad” ones; the ones who have no confidence, the ones who are always let down, the ones who feel like they’re nothing. My City Year teacher helps a lot; even though there are a whole bunch of people calling him, he still takes the time to help me.”**

A few students explained that their City Year corps members are helpful at explaining difficult material and utilizing examples to illustrate concepts and bring material to life. Other students highlighted the psychosocial support that they received from City Year. For example, two students attributed their growing confidence and academic tenacity to City Year:

**“City Year helped me get over my shyness, my anger, my fear. They gave me confidence. They made me feel like I could do anything in this world and nobody can stop me.”**

**“They encourage me to do my work and when I think I am dumb or stupid, they tell me ‘you can do it.’ [City Year] told me nobody is stupid...”**

When asked what aspects of City Year were *least* helpful to them, several students indicated that the pedagogical approaches that some corps members utilize are not effective. For example, one student explained how her corps member frequently provides her with the answer instead of elucidating how she arrived at the answer. Another student said that even though her corps member “tries hard,” he is not particularly helpful at explaining math concepts. Other students expressed disappointment with the lack of initiative among a few corps members. For example, a student clarified how she would like the corps members to offer more frequent assistance in the classroom:

**“I wish [my corps member] would come to me more. When I raise my hand, she will come over. But, [the corps member] should help all kids, not just those who raise their hand because some of us are shy about asking for help.”**

By contrast, one student described the corps members as being “too caring” to the point of being meddlesome. He described feeling uncomfortable when a corps member inquired about his challenging familial upbringing. Similarly, another student commented that the corps

members may not “understand certain things” and unnecessarily get involved in issues that are part of the cultural norm at the school. For example, one student describes how he was unjustly punished for following gender norms:

**“When the girls mess with the boys, they are not punished; but when the boys mess with the girls, we get punished. But that is just how we play. [City Year] needs to understand that and stop getting us in trouble for nothing.”**

The feedback relayed by students during the focus group generally indicated that there may be a misunderstanding of the roles and responsibilities of City Year corps members. A few students perceived them as being disciplinarians who “snitch” on students and punish “the bad ones.” Other students perceived City Year corps members as a “cool” older brother or sister who provides them with unconditional positive regard and offers sage advice. This suggests that there are certain challenges of the near-peer relationship. On the one hand, City Year corps members are able to build a supportive, trusting relationship with students because they are closer in age than other school staff members. On the other hand, they must negotiate a fine line between being a friend to students and a responsible mentor. For example, one student said that, “a lot of student don’t listen to [City Year corps members]; they make fun of them when they act strict.” Further clarifying the roles and responsibilities of City Year corps members may be needed; likewise, establishing boundaries with students may help define corps members’ duties in the classroom.

Furthermore, when asked how City Year can further help them in overcoming or addressing challenges, a majority of students indicated that improving the overall school culture is a top priority. For instance, several students mentioned that their school rarely emphasizes the benefits of staying in school and earning a diploma. One student exclaimed that City Year needs to “stop students from dropping out of school.” Another student added that many of his peers have very little information on colleges and the college application process because no one in their family pursued post-secondary education. She advocates that City Year should “tell us what it’s like to be in college.” Creating programming around the financial and psychosocial benefits of persisting towards graduation may be needed to improve the college-and-career-ready culture at each school; likewise, providing more information on college life may demystify the institution for many students. Also, according to students, the school culture can be improved by addressing bullying. One student elaborated that her school is rife with bullies who admonish the “smart kids for being smart.” Rampant bullying is an issue that several other students mentioned as being a major impediment to them succeeding in school. Expressing frustration with the situation, one student said:

**“There is only so much we, the students who are not bullies, can say or do to make a change at our school...City Year should help with the bullying situation.”**

Together, students’ suggestions indicate that focusing attention on curbing bullying and fostering a college-and-career-ready environment are two avenues through which City Year can further enhance the school culture.

## Summary

Overall, all City Year teams provided schools with tutoring, coaching, extended learning time and school climate supports; however, there was considerable variation in the frequency and quality with which these activities were carried out. Using a rank analysis of frequency (e.g., Dosage) and student's perception of the quality of mentoring (e.g., Student rating), Tables 14 and 15 suggest that City Year was implemented with the most fidelity at Tilden, Blaine, and Marshall. On the other hand, the frequency and quality of supports provided at Frankford HS, McMichael, South Philadelphia HS, and Childs were ranked the lowest across all schools.

Table 14. Summary of Dosage and Student Ratings across Schools

	Dosage						Student Rating (5-point scale)
	Academic Support		Behavior Support		Socio-Emotional Support		Quality of Mentoring
	Tutoring English	Tutoring Math	Coaching Attendance	Coaching Behavior	Extended Learning Time	School-wide Activities	
Franklin	Good	Good	Attention	Action !	Attention	Attention	Attention
Feltonville	Good	Attention	Attention	Attention	Attention	Action !	Attention
Frankford HS	Action !	Action !	Action !	Action !	Action !	Good	Attention
Childs	Action !	Good	Action !	Attention	Action !	Good	Attention
Blaine	Attention	Attention	Good	Action !	Attention	Good	Good
McMichael	Attention	Action !	Action !	Action !	Attention	Attention	Action !
Overbrook HS	Good	Attention	Good	Good	Attention	Attention	Action !
S. Phila.HS	Attention	Attention	Good	Good	Action !	Action !	Action !
Marshall	Action !	Action !	Attention	Good	Good	Attention	Good
Kelley	Attention	Attention	Action !	Good	Good	Attention	Attention
Tilden	Good	Good	Good	Good	Good	Action !	Good

Dosage: Good= top 3; Action= bottom 3; Attention= mid-range ranking. Assessment was based on a rank analysis.

Table 15. Summary of Assessments based on rankings and ratings

	Good	Attention	Action !
Franklin	2	4	1
Feltonville	1	5	1
Frankford HS	1	1	5
Childs	2	2	3
Blaine	3	3	1
McMichael	0	3	4
Overbrook HS	3	3	1
South Philadelphia HS	2	2	3
Marshall	3	2	2
Kelley	2	4	1
Tilden	6	0	1

Note. Table 15 summarizes assessments from Table 14.

Discussions with program staff suggest that the following reasons may have contributed to the range in dosage and quality:

- Differing school priorities
- Student attrition
- Corps member absenteeism for other City Year service requirements
- Incomplete data collected by City Year corps members

## **2. School Staff: To what extent are teachers adequately supported by the program via resources, materials, and program support?**

To gauge teachers' opinions about City Year and to assess if the program was adequately supporting teachers' needs, teacher interviews and surveys (mid-year and end-of-year) were conducted. Findings from the interview data and survey data are reported below:

### ***Interviews***

ORE researchers conducted interviews with teachers from all 11 schools in April-June 2014 to gauge their opinion of City Year and to investigate how corps members were being implemented in their classrooms. Two teachers from each school, who were working with corps members in their classrooms, were randomly contacted to participate in the interviews. In total, 19 teachers across 11 schools were interviewed.

To assess teachers' satisfaction with City Year corps members, teachers were asked by the interviewer to rate the proficiency level of their corps members on a 5-point likert scale (1, "not at all proficient" to 5, "very proficient"). Nine teachers rated their corps members as having a proficiency level of "5", explaining that they were extremely satisfied with their corps members content/subject support, attentiveness to students in the classroom, and communication/professionalism. Teacher F2 explained:

**"Both corps members are fantastic. They are a "5". They work very effectively with challenging students. Their biggest strength is that they are able to build great supportive relationships with students. Students feel cared for and loved by the corps members."**

Further, Teacher A1 expressed her satisfaction with the corps members explaining that she rated them with "5"s because "they do so much [with my students]. They do it from the beginning [of class] to the end. The job is never too big and never too small. They take initiative." She further exclaimed:

**"They do things when things are never even delegated to them. They see a student struggling, they take them aside and they help them. They are essential in my classroom. We have a very challenging class. There are more students and more difficult students to deal with. [The corps members] are another pair of hands, eyes, brains, feet, to help me deal with these challenges. The corps members have a rapport with the students. They reach out to them and the students reach back."**

Additionally, Teacher E1, who has partnered with City Year for four years, expressed that in previous years her members would have been rated a “1”. This year however, she highlighted that her corps member’s superb communication makes her a “5”.

**“We have a good relationship. We talk all the time. She is here in the morning. Sometimes she is even here before I am here. She is willing to come to me at lunch and come to me during her preps. She supports me in everything I do. She does offer advice—not teaching advice, but she’ll offer me certain things like seating arrangements. I’ll take her advice, because she’s with the kids all day long. She knows everything that goes on with them [throughout the day]. Communication makes the difference.”**

Not all teachers rated their corps members with such high regard. Seven teachers explained that their City Year members operate with a proficiency level of “4”, one teacher rated his corps member between a “3” and “4”, and two teachers rated their corps members as “3”s.

When asked what would make the corps members “5”s, three teachers explained that the corps members need to gain more pedagogical skills and content knowledge. Teacher J1 expressed:

**“She is wonderful in the classroom, but I have to show her how to do the math! She told me that she learned more math in my classroom than she has in high school and college. She just didn’t know the math very well. But, she is great in working with the students.”**

Likewise, Teacher G2 explained that his corps members “do not know math very much. They would be a “5” if they knew the content and performed the work.” Teacher G1 echoed similar sentiments,

**“I would rate them a “4”. Most of them are very well prepared for the classroom, but some need help with review on certain topics [course content]. That would make them better and make them a “5”.”**

Teacher K1 rated her City Year members as “3”s. A veteran partner of four years, she explained,

**“This year I have found that CY members are the weakest content wise as well as ethics. There has not been very much oversight this year. There is usually someone who came to the class and also kept up with teachers. They have been a lot more relaxed. I have expressed my concern to the CY leads, but no progress.”**

Similarly, Teacher H1 spoke to the lack of motivation and engagement offered by his corps member:

**“He doesn’t seem motivated or engaged as much as I think he should be. I am pretty laid back with corps members to allow them to tell me what they want to do. He is really not motivated. He has shown [some] improvement. He doesn’t go on his cell phone as much, but [does] leave the class often.”**

While proficiency ratings varied by school and teacher, there were some differences in how first year teachers expressed their experiences with City Year versus veteran teachers. For example, the highest ratings of “5”s came from first year teachers, with no first year teachers rating corps members below a 4. Conversely, among the nine veteran teachers, six gave scores of “4”s and “3”s. This could indicate that veteran teachers have more experience with corps members, thus holding them to higher standards.

Across all teachers, improving the content knowledge of corps members was the most common suggestion. Specifically, teachers recommended having corps members with specific content knowledge assigned to one classroom, rather than rotate, as to provide greater consistency with student’s academic development. “I love that I have someone who is just devoted to my class and who is great in math. We need more of them” (Teacher B2). Additionally, Teacher B1 stated:

**“Corps members would be better prepared if they knew what room they would be in... if they knew they were coming into a science room...maybe if they reviewed the books we are using. The mathematicians could go into the math room and help, whereas the biologists can go into the science rooms.”**

Teachers also cited the need for more planning time at the start of the school year, which integrates corps members into the professional development of teachers, as an additional area needing improvement. Teacher F2 expressed:

**“Blend the professional developments and have [corps members] start in the summer. I would prefer if corps members were less involved in school-wide initiatives and more involved in individual classrooms. I also wish that the corps members were just dedicated to my classroom and were with me from the very beginning. Being in the classroom [from the beginning] makes a difference.”**

Related to classroom pre-planning, teachers also expressed the need for more initiative and leadership training for corps members. Citing this as a vital component to the success of the program, particularly as it relates to establishing rapport and raising expectations, Teacher I1 stated:

**“Overall I think that they can make themselves more visible around the classroom. They should make themselves more visible to the students and develop a better relationship with the teacher, so that the corps members and students understand that they have the same authority as the teachers in terms of respect level and expectations.”**

### Teacher Survey Data

Mid-year and end-of-year surveys were administered to teachers in December 2013 and May 2014, respectively. All teachers who worked with City Year corps members in their classrooms were asked to complete the survey. The purpose of the survey was to gauge feedback on the following: 1) City Year Team’s performance, 2) relationship with City Year, and 3) understanding of City Year’s model.

Teachers reported that the top three activities that City Year corps members participated in were: 1) whole class academic support, 2) whole class and/or homeroom positive behavior support/programming, and 3) behavior coaching, including formal mentoring. See Table 16. Additional involvement by City Year corps members may be needed in report card conferencing and service learning/community service projects; less than a quarter of teachers surveyed suggested that the corps members were participating in the aforementioned activities.

Table 16. City Year Participation, Teacher Survey

In which of these do corps members participate? Select all that apply.	Mid-year		
	n	%	Rank
Whole class academic support	59	85.5%	1 (highest)
Whole class and/or homeroom positive behavior support/programming	49	71.0%	2
Report card conferencing	12	17.4%	6
Attendance monitoring and coaching (including recognition for attendance)	35	50.7%	4
Behavior coaching, including formal mentoring	44	63.8%	3
Service learning/community service projects	14	20.3%	5
Other	11	15.9%	7
Total	69		

Note. Highest numbers/percentages are highlighted in grey. Items were not included on the end-of-year teacher survey; mid-year survey results are displayed.

Table 17 further suggests that teachers perceived corps members as enhancing the overall focus and order in their classrooms. However, at the end of 2013-2014, only around 61% of respondents indicated that the corps members were helping to improve attendance and punctuality. This may indicate that City Year’s initiatives to improve attendance may need to be enhanced or implemented more regularly. Variation in the frequency and quality of attendance coaching at schools may have contributed to teachers’ lukewarm ratings.

Table 17. Impact in Homeroom, Teacher Survey

<b>To what extent do you agree with the following statements about the impact of your corps member(s) on your homeroom?</b>						
<b>My corps member(s) help to improve...</b>	Mid-year (n=56)			End-of-year (n=54)		
	Mean	Assessment	% Agree (4) + Strongly Agree (5)	Mean	Assessment	% Agree (4) + Strongly Agree (5)
attendance of students.	3.61	Attention ✓	55.36%	3.67	Attention ✓	61.11%
punctuality of students.	3.60	Attention ✓	54.55%	3.62	Attention ✓	57.69%
overall focus and order in the classroom.	4.13	Good 😊	85.71%	4.07	Good 😊	83.33%

Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Good=At or Above 4.0; Attention=Below 4.0 Action=Below 3.5.

Overall, over three-fourths of teachers surveyed indicated that they were knowledgeable about City Year's model and program activities. See Table 18. They felt well-informed about the program's mission, goals, and after-school program services. However, teachers indicated that additional emphasis may be needed in two areas: 1) scheduling regular meetings with corps members to review their performance, and 2) providing professional development to corps members. Teacher interviews conducted by ORE further highlight the need for additional professional development and more monitoring of corps members' performances in the classroom. For example, teachers noted that some of the corps members struggled in their classroom management and leadership skills during the Fall semester; other teachers noted that a few corps members were lax in their motivation and engagement in the classroom. Again, ensuring that the quality of support provided by corps members is consistent across schools may be an area for future improvement.

Table 18. City Year Understanding, Teacher Survey

<b>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? Select one response for each item.</b>			
	Mid-Year (n=71)		
	Mean	Assessment	% Agree (4) + Strongly Agree (5)
I feel well informed about City Year's mission and goals.	3.96	Attention ✓	81.69%
My corps member(s) and I have established clear expectations for their work with my classroom.	3.97	Attention ✓	79.71%
I am familiar with City Year's approach to instructional support.	3.77	Attention ✓	67.61%
I am familiar with City Year's after-school program services.	3.88	Attention ✓	78.26%
My corps member(s) and I meet regularly to review their performance.	3.39	Action!	53.62%
I regularly contribute to my corps member(s)' professional development.	3.13	Action!	42.86%

Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Good=At or Above 4.0; Attention=Below 4.0; Action=Below 3.5. Questions were only asked on the mid-year survey.

Teachers gave high marks to the overall quality of City Year. At the end of 2013-2014, approximately 90% of teachers indicated that they were "satisfied" or "very satisfied" with the quality of service provided by corps members. See Table 19. Interview data suggests that teachers were grateful to have another "pair of eyes and ears" in the classroom. However, a

few teachers were concerned that corps members may lack the proper content knowledge and classroom management skills to effectively impact students.

Table 19. Satisfaction, Teacher Survey

Overall, how satisfied are you with the following? Select one response for each item.						
	Mid-Year (n=71)			End-of-Year (n=75)		
	Mean	Assessment	% Satisfied (4) + Very Satisfied (5)	Mean	Assessment	% Satisfied (4) + Very Satisfied (5)
The quality of service provided by your corps member(s).	4.08	Good 😊	81.69%	4.34	Good 😊	90.54%
The overall impact of City Year on your class/students.	4.10	Good 😊	81.43%	4.35	Good 😊	86.49%
The overall experience of having City Year in your school.	4.14	Good 😊	83.10%	4.37	Good 😊	89.33%
The overall training and preparation of corps member(s) for the services they provide. <sup>1</sup>	--	--	--	4.08	Good 😊	77.78%

Note. Scale: 1, Very Dissatisfied to 5, Very Satisfied. Good=At or above 4.0; Attention=Below 4.0; Action=Below 3.5. <sup>1</sup>Question was not asked on the mid-year survey.

### Summary

Overall, most teachers were pleased with City Year’s supports in the classroom. Teachers were most satisfied with City Year’s approach to enhancing academics in their classroom through one-on-one support and small group instruction. Improving the content knowledge of corps members was the most common suggestion. Specifically, teachers recommended having corps members with specific content knowledge assigned to one classroom, rather than rotate, as to provide greater consistency with student’s academic development.

Teacher interview and survey data shed light on the following best practices for the implementation of City Year in SDP schools:

- Corps members who are college graduates are likely to be more effective in the classroom than corps members who are high school graduates. This is based on teacher feedback that recent high school graduates may lack the maturity needed to tutor and mentor high needs students.
- Corps members who are matched to classrooms that are well-aligned to their backgrounds (i.e. a recent math major in a math classroom) are most effective at contributing to classroom instruction and lesson planning. Teachers who are most satisfied with City Year indicate that their corps members have specific content knowledge in the subject.
- Corps members who are rated the most positively by teachers are described as independent and self-directed. Teachers value corps member who take initiative in the classroom and need little guidance on how to effectively interact with students.
- Teachers who communicate clear expectations for their corps members at the beginning of the school year are more satisfied with the support that they receive from

City Year. Veteran teachers are more likely to maximize the support that they receive from corps members; first year teachers may initially struggle with knowing how to best utilize corps members' supports.

- Teachers are more likely to build positive, working relationships with corps members when they are assigned to their classrooms as opposed to rotate with students to multiple classrooms. Corps members who work exclusively with one teacher are perceived as being more impactful than corps members who work with multiple teachers throughout the school day.

### 3. Program: How many City Year Corps members and team leaders were trained and assigned to schools? To what extent are corps members adequately trained to support schools? To what extent is the program plan and/or components meeting school needs?

#### Corps Members

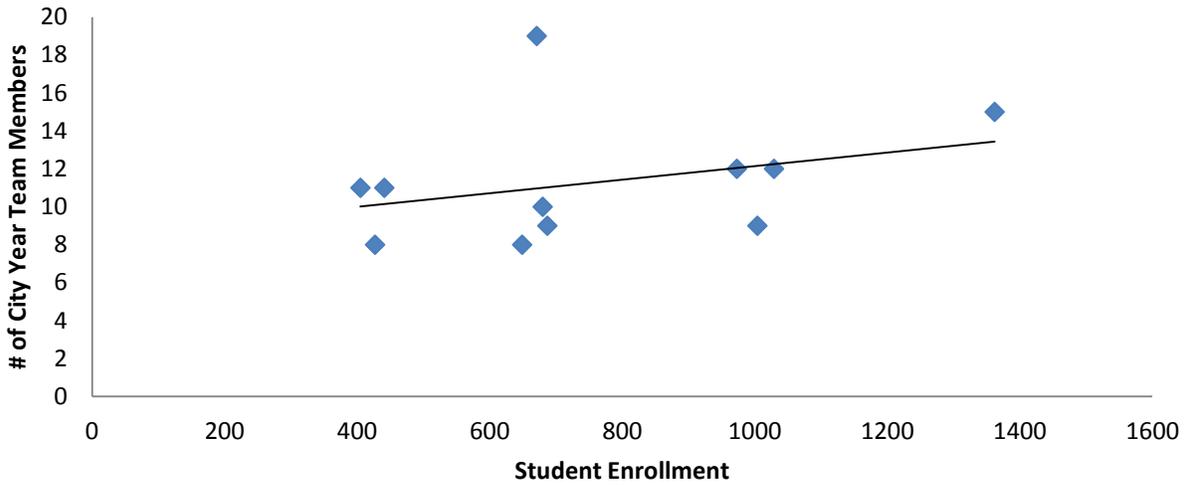
Across all schools, 124 City Year team members provided programming supports to students. See Table 20. The largest City Year team was comprised of 19 corps members at Feltonville. The City Year teams at Childs and McMichael, by contrast, were comprised of 8 team members. In general, the size of the City Year team was positively correlated with the enrollment size of the school; that is, schools with larger student enrollments were generally supported by more corps members than schools with smaller student enrollment numbers. See Figure 7.

Table 20. Size of City Year Team

School (enrollment size)	Size of City Year Team	% of total members
Blaine (405)	11	8.9%
Childs (649)	8	6.5%
Feltonville (671)	19	15.3%
Frankford HS (1362)	15	12.1%
Franklin ES (1004)	9	7.3%
Kelley (441)	11	8.9%
Marshall (687)	9	7.3%
McMichael (427)	8	6.5%
Overbrook HS (973)	12	9.7%
South Philadelphia HS (1029)	12	9.7%
Tilden (680)	10	8.1%
Total	124	100.0%

Note. Highest numbers/percentages are highlighted in grey. Enrollment data were derived from: [https://webapps.philasd.org/school\\_profile](https://webapps.philasd.org/school_profile).

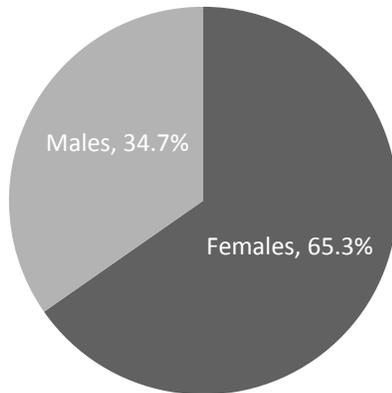
**Figure 7. Size of City Year Team by School Enrollment**



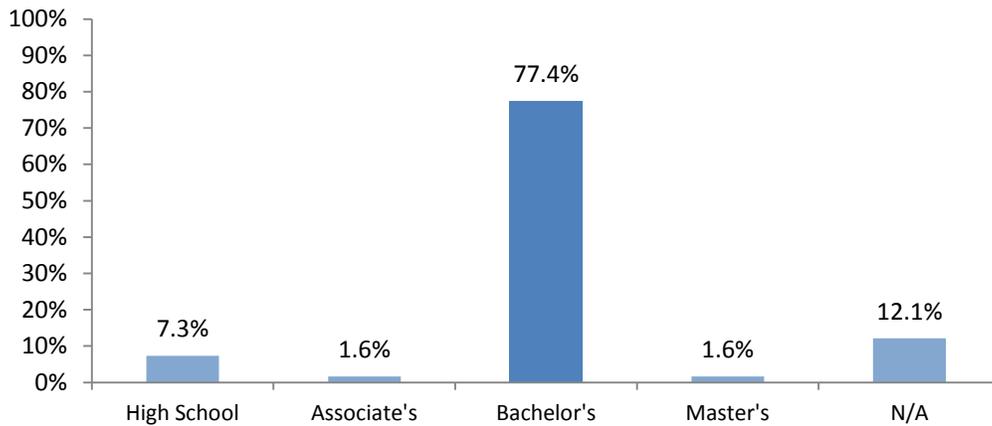
Note. Spearman's correlation=.395.

Demographic data reveals that the majority of corps members are female (65.3%). See Figure 8. Nearly 80% of corps members have obtained at least a bachelor's degree and 48.4% obtained a degree in a social science field (e.g., psychology). See Figures 9 and 10.

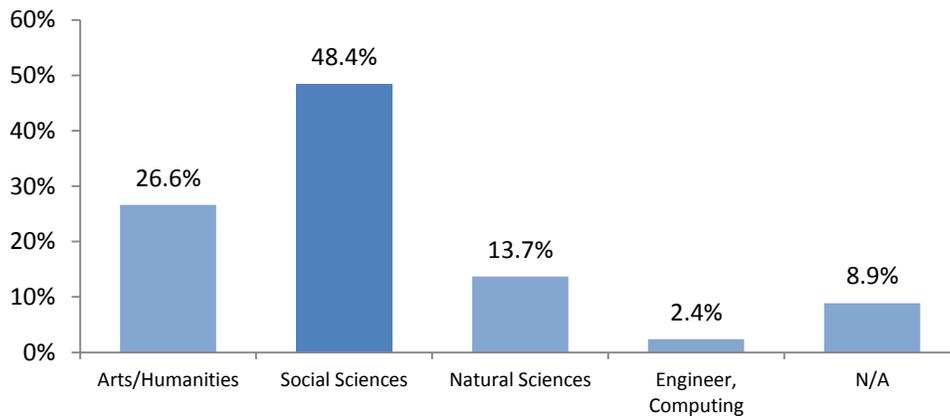
**Figure 8. Gender Distribution, Corps Members (n=124)**



**Figure 9. Degree, Corps Members (n=124)**



**Figure 10. Degree Type, Corps Members (n=124)**



In May 2014, corps members were asked to rate the degree to which they felt prepared and adequately trained to effectively carry out various school-based activities. The results, summarized in Table 21, suggest that over 80% of corps members felt prepared to provide homework assistance, one-on-one/small group tutoring in math, and facilitate after-school homework support. On the other hand, less than 50% of corps members indicated that they were prepared to carry out attendance coaching, parent/family engagement activities, or formal behavior coaching. This may suggest that while corps members felt adequately trained to provide academic support, attendance and behavior coaching were areas in which they may have struggled. Teacher interview data further indicates that while teachers appreciated the academic support provided in their classrooms, some corps members had difficulty with the content knowledge. For instance, three teachers interviewed explained that their corps member did not “know math very well.” Another teacher echoed similar sentiments by saying that his/her corps member was “very well prepared for the classroom, but needed help reviewing certain content material.” Corps members who were matched to classrooms that were well-aligned to their backgrounds (i.e. a recent math major in a math classroom) proved to be most effective at contributing to classroom instruction and lesson planning. Likewise,

teachers who were most satisfied with City Year indicated that their corps members have specific content knowledge in the subject that they teach. Thus, while corps members felt prepared to assist in the classroom, their lack of content and pedagogical knowledge has been a barrier to effective implementation. Future evaluation efforts should include focus groups or interviews with City Year corps members to provide additional contextual information regarding adequacy of training received by the program.

Table 21. Preparation, Corps Member Survey

<b>How prepared do you currently feel to effectively carry out the following school-based activities? (n=103)</b>				
	Mean	Assessment	% Prepared (4) + Very prepared (5)	Rank
Homework assistance	4.51	Good 😊	91.2%	1 (highest)
One-on-one/small group tutoring in math	4.23	Good 😊	78.1%	2
After-school	4.20	Good 😊	82.2%	3
Enrichment activities (e.g., clubs, sports, arts, music, student govt, debate)	4.13	Good 😊	79.2%	4
Whole classroom academic support in math	4.09	Good 😊	71.4%	5
One-on-one/small group tutoring in literacy	4.05	Good 😊	73.7%	6
Whole classroom academic support in ELA or literacy	4.03	Good 😊	69.8%	7
Supporting students' transition to the next grade	3.91	Attention ✓	66.7%	8
Report card conferencing	3.77	Attention ✓	61.4%	9
Service learning/community service projects	3.70	Attention ✓	59.8%	10
Supporting transition or non-classroom times (e.g., during recess, lunch-time, field trips)	3.63	Attention ✓	59.1%	11
Whole class and/or homeroom behavior support	3.59	Attention ✓	58.4%	12
Attendance coaching	3.39	Action !	47.5%	13
Parent and family engagement	3.07	Action !	35.2%	14
Formal behavior coaching (e.g., 50 acts of leadership)	3.00	Action !	34.4%	15 (lowest)

Note. Scale: 1, not at all prepared to 5, Very prepared. Good=At or above 4.0; Attention=Below 4.0; Action=Below 3.5.

### **Program Plan and Components**

To gauge the extent to which City Year is meeting schools' needs, principal interviews and surveys were conducted. Specifically, mid-year and end-of-year principal surveys were administered in December 2013 and May 2014, 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 participating schools in February and March 2014 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. See Table 22. They felt well-informed about the program’s mission and goals and perceive City Year’s initiatives to be well-aligned with their school’s priorities. However, additional attention may be needed in two areas: 1) integrating City Year personnel into the school’s leadership team, and 2) regularly updating principals and school administrators of City Year activities and corps members’ schedules. Approximately 40% of respondents suggested that more effort could be made in these areas.

Table 22. City Year Understanding, Principal Survey

<b>To what extent do you agree with the following statements about your understanding of City Year and your City Year team? Select one response for each item. (n=20)</b>			
	Mean	Assessment	% Agree (4) + Strongly Agree (5)
I feel well-informed about City Year's mission and goals.	4.40	Good 😊	100.0%
I feel knowledgeable about City Year's Whole School Whole Child model and program activities.	4.10	Good 😊	80.0%
My school's priorities and City Year's initiatives are well-aligned.	4.30	Good 😊	90.0%
We have an agreed upon plan for our City Year team's initiatives.	4.15	Good 😊	85.0%
City Year staff conducted an orientation for key school/program stakeholders to explain its organization and service model.	4.00	Good 😊	75.0%
City Year Program Manager is a member of the school's leadership team.	3.65	Attention ✓	60.0%
City Year staff establish an effective process with us to set expectations for their work.	4.00	Good 😊	80.0%
We have an effective feedback system in place with City Year that allows us to course correct when needed.	4.32	Good 😊	94.7%
City Year staff communicated clearly with us regarding our participation in their data collection process and conducting other reviews of progress.	4.32	Good 😊	89.5%
Our City Year team provides us with a regularly updated calendar to show when team members will be present.	3.53	Attention ✓	57.9%

Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Good=At or above 4.0; Attention=Below 4.0; Action=Below 3.5. Survey items were not included on end-of-year survey. Only mid-year survey results are displayed.

Principal interviews corroborate findings from the survey data. That is, all 11 principals indicated that the goals of City Year were well-aligned with their school’s action plan and overall vision. As indicated by the principals, this process occurred initially in August 2013 through preliminary meetings with City Year staff and school leadership. It was reinforced through weekly and monthly meetings throughout the school year. Notably, for the six schools who have partnered with City Year for two or more years prior to the grant period, the goals of the program were written into the action plan before the start of the new school year. For example, Principal E stated that City Year is “100% aligned..., [it] was a part of the actual school plan. There are representatives from City Year who are on the leadership team.” Likewise, Principal I stated that City Year is “very aligned; [it] is embedded in the school community.” The

process of aligning the school’s action plan with the goals of City Year was explained by Principal H as follows:

**“We sit down and talk about [our goals], so they are pretty much aligned. We have conversations to start the year off so we are all on the same page. Also, [City Year] meets with the assigned teachers. Once we pair them up, we meet with [the teachers and City Year member] on a regular basis so that we stay current with what’s going on [in the classroom].”**

For the other five schools that partnered with City Year for two years or less, alignment of program activities with school goals occurred closer to the start of the school year. For example, Principal J explained that while the goals of City Year were “perfectly” aligned with the school, incorporation of City Year into the action plan was more challenging because the action plan was written before the City Year partnership began.

While principals unanimously stated that City Year was aligned with their schools’ goals and initiatives, a few principals expressed the need for more planning meetings earlier in the academic year. This corroborates findings from the survey data. See Table 17. Earlier planning meetings would enable schools to better cultivate collaborative partnerships with City Year staff, as well as establish expectations and plans for school-wide activities and events. This may be particularly important for schools and/or principals who have worked with City Year for less than two years. For instance, Principal A explained that more time is needed with planning, specifically as it relates to “more collaboration with City Year members’ [abilities to] review and analyze data” with teachers. Another principal at a low dosage school reiterated the need for more collaborative time with teachers and City Year staff, acknowledging that a major challenge his school faced was the building sustainable and trustworthy relationships between teachers and corps members: “City Year and the teachers should start the professional development together, before the start of the school year” (Principal J). Together this suggests that building partnerships with teachers and collaboratively reviewing the needs of students may be missing in a few schools that have worked with City Year for less than two years.

Principals and school administrators also voiced positive perceptions of the quality of support provided by corps members. See Table 23. Specifically, they indicated that the corps members serve as positive role models, work well with staff, and have integrated smoothly into the school. At the end of the school year, approximately 40% of principals and administrators suggested that more effort may be needed in engaging parents and families and further establishing a college and career readiness culture.

Table 23. City Year Performance, Principal Survey

<b>To what extent do you agree with the following statements about the quality of your City Year team's performance this year? Select one response for each item.</b>						
<b>Corps member(s)...</b>	<b>Mid-Year (n=20)</b>			<b>End-of-Year (n=19)</b>		
	Mean	Assessment	% Agree (4) + Strongly Agree (5)	Mean	Assessment	% Agree (4) + Strongly Agree (5)
are well prepared for the academic work they do in our school/program.	4.10	Good 😊	85.00%	4.32	Good 😊	94.74%
work well with our teachers and/or staff.	4.15	Good 😊	85.00%	4.68	Good 😊	89.47%
have integrated smoothly into our school/program.	4.25	Good 😊	85.00%	4.63	Good 😊	89.47%
serve as positive role models.	4.47	Good 😊	94.74%	4.83	Good 😊	100.00%
help our school to engage parents and families effectively.	3.50	Attention ✓	60.00%	3.63	Attention ✓	57.89%
establish a college and career going culture.	3.80	Attention ✓	70.00%	4.06	Good 😊	83.33%

Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Good=At or above 4.0; Attention=Below 4.0; Action=Below 3.5.

Additionally, principals and school administrators gave high marks to the overall quality of City Year. Over 80% are “satisfied” or “very satisfied” with the program. See Table 24. Principals at School A and School K indicated that City Year was essential in helping them foster a cohesive school culture despite changes to the student body. The principal at School K, for instance, said that “City Year staff helped the teachers get to know the new students in the school.”

Table 24. Satisfaction, Principal Survey

<b>Overall, how satisfied are you with the following?</b>						
	<b>Mid-Year Survey (n=20)</b>			<b>End-of-Year Survey (n=19)</b>		
	Mean	Assessment	% Satisfied (4) + Very Satisfied (5)	Mean	Assessment	% Satisfied (4) + Very Satisfied (5)
The quality of service provided by your corps member(s).	4.10	Good 😊	80.00%	4.42	Good 😊	84.21%
The overall experience of working with City Year.	4.32	Good 😊	89.47%	4.53	Good 😊	84.21%

Note. Scale: 1, Very Dissatisfied to 5, Very Satisfied. Good=At or above 4.0; Attention=Below 4.0; Action=Below 3.5.

During interviews, principals unanimously indicated that one-on-one student support during class time and after school were the most effective aspects of City Year. “Any time you have anyone working with someone one-on-one, it [is helpful],” (Principal C). In particular, several principals praised City Year’s efforts to connect with students on a personal level in order to support them on an academic level. Principal A, a first-year partner, recounted an impressionable story about a corps member’s efforts to connect with a student:

**“We have a very difficult grade. We actually have three City Year workers in there. One of the students was acting out, extremely over the top, and one of the City Year workers pulled her out and gave her a hug. [The student] was screaming and cursing. The [City Year Corps member] embraced [the student], knowing that she needed something [more]—not [simply] getting yelled at. [The student] was acting out and [the Corps member] hugged her, so she could get herself together. When she hugged her, the student started crying.”**

This example, as explained by the principal, was a necessary strategy that helped placate the student so that learning could take place. Principals at all other schools also indicated that building relational trust with students is key to enhancing academics. For instance, Principal G observed that, “when [City Year] connects with a student...you see a change in behavior or an improvement in a student’s grades or attendance.” Additionally, principals noted that the focused support that students receive from City Year corps members is vital in the classroom as it enhances teachers’ abilities to provide differentiated instruction. For example, Principal J said:

**“[City Year] is a valuable part of the instruction plan. Students who may not get interventions right away are now getting immediate interventions with a City Year corps member. It is like having a private tutor in each class.”**

While agreeing that building trustworthy relationships is a vital component to academic success for students, one principal who has worked with City Year for over four years expressed mixed feelings about the program’s ability to offer specific academic assistance to students who need more intensive intervention. Principal G explained:

**“[City Year] supports students in class, works with students one-on-one, and provides tutoring after-school. For the appropriate students who need one-on-one help, I think City Year is great. I am not sure if that is the answer for the student that is below basic, to get them up to proficient.”**

In keeping with the mission of building relational trust that supports academic success, principals were asked to speak to the ways that City Year has helped to improve pro-social behavior (or reduce antisocial behaviors, such as tardiness and suspensions) in their schools. To this end, all 11 principals explained that City Year’s presence in the school building has added positively to the schools overall climate, which has indirectly contributed to improving students’ behaviors. It is important to note that most principals did not speak to the direct impact that City Year has on student behavior. For example, three principals indicated that City Year Corps members operate to support school rules and procedures. As explained by a principal whose school has partnered with the program for less than five years, “[City Year] supports the overall philosophy of the school. [City Year’s] support is more implicit” (Principal D). Likewise, Principal G, from a high dosage school, expressed City Year’s involvement as follows:

**“We do not really get [City Year] involved with disciplinary issues. They talk with students about what they should do in class; but in terms of addressing suspensions, that is not something that I ask them to handle. [City Year] supports students in make right decisions, but not necessarily addressing certain behaviors [as a disciplinarian].”**

Likewise, a principal explains that City Years’ role in the school is not one of a disciplinarian, but rather a mentor: “I don’t see how they could reduce suspensions...They are not supposed to be perceived as disciplinarians, they are supposed to be perceived as mentors.” Moreover, she asserts that while City Year members have stepped in to help support teachers in the area of behavioral intervention, the relationship between mentor and disciplinarian is “a delicate balance, as assistance with behavioral interventions is not really their role” (Principal C).

In contrast, eight principals embraced City Year’s support in reducing antisocial behaviors through mentoring and mediation. For these schools, participation in behavioral interventions take shape in the form of phone calls home to parents, student-mentoring, and involvement in peer mediation and conflict resolution meetings. For example, Principal K , from a high dosage school, said:

**“As proponents to the school process, City Year has mediated from a peer mediation standpoint. Some of the [female staff of City Year] have tried to mentor the [female students] on [appropriate communication]. There have been some conflict resolutions that [City Year] has tried to assist us with before it turned into greater challenges.”**

While each school utilized City Year’s supports in reducing antisocial behaviors to varying degrees, all 11 principals suggested that in order for corps members to be effective in behavioral interventions, additional training was needed. These sentiments were evident among both new City Year partnerships (low dosage schools) as well as veteran City Year schools (high dosage schools). To this end, it is clear that from the perspective of school leaders, City Year adds to the academic growth of students through in-class support and after-school activities. There is less of a consensus, however, as to the impact on attendance and the reduction of antisocial behaviors. The variation in principal’s attitudes toward City Year’s effect on behaviors may be related to the indirect nature of the relationship, as well the unique challenges that students may face.

## **Summary**

Most teachers and principals indicated that the corps members were adequately trained to support schools in the areas of one-on-one classroom tutoring, homework assistance, and attendance coaching. However, teachers and principals voiced concern that the corps members may not possess the necessary content knowledge and classroom management skills to address the needs of students at their schools. Specifically, corps members may not be adequately trained to support students who require intensive tutoring and behavioral interventions. Still, schools were appreciative of City Year’s abilities to build relational trust among students and to

provide extra support to teachers, particularly in a challenging economic climate with few external partners and resources. Planning meetings between City Year and school administrators in August and September ensured that the program components were well aligned to the school's goals and initiatives. However, new partner schools—schools that have partnered with City Year for less than two years—could have benefited from earlier planning meetings. Together, these findings suggest that there was variability in the degree to which the program met schools' needs. City Year teams that possessed proficient content knowledge in math and/or English were more likely to meet schools' needs than teams that struggled with the material being taught. Likewise, new partner schools may not have been provided with adequate planning meetings to establish expectations, review and analyze data, and build sustainable and trustworthy relationships between teachers and corps members.

## *Chapter 2: Impact*

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

#### **Academic and Behavior Outcomes**

To assess the impact that City Year had on students' academic and behavioral gains, ORE researchers examined five different indicators of performance:

- Final English/ELA grades
- Final Math grades
- Average Daily Attendance
- Number of Out-of-School Suspensions
- PSSA Reading and Math performance levels

The analyses reported in this section makes comparisons of these indicators at several levels. Students' 2012-2013 final course grades and end-of-year attendance and suspension data were used as a baseline to measure growth to 2013-2014. Student-level variables were first assessed in aggregate, comparing all students receiving interventions (e.g., tutoring) to all students in control, matched schools who did not. Analyses were also done by grade level and in relationship to the dosage of tutoring/coaching support. Additionally, with the exception of PSSA scores, which were not yet available by school, each of the 11 schools receiving City Year supports were compared to matched control schools with similar profiles.

#### ***Student-level Outcomes***

At the student level, Table 25 and Figures 11 and 12 reveal that City Year did not statistically significantly improve academic performance from 2012-2013 to 2013-2014 compared to a matched control group. Specifically, 42.7% of City Year students improved their final English grades compared to the previous year, versus 41.0% of control students; this difference was not

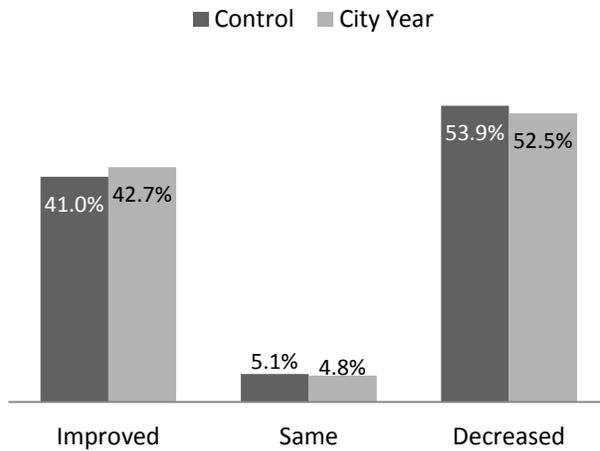
significant at  $p < .05$ . Likewise, 39.3% of City Year students improved their final math grades, compared to 37.8% of control students, which was not statistically significant.

Table 25. Effect of City Year on Final Grades (2012-2013 vs. 2013-2014)

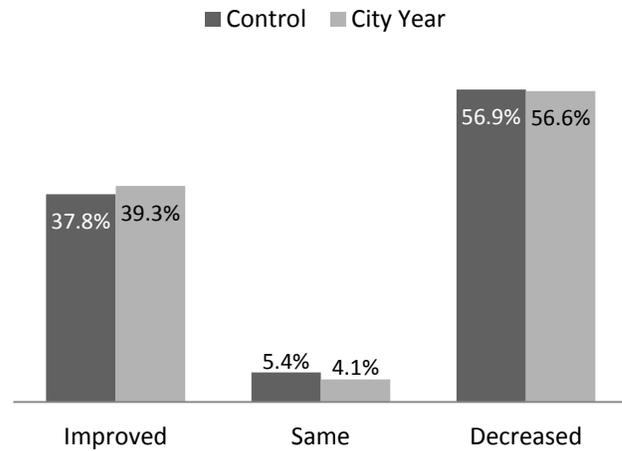
	Control	City Year	Statistics <sup>1</sup>
Improved English	41.0%	42.7%	$\chi^2(1) = 0.97, ns$
Improved Math	37.8%	39.3%	$\chi^2(1) = 0.78, ns$
n	4,110	995	

<sup>1</sup>Chi-square analyses examine the difference in the rate of improvement across groups (control vs. City Year students); ns=not significant.

**Figure 11. Effect of City Year on English Final Grade (2012-2013 vs. 2013-2014)**



**Figure 12. Effect of City Year on Math Final Grade (2012-2013 vs. 2013-2014)**



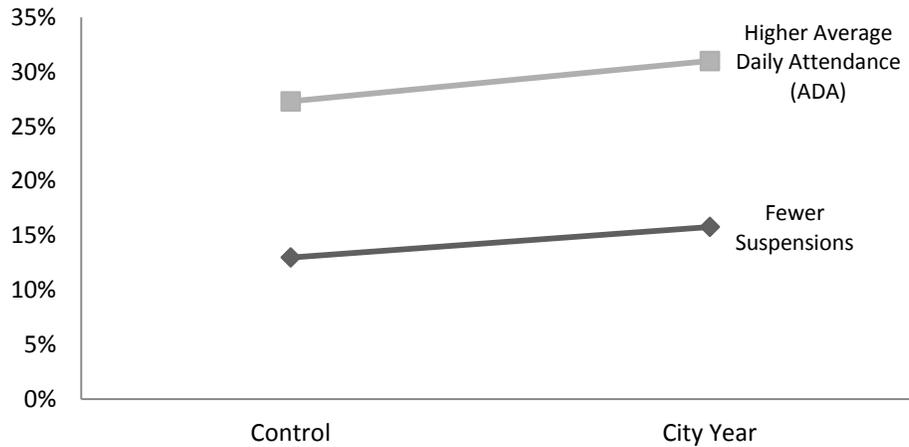
The effect of City Year on attendance and behavior was more pronounced. Table 26 and Figures 13 and 14 reveal that City Year students were statistically significantly more likely than control students to have fewer out-of-school suspensions compared to the previous school year. Specifically, 15.8% of City Year students had fewer suspensions compared to 13.0% of control students. Likewise, City Year students were significantly more likely than control students to have higher rates of average daily attendance. See Appendix F for additional descriptive statistics.

Table 26. Effect of City Year on Suspension and Attendance (2012-2013 vs. 2013-2014)

	Control	City Year	Statistics <sup>1</sup>
Fewer Suspensions	13.0%	15.8%	$\chi^2(1) = 5.78, p < .05^*$
Higher Average Daily Attendance (ADA)	27.3%	31.0%	$\chi^2(1) = 5.89, p < .05^*$
n	4,714	1,062	

<sup>1</sup>Chi-square analyses examine the difference in the rate of suspensions and ADA across groups (control vs. City Year students); ns=not significant.

**Figure 13. Effect of City Year on Attendance and Suspensions  
(2012-2013 vs. 2013-2014)**



### *Student-level Outcomes by Grade Level*

When analyzed by grade level, the positive impact of City Year on academic performance is most striking for 7th and 8th grade students. In terms of academic improvement, 7th and 8th grade students who received City Year support were statistically significantly more likely to improve their final English grades compared to the previous year. 6th and 9th grade City Year students were not significantly more likely than control students to improve their academic performance. See Table 27. This may suggest that City Year is more effective for students in grades 7 and 8 than for students in grades 6 and 9. Because students in grades 6 and 9 recently matriculated to middle school and high school, respectively, they may encounter unique challenges related to their transition. Indeed, research has found that as students move to middle school (grades 6-8) or high school (grades 9-12), their academic achievement falls substantially in both math and English relative to students in other grade levels. Developmental psychologists speculate that the transition from elementary school to middle school, or from middle school to high school, is commonly fraught with challenges, such as navigating a new school building, adapting to a new milieu, encountering a larger, less nurturing classroom environment, and contending with more academic demands.<sup>5</sup> These unique challenges may have impeded the impact of City Year on academic outcomes for students in grades 6 and 9.

<sup>5</sup> Rockoff, J., & Lockwood, B. (2010). Stuck in the middle: How and why middle schools harm student achievement. *Education Next*, 10, 68-74.

Table 27. Effect of City Year on Final Grades (2012-2013 vs. 2013-2014), disaggregated by grade level

	Grade 6			Grade 7		
	Control	City Year	Statistics <sup>1</sup>	Control	City Year	Statistics <sup>1</sup>
Improved English	48.2%	39.7%	$\chi^2(1)= 6.43,$ $p<.05^*$	35.8%	44.7%	$\chi^2(1)= 6.91,$ $p<.01^{**}$
Improved Math	40.3%	45.1%	$\chi^2(1)= 2.11,$ $ns$	40.8%	42.7%	$\chi^2(1)= 0.31,$ $ns$
n	1,057	277		1,079	253	
	Grade 8			Grade 9		
	Control	City Year	Statistics <sup>1</sup>	Control	City Year	Statistics <sup>1</sup>
Improved English	37.7%	49.3%	$\chi^2(1)= 10.73,$ $p<.01^{**}$	43.2%	37.9%	$\chi^2(1)= 2.15,$ $ns$
Improved Math	33.9%	35.1%	$\chi^2(1)= 0.13,$ $ns$	36.1%	32.9%	$\chi^2(1)= 0.31,$ $ns$
n	1155	225		819	240	

<sup>1</sup>Chi-square analyses examine the difference in the rate of improvement across groups (control vs. City Year students); ns=not significant.

Similarly, the positive impact of City Year on behavior and attendance is most pronounced for 7th and 8th grade students. Specifically, as seen in Table 28, City Year students in grades 7 and 8 saw improvements in both behavior and attendance. 7<sup>th</sup> and 8<sup>th</sup> graders who received City Year supports were significantly more likely to have fewer suspensions and a higher average daily attendance. 6th grade students also showed improvements in behavior as they were more likely to have fewer suspensions in 2013-2014 than in 2012-2013. 9<sup>th</sup> grade students appeared to struggle as a whole, not improving in any of the academic or behavior/attendance metrics.

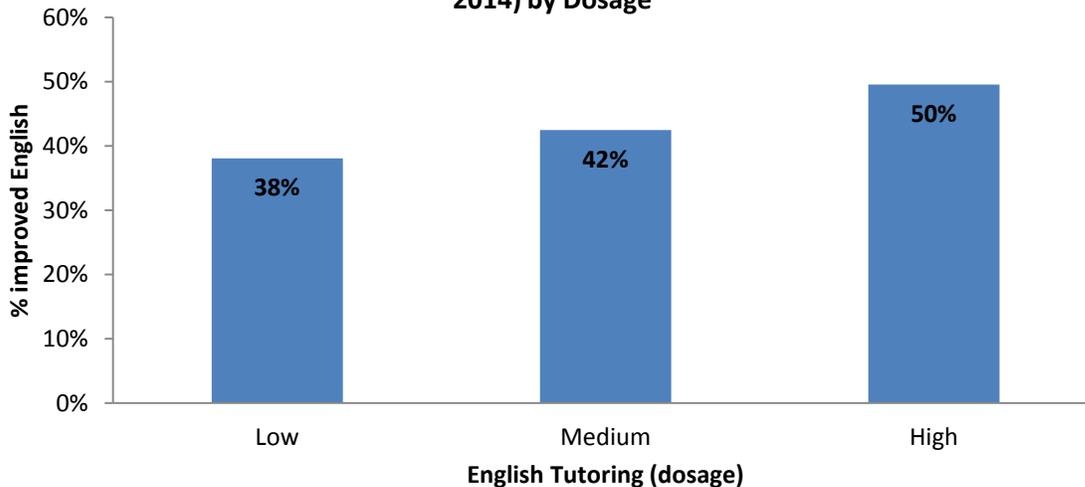
Table 28. Effect of City Year on Behavior and Attendance (2012-2013 vs. 2013-2014), disaggregated by grade level

	Grade 6			Grade 7		
	Control	City Year	Statistics <sup>1</sup>	Control	City Year	Statistics <sup>1</sup>
Fewer Suspensions	10.2%	15.1%	$\chi^2(1)= 5.20,$ $p<.05^*$	10.7%	11.5%	$\chi^2(1)= 0.16,$ $ns$
Higher Average Daily Attendance (ADA)	25.8%	27.2%	$\chi^2(1)= 0.26,$ $ns$	31.9%	40.0%	$\chi^2(1)= 6.30,$ $p<.05^*$
n	1,095	279		1,133	260	
	Grade 8			Grade 9		
	Control	City Year	Statistics <sup>1</sup>	Control	City Year	Statistics <sup>1</sup>
Fewer Suspensions	14.0%	23.8%	$\chi^2(1)= 14.48,$ $p<.01^{**}$	16.6%	13.9%	$\chi^2(1)= 1.30,$ $ns$
Higher Average Daily Attendance (ADA)	32.9%	45.1%	$\chi^2(1)= 13.01,$ $p<.01^{**}$	18.9%	14.9%	$\chi^2(1)= 2.54,$ $ns$
n	1,235	235		1,251	288	

### Student-level Outcomes by Dosage

The effect of City Year on students’ academic outcomes was impacted by dosage—the amounts of tutoring/coaching students receive from corps members. To compute low, medium, and high dosage levels, researchers used percentile values. Specifically: *Low*: below 33<sup>rd</sup> percentile, *Medium*: above 33<sup>rd</sup> and below 66<sup>th</sup> percentile; and *High*: above 66<sup>th</sup> percentile. Figure 14 suggests that City Year students who received a high dosage of English tutoring are statistically significantly more likely to show improvements in their English course grades from 2012-2013 to 2013-2014,  $\chi^2(2)=10.72, p<.01^{**}$ .

**Figure 14. Effect of City Year on English Final Grade (2012-2013 vs. 2013-2014) by Dosage**



Further examining final course grades (raw scores) in English from 2012-2013 to 2013-2014, Table 29 and Figure 15 suggest that City Year students who received a high dosage of English tutoring from City Year show statistically significant gains; however, students show a decrement in English grades to the extent that they received low or medium English tutoring support. Together, these findings indicate that when implementation of English tutoring is intensive, the program generates significant positive impact on students’ course grades.

Table 29. Effect of City Year on English Final Grades by Dosage (Raw course grades)

Dosage (English Tutoring)	Year	Final Course Grades	Std. Deviation	Paired samples t-test
Low	2012-2013	74.65	17.13	<i>p</i> <.05*
	2013-2014	72.50	16.54	
Medium	2012-2013	67.80	20.32	<i>ns</i>
	2013-2014	64.62	24.52	
High	2012-2013	71.17	15.02	<i>p</i> <.05*
	2013-2014	73.04	11.63	

Note. *ns*= not significant.

**Figure 15. Final Course Grades in English by Dosage**

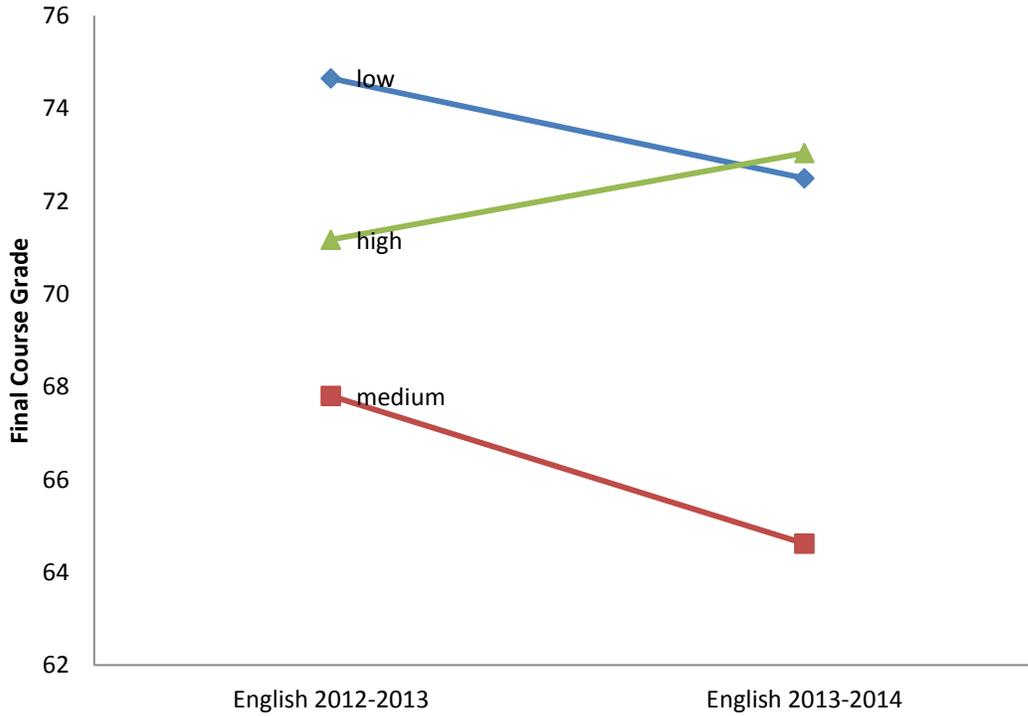
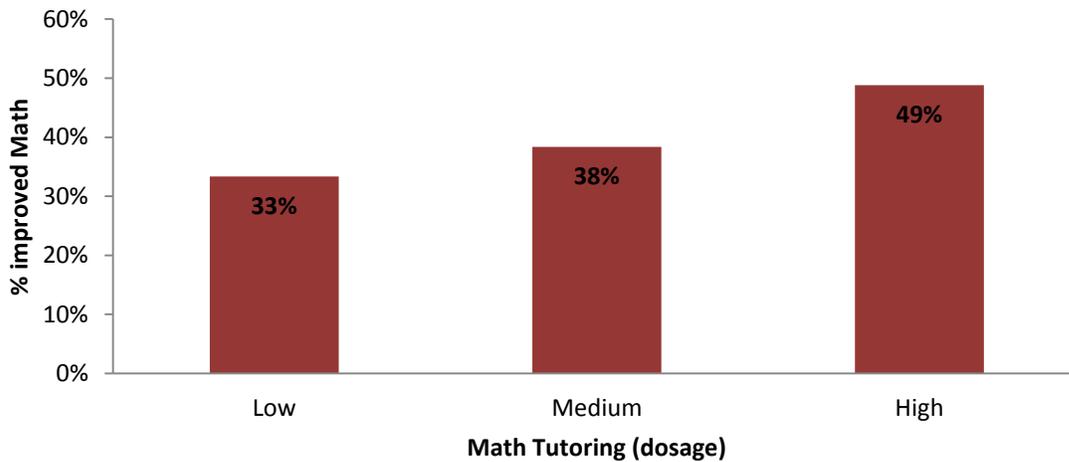


Figure 16 also suggests that City Year students who received a high dosage of math tutoring are significantly more likely to show improvements in their math course grades from 2012-2013 to 2013-2014,  $\chi^2(2)=19.75, p<.01^{**}$ . Among students who received a high dosage of math tutoring, 49% displayed improvements in their final math grades from 2012-2013 to 2013-2014.

**Figure 16. Effect of City Year on Math Final Grade (2012-2013 vs. 2013-2014) by Dosage**



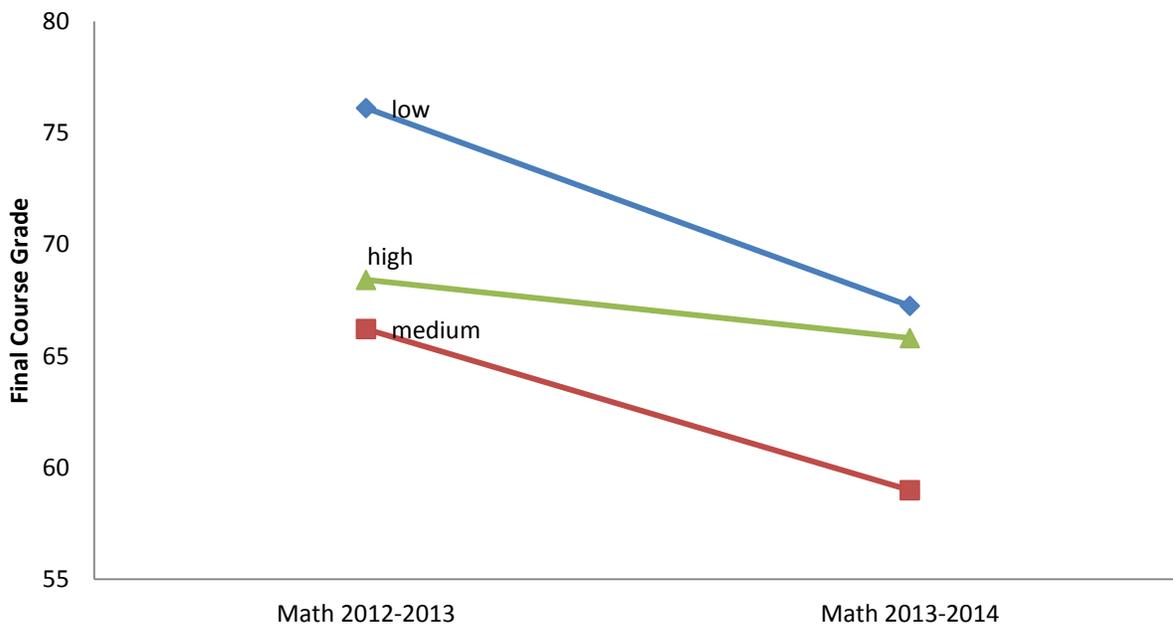
Examining final course grades (raw scores) in math from 2012-2013 to 2013-2014, it is evident that, across all dosage levels, students show decrements in math course grades. However, the decline from 2012-2013 to 2013-2014 is less steep for students who received a high dosage of math tutoring than for students who received low or medium dosages. See Table 30 and Figure 17. In fact, the decline in final math grade from 2012-2013 to 2013-2014 is not statistically significant for high dosage students whereas the decline is significant for low or medium dosage students. This again, provides evidence to suggest that City Year positively impacts student achievement to the extent that it provides intensive math tutoring.

Table 30. Effect of City Year on Math Final Grades by Dosage (Raw course grades)

Dosage (English Tutoring)	Year	Final Course Grades	Std. Deviation	Paired samples t-test
Low	2012-2013	76.12	14.83	$p < .01^{**}$
	2013-2014	67.25	24.70	
Medium	2012-2013	66.22	20.29	$p < .01^{**}$
	2013-2014	58.99	27.27	
High	2012-2013	68.42	17.15	$ns$
	2013-2014	65.81	21.14	

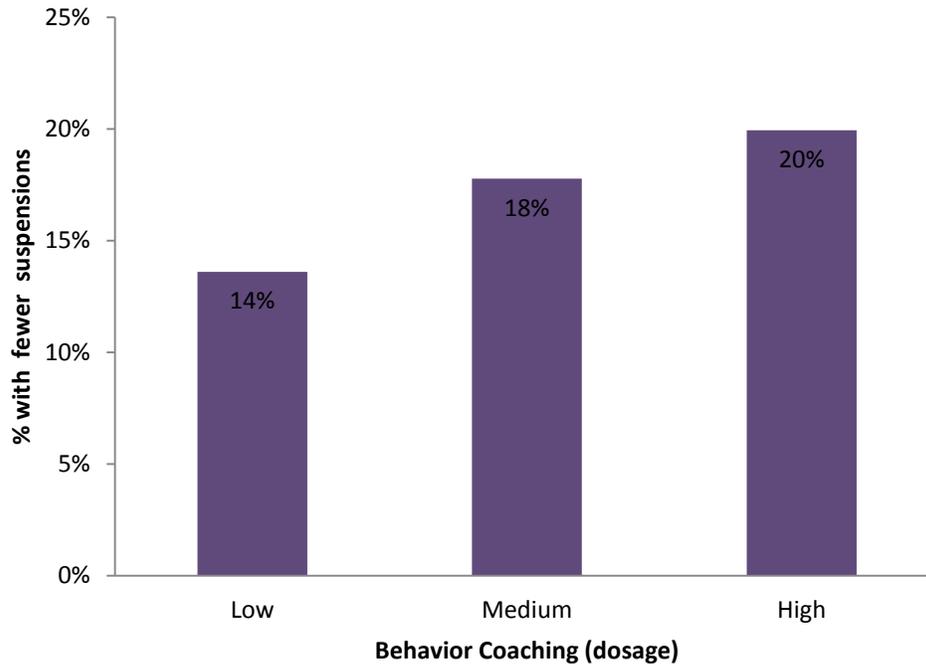
Note. ns= not significant.

Figure 17. Final Course Grades in Math by Dosage



In terms of the impact on student behavior, as seen in Figure 18, City Year students who received a high dosage of behavior coaching are significantly more likely to have a reduction (e.g., fewer suspensions) in suspensions from 2012-2013 to 2013-2014,  $\chi^2(2) = 7.031, p < .05^*$ .

**Figure 18. Effect of City Year on Reduction of Suspensions (2012-2013 vs. 2013-2014) by Dosage**



It is evident that, across all dosage levels, suspension levels increased from 2012-2013 to 2013-2014. See Table 31 and Figure 19. It should be noted, however, that the majority of students received no suspensions in either year, which is reflected by the fact that the average number of suspensions per student is below 1.

Table 31. Effect of City Year on Suspensions (raw) by Dosage

Dosage (Behavior Coaching)	Year	Mean # of suspensions/student	Std. Deviation	Paired samples t-test
Low	2012-2013	.42	1.09	$p < .01^{**}$
	2013-2014	.60	1.33	
Medium	2012-2013	.64	1.25	<i>ns</i>
	2013-2014	.93	1.56	
High	2012-2013	.58	1.08	$p < .01^{**}$
	2013-2014	.85	1.50	

Note. *ns* = not significant.

**Figure 19. Number of Suspensions by Dosage**

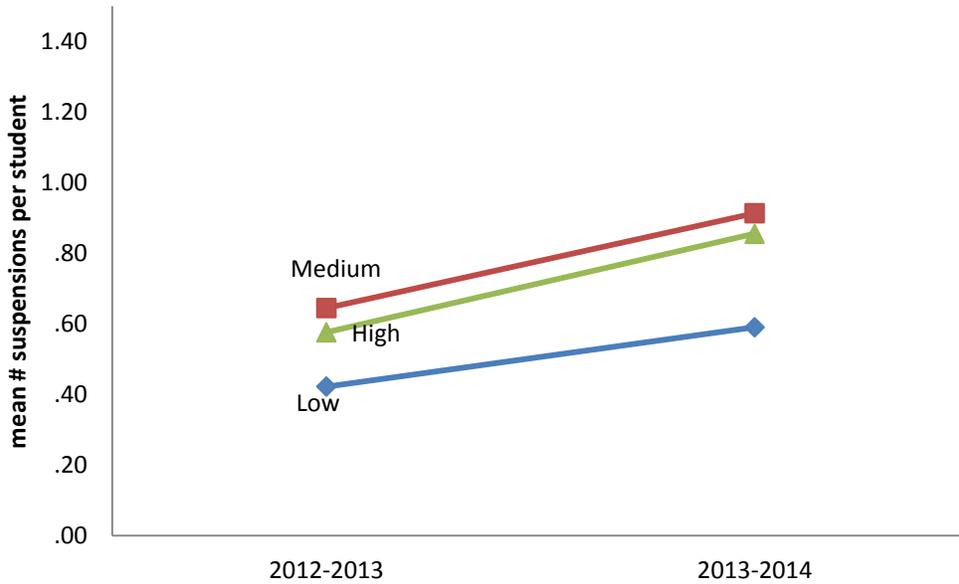


Figure 20 suggests that there was no statistically significant relationship between dosage of attendance coaching and improvements in average daily attendance from 2012-2013 to 2013-2014,  $\chi^2(2)=2.92, ns$ . Although students who received a medium dosage of attendance coaching appeared to have improved at a higher rate (39% improved), the chi-square analysis suggests no statistically significant difference among dosage levels.

**Figure 20. Effect of City Year on ADA (2012-2013 vs. 2013-2014) by Dosage**

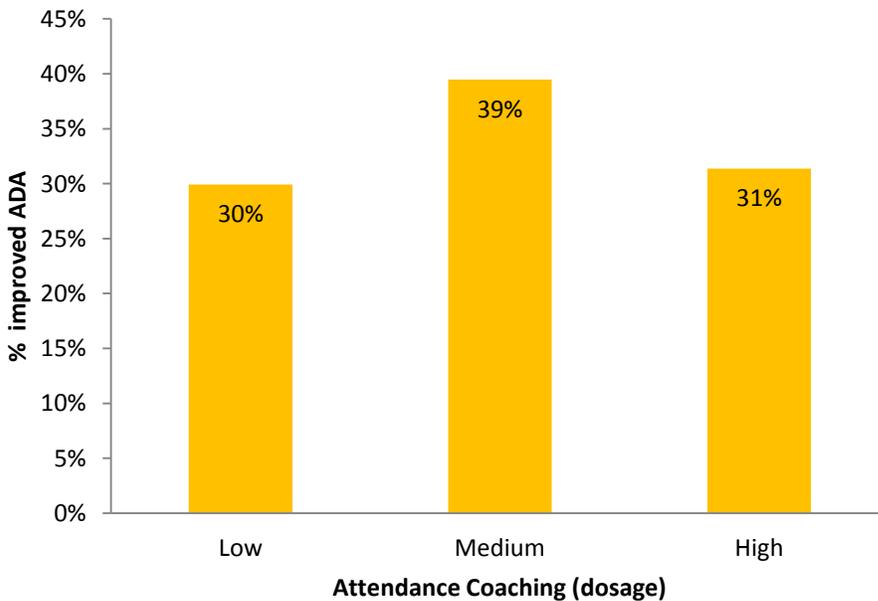
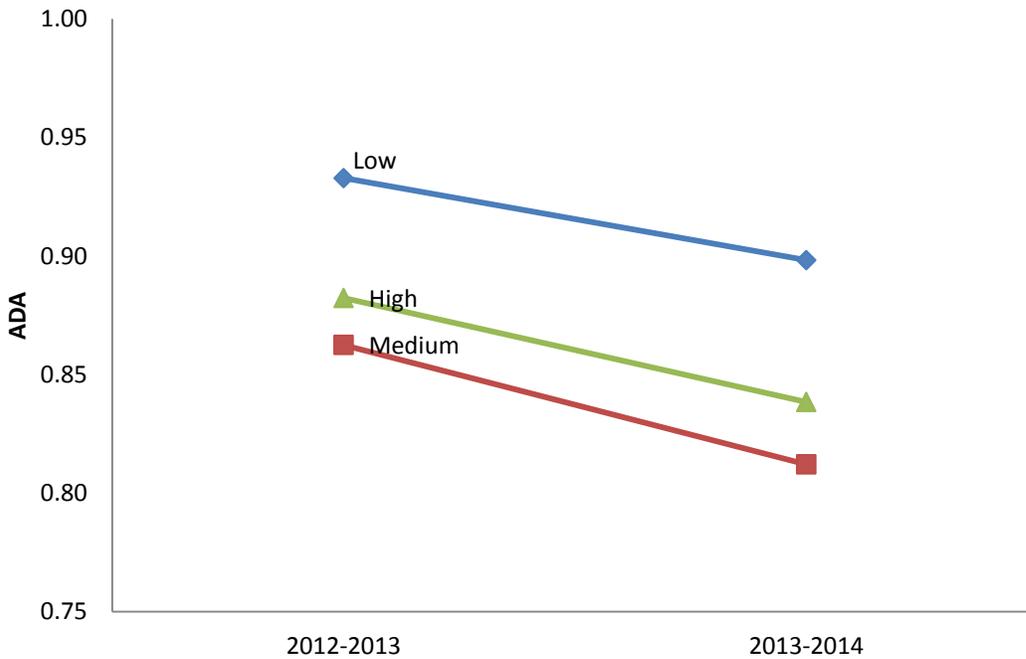


Table 32 and Figure 21 suggest that across all dosage levels, average daily attendance declined from 2012-2013 to 2013-2014. However, it is important to note that the rate of decline was slightly smaller among students who received a high dosage of attendance coaching vs. low or medium dosages. This intimates that City Year, in high dosages, may attenuate the decline in average daily attendance.

Table 32. Effect of City Year on Average Daily Attendance (raw) by Dosage

Dosage (Attendance Coaching)	Year	Average Daily Attendance	Std. Deviation	Paired samples t-test
Low	2012-2013	0.93	0.07	$p < .01^{**}$
	2013-2014	0.90	0.10	
Medium	2012-2013	0.86	0.09	$p < .01^{**}$
	2013-2014	0.82	0.15	
High	2012-2013	0.88	0.09	$p < .01^{**}$
	2013-2014	0.84	0.10	

Figure 21. Average Daily Attendance by Dosage



### *School-level Differences*

As described in the Methods section, the impact of City Year on individual schools, net of school and student characteristics, can be estimated by comparing matched pairs of control and intervention schools that have similar profiles. Tables 33 through 43 examine differences between matched intervention and control schools on students' improvements in English, math, suspensions, and average daily attendance (ADA). Looking at sixth to eighth grade students in K-8 schools, the data suggests that:

- In terms of attendance and behavioral improvements, City Year had the most significant impact on Childs: Compared to a matched, control school, sixth to eighth grade students at Childs showed significantly more improvement in suspensions and ADA.
- In terms of English and math grade improvements, City Year had the most significant impact on Tilden, Franklin and Kelley: Compared to matched, control schools, sixth to eighth grade students at Tilden, Franklin and Kelley showed significantly more improvement in English and math course grades from 2012-2013 to 2013-2014.
- Compared to a control, matched school, sixth to eighth grade students at Blaine did NOT show a significant improvement in academic achievement or attendance/behavioral outcomes.

Table 33. Jackson vs. Childs

	Control School (ID)	City Year School (ID)	Statistics <sup>1</sup>
	<i>Jackson (251)</i>	<i>Childs (226)</i>	
Improved English	33.9%	45.1	$\chi^2(1) = 3.73, ns$
Improved Math	56.3%	65.2%	$\chi^2(1) = 2.46, ns$
n	112	204	
Fewer Suspensions	4.3%	14.1%	$\chi^2(1) = 7.60, p<.01^{**}$
Higher ADA	27.6%	40.5%	$\chi^2(1) = 5.46, p<.05^*$
n	116	220	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Table 34. Wagner vs. Tilden

	Control School (ID)	City Year School (ID)	Statistics <sup>1</sup>
	<i>Wagner (713)</i>	<i>Tilden (113)</i>	
Improved English	37.7%	45.0%	$\chi^2(1) = 5.72, p<.05^*$
Improved Math	33.5%	40.2%	$\chi^2(1) = 5.09, p<.05^*$
n	538	518	
Fewer Suspensions	16.2%	16.9%	$\chi^2(1) = .10, ns$
Higher ADA	23.9%	20.3%	$\chi^2(1) = 2.07, ns$
n	561	561	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Table 35. Finletter vs. Franklin

	Control School (ID)	City Year School (ID)	Statistics <sup>1</sup>
	<i>Finletter (727)</i>	<i>Franklin (728)</i>	
Improved English	30.0%	41.8%	$\chi^2(1) = 8.23, p<.01^{**}$
Improved Math	32.1%	23.3%	$\chi^2(1) = 5.44, p<.05^*$
n	243	318	
Fewer Suspensions	9.3%	9.4%	$\chi^2(1) = .01, ns$
Higher ADA	35.4%	34.0%	$\chi^2(1) = .11, ns$
n	246	329	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Table 36. Duckrey vs. Kelley

	Control School (ID)	City Year School (ID)	Statistics <sup>1</sup>
	<i>Duckrey (446)</i>	<i>Kelley (456)</i>	
Improved English	45.1%	72.3%	$\chi^2(1) = 16.60, p<.01^{**}$
Improved Math	30.1%	52.1%	$\chi^2(1) = 11.33, p<.01^{**}$
n	133	94	
Fewer Suspensions	13.6%	10.9%	$\chi^2(1) = .39, ns$
Higher ADA	31.4%	36.6%	$\chi^2(1) = .71, ns$
n	140	101	

Table 37. Bryant vs. McMichael

	<b>Control School (ID)</b>	<b>City Year School (ID)</b>	<b>Statistics<sup>1</sup></b>
	<i>Bryant (123)</i>	<i>McMichael (136)</i>	
Improved English	39.2%	50.0%	$\chi^2(1) = 2.82, ns$
Improved Math	52.0%	62.3%	$\chi^2(1) = 2.57, ns$
n	125	114	
Fewer Suspensions	11.4%	16.0%	$\chi^2(1) = 1.13, ns$
Higher ADA	34.8%	51.3%	$\chi^2(1) = 6.89, p < .01^{**}$
n	132	119	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Table 38. Clemente vs. Feltonville

	<b>Control School (ID)</b>	<b>City Year School (ID)</b>	<b>Statistics<sup>1</sup></b>
	<i>Clemente (773)</i>	<i>Feltonville (750)</i>	
Improved English	38.4%	47.4%	$\chi^2(1) = 8.25, p < .01^{**}$
Improved Math	40.4%	39.4%	$\chi^2(1) = .09, ns$
n	456	553	
Fewer Suspensions	11.2%	9.8%	$\chi^2(1) = .53, ns$
Higher ADA	33.1%	27.6%	$\chi^2(1) = 3.68, ns$
n	484	572	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Table 39. Olney vs. Marshall

	<b>Control School (ID)</b>	<b>City Year School (ID)</b>	<b>Statistics<sup>1</sup></b>
	<i>Olney (740)</i>	<i>Marshall (550)</i>	
Improved English	34.4%	36.0%	$\chi^2(1) = .127, ns$
Improved Math	31.6%	30.5%	$\chi^2(1) = .06, ns$
n	247	197	
Fewer Suspensions	5.6%	18.6%	$\chi^2(1) = 18.84, p < .01^{**}$
Higher ADA	38.1%	43.7%	$\chi^2(1) = 1.46, ns$
n	252	199	

Table 40. William Dick vs. Blaine

	<b>Control School (ID)</b>	<b>City Year School (ID)</b>	<b>Statistics<sup>1</sup></b>
	<i>William Dick (427)</i>	<i>Blaine (422)</i>	
Improved English	37.9%	28.2%	$\chi^2(1) = 1.97, ns$
Improved Math	37.9%	30.8%	$\chi^2(1) = 1.05, ns$
n	116	78	
Fewer Suspensions	16.5%	15.5%	$\chi^2(1) = .04, ns$
Higher ADA	33.9%	44.0%	$\chi^2(1) = 2.17, ns$
n	121	84	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Examining the three intervention high schools (9th grade students), Tables 41 through 43 reveal the following:

- Compared to a matched, control school, ninth grade students at Frankford made the most significant improvements in academic achievement, attendance and behavior: 9th grade students at Frankford demonstrate significantly higher English and math grades, fewer suspensions and higher ADA.
- By contrast, compared to a matched control school, 9th grade students at South Philadelphia demonstrate significantly *fewer* improvements in English and ADA. Likewise, 9th grade students at Overbrook demonstrate significantly *fewer* improvements in math compared to a matched, control school.

Table 41. Fels HS vs. Frankford HS

	Control School (ID) <i>Fels HS (712)</i>	City Year School (ID) <i>Frankford HS (701)</i>	Statistics <sup>1</sup>
Improved English	34.4%	52.5%	$\chi^2(1) = 16.57, p < .01^{**}$
Improved Math	35.1%	48.4%	$\chi^2(1) = 9.01, p < .01^{**}$
n	282	219	
Fewer Suspensions	9.1%	23.0%	$\chi^2(1) = 26.38, p < .01^{**}$
Higher ADA	14.9%	20.7%	$\chi^2(1) = 4.23, p < .05^*$
n	383	348	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Table 42. Bartram HS vs. South Philadelphia HS

	Control School (ID) <i>Bartram HS (101)</i>	City Year School (ID) <i>S. Phila HS (200)</i>	Statistics <sup>1</sup>
Improved English	60.2%	33.1%	$\chi^2(1) = 23.70, p < .01^{**}$
Improved Math	36.9%	34.5%	$\chi^2(1) = .24, ns$
n	176	148	
Fewer Suspensions	18.9%	12.5%	$\chi^2(1) = 3.41, ns$
Higher ADA	22.7%	11.1%	$\chi^2(1) = 10.51, p < .05^*$
n	238	208	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

Table 43. Sayre HS vs. Overbrook HS

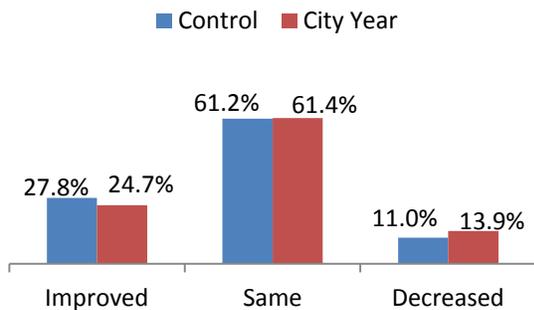
	Control School (ID) <i>Sayre HS (110)</i>	City Year School (ID) <i>Overbrook HS (402)</i>	Statistics <sup>1</sup>
Improved English	38.5%	29.7%	$\chi^2(1) = 1.99, ns$
Improved Math	32.3%	16.7%	$\chi^2(1) = 7.79, p < .01^{**}$
n	96	138	
Fewer Suspensions	18.3%	16.3%	$\chi^2(1) = .26, ns$
Higher ADA	18.3%	22.0%	$\chi^2(1) = .75, ns$
n	153	209	

<sup>1</sup>Chi-square analyses examine the differences in the rate of improvement across groups (Control vs City Year); ns= not significant.

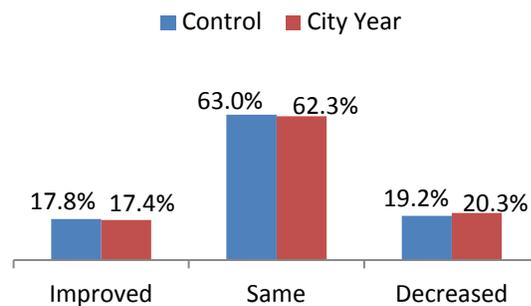
### Standardized Test Scores

It does not appear that City Year tutoring results in improved PSSA performance levels. There are no statistically significant differences between control and intervention students in either Reading or Math. In other words, both groups show similar amounts of improvements and declines between the 2012-13 and 2013-14 school years. See Figures 22 and 23.

**Figure 22: Effect of City Year on Reading PSSA Score (2012-2013 vs. 2013-2014)**



**Figure 23: Effect of City Year on Math PSSA Score (2012-2013 vs. 2013-2014)**



Looking across grade levels, it appears that 8<sup>th</sup> graders have trouble improving their PSSA Math levels over the previous year, while 6<sup>th</sup> graders struggle more than other grades to improve upon their Reading levels. See Table 44.

Table 44. Percent of Students Improving PSSA Performance Levels

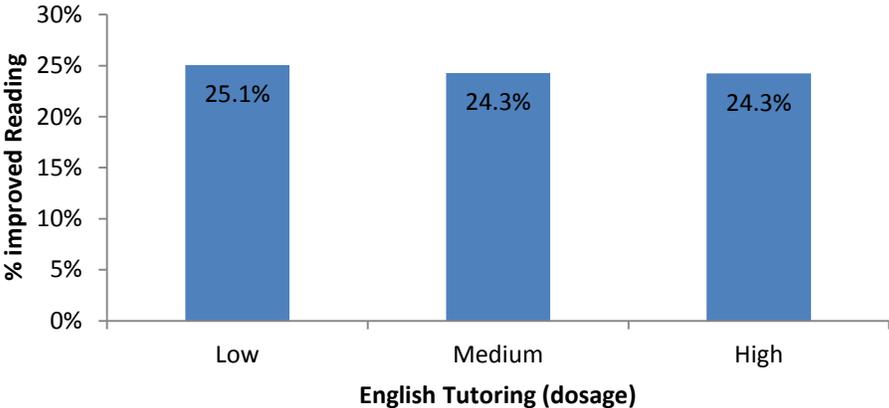
	Total			Grade 6		
	Control	City Year	Statistics <sup>1</sup>	Control	City Year	Statistics <sup>1</sup>
Improved Reading PSSA	27.9%	24.7%	$\chi^2 (1) = 2.856$ <i>ns</i>	23.9%	18.4%	$\chi^2 (1) = 3.724$ <i>ns</i>
n	2,983	712		n		
Improved Math PSSA PSSA	17.9%	17.7%	$\chi^2 (1) = 0.27$ <i>ns</i>	21.8%	22.2%	$\chi^2 (1) = .024$ <i>ns</i>
n	3,060	724		n	987	270
	Grade 7			Grade 8		
Improved Reading PSSA	27.4%	22.0%	$\chi^2 (1) = 2.816$ <i>ns</i>	32.0%	35.9%	$\chi^2 (1) = 1.208$ <i>ns</i>
n	982	236		n	1,032	209
Improved Math PSSA PSSA	20.6%	15.5%	$\chi^2 (1) = 3.227$ <i>ns</i>	11.8%	14.4%	$\chi^2 (1) = 1.103$ <i>ns</i>
n	1,009	239		n	1,064	216

<sup>1</sup> Chi-square analyses examine the differences in the rate of improvement across groups

*ns* = not significant

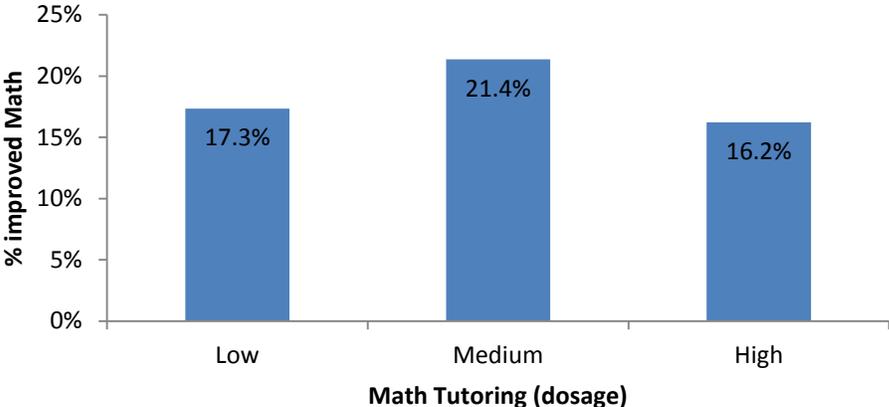
As seen in Figure 24, improvements in Reading PSSA levels are nearly identical across low, medium, and high dosages of English tutoring.

**Figure 24: Effect of Dosage on Reading PSSA Improvement**



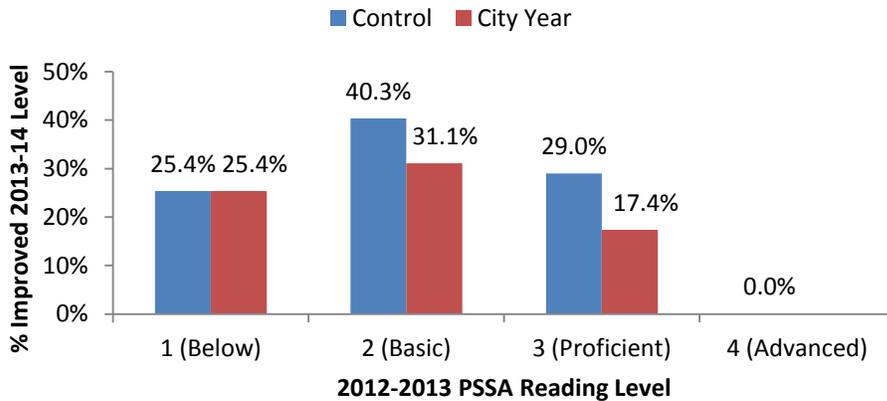
As detailed in Figure 25, improvements in Math PSSA levels are similar across low, medium, and high dosages of math tutoring, although those receiving a medium dosage may be slightly more likely to improve.

**Figure 25: Effect of Dosage on Math PSSA Improvement**



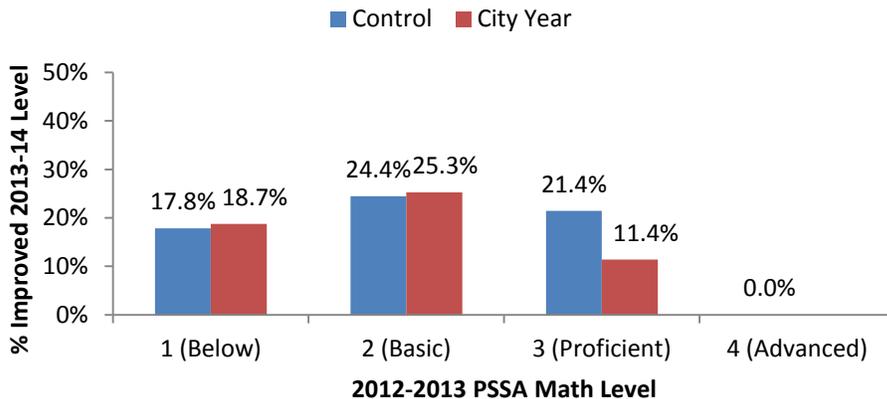
Students who were at Basic Reading levels in 2012-2013 are most likely to see an improvement in 2013-2014, although City Year students are somewhat less likely than control students to have moved up a level. See Figure 26.

**Figure 26: Reading PSSA Improvement by Previous (2012-2013) PSSA Level**



City Year students who were Below and Basic on 2012-2013 PSSA Math show similar levels of improvement to control students; City Year students who scored Proficient demonstrate less improvement than control students. See Figure 27; also, see Appendix G for information on baseline proficiency distributions.

**Figure 27: Math PSSA Improvement by Previous (2012-2013) PSSA Level**



### Psychosocial Outcomes

In May 2014, a student survey was administered to all students who received English tutoring, math tutoring, attendance support and/or behavioral support from City Year during the 2013-2014 school year. Nine-hundred twenty-four students across 11 schools completed the survey. The survey was designed, in part, to assess the degree to which City Year impacted students' psychosocial outcomes, as follows:

**1. Efficacy:** the belief in one’s capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to overcome challenges and to be intrinsically motivated.<sup>6</sup> Example, “As a result of City Year, I am more confident that I can become a successful student.”

**2. Engagement:** the degree of attention, curiosity, interest and enthusiasm that students show towards school. Students who are engaged are less likely to have unexcused absences, cheat on tests, and damage school property.<sup>7</sup> Example, “As a result of City Year, I am more excited about school.”

**3. Belonging:** the belief that one fits in at school and feels a sense of community or school membership. Greater levels of school belonging have been shown to predict a variety of school outcomes including less absenteeism and greater academic motivation.<sup>8</sup> Example, “As a result of City Year, I am more confident that I “belong” at this school.”

**4. Persistence:** the desire to continue one’s education towards high school and/or college graduation. The intention to persist is highly correlated to high school and college.<sup>9</sup> Example, “As a result of City Year, I am more likely to graduate from high school.”

Table 45 and Figure 28 summarize students’ responses to the City Year student survey constructs across all schools. It is clear that students perceive the program to be effective at enhancing their self-efficacy and their intentions to persist. That is, as a result of City Year’s supports, students, on average, feel more confident that they can become a successful student, graduate from high school, and persist toward college. Despite these positive outcomes, it is important to note that the constructs of Enrichment and Belonging did not reach or exceed the optimal average of 4.0 on a 5-point Likert scale (1, “strongly disagree” to 5, “strongly agree”). This suggests that City Year supports may not have been effective at enhancing students’ excitement and interest in learning or sense of school membership.

Table 45. Survey Constructs, Student Survey

Constructs	n	Mean <sup>1</sup>	Std. Dev.	Assessment <sup>2</sup>
<b>Efficacy</b>	908	4.16	0.80	Good 😊
<b>Engagement</b>	910	3.41	0.99	Action!
<b>Belonging</b>	875	3.31	1.28	Action!
<b>Persistence</b>	898	4.31	0.84	Good 😊

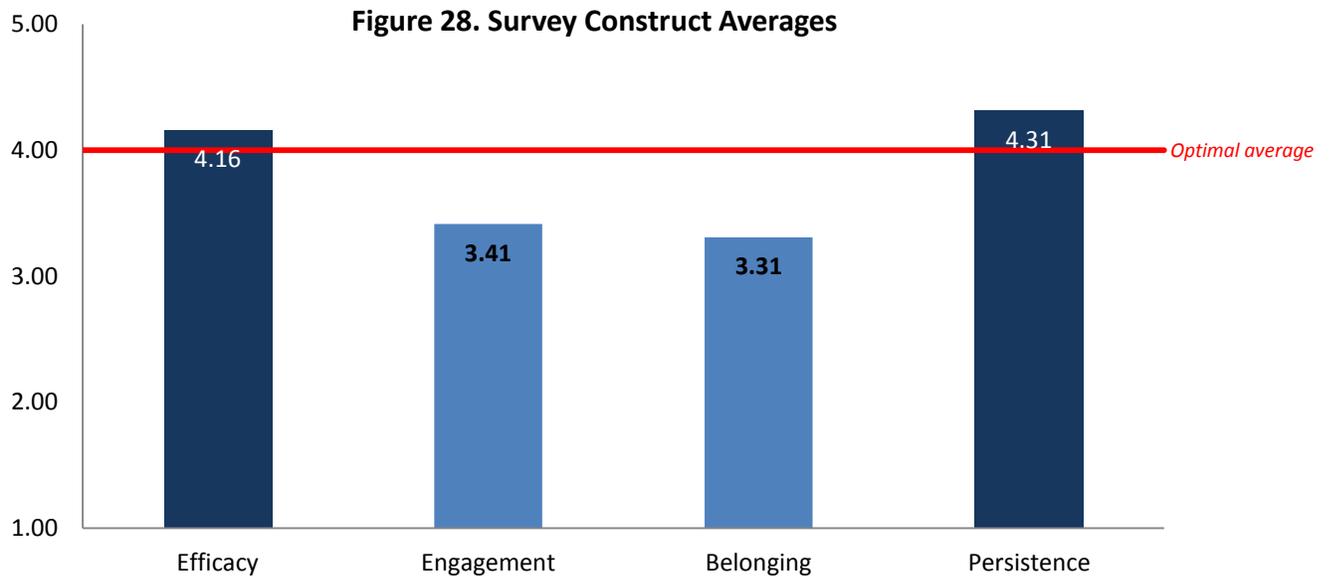
<sup>1</sup>Mean: 1, Strongly Disagree to 5, Strongly Agree. <sup>2</sup>Assessment= Good: At or Above 4.0; Attention: Below 4.0; Action: Below 3.5.

<sup>6</sup> Margolis & McCabe, 2006

<sup>7</sup> Chapman, 2003

<sup>8</sup> Sanchez, Colon, & Esparaza, 2005; Osterman, 2000

<sup>9</sup> 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.



Note. 1, “strongly disagree to 5, “strongly agree”.

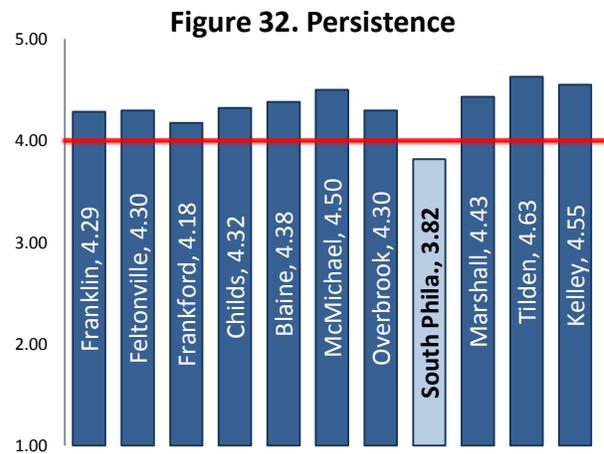
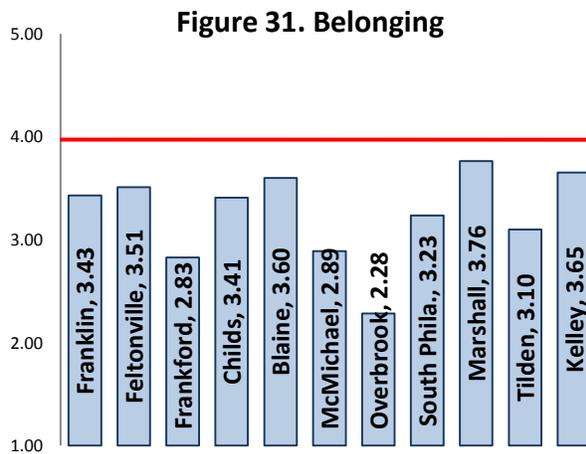
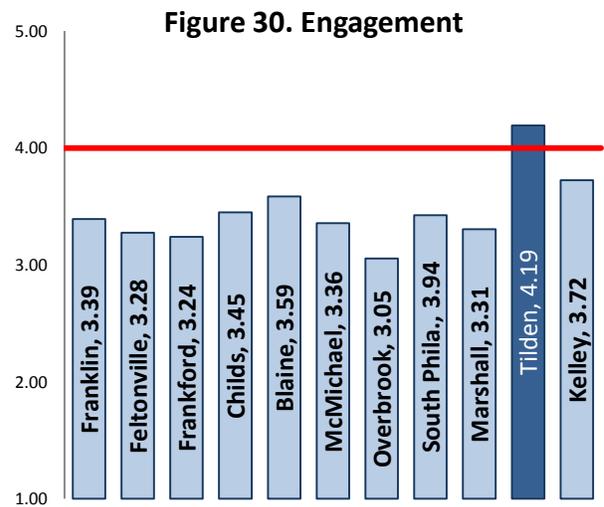
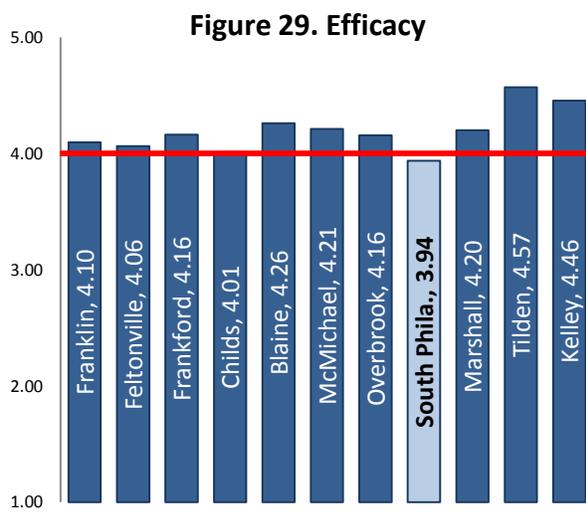
Examining individual items, it is evident that City Year may not have been effective at enhancing students’ excitement for school, interest in learning, and feelings of belongingness, at least on the aggregate level. See Table 46.

Table 46. Survey Items, Student Survey

Construct	<i>Because of City Year...</i>	Mean	Assessment <sup>1</sup>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	N/A
<b>Efficacy</b>	1. I am more confident that I can become a successful student.	4.12	Good ☺	1%	4%	18%	35%	41%	1%
	2. I am more confident that I can get good grades.	4.20	Good ☺	1%	3%	16%	34%	46%	1%
<b>Engagement</b>	3. I am more excited about school.	3.17	Action!	11%	15%	35%	22%	16%	1%
	4. I am more interested in learning.	3.66	Attention ✓	3%	7%	32%	32%	24%	1%
<b>Belonging</b>	5. I am more confident that I "belong" at this school.	3.31	Action!	12%	13%	27%	24%	21%	4%
<b>Intent to Persist</b>	6. I am more likely to graduate from high school.	4.38	Good ☺	2%	2%	12%	25%	57%	3%
	7. I am more likely to go to college.	4.25	Good ☺	2%	4%	14%	23%	53%	4%

<sup>1</sup>Assessment= Good: At or Above 4.0; Attention: Below 4.0; Action: Below 3.5. Highest percentages are highlighted in grey. N=910

Examining the survey constructs by school, Figures 29 through 32 capture differences across schools on each survey construct. For example, Figure 29 suggests that students at Tilden reported the highest levels of efficacy at 4.57, whereas students at South Philadelphia reported the lowest levels. In general, across all constructs, students at Tilden, Kelley, and Blaine exhibit the highest student averages across most constructs. By contrast, students at Frankford, South Philadelphia, and Overbrook display the lowest student averages across most constructs. Interestingly, the three schools with the lowest student averages are high schools, while the three schools with the highest survey averages are K-8 schools. This is in agreement with other analyses which suggest that City Year is more impactful for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders than it is for 9<sup>th</sup> graders.



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

Given the differences in students' survey responses across schools, additional analyses were conducted to explore how student's grade level influences City Year's impact on psycho-social

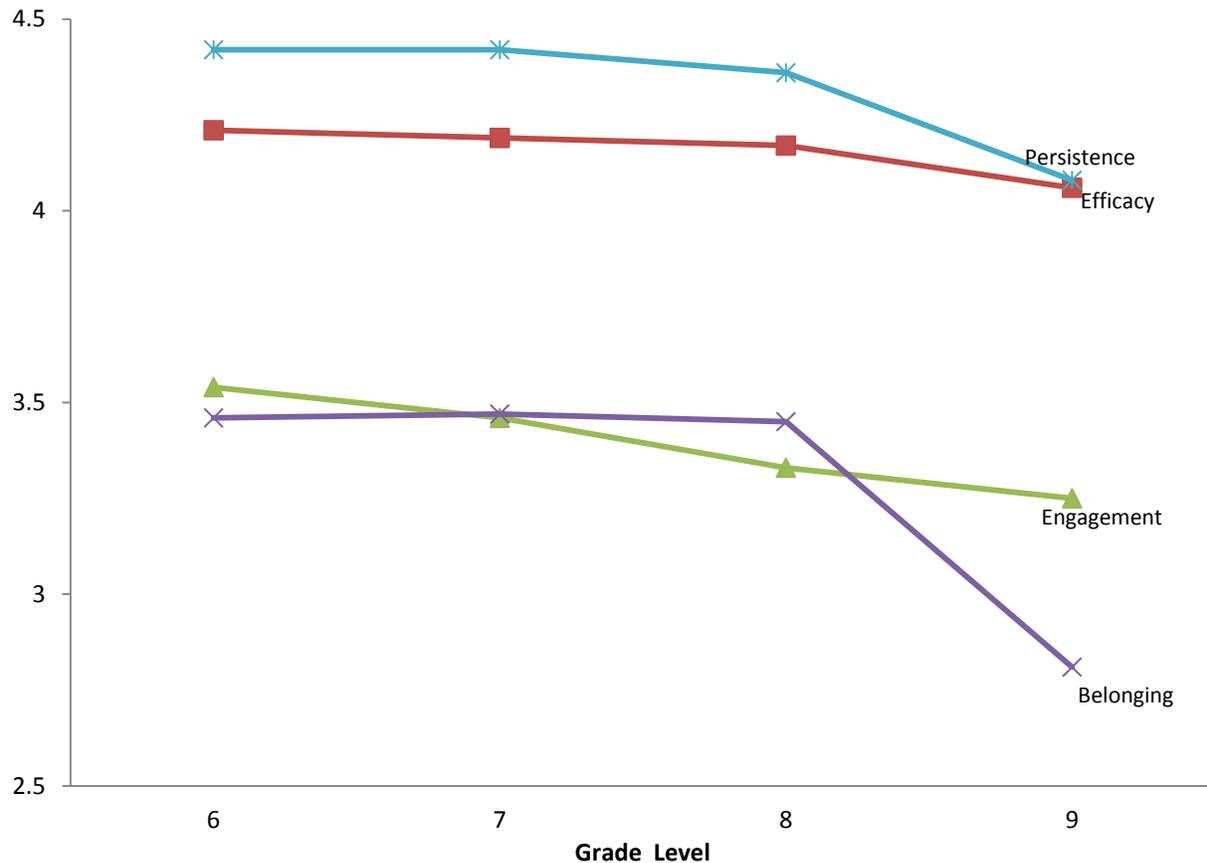
outcomes. Based on the findings displayed in Figures 23 through 26, it was hypothesized that City Year will be more effective among students in lower grade levels than among students in upper grade levels. Table 47 and Figure 33 display the survey construct averages by grade level. A correlation analysis suggests that there is a statistically significant relationship between grade level and Efficacy, Engagement, Belonging, and Persistence such that as students increase in grade level, their perceptions that City Year positively impacted the aforementioned areas *decreased*. These findings confirm the general hypothesis that City Year is statistically significantly more impactful among students in lower grade levels than in upper grade levels. Of concern, the results indicate that ninth grade students, compared to sixth, seventh, and eighth grade students, demonstrate particularly low levels of belongingness and engagement. Additional attention may be needed in boosting school membership and engagement among ninth grade students.

Table 47. Survey construct averages by grade level

<b>Averages of Survey Constructs</b>					
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Correlations</b>
Efficacy	4.21	4.19	4.17	4.06	-0.07*
Engagement	3.54	3.46	3.33	3.25	-0.12**
Belonging	3.46	3.47	3.45	2.81	-0.18**
Persistence	4.42	4.42	4.36	4.08	-0.15**
n	246	218	189	220	

Note. Statistically significant correlations at \*\*p<.01, \*p<.05. Scale: 1, Strongly Disagree to 5, Strongly Agree. Students who did not indicate a grade level on the survey were not included in this analysis. The correlation analyses examine the relationship between grade level (6, 7, 8, 9) and averages on survey constructs.

**Figure 33. Survey Construct Averages by Grade Level**



In addition to providing numerical ratings on the survey, students were asked to respond to several open-ended questions. In particular, they were asked to describe two things that they learned from City Year, the best aspects of City Year, and areas in need of improvement. Figure 34 visually summarizes students' responses. The majority of survey respondents indicated that City Year taught them the following psychosocial and academic skills:

- **Grit and Academic Tenacity:** the ability to look beyond short-term concerns to longer-term or higher order goals; withstanding challenges and setbacks in order to persevere toward goals.
- **Self-regulation Skills:** the ability to monitor and manage emotions, thoughts, and behaviors. The ability to self-regulate helps students have positive interactions with teacher and peers.<sup>10</sup>
- **Math Skills:** the ability to tackle difficult problems in math and utilize inductive and deductive reasoning strategies.

<sup>10</sup> McKowan, C., Gumbiner, L.M., Russo, N.M., & Lipton, M. (2009). Social-emotional learning skill, self-regulation, and social competence in typically developing and clinic-referred children. *Journal of Clinical Child & Adolescent Psychology, 38*, 858-871.

Additionally, the majority of students said that City Year offers them general socio-emotional and academic support. For instance, students indicated that City Year corps members listen to their issues and offer encouragement and understanding. Likewise, students feel supported academically through pull-outs and one-on-one tutoring. Students were also asked to provide feedback on what they would change about City Year in order to improve the program; their responses were clustered around the following topics:

- Tutorial support- students requested additional one-on-one and small group tutorial support. In particular, students have a desire for more individualized support and more frequent support (e.g. every day). A few students also noted that enhancing corps members' abilities to effectively utilize pedagogical tools may be needed. For example, one student said the City Year corps members should "explain things a little bit better."
- Transitioning to High School- discussions and general support is needed in preparing and transitioning students from K-8 schools to high schools.
- Boundaries and Roles- students generally have an unclear understanding of City Year corps members' roles in the classroom. For example, some students said that they would like corps members to "be more strict" and "snitch" on students who were misbehaving. Other students perceived corps members as being too strict and authoritarian and suggested that they work on being "nicer" and "friendlier." Additionally, several students were uncomfortable interacting with corps members, as they perceived them as being meddlesome. For example, one student said, "[I don't like it when City Year] is all up in my business." Clearly articulating the roles and responsibilities of corps members may be needed to avoid ambiguities and misunderstandings.

Figure 34. Summary of open-ended responses

84% of SDP students were satisfied or very satisfied with City Year. In open-ended responses, students offered the following positive takeaways from City Year and suggestions for further improvement:



## Needs Improvement

- 1 More Tutorial Support**
  - "I would like them to work with me more."
  - "Pulling students that need extra help more often."
  - "I want to meet with City Year every day."
- 2 Additional Emphasis on Transitioning to High School**
  - "We need more time to talk about high school."
  - "[More support] in getting me to high school."
- 3 Establish Boundaries and Clarify Roles**
  - "[I don't like it] when they are up in my business."
  - "Students don't respect City Year."
  - "They should be nicer."
  - "Stop getting me in trouble."
  - "Be more strict."

## Positive

- 1 Grit and Academic Tenacity**
  - "I learned to never give up."
  - "Good grades are important; you should keep trying to get good grades."
  - "If you have an 'F' you can still get your grade up."
- 2 Self-Regulation Skills**
  - "I learned to control my anger; stay out of trouble."
  - "I learned how sometimes I have to ignore people."
  - "I learned that when angry I can take a walk."
- 3 Math Skills**
  - "I learned tricks to multiplication."
  - "I learned more about math."
  - "Math can be fun."
  - "I learned how to solve hard math problems."
- 4 Emotional Support**
  - "City Year is always there when you need them."
  - "I can always talk to someone about my problems."
  - "They listen well...and help you with personal stuff."

Note. Two percent of students indicated "not applicable/don't know" when asked about their satisfaction of City Year; thus, the percentages displayed above may not sum to 100%.

## Summary

Overall, the administrative and survey data suggest the following:

- City Year is most effective at enhancing academic and behavioral growth for students in grades 7 and 8.
- Intensive tutoring by City Year in English and math leads to improvements in academic outcomes.
- In terms of attendance and behavioral improvement, City Year had the most significant impact on Childs: Compared to a matched, control school, 6th to 8th grade students at Childs showed significantly fewer suspensions and higher ADA.
- Looking at English and math grade improvements, City Year had the most significant impact on Tilden, Franklin and Kelley: Compared to matched, control schools, 6<sup>th</sup> to 8<sup>th</sup> grade students at Tilden, Franklin and Kelley showed significantly more improvement in English and math course grades from 2012-2013 to 2013-2014.
- With the exception of Frankford High School, students in grade 9 did not demonstrate significant improvements in attendance, behavior, or English/math grades compared to matched control schools.
- City Year does not help students improve their PSSA proficiency levels.
- Across all schools, City Year is effective at enhancing students' self-efficacy and their intentions to persist towards graduation. That is, as a result of City Year, students feel more confident that they can become a successful student, graduate from high school, and persist towards college.
- In open-ended responses, students said that City Year was particularly helpful at cultivating grit and academic tenacity—the ability to overcome challenges and persevere towards goals.
- Despite these positive findings, the survey results suggest that City Year may not have been as effective at enhancing student engagement and a sense of belonging; in particular, students in grade 9 exhibited below optimal ratings.
- Differences in psychosocial outcomes exist between schools. Students at Tilden, Kelley and Blaine reported the highest student averages across most psychosocial constructs; students at Frankford, South Philadelphia, and Overbrook reported the lowest averages.
- City Year may not be effective at enhancing 9th grade students' academic, behavior, and psychosocial outcomes.

These findings suggest that City Year could increase its impact on English, math, and psychosocial outcomes by:

- Ensuring sufficient tutoring dosage across schools.
- Increasing the use of one-on-one literacy/math tutoring.
- Tailoring interventions to address the unique challenges facing ninth grade students as they transition from middle school to high school.

- Utilizing empirically-validated exercises that target students’ thoughts, feelings, and beliefs about school in order to improve academic achievement.<sup>11</sup>

## 5. Outcomes for School Staff: Are teachers better supported in offering differentiated instruction to at-risk students? How have teacher practices changed as a result of the program?

Data gleaned from teacher surveys and interviews suggest that City Year was effective at supporting teachers in offering differentiated instruction to students. Table 48 suggests that over 70% of teachers felt that corps members helped them to differentiate instruction in the classroom.

Table 48. Teacher impact, Teacher end-of-year Survey

To what extent do you agree with the following statements about the impact of your corps member(s) on you and your work? (n=73)	Mean	Assessment	% Agree (4) + % Strongly Agree (5)	Rank
Provide essential academic supports my students wouldn't otherwise receive.	4.21	Good ☺	84.72%	1 (highest)
Help me to feel supported in my work.	4.12	Good ☺	79.45%	2
Help me differentiate my instruction.	3.96	Attention ✓	73.97%	3
Help support implementation of Common Core State Standards (or where applicable, relevant state standards).	3.82	Attention ✓	69.01%	4
Help me to have a positive relationship with my students.	3.77	Attention ✓	61.64%	5
Improve the quality of my interactions with my students.	3.75	Attention ✓	60.27%	6
Have effective communications from school-to-home about school programs and student progress.	3.62	Attention ✓	53.52%	7
Help provide a range of volunteer opportunities for parents and community members to support my school.	3.53	Attention ✓	47.95%	8
Help me to engage parents and families effectively.	3.40	Action!	38.36%	9
Give me more time for planning.	3.32	Action!	44.44%	10 (lowest)

Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Good=At or above 4.0; Attention=Below 4.0; Action=Below 3.5. Survey items were included on the Teacher end-of-year survey administered in May 2014.

During interviews with teachers conducted in May 2014, almost all said that the biggest benefit of having City Year corps members in the classroom was the opportunity to offer more differentiated instruction to students. Teacher B2 explained that “differentiated instruction is a big [support]. [Fewer] kids slip through the cracks when you have City Year there. They get individualized attention. You can identify in what areas students need more support.”

Likewise, Teacher A1 explained that her sixth grade class is “fairly challenging;” many students have academic or behavioral issues. As such, the individualized support provided by City Year

<sup>11</sup> Yeager, D., & Walton, G. (2011). Social-Psychological Interventions in Education: They’re not magic. *Review of Educational Research, 81*, 267-301.

was immeasurable: “I couldn’t refuse City Year’s help. I don’t know how I would have done it without them. Now, I can work with students one-on-one and do group work with them.” Additionally, Teacher F2 discussed how differentiated instruction is extremely vital with large class sizes. She stated:

**“It’s hard to give individual attention to over 30 students. Having the extra help in the classroom is tremendous. The classroom culture has changed! Almost all of my students are being reached by either me or my corps members. Some students like my instructional style, but others gravitate towards my corps members instructional styles. The corps members know how to reach certain students better.”**

Still, in a very colorful fashion, Teacher J1 highlighted:

**“Fridays suck because the corps members are not here. My class just sucks when she is gone. For instance, last month, she told me that she needs to go out of town. I said, “that sounds fine.” But, inside, I thought “Oh god, just shoot me now.” Her presence gives me flexibility. I can be a better teacher and really focus on teaching. Normally, I have to do everything, but with my corps member, I can reach all of students. A lot of students would just sit in the back with their heads down. The corps member is able to help them. She pulls them out and helps to address their problems. She is a crown jewel in what we are trying to do.”**

When asked how corps members influence planning time, almost all teachers indicated that they marginally impact that aspect of teaching. For instance, Teacher A1 hailed the benefits of the corps member in providing differentiated instruction, but expressed their impact on planning time as, “planning time is still planning time. There is just never enough time to do that.” Echoing this sentiment, Teacher J1 said, “planning time is planning time. No way around it. I don’t really involve [my corps member] in it.”

Interestingly, Teacher I2 was among the minority of teachers who indicated that their corps members influenced planning time by offering additional content information and feedback. She explained that, even though her corps member was not really involved in planning time, she was able to “bounce ideas off of him, since he was such an expert in English literature.” Likewise, Teacher B2 explained that while she plans her own lessons, she will occasionally ask the corps member’s opinions about certain assignments. “I do discuss [certain topics] with my corps member. ‘What do you think about that? Should we wait on giving a test?’ There is that give and take [between us].” Overall, this seems to suggest that corps members who have in depth content knowledge related to the class that they are assigned are more likely to positively influence planning time and contribute to the development of assignments and lectures.

As discussed previously in the report (See Question 2: To what extent are teachers adequately supported by the program via resources, materials, and program support?), teachers overwhelmingly indicated that improving the content knowledge of corps members is

imperative to improving the efficacy of the program. The quality of support that students receive is largely contingent on the corps members' pedagogical knowledge and content knowledge. Corps members who are "experts" in the subject matter (i.e., a math major in a math classroom) are more effective at working one-on-one with students and at assisting the teacher in tailoring lesson plans to meet students' needs. On the other hand, corps members who are mismatched to their classroom assignments (i.e. a math major in an English classroom) are more likely to struggle with the content material. A few teachers noted that they needed to "re-introduce" content material to their corps members in order to bring them "up to speed;" this may have detracted from their ability to differentiate instruction in the classroom. Likewise, corps members who exhibit leadership characteristics are appreciated by teachers and are viewed as providing more meaningful support in the classroom. Together, this feedback suggests that City Year is effective at supporting teachers in offering differentiated instruction *only to the extent* that corps members possess sufficient content knowledge and pedagogical skills.

### Summary

Most teachers indicated that their ability to differentiate instruction in the classroom has been greatly enhanced by the presence of City Year corps members. Corps members provide essential academic supports to students who would not otherwise receive support and give teachers the freedom to tailor instruction to students' needs. Still, most teachers indicated that the quality of the support that they receive varies depending on the content knowledge and skills of the corps members. Corps members with proficient content knowledge are more seamlessly integrated into the classroom and are better able to support both teachers and students. Likewise, corps members who possess leadership and classroom management skills are more effective in the classroom. Together, the data suggests that there may be some variability in the ability of corps members to impact the classroom and improve teachers' capacities to differentiate instruction. These findings suggest that the program could increase its impact on teacher outcomes by 1) ensuring that all corps members possess the necessary content knowledge to support their assigned classroom(s), 2) training corps members in best practices in assuming leadership roles in urban schools, and 3) conducting frequent check-ins with corps members to ensure that quality support is maintained across schools.

## 6. Outcomes for Program: To what extent is the program perceived as offering scalable, high quality activities? How have schools and/or District changed as a result of the program?

Data collected via interviews and surveys from teachers, principals and students were triangulated to assess the extent to which City Year offered scalable, high quality supports that positively impacted the school culture and organization.

### Benefits to Students

Nearly all teachers and principals interviewed stated that the biggest benefit that City Year provided to students was near-peer mentoring. Whether it was to address questions, offer tutoring support, serve as a peer role model, or provide additional context on lessons by adding

real life experiences, teachers and principals unanimously agreed that the presence of corps members added, immensely, to the educational experiences of students. For instance, both Teacher B2 and Teacher J1 explained that age plays a critical role in student's receptivity to learning and correction. Teacher J1 stated:

**"I'm old. I'm 63. [My corps member] is 22. She is someone that the students can relate to. She understands their culture. The kids like her because she is someone that gets them. Also, she is great with behavioral issues. For instance, today there was a girl who was very agitated. She just couldn't learn, because she has so many issues going on. So, I asked the corps member to take her out into the hall and calm her down. Well, that worked magic! The student came back to the class and was calm, cool, and collected. She was ready to learn."**

Likewise, Teacher B2 emphasized that the closeness in age between the students and corps members helps students feel more comfortable with asking questions. "If a student fears asking for help, they feel closer to a corps member that they can reach out for help...that's really valuable." She continues, rather passionately, "It's somebody else in the classroom to provide support. I have kids in my class who would slip through the cracks and fail without corps members." Principal A further explained that there is a general recognition of "gaps" in the school. Due to budgetary cuts, there is a general shortage of staff and resources that would, otherwise, have supported struggling students. Because corps members are able to "establish relational trust" with students, they "fill in the missing gaps" and ensure that students are on the right track. For instance, Principal H explained that "particularly this year, City Year is invaluable because we've lost so many other personnel; they are another resource in helping us keep students on the right path." City Year's presence was particularly instrumental in helping schools that were impacted by recent school closures.<sup>12</sup> One principal described how corps members were critical in helping school staff "get to know the new students" and foster a unified school culture:

**"We went from a regular district school last year to a Promise Academy this year; the whole climate is completely different than last year. We have so many new students this year. I can't imagine the school without City Year. Their activities like the Morning Cheers had a huge impact on bringing students and staff together."**

Further, Teacher D1 explained that large classroom sizes posed a challenge when trying to address various student needs. Classroom sizes, across a number of schools, increased in 2013-2014 as a result of budget cuts and school closures. As such, the presence of corps members in large classrooms helped to provide extra assistance and attention for students most in need: "[Students] can get a little extra attention; I think the kids know they can get that extra help from [corps members] if they need it. They are really accustomed to having them in the room

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<sup>12</sup> In 2012-2013, the District closed 29 schools. As a result, neighboring schools served as receiving schools to absorb new students impacted by school closures.

every day, which is nice. I couldn't have done this year without them. I had a huge class this year." (Teacher D1).

Through open-ended survey responses and focus groups, students also voiced appreciation for the corps members. They were perceived as being "helpful" in supporting their academics and infusing a "positive, friendly, and respectful" climate in schools. Students particularly praised the corps members for providing individualized attention and for "stepping in" when the teachers did not have time to address individual students' needs. Students, likewise, perceived corps members as providing psychosocial support and encouraging them to persevere and overcome challenges.

Despite these positive benefits to students, additional data suggests that principals, teachers, and students identified several impediments to the impact of the program. First, principals, teachers and students indicated that there is a wide variation in the skill set and content knowledge among the corps members. Corps members who lacked content knowledge and classroom management skills were not perceived as being beneficial to enhancing academics. Second, due to budgetary and staff cuts, principals and teachers were reticent about identifying specific, measurable changes to the school climate. This was particularly evident among schools that had to "absorb" new students from recently closed schools. For example, Principal C said that "there is certainly a different dynamic with all of the new students. We have problems that we never had before, like cutting class." Principal A, likewise, identified challenges this school year:

**"Last year, we were kind of a small school. [This year], we received new students that we didn't know. They came from a different school culture. That is always difficult. Because of City Year, I felt a little more comfortable. But, it was still hard to adjust this year. There were new students, fewer staff members, larger classrooms, fewer resources and supports. City Year helped fill in the gaps; but, it was still very hard."**

This data may suggest that while City Year's assistance was instrumental in providing additional resources and supports to schools during a struggling fiscal climate, the challenges contending with larger classroom sizes, new students, and fewer essential staff (e.g., counselors) dampened the impact of the program on school outcomes.

### **Benefits to teachers**

Teachers highlighted various ways that the corps members added to their teaching experience. During interviews, the majority of teachers explained that having an extra pair of hands in the classroom helps to take the pressure off of not being able to address each individual student's needs: "They make teaching a little easier. They are math majors so it makes my life much easier. They are able to understand the materials; students grasp [the material] a little easier because they get one-on-one support" (Teacher D2).

Similarly, Teacher B2 explained that the corps members helped to provide clarity for students when they became confused by the teacher's instructional expectations. While this is a benefit

to the student, it also helps Teacher B2 feel supported: “I feel closer to the kids, because there is another adult to share responsibility. I don’t feel as isolated.”

Teacher support was a sentiment uttered by a large majority of the teachers, even those who may have expressed some challenges with integrating their corps members into the classroom. For instance, Teacher A2 indicated that “even though it was a challenge to guide and supervise [the corps members] during the Fall semester, it was extremely necessary...to have them in the classroom as an extra pair of hands; they supported me in dealing with a very large class of troubled students.”

Survey data finds that, across all schools, over 80% of teachers felt that the corps members are effective at fostering a positive environment for learning, creating opportunities for students to work collaboratively with peers, improving the overall academic performance of students, and improving student focus and order in the classroom. See Table 49.

Table 49. Impact on Classroom Climate, Teacher end-of-year Survey

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? (n=68)	Mean	Assessment	% Agree (4) + %Strongly Agree (5)	Rank
fostered a positive environment for learning.	4.46	Good 😊	95.59%	1 (highest)
created opportunities for my students to work collaboratively with peers.	4.25	Good 😊	86.57%	2
improved the overall academic performance of my students	4.22	Good 😊	91.04%	3
increased my students' respectfulness to each other.	4.12	Good 😊	72.06%	4
reduced the number of conflicts between students	4.09	Good 😊	76.12%	5
improved overall student focus and order in the classroom	4.09	Good 😊	80.88%	6
increased my students' enjoyment of school	4.03	Good 😊	72.06%	7 (lowest)

Note. Scale: 1, Strongly Disagree to 5, Strongly Agree. Good=At or above 4.0; Attention=Below 4.0; Action=Below 3.5. Survey items were included on the Teacher end-of-year survey administered in May 2014.

Teacher and principal data clearly suggests that City Year’s presence in schools adds positively to the overall school environment. However, the impact of the program on teachers may have been compromised by two factors: 1) lack of teacher ‘buy in’ and 2) large variability in corps members’ skills and content knowledge. For instance, during interviews, a few principals revealed that the process of collaboration and staff acceptance was not immediate. Both teachers and students encountered challenges in terms of building relational trust and establishing a working collaboration with City Year, particularly during the beginning of the school year. Specifically, some principals explained that challenges emerged between City Year members and teachers due to the lack of communication and understanding about how to effectively integrate a City Year Corps member into the classroom. One principal explained that, “some teachers never worked with City Year before, so they did not really know how to use them; [on the other hand], we have other teachers who work really well [with City Year because they have more experience with them].” To address these concerns, one principal

instituted the policy that the City Year corps member will “work to help move kids forward, while the teacher works with students with most need because [teachers] have the proper training to get the higher needs students up to speed” (Principal G). These challenges were experienced at another school, where Principal C states:

**“There are a couple of teachers that have latched on [to the City Year model]; but other teachers...don’t seem [to be] reaching out to [them] to establish a cooperative program. Also, I don’t think the teachers are proactive in effectively utilizing City Year. That, I feel, is the biggest failure.”**

Likewise, teachers expressed concerns that their corps members lacked the necessary content knowledge, training, and skill set to be effective in the classroom. For instance, several teachers indicated that their corps members did not possess the math skills needed to serve as tutors or coaches for struggling students. Other teachers indicated that their corps members did not possess leadership skills in the classroom and, thus, were ineffective at “taking the initiative and being self-directed.” Teacher H2, explained that “last year, I had great corps members. They took charge. They took care of business. I didn’t have to tell them what to do.” She continued, “this year is different. I have to take a lot more time to monitor the corps members.” Offering her assessment as to why, she highlighted that “every year the quality of the program depends on the quality of corps members.” In general, teachers valued corps members who were independent, self-governing, and mature. Corps members who were college graduates seemed to fit this profile whereas recent high school graduates were deemed as being “too immature” to properly support classroom instruction. Lack of teacher buy-in may have been fomented by perceptions that corps members do not have the proper training to support high needs students.

### **Scalability and Sustainability**

In a challenging fiscal climate, one of the best ways to achieve impact on students’ outcomes is to fund projects that are sustainable and scalable. Sustainability refers to the ability of a program to continue providing services should funding come to an end or change. Scalability refers to the potential of a program to perform on a larger scale, for instance, by extending its services to an entire district. Principals and teachers identified the following pathways to continue to sustain the impact that City Year has on schools:

- Build partnerships with other youth groups at local colleges/universities
- Increase the capacity and number of staff members needed to sustain one-on-one tutoring and mentoring support
- More yearly planning and coordination with partner colleges/universities
- Additional professional developments to increase the quality of mentoring and tutoring supports
- Ensure consistency of services
- Provide steady revenue of funding to support external tutoring/mentoring services
- Create a detailed roadmap to achieve long-term outcomes with quarterly meetings to review target goals

-Provide a detailed model for teachers to follow in order to integrate external staff support in the classroom

## Conclusions

ORE calls upon the multiple data sources and findings described in the methods and findings sections to present integrated conclusions of the City Year program. Each statement has been carefully crafted from a comprehensive and quantitative approach to understanding all data collected during the 2013-2014 academic year, and is organized by the evaluation questions set forth:

### *Fidelity of Implementation*

#### **1. Students: How many students have participated in program activities? To what extent are students satisfied with program activities?**

- Across 11 schools, City Year corps members provided programming supports to enhance the quality of the school learning environment in the areas of attendance, behavior, and course performance. Specifically, the following number of students received programming supports:
  - Approximately 600 students received math and English/ELA tutoring,
  - 486 students received attendance coaching,
  - 447 students received behavior coaching, and
  - 1,613 students participated in extended learning time.
- Additionally, approximately 340 school-wide activities and/or events were facilitated by corps members to enhance the quality of the school climate.
- 83% of students across all schools indicated that they were “Satisfied” or “Very Satisfied” with the mentoring and support that they received from corps members.
  - However, there were notable differences across schools and grade levels.
- Overall, there was considerable variation in the frequency and quality with which tutoring, coaching and other supports were carried out.
  - City Year was implemented with the most fidelity at the following schools: Tilden, Blaine, and Marshall. On the other hand, the frequency and quality of support provided at Frankford HS, McMichael, South Philadelphia HS and Childs ranked the lowest across all schools.

#### **2. School Staff: To what extent are teachers adequately supported by the program via resources, materials, and program support?**

- Most teachers were pleased with City Year’s supports in the classroom. At the end of the 2013-2014 SY, approximately 90% indicated that they were “Satisfied” or “Very Satisfied” with the quality or service provided by corps members.

- Despite these positive ratings, some teachers were concerned that corps members may not possess the adequate content knowledge or classroom management skills to impact student performance.
- Data gleaned from teacher interview and survey data suggest that the following best practices are needed to implement the program with fidelity:
  - Match corps members to classrooms that are well-aligned to their backgrounds (i.e., a recent math major assigned to a math classroom).
  - Select corps members who are college graduates to provide high quality tutoring.
  - Communicate clear expectations and goals for each corps member.
  - Assign corps members to only one teacher and/or classroom as opposed to having them rotate to multiple classrooms.
  - Provide teachers with a model (i.e. a Best Practice manual) for effectively integrating corps members in the classroom.

**3. Program: How many City Year Corps members and team leaders were trained and assigned to schools? To what extent are corps members adequately trained to support schools? To what extent is the program plan and/or components meeting schools' needs?**

- 124 City Year team members provided programming supports to students throughout the 2013-2014 SY.
- Over 80% of corps members surveyed felt that the training received sufficiently prepared them to effectively provide homework assistance and after-school support.
  - However, less than half of corps members indicated that they were prepared to carry out attendance and behavior coaching.
  - Teachers and principals suggested that there is room for improvement in terms of enhancing corps members' content and pedagogical knowledge. More extensive training and monitoring of corps members may be needed.
- Nearly all principals indicated that the City Year program was well-aligned to their schools' goals and priorities; early planning meetings with the City Year team were imperative to ensuring this alignment.
- To improve the extent to which the program addresses schools' needs, principals and teachers suggested: 1) Establishing earlier planning meetings, and 2) Ensuring that corps members have the necessary training in math and English to support students' needs.

*Impact*

**4. Students: Do students in the program demonstrate improvements in academic (grades, standardized test 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)?**

- On the whole, City Year promotes improvements in student attendance and behavior, as measured by average daily attendance and number of suspensions. There were no

statistically significant improvements in academics when English and math grade progress is analyzed across all students receiving City Year supports.

- However, aggregate analyses of academics obscure differences between grade levels; for instance, 7th and 8th grade students were more likely to improve their English grades.
- 9th graders have a negative impact on aggregate results, since they appear to struggle in all areas of measurement, experiencing sometimes significant decreases in performance.
- Tilden, Franklin, Kelly, Feltonville, and Frankford saw improvements in academic progress compared to matched control schools; Childs, McMichael, Marshall saw improvements in attendance and/or reduced suspensions per student.
- In general, higher dosages of programming result in greater improvements in academics and behavior, or in some cases, less severe decreases in areas that prove especially challenging.
- On the whole, City Year does not help students improve their PSSA proficiency levels
- In aggregate, City Year is effective at enhancing students' self-efficacy and their intentions to persist towards graduation. That is, as a result of City Year, students feel more confident that they can become a successful student, graduate from high school, and persist towards college.
  - Despite these positive findings, City Year may not have been as effective at enhancing student engagement and a sense of belonging; in particular, ninth grade students exhibited below optimal ratings.
  - Differences in survey outcomes exist between schools. Students at Tilden, Kelley and Blaine reported the highest student averages across most survey constructs; students at Frankford, South Philadelphia, and Overbrook reported the lowest averages.
- In general, two factors influence students' academic, behavior, and psychosocial outcomes: 1) frequency of support (e.g., dosage) and 2) grade level. That is, students who receive intensive support from City Year and students in grades 7 and 8 are more likely to be positively impacted by the program.

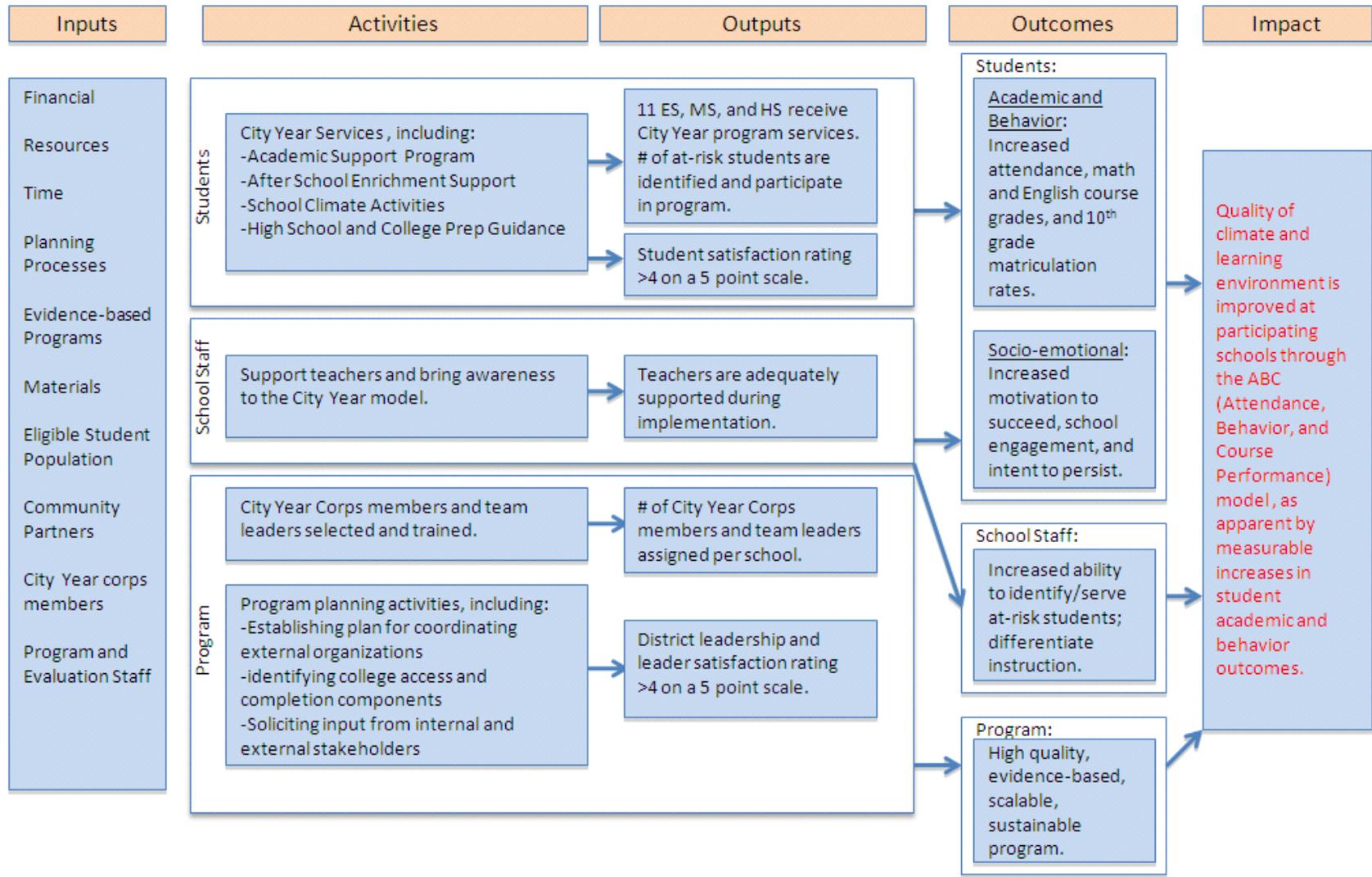
**5. School Staff: Do teachers demonstrate an increased ability to identify and serve at-risk students? How have teacher practices changed as a result of the program?**

- Over 70% of teachers felt that the corps members helped them to differentiate instruction in the classroom.
  - Teachers with large classroom sizes and many “challenging” students were most appreciative of the support that they received from corps members as their ability to offer individualized attention was enhanced.
- Likewise, over 84% of teachers said that that the corps members provide essential academic supports that students would not otherwise receive.
- Corps members who had proficient content and pedagogical knowledge were most effective in offering teachers support. For example, corps members with in-depth content knowledge were able to enhance lessons and lesson planning.

**6. Program: To what extent is the program perceived as offering scalable, high quality activities? How have schools changed as a result of the program?**

- Recent budget cuts, staff layoffs, and school closures were major hurdles that schools in 2013-2014 SY had to overcome. Corps members were seen as playing a critical role in ensuring that students did not slip through the cracks despite these structural and fiscal impediments.
  - Teachers, in particular, said that City Year’s support was imperative in the classroom as large classroom sizes and an influx of new students challenged their abilities to offer individualized instruction.
  - City Year also served a unique role in creating a cohesive school culture at “receiving schools” where staff encountered new students from recently closed schools.
- However, the impact of the program on schools may have been compromised by several factors:
  - Lack of teacher ‘buy in’
  - Large variability in corps members’ skills and content knowledge
  - Lack of sufficient early planning times between corps members and teachers
  - Unanticipated challenges as a result of a large influx of new students from recently closed schools.
- Overall, the data suggests that while City Year’s support was instrumental in providing additional resources and supports to schools during a struggling fiscal climate, the challenges contending with larger classroom sizes, new students, and fewer essential staff may have dampened the impact of the program on school outcomes.

## Appendix A. Logic Model



## Appendix B. Evaluation Matrix Tables

Based on the logic model, the following evaluation questions and methods emerge:

<b>1. Students: How many students have participated in program activities? To what extent are students satisfied with program activities?</b>			
<b>Data Collected</b>	<b>Methods of Collecting Data</b>	<b>Instruments</b>	<b>How the data will be analyzed</b>
Program Participation	Participant database	Tracking tool; Database queries	Descriptive statistics showing participation (parsed by demographics)
Participant Reaction to Program Activities	On-line or paper-based surveys	End-of-Year Feedback forms	Descriptive statistics of forced response items; qualitative analysis of open-ended items.
	Focus Group(s)	Focus group protocol	Qualitative analysis for common/divergent themes. Data will be reported as thick descriptions and matrix displays (Miles & Huberman, 1994).

<b>2. School Staff: To what extent are teachers adequately supported by the program via resources, materials, and program support?</b>			
<b>Data Collected</b>	<b>Methods of Collecting Data</b>	<b>Instruments</b>	<b>How the data will be analyzed</b>
Teacher Reaction to Program Support	On-line or paper-based surveys	Feedback forms	Descriptive statistics of forced response items; qualitative analysis of open-ended items.
	Focus Groups/Interviews(s)	Focus group/Interview protocol	Qualitative analysis for common/divergent themes. Data will be reported as thick descriptions and matrix displays (Miles & Huberman, 1994).

<b>3. Program Implementation:</b> 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 school needs?			
<b>Data Collected</b>	<b>Methods of Collecting Data</b>	<b>Instruments</b>	<b>How the data will be analyzed</b>
Corps member and team leader Participation	Members and Team leaders database	Tracking tool; Database queries	Descriptive statistics showing participation (parsed by demographics & qualifications)
Principal Reaction to Program Support	On-line or paper-based surveys	Feedback forms	Descriptive statistics of forced response items; qualitative analysis of open-ended items.
	Focus Groups/Interviews(s)	Focus group/Interview protocol	Qualitative analysis for common/divergent themes. Data will be reported as thick descriptions and matrix displays (Miles & Huberman, 1994).

<b>4. Outcomes for Students:</b> Do students in the program demonstrate improvements in academic (grades, course completion, high school graduation, college matriculation) and behavior (attendance, reduced suspensions, tardiness) outcomes? To what extent did the program enhance students' psycho-social attitudes (engagement, motivation to succeed, intention to persist)?			
<b>Data Collected</b>	<b>Methods of Collecting Data</b>	<b>Instruments</b>	<b>How the data will be analyzed</b>
Student Academic Performance	Schools report student-level data	GPA, Course/Credit completion, 10 <sup>th</sup> grade matriculation	Descriptive Statistics with Baseline/Y1/Y2 significance testing; Propensity Score Matching (forthcoming)
Student Behavior		Attendance, Prosocial Behaviors (e.g. reduced suspensions, tardiness)	
Psycho-social Attitudes	On-line or paper-based surveys; Baseline/Y1/Y2	District-wide Student Survey (Academic Tenacity, Self-regulation, Grit, Self-efficacy, Special Education Needs, Intent to Persist)	
	Interviews/Focus Groups	Focus Group Protocol	Qualitative analysis for common/divergent themes.

**5. Outcomes for School Staff:** Are teachers better supported in offering differentiated instruction to at-risk students? How have teacher practices changed as a result of the program?

<b>Data Collected</b>	<b>Methods of Collecting Data</b>	<b>Instruments</b>	<b>How the data will be analyzed</b>
Teacher abilities	Online or paper-based surveys	Teacher surveys	Descriptive statistics
	Individual or group interviews	Interview Protocol	Qualitative analysis for common/divergent themes. Data will be reported as thick descriptions and matrix displays (Miles & Huberman, 1994).

**6. Outcomes for Program:** To what extent is the program perceived as offering scalable, high quality activities? How have schools and/or District changed as a result of the program?

<b>Data Collected</b>	<b>Methods of Collecting Data</b>	<b>Instruments</b>	<b>How the data will be analyzed</b>
Organizational and School Culture Changes	Annual survey to measure school culture (principals, teachers)	Principal/Teacher Survey	Descriptive statistics of forced response items; qualitative analysis of open-ended items
	Principal/Teacher Interviews	Interview Protocol	Qualitative analysis for common/divergent themes. Data will be reported as thick descriptions and matrix displays (Miles & Huberman, 1994).

### Appendix C. Student End-of-Year Feedback Form

Your opinion matters! Please take a few moments to think about what City Year means to you. This survey will ask you about your opinions of City Year. Your feedback is very important to us. We will use your feedback to help improve the programs at your school. Please be honest. Your answers are strictly confidential.

During the school day, how often does someone from City Year...	Never	Once in a while	1-2 times a week	3 or more times a week
a. Help you in English/Language Arts.	N	1	2	3
b. Help you in math.	N	1	2	3
c. Talk to you about your attendance.	N	1	2	3
d. Talk to you about your behavior.	N	1	2	3
e. Talk to you about preparing for high school or college.	N	1	2	3

Please bubble in the number that matches how much you agree or disagree with the statements below.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable / Don't know
<b>Because of City Year...</b>						
1. I am more confident that I can become a successful student.	1	2	3	4	5	N
2. I am more confident that I can get <u>good</u> grades.	1	2	3	4	5	N
3. I am more <u>excited</u> about school.	1	2	3	4	5	N
4. I am more <u>interested</u> in learning.	1	2	3	4	5	N
5. I am more confident that I " <u>belong</u> " at this school.	1	2	3	4	5	N
6. I am more likely to <u>graduate</u> from high school.	1	2	3	4	5	N
7. I am more likely to go to <u>college</u> .	1	2	3	4	5	N

	Not at all (1)	A little bit(2)	Somewhat (3)	Quite a bit (4)	A lot (5)	Not applicable / Don't know
						
<b>How much has City Year helped you...</b>						
8. Complete your assignments and homework.	1	2	3	4	5	N
9. Get better grades.	1	2	3	4	5	N
10. Get to school on time.	1	2	3	4	5	N
11. Improve your attendance.	1	2	3	4	5	N
12. Improve your behavior.	1	2	3	4	5	N

Please bubble in the number that matches how much you agree or disagree with the statements below.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable/ Don't know
						
13. I have a <u>good relationship</u> with City Year.	1	2	3	4	5	N
14. I feel <u>comfortable</u> approaching City Year with any questions I might have.	1	2	3	4	5	N
15. City Year <u>understands</u> my struggles.	1	2	3	4	5	N
16. I think the City Year staff and I are a <u>good match</u> for each other.	1	2	3	4	5	N
17. City Year <u>listens</u> to my issues and concerns.	1	2	3	4	5	N
18. City Year <u>helps</u> me learn and grow as a student.	1	2	3	4	5	N

	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)	Not applicable/ Don't know
						
19. How satisfied are you with the mentoring and support you receive from City Year?	1	2	3	4	5	N

**20. BRIEFLY DESCRIBE 2 THINGS THAT YOU LEARNED FROM CITY YEAR THIS YEAR:**

**21. THE BEST PART OF CITY YEAR IS...**

**22. IF I COULD CHANGE ONE THING ABOUT HOW CITY YEAR WORKS WITH ME, IT WOULD BE...**

### Appendix D. Teacher Interview Guide

The purpose of this semi-structured interview is to assess your opinion about the implementation and effectiveness of the City Year program at your school. The interview will take no more than 20-30 minutes to complete. Your feedback is important to us and will be used to enhance current programs at your school.

School:	
Participant Name:	Participant position:
Date:	Interview location:
Interviewer:	

Survey Question Categories	Interview Question
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. How many years have you had City Year corps members in your classroom?</li> <li>2. What activities does the corps member perform in your class?               <ol style="list-style-type: none"> <li>a. How would you rate the proficiency level of the corps member in performing these tasks? (1, not at all proficient to 5, very proficient)</li> </ol> </li> </ol>
<b>Development</b>	<ol style="list-style-type: none"> <li>3. Did you and your corps member meet to discuss expectations at the beginning of the year? If so, tell me about that process and how effective you think it was? If not, could you have benefited from a collaborative meeting with your corps member?</li> <li>4. How frequently do you provide feedback to the corps member during the school year?</li> </ol>
<b>Organizational Support and Change/School Climate</b>	<ol style="list-style-type: none"> <li>5. What do you see as the biggest benefit to your <i>students</i> of having City Year corps member in your class?</li> <li>6. What aspect of your classroom has improved the most since having a City Year corps member?</li> <li>7. How has having a corps member impacted your instruction?               <ol style="list-style-type: none"> <li>a. <i>Probe for differentiated instruction; planning time</i></li> </ol> </li> </ol>
<b>Additional Supports/Areas of Improvement</b>	<ol style="list-style-type: none"> <li>8. How can City Year better serve the students in your classroom? (<i>In what ways can City Year improve?</i>)</li> <li>9. Are there any additional supports or resources needed that would help enhance the City Year program?               <ol style="list-style-type: none"> <li>a. What support could your principal and other school administrators offer to help sustain the impact of City Year in the future?</li> </ol> </li> </ol>

## Appendix E. Principal Interview Guide

The purpose of this semi-structured interview protocol is to assess your opinion about the implementation and effectiveness of the City Year program at your school. The interview will take 30-45 minutes to complete. Your feedback is important to us and will be used to enhance current programs at your school.

School:	
Participant Name:	Participant position:
Date:	Interview location:
Interviewer:	

Survey Question Categories	Interview Question
<b>Activities</b>	1. How often does City Year conduct activities at your school?
<b>Development</b>	2. To what extent are City Year activities aligned with your school’s goals or action plan? 3. In what ways has City Year staff been helpful in meeting the goals of your school in terms of <ul style="list-style-type: none"> <li>a. Increasing attendance</li> <li>b. Increasing academic performance</li> <li>c. Reducing antisocial behaviors (tardiness, suspensions)</li> </ul> 4. What City Year activities were most effective in meeting some of these goals?
<b>Organizational Support and Change</b>	5. Does your school staff (e.g. teachers) feel that City Year is important? If so, how have they demonstrated this? 6. Do students at your school feel that City Year is important? If so, how have they demonstrated this?
<b>School Climate</b>	7. In what ways has City Year positively impacted the school as a whole? 8. How has the school climate changed as a result of City Year?
<b>Additional Supports/Areas of Improvement</b>	9. Are there any additional supports or resources needed that would help enhance the City Year program? <ul style="list-style-type: none"> <li>a. What support at the district level might be needed to sustain the City Year program in years to come?</li> </ul> 10. In what ways can City Year improve?

## Appendix F. Descriptive Statistics of Student Outcomes

Table 50. Descriptive Statistics, Academic Outcomes

		Control (n= 4,110)	City Year (n= 995)
		Mean	Mean
English Final Scores	2012-2013	75.43	71.82
	2013-2014	70.22	65.35
	Paired Samples t-test	p<.01**	p<.01**
Math Final Scores	2012-2013	76.06	72.41
	2013-2014	73.31	71.46
	Paired Samples t-test	p<.01**	<i>ns</i>

Note. *ns*= not significant

Table 51. Descriptive Statistics, Academic Outcomes disaggregated by grade level

		Grade 6		Grade 7		Grade 8		Grade 9	
		Control	City Year						
English Final Scores	2012-2013	78.60	75.04	78.81	76.35	76.66	71.56	68.32	66.03
	2013-2014	77.15	73.93	75.36	73.20	74.17	74.32	64.45	64.11
	Paired Samples t-test	p<.01**	<i>ns</i>	p<.01**	p<.01**	p<.01**	p<.05*	p<.01**	<i>ns</i>
Math Final Scores	2012-2013	78.77	74.62	77.84	74.72	76.10	72.26	67.00	65.12
	2013-2014	75.69	73.41	75.17	72.39	66.41	53.10	61.99	60.09
	Paired Samples t-test	p<.01**	<i>ns</i>	p<.01**	p<.05*	p<.01**	p<.01**	p<.01**	p<.05*

Note. *ns*= not significant

## Appendix G. Baseline Statistics (2012-2013) and Matched School Selection Process

Table 52 summarizes the baseline statistics for each City Year school in 2012-2013.

Table 52. District Statistics, 11 Participating Schools 2012-2013

Schools	Total # Students Enrolled*	% SwDs/Special Education* <sup>13</sup>	% URM* <sup>14</sup>	% ELL*	% Graduate <sup>&amp;</sup>	% Proficient/Advanced PSSA/Keystone Reading	% Proficient/Advanced PSSA/Keystone Math
Blaine K-8 (422)	409	(98) 24%	(406) 99.3%	(1) 0.2%	NA	31.29%	45.58%
Childs K-8 (226)	653	(101) 15.5%	(477) 73%	(88) 13.5%	NA	45.15%	56.23%
Ben Franklin ES (728)	1015	(121) 11.9%	(928) 91.4%	(107) 10.5%	NA	41.02%	44.25%
Feltonville School of Arts and Sciences (750)	608	(96) 11.3%	(563) 92.6%	(127) 20.9%	NA	29.83%	41.39%
Frankford HS (701)	1382	(378) 27.4%	(1240) 89.7%	(177) 12.8%	57%	20.83%	13.53%
WD Kelley K-8 (456)	446	(68) 15.2%	(445) 99.8%	(1) 0.2%	NA	28.2%	32.05%
Thurgood Marshall (550)	699	(170) 24.3%	(653) 93.8%	(91) 13%	NA	31.04%	33.08%
Morton McMichael (136)	428	(102) 23.8%	(423) 98.8%	(1) 0.2%	NA	18.97%	21.54%
Overbrook HS (402)	962	(207) 12.5%	(957) 99.5%	(2) 0.2%	45%	34.74%	11.16%
South Phil. HS (200)	984	(250) 25.4%	(723) 73.5%	(195) 19.8%	41%	18.27%	10.78%
Tilden MS (113)	671	(121) 18%	(633) 94.3%	(68) 10.1%	NA	27.13%	26.27%

\*As of December 31, 2013

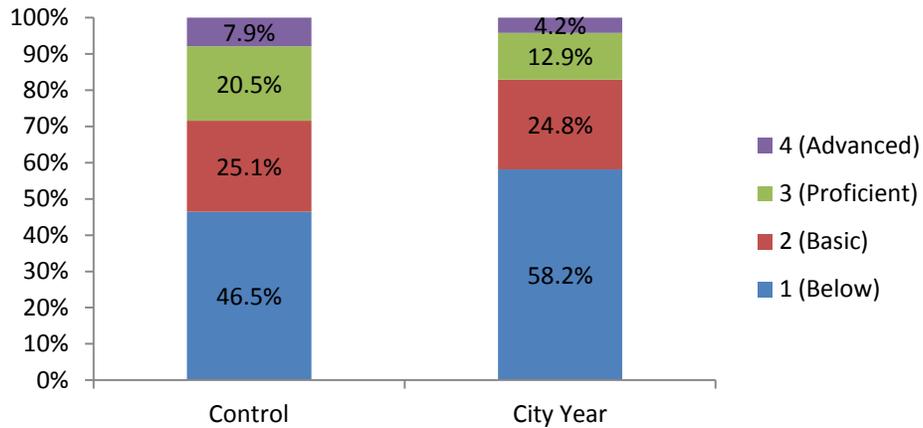
<sup>&</sup>4-Year Cohort Graduation Rate for 2009-2010 9<sup>th</sup> grade

<sup>13</sup> 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)

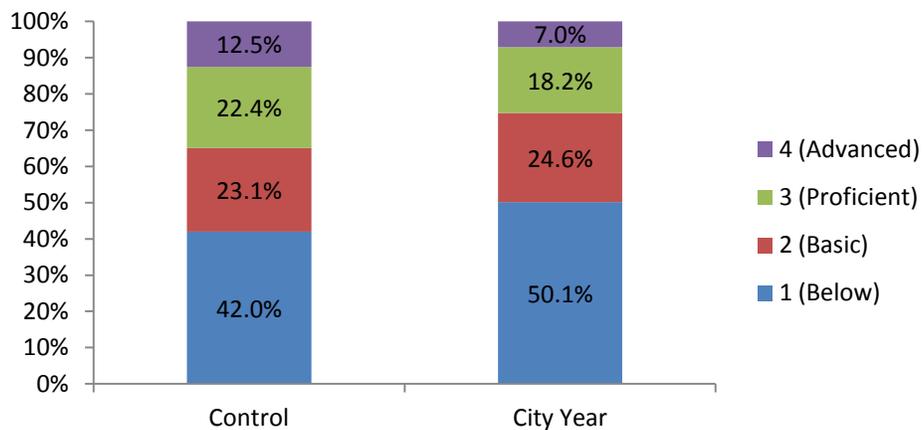
<sup>14</sup> URM= Underrepresented Minorities= Black, Hispanic, Native American/Alaskan, Multiracial.

Figures 35 and 36 detail the baseline distribution of PSSA proficiency levels of both control and intervention students.

**Figure 35: Distribution of 2012-2013 PSSA Reading Levels**



**Figure 36: Distribution of 2012-2013 PSSA Math Levels**



*The process for selected 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 (2012-2013), there are no statistically significant differences ( $p < .05$ ) on school variables between intervention and control schools as evidenced by the results from the Wilcoxon non-parametric test<sup>15</sup> displayed in Table 52.

Table 44. Wilcoxon Statistics on Intervention vs. Matched Schools

School Variables	Wilcoxon (Z)	Significance (2-tailed)
Total # Students Enrolled	-0.178	0.859
% SwDs/Special Education <sup>1</sup>	-0.533	0.594
% Underrepresented Minority (URM) <sup>2</sup>	-1.334	0.182
% ELL	0.000	1.000
% Graduate <sup>3</sup>	-1.604	0.109
% Proficient/Advanced PSSA/Keystone Reading	-0.889	0.374
% Proficient/Advanced PSSA/Keystone Math	-0.533	0.594
Average Daily Attendance (ADA)	-1.682	0.093
% Incidents <sup>4</sup>	-0.711	0.477
% Suspensions	-1.334	0.182

<sup>1</sup> 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).

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

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

<sup>4</sup> 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.

<sup>15</sup> The Wilcoxon signed-rank test assesses significant differences between intervention and control/matched schools across all variables displayed in Table 2.

*Propensity Score Matching:*

For the upcoming Year 2 evaluation, ORE plans to utilize propensity score matching (PSM) in order to more closely approximate an experimental control group. Using this technique, intervention and control students will be matched based on Propensity Scores, which are derived from the variables (e.g., grades, attendance) that contribute to the likelihood of being selected to receive the program. In other words, PSM will match intervention students with control students that have similar profiles, and therefore would have had similar chances of being selected for the City Year program had they been attending an intervention school. While PSM is not anticipated to dramatically change the key takeaways of the analysis, it can provide a more refined comparison group.