YEAR 4 EVALUATION OF CITY YEAR NEW YORK'S WHOLE SCHOOL WHOLE CHILD INITIATIVE

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April 11, 2014

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I. Introduction

City Year is an education-focused nonprofit organization that partners with public schools to help keep students in school and on track to graduate. Founded in Boston in 1988, City Year works in 24 cities across the United States and has international affiliates in London and Johannesburg, South Africa. City Year corps members are 17 to 24-year-olds who commit to one year of full-time service in elementary or middle schools. Working on 10- to 12-person school-based teams, City Year corps members provide a variety of services, including literacy tutoring for targeted students and in-class support for teachers. A team leader manages the team's day to day activities and a program manager supports the team leaders and communicates with school staff regarding school needs and City Year services. City Year developed the Whole School Whole Child (WSWC) model to address the central factors—known as the "ABC's"—affecting student academic success: attendance, behavior, and course performance. The strategies designed to monitor and address each of the ABCs include the following:

- ■ *Attendance.* Corps members conduct activities throughout their partner schools to support increased attendance both across the school and for small groups of students identified for focus lists. Corps members use check-in phone calls when focus list students are absent and have follow-up conversations when students return to school. Corps members also use incentives, including attendance certificates and access to social events, to encourage students to attend school regularly.

- ■ *Behavior.* City Year corps members serve as near-peer role models (i.e., younger than teachers, but older than students) and provide behavior coaching to targeted students. All nine visited sites used the 50 Acts of Greatness (elementary school) or the 50 Acts of Leadership (middle school) curricula to guide behavior coaching. At both school levels, corps members met with small groups of targeted students weekly to discuss acts of "greatness" or "leadership" in their daily lives. In addition to the support provided to focus list students, corps members might also emphasize behavior management during in-class support, one-on-one tutoring, and in other areas of service.

- ■ *Course performance.* Through one-on-one and small group tutoring as well as through in-class support, corps members aim to improve student performance in literacy and math.

City Year seeks to customize the specific types and intensity of supports corps members provide to meet the needs of students served, using a data-informed approach and building a student mindset and skills for school achievement and civic participation. Although the work of each City Year team varies somewhat from school to school, all WSWC City Year teams share the following three central goals: (1) improve the school climate, (2) improve student literacy, and (3) foster positive youth development and civic engagement among students. Within each of those broad goals, City Year teams focus on achieving specific outcomes over time, including the following:

Short-term outcomes
- ■   Students show improved performance in English/Language Arts and literacy
- ■   Students show improved school attendance
- ■   Students show improved behavior (decrease negative behaviors, increase positive behaviors)
- ■   Students show improved performance in math

Intermediate outcomes
- ■   Students have a growth-mindset; they feel capable and committed to their learning and effort
- ■   Students have an improved connection to school
- ■   Students are community-minded

Longer-term outcomes
- ■   Students graduate from high school
- ■   Students are college ready and job competitive
- ■   Students have a strong civic identity

In New York City, WSWC operations began in the 2009-10 school year. During the 2012-13 school year (the fourth year of WSWC operations), City Year New York (CYNY) deployed teams of corps members in 19 schools—12 elementary schools and 7 middle schools—throughout the city to implement the model. This evaluation report focuses on the implementation, outcomes, and impacts of the WSWC literacy intervention in 2012-13.

Summary of Previous Evaluation Findings

Policy Studies Associates, Inc. (PSA) has evaluated the WSWC initiative in each year of its implementation by CYNY. During the 2011-12 academic year, PSA conducted a study intended to yield a description of the implementation and outcomes of the literacy component of the WSWC model. The Year 3 evaluation relied on corps member, teacher, and principal survey data collected by City Year New York as well as a student survey designed by City Year but modified by PSA. Evaluators also analyzed student QRI-5 scores to assess improvement in literacy skills.[1] In addition to survey data, evaluators conducted site visits to three of the six middle schools implementing the WSWC model. Site visitors observed program activities and conducted interviews with corps members, school principals, teachers, and participating students. The Year 2 (2010-11) and Year 3 (2011-12) evaluations found:

- ■   Implementation of City Year's Whole School Whole Child model in both Year 2 and Year 3 varied by school and by classroom with respect to curricula, structure, and implementation.

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[1] The QRI-5 is an assessment of students' reading abilities and uses word lists and passages of narrative and expository text as the basis for determining a student's "independent" reading level, "instructional" level, "and "frustration" level with certain types of text.

■　　　Reports of the training and preparation of corps members varied by school in both Year 2 and Year 3. Few corps members felt that the trainings that the trainings they received were "very helpful" for planning and carrying out service in their school. Most corps members did report that they felt very prepared to provide whole-classroom academic support and homework assistance.

■　　　Corps member survey results in both years suggested that team leadership could be improved. In Year 3, 58 percent of corps members agreed or strongly agreed that their program managers were very effective as leaders; the same was true of 62 percent of corps members in Year 2. To improve team quality, in Year 3 evaluators recommended a review of the program manager role, including increasing the coaching offered to corps members by program managers.

■　　　In Year 2, analysis of literacy tutoring participants' state test scores found that participating in literacy tutoring did not have a significant effect on students' test scores. Regression models were created using 107 of the literacy participants in the WSWC schools and 210 matched comparison students, and analyses showed that participation in literacy tutoring did not significantly predict students' ELA test scores after one year of tutoring.

■　　　In both Year 2 and Year 3, the vast majority of students who responded to the survey were enthusiastic about the involvement of City Year corps members in their schools. In addition, the majority of teachers in each year believed that corps members had positive impacts on their students – both on their English/language arts performance and on their attitudes towards learning – and on their classroom environment.

Year 4 Evaluation Design

The Year 4 evaluation built on PSA's prior work evaluating the WSWC model in New York City and aimed to assess the implementation, outcomes, and impact of City Year's literacy component of the WSWC model on student performance. As in past years, the evaluation aimed to measure school-level variation in model implementation using corps member, teacher, and principal survey data collected by City Year. The evaluation team also conducted site visits to half of the elementary and middle schools that implemented the model during the 2012-13 school year (six elementary schools and three middle schools). In addition, and to measure City Year's impact on student performance, the evaluation included a comparison of participating students' performance on the New York City Department of Education (DOE) tests of English language arts (ELA) to that of a matched comparison group of students from similar schools that did not implement the WSWC model.

Through analysis of survey data, site visit interview data, and ELA achievement data, the Year 4 evaluation addressed the following research questions related to implementation, outcomes, and impacts of the literacy tutoring component of the WSWC model:

Implementation of literacy tutoring:

■   To what extent is the literacy component of the WSWC model being implemented as intended? What are the common program features among the 12 participating elementary schools and 7 middle schools? To what extent does WSWC implementation vary across the 19 CYNY sites (e.g., types of school-wide activities/programming; frequency and duration of corps member visits to participating schools; literacy tutoring strategies employed, etc.)? How does implementation vary by school level? How does WSWC model implementation in 2012-13 compare with model implementation in previous years?

■   Overall, what are the successes and challenges that City Year teams experience when implementing the literacy tutoring component of the WSWC model? What are the perceptions of school partners (i.e., teachers and principals) regarding the quality and effectiveness of literacy tutoring provided to students? Do different stakeholder groups (e.g., principals, team leaders, corps members, teachers, students) experience different successes and challenges?

Student outcomes and impacts of literacy tutoring:

■   To what extent do the literacy outcomes across the 19 participating elementary and middle schools vary by students' exposure levels (i.e., frequency and duration of tutoring received)? To what extent do literacy outcomes vary across the 19 sites by corps member team quality, training, efficacy, and level of satisfaction?

■   How do students' literacy skills compare to those of students in un-served conditions? That is, how does the performance of City Year literacy tutoring participants on the DOE test of ELA compare with that of a matched comparison group of students who attend schools that are similar in terms of their learning environments[2] but do not participate in the CYNY program and have not implemented the WSWC model?

Measurement of Program Implementation

As in the 2010-11 and 2011-12 evaluation, the Year 4 evaluation assessed program implementation using surveys of corps members, teachers, and principals collected by City Year New York. School-level implementation indices calculated in previous evaluation reports were updated and revised, and details regarding these indices can be found in Appendix A. In addition to evaluating implementation in the 19 City Year schools – 12 elementary and seven middle schools – using survey data, the evaluation team conducted site visits to six elementary and three middle schools implementing the WSWC model. During site visits, team members conducted interviews with corps members, teachers, principals/liaisons, and participating students.

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[2] As measured by the NYC DOE 2011 Learning Environment Survey.

Measurement of Student-Level Outcomes

The evaluation analyzed teacher and corps member survey data to determine whether teachers and corps members believed that the literacy tutoring program helped improve student attitudes toward and engagement in learning. In addition, to determine whether there were desired outcomes among students receiving literacy tutoring services that can be attributed to participation in the CYNY literacy tutoring program, the evaluation employed a quasi-experimental design that compared the average performance of CYNY WSWC literacy tutoring participants on the New York State English Language Arts (ELA) test with the average performance of a comparison group of non-participants who share similar demographic and prior performance characteristics and who attend similar schools that do not implement the WSWC model.

Measurement of City Year Impacts on Student Performance

To measure the impact of City Year's WSWC model on participating students, the evaluation first identified a matched comparison group of students who attended similar schools but did not participate in City Year services and then measured the impacts of City Year literacy tutoring—or any City Year services—on student performance on the ELA state test compared with the comparison group of non-participants. We employed hierarchical linear regression modeling (HLM) to differentiate among the various levels of influence (e.g., student and school) on student performance and to account for the wide variability of student and school characteristics at each level that affect student performance. In addition, because of the differences in program implementation in elementary and middle schools as identified in site visit interviews, and the differences in the number of hours of student participation across school levels, PSA conducted separate analyses of the impact of participation in City Year programming by school level.

Data Collection

City Year administered mid-year and end-of-year surveys to teachers and principals/school liaisons in each of the 19 WSWC schools included in the study. The surveys, designed and administered by City Year headquarters, were sent by e-mail to 172 teachers and 46 principals/liaisons. Surveys were completed by 123 teachers and 41 principals/liaisons, for response rates of 72 and 89 percent, respectively. In addition, all 221 elementary and middle school corps members completed the start-of-year, mid-year, and end-of-year surveys.

The evaluation team visited six elementary schools and three middle schools participating in the WSWC initiative in May of 2013. During these one-day visits, PSA staff conducted interviews with school administrators, teachers, team leaders, corps members, and small groups of students at each of the schools. Additionally, in April 2013, the evaluation team conducted telephone interviews with the program managers who oversaw the teams at each of the nine schools included in the site visit sample.

Analysis

Analyses comprised both quantitative and qualitative data collected for this study. Quantitative analysis included descriptive analysis of survey data, construction of scales, and exploratory cross-tabulations.

Scale construction. Teacher, principal, and corps member survey data were used to create scales or indices that measured each of the following: (1) corps member/teacher partnerships, as rated by teachers; (2) teacher involvement in City Year activities; (3) corps member preparation and training to carry out work in schools; (4) the quality of corps member teams in terms of their leadership strength and cohesion; (5) corps member satisfaction; (6) the level of coordination between City Year and partner schools; and (7) teacher and principal satisfaction with corps member service. After identifying survey items that were theoretically associated with the construct to be measured, evaluators analyzed them for possible inclusion in an index. To the extent that responses varied, selected items were included in the index and then added together to create each index score. As part of the focus on the literacy component of WSWC, the corps member indices included only those corps members who provided literacy tutoring, either during one-on-one tutoring or in class. (See the Appendix A for further details regarding the definition of each of these indices.)

Descriptive and explanatory analyses. Data in this report include descriptive statistics from surveys and City Year's participation records. Evaluators also examined the relationships among the indices and school-level variables such as the percent of students in the school who received literacy tutoring, the primary intervention setting (e.g., push-ins, pull-outs), and the average number of literacy intervention hours that corps members delivered at each school. Comparisons between elementary and middle school were also conducted to detect potential differences in model implementation or City Year's work in schools. Evaluators examined the relationships among variables using correlation analysis or independent samples t-tests for continuous variables, and chi-square tests for categorical variables.

II. School Partnerships

The success of City Year's work depends upon a number of factors, including building strong partnerships with host schools. This chapter describes the strategies that City Year teams used to develop their partnerships with schools. It also examines the supports that corps members received from schools over the course of the year, the extent to which teachers were involved in City Year activities in their schools, and principal perspectives on their school's partnership with City Year.

Setting Service Expectations

Setting clear expectations for the service initiative is the first step toward successful partnerships with schools, according to City Year program managers, team leaders, corps members, school principals, and teachers who participated in site visit interviews. For some City Year teams that participated in site visit interviews, setting expectations began with the program managers meeting with school administrators to discuss the "big picture" for service, including how corps members would deliver services. Program managers described their early conversations with school administrators as having helped them define the goals for corps member service, the number of service hours, the method of literacy intervention (e.g., pull-outs versus push-in), and which students would receive targeted literacy support. For some corps member teams, establishing clear expectations for corps member service supported the teams' ability to deliver the service. For example, when asked whether the team had been able to provide the required dosage hours for literacy tutoring, one program manager said, "[It's] less hard this year because we [built the interventions] into the [school] schedule. [The students targeted for services] have a City Year period during the school day."

In addition to the "big picture" conversations between City Year program managers and school administrators, City Year team leaders and corps members helped set expectations among school staff by meeting with teachers and other school staff to describe City Year, its mission, and the WSWC model. At mid-year, the majority of surveyed principals (94 percent) reported that City Year staff conducted an orientation for key school stakeholders to explain its organization and service model; 82 percent of surveyed teachers reported that they attended an introductory event at the start of the year. In their respective Mid-Year Surveys, teachers and principals were asked to report the extent to which they felt well-informed about City Year's mission and goals. The overwhelming majority of principals (94 percent) agreed or agreed strongly that they were well-informed, as did 84 percent of surveyed teachers. When asked whether they were knowledgeable about City Year's WSWC model and program activities, 94 percent of principals/liaisons agreed or agreed strongly that they were knowledgeable about City Year's model and program activities. Seventy-one percent of teachers agreed or agreed strongly that they were familiar with City Year's approach to instructional support.

Interview data highlight differences in WSWC implementation in schools where teachers and administrators were familiar with City Year's model and supportive of its objectives and in schools where they were not. In one school, for example, school administrators were supportive of City Year's objectives, and the school principal and the City Year liaison, together with

teachers, defined corps members' roles and set expectations for corps member performance in classrooms. The liaison said, "[Administrators, teachers, and corps members] talked about the mission of City Year as well as what [school staff] want, what our expectations are in working together, and then [corps members and teachers] spent some time to just talk." Interviews with school staff and corps members suggested that this process helped corps members work more effectively with teachers, helped corps members be viewed positively in the school, and helped corps members' secure time for student literacy and behavioral interventions.

One program manager suggested, however, that City Year New York's transition from physical service to academic service had not been clearly communicated to its partner schools. In one of City Year's longstanding partner schools, the program manager described tensions between the school's expectations and City Year's new focus: "It's harder to transition to 'City Year 2.0' when we've been in a school for a long time and [staff] have expectations. We can work with your school and [continue to provide the traditional City Year services and events], but not at the expense of working directly with students." Several corps members who participated in site visit interviews also mentioned the negative consequences of the lack of communication with some partner schools about City Year's service transition. Corps members in one school, for example, said they were frustrated that school staff asked them to carry boxes and do other menial tasks. At a second school, corps members were asked to perform duties outside of their City Year agreement, such as supervising lunch, which reduced the time they could dedicate to their student focus lists. A corps member at a third site said, "The school has such different expectations of us, and I think that is really due to the fact that nobody has communicated to the school how City Year has changed. We're not just there to be extra bodies in the school. We have real goals that we're aiming for."

Determining Corps Member Placements

Strategic corps member placement, both in terms of the grade levels and the teachers they serve, can contribute to the quality and strength of the relationship forged between City Year New York and its partner schools. Corps member placement varied across the schools visited, with some schools assigning corps members to work with specific grades and others assigning corps members based on which students would receive services. At one of the schools where the corps member team wanted to serve third- through fifth-graders, the school liaison said, "We wish that we could have City Year in every class but if we had to choose, I think [they should work in older grades] because the need is there." At one school, corps members were assigned to classrooms based on the number of eligible focus list students; the team leader explained, "I know there was one teacher who asked [for a corps member].… It was contingent on if [teachers had] a lot of students who are eligible for our focus list."

Once school administrators and City Year team leaders determine the grade levels or students who will receive service, corps member teams might employ a matching process to match corps members and teachers whose work styles and backgrounds are similar. As suggested by interviews with corps members at one school, matching corps members with teachers can positively affect service. Corps members interviewed described their in-class support assignment as "a match made in heaven" and felt that they could effectively

communicate with their teachers, especially through conversations during class. At this particular school, City Year asked teachers to invite corps members to their classrooms; from there, small groups of corps members observed these teachers to gain an understanding of teachers' instructional styles and classroom structures. Corps members then wrote and submitted summaries of their classroom observations and teacher evaluations. Based on corps members' reactions and teacher profiles, the program manager and the team leader worked together to match corps members with teachers, based on their preferences for and fit with a teacher.

Most teachers surveyed at mid-year (75 percent) reported that there was a corps member matching process in place at their schools. However, interviews with corps members suggested that there was variation in how the matching process was defined and carried out in schools. Although interviewed team leaders and corps members often described the matching process as corps members observing teachers and being assigned based on their preferences, as described above, not all teams were able to carry out this process as planned. Two schools, for example, both encountered challenges to matching corps members with teachers. At one school, teachers worried that the matching process would be disruptive for students and would delay corps members' work in their classrooms. At another school, corps members observed teachers but were ultimately assigned to teachers other than those they observed.

Supporting City Year Teams

The City Year Statement of Partnership defines the roles and responsibilities of City Year staff and school personnel in support of the service initiative; the statement includes an agreement to implement the WSWC model, describes when services are to occur, negotiates access to student data, and outlines the intended outcomes of the partnership (e.g., the percentage of students receiving services who will improve in WSWC areas). As an agreement between City Year and the school, the statement of partnership is signed by the school liaison, principal, district leader, and City Year leadership. For example, schools are expected to include City Year leadership in school committee and staff meetings, and work with City Year staff to assess progress toward achieving the partnership goals and objectives. In addition, partner schools are expected to provide an orientation to the City Year team to introduce corps members to the school's structure, culture, and operating environment. Partner schools are also expected to include City Year team leaders and corps members in school trainings and professional development activities that support the development of corps members' instructional skills.

Corps member survey data suggested that corps members infrequently participated in school-based activities. For example, 28 percent of middle school corps members and 34 percent of elementary school corps members had attended training or professional development sessions offered by the partner school or district two or more times during the year. Principals, however, reported more frequent opportunities for corps members to attend professional development activities; by mid-year, 85 percent of middle school principals and 60 percent of elementary school principals said that their school had offered trainings to corps members or invited them to participate in staff professional activities once a month or more.

Site visit interviews suggest that partner schools were not integrating City Year team leaders and corps members as closely into school operations as was suggested by the Statement of Partnership. One program manager explained that the City Year corps member team would like to become more integrated into school operations, especially as it related to the decision-making process, but that school leadership was not supporting it: "[P]art of the challenge of this partnership has been getting the administration to include us [in school-level decision making]. We're not integrated into the community. The level of investment at the top isn't as high [high as we'd like it to be]." Corps members and team leaders who participated in site visit interviews described how breakdowns in communication affected their overall relationship with the schools. For example, although corps members at one school felt supported by the individual teachers with whom they worked, the larger school community did not understand why they were there; in some cases, the corps member team felt blamed for things that went wrong in the school and had had teachers bar them from using their classrooms during afterschool hours. At another school, a similar communication breakdown negatively affected corps members' ability to achieve the required number of student intervention hours. The program manager said that there was a disconnect between the message the corps member team received from the administrators and what the teachers allowed. Taking students out of class, for example, was approved by the administration, but that message was not transmitted to or enforced with the teachers.

Corps members participating in site visit interviews also described challenges related to school policies and teachers' schedules limiting the time they had available to work with students. During the test preparation window, for example, corps members at one school could not work with their focus list students. At a second school, the program manager described challenges resulting from teachers not following the established class schedule: "[A] teacher is supposed to allow the corps member to take the student out, but they do something completely different where the student can't leave…. I have some corps members who are afraid of the teacher and don't want to interrupt the teacher's flow, so they just won't pull their students out."

Building Corps Member-Teacher Partnerships

Strong partnerships and effective communication between corps members and teachers have the potential to contribute to the overall quality of City Year services by helping corps members gain insight into student needs, student progress, and effective instruction. At mid-year, teachers were asked to report whether they met with their corps members at the start of the year to discuss expectations. At both the elementary and middle school levels, the overwhelming majority of teachers reported meeting with their corps members, with 94 percent of elementary school teachers and 97 percent of middle school teachers reporting that they discussed expectations with corps members. Similarly, large percentages of elementary and middle school teachers strongly agreed or agreed that they and their corps members had established clear expectations for corps members' work in the classrooms (Exhibit 1).

Exhibit 1
Extent to which teachers agree that they established clear expectations
for corps members' work in their classrooms

My corps member(s) and I have established clear expectations
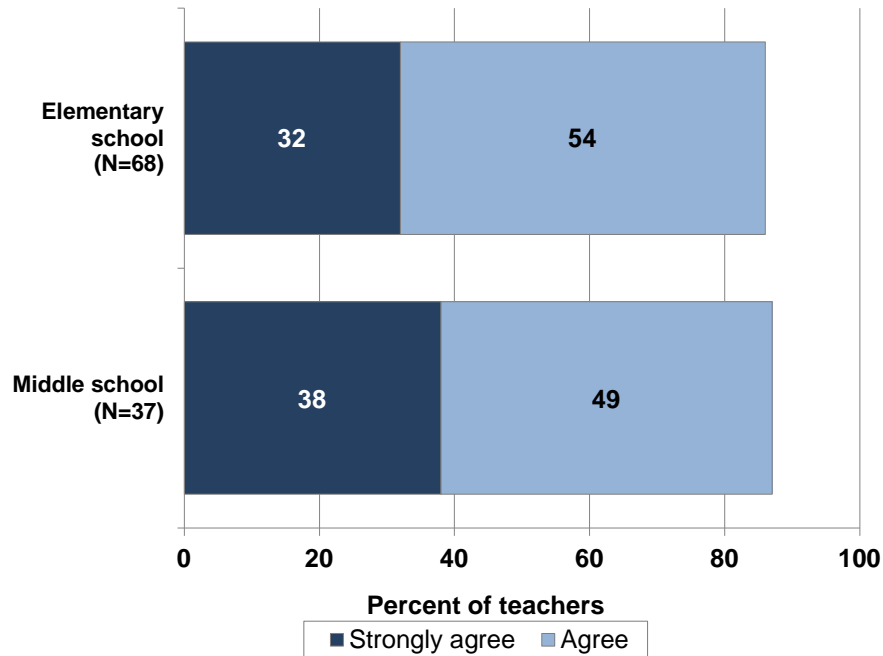**for their work in my classroom.**

Exhibit reads: Thirty-two percent of elementary school teachers strongly agreed and 54 percent of teachers agreed that they and their corps members had established clear expectations for the corps members' work in their classrooms.
Source: Teacher Mid-Year Survey, Question 20

Despite the survey results, teachers interviewed at two of the partner schools said that they believed that the partner leaders needed to do more at the beginning of the year to establish expectations for teachers and corps members. One teacher said that she wondered whether other teachers knew how they could use corps members in their classrooms. A teacher at another school echoed this comment, saying that she asked her corps member to "touch base with the [students] on the independent activity and then go into [the planned City Year intervention]" when the corps member pulled students out of the class. However, she felt that not all teachers in her school knew that they could instruct corps members in this way; she said, "[P]eople would like to know the direction.… It's not clear to all of us."

Survey data suggested that the majority of elementary and middle school corps members strongly agreed or agreed that teachers had regularly integrated them into their classrooms (Exhibit 2). However, a larger percentage of elementary school corps members strongly agreed or agreed than did their middle school counterparts. Furthermore, 60 percent of elementary school corps members strongly agreed that teachers regularly integrated them into their classrooms, compared with 34 percent of middle school corps members ($p<0.01$, effect size=0.31).

Exhibit 2
**Corps members' perspectives on whether teachers
integrated them into the classroom**

The teacher(s) I work with regularly integrated me into their classroom

Percent of corps members
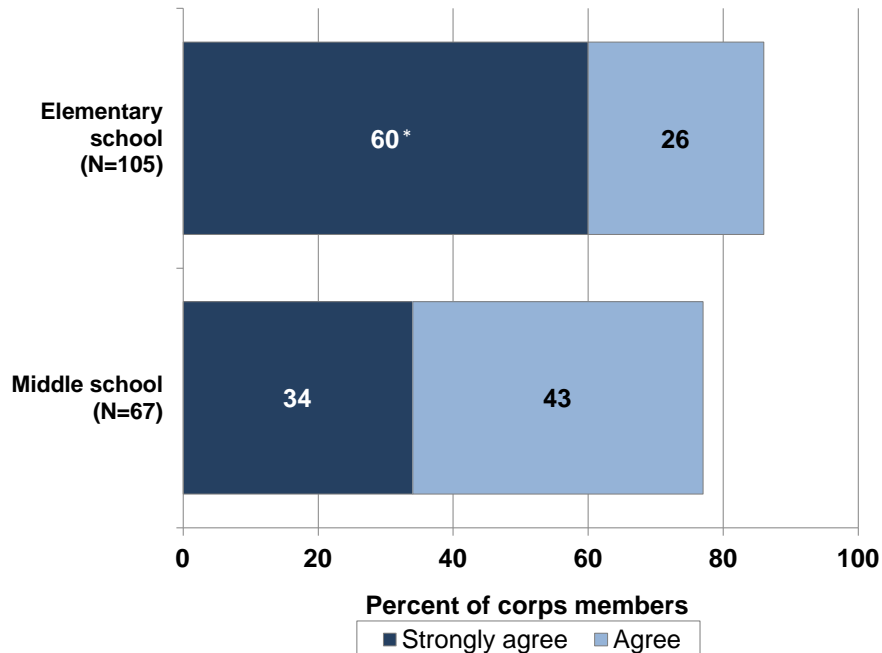
■ Strongly agree ■ Agree

Exhibit reads: Sixty percent of elementary school corps members strongly agreed that the teachers they work with regularly integrated them into their classroom. Twenty-six percent of elementary school corps members agreed with this statement.
* Statistically significant at $p<0.01$.
Source: Corps Member End-of-Year Survey, Question 40

Although survey data showed that corps members generally felt that the teachers with whom they worked had regularly integrated them into their classrooms, teacher survey data suggested that there were limited interactions between corps members and teachers in discussing student performance. At mid-year, teachers were asked how often they met with corps members to discuss the students with whom corps members were working. As displayed in Exhibit 3, approximately one third of elementary and middle school teachers reported meeting with corps members at least once per week to review student-level data. Larger percentages of elementary and middle school teachers reported meeting with corps members at least once per week to discuss student performance.

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Exhibit 3
Frequency of teacher-corps member meetings to discuss targeted students

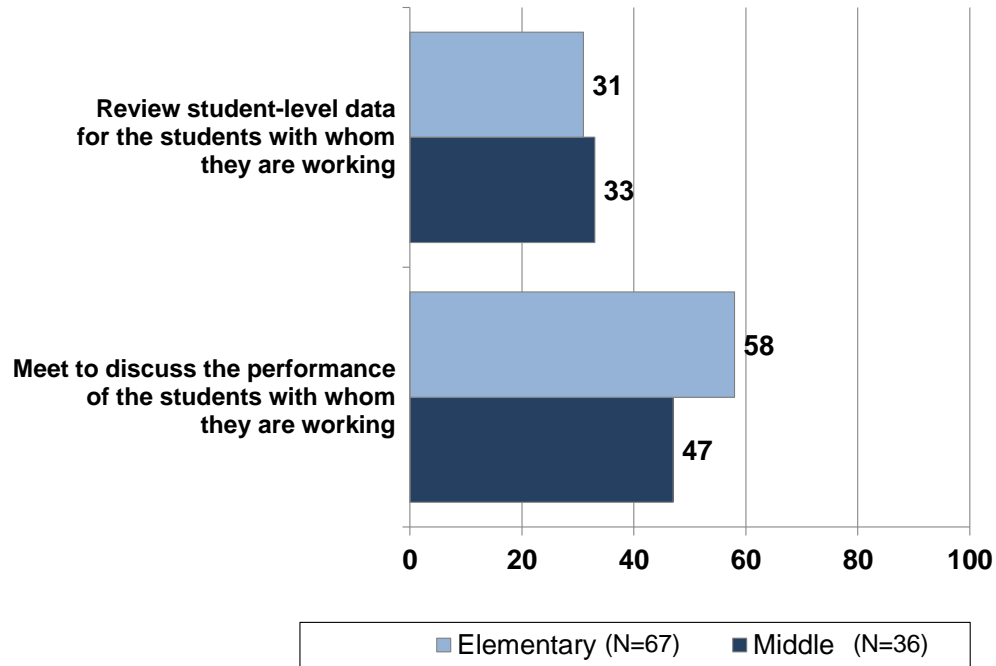**Percent of teachers who reported that they did the following with corps members at least once per week**

Exhibit reads: Thirty-one percent of elementary school teachers said that they meet with corps members at least once per week to review student-level data for the students with whom they are working. Thirty-three percent of middle school teachers reported doing the same at least once per week.
Source: Teacher Mid-Year Survey, Question 21

Even when both groups met to establish expectations for service and support, interviews with corps members suggested that corps member-teacher partnerships still encountered some challenges. At one school, for example, corps members and the team leader described initial challenges to establishing relationships between City Year and the teachers and to setting expectations for service activities. The corps member team initially focused their activities on addressing school needs as defined by the teachers with whom they were partnering. The team, however, did not establish a formal plan to work with the students on their focus lists and, as a result, the team had a smaller role in the school than had been anticipated. Indeed, corps members were frustrated that they were not given more autonomy to work with students and that teachers were unsure of what City Year was and how to use corps members in their classrooms.

To measure the strength of corps member/teacher partnerships within classrooms, evaluators developed two indices. The first index measured the strength of the corps member/teacher partnership from the perspective of teachers, including whether teachers worked with City Year to identify students for one-on-one or small-group tutoring, whether teachers strongly agreed that they and their corps members established clear expectations for corps members' work in the classroom; whether they met with corps members regularly to review their performance; whether teachers regularly contributed to their corps members' professional

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development; whether teachers reported that their corps members worked well with them; and whether teachers reported that their corps members integrated smoothly into their classrooms. Teachers received one point for each response of "yes" or "strongly agree." Out of a possible seven points for the index, teachers' scores ranged from zero to six points. Across all schools, the average school-level score was three points.

Exhibit 4
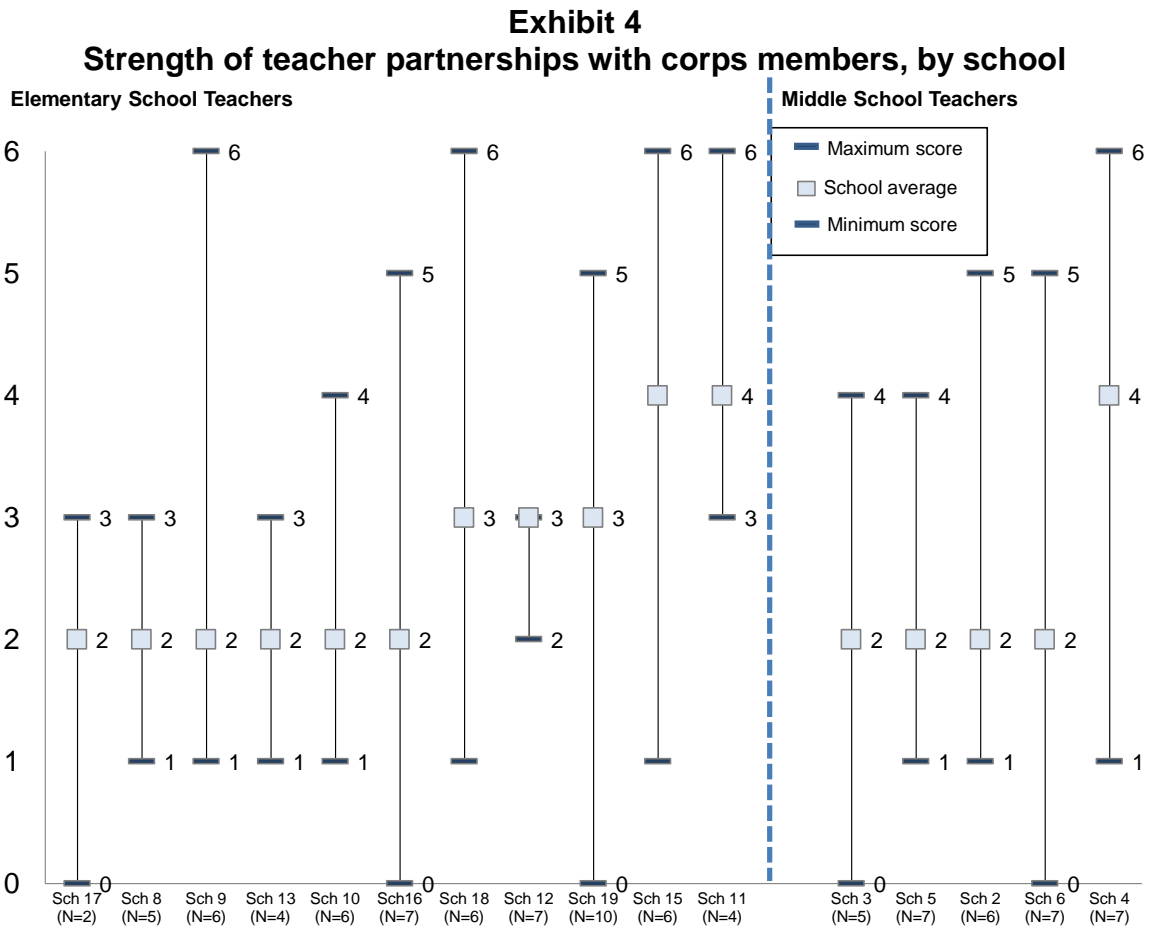**Strength of teacher partnerships with corps members, by school**

Exhibit reads: Among the 11 City Year elementary schools, School 17 had the lowest average score for teacher partnerships, with two points. The teacher partnership index scores for this school ranged from a low of zero points to a high of three points.
*An index score was not calculated for School 14 because only one end-of-year teacher survey was received for that school.

A second index measured teacher involvement in City Year activities. The index was based on five questions from the mid-year teacher survey, allowing teachers to earn up to seven points. This index included whether teachers attended an introductory meeting or event hosted by City Year at the start of the school year, whether teachers reported that there was a corps member matching process at their schools, and whether teachers had the opportunity to observe corps members perform ELA/literacy services. The index also included whether teachers strongly agreed that they were well informed about City Year's mission and goals, whether teachers were familiar with City Year's approach to instructional support, whether teachers had adequate opportunities to communicate with the team leader, and whether the team leader was

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responsive to their questions or concerns. Each response of "yes" or "strongly agree" earned teachers one point; teacher scores ranged from zero to seven points (out of a possible seven). The extent to which teachers were involved in City Year activities varied both within and across schools. Across all schools, the average school-level score was three points, suggesting that more could be done to strengthen teacher involvement in City Year activities and thereby bolster the strength of the City Year/school partnership.

Exhibit 5
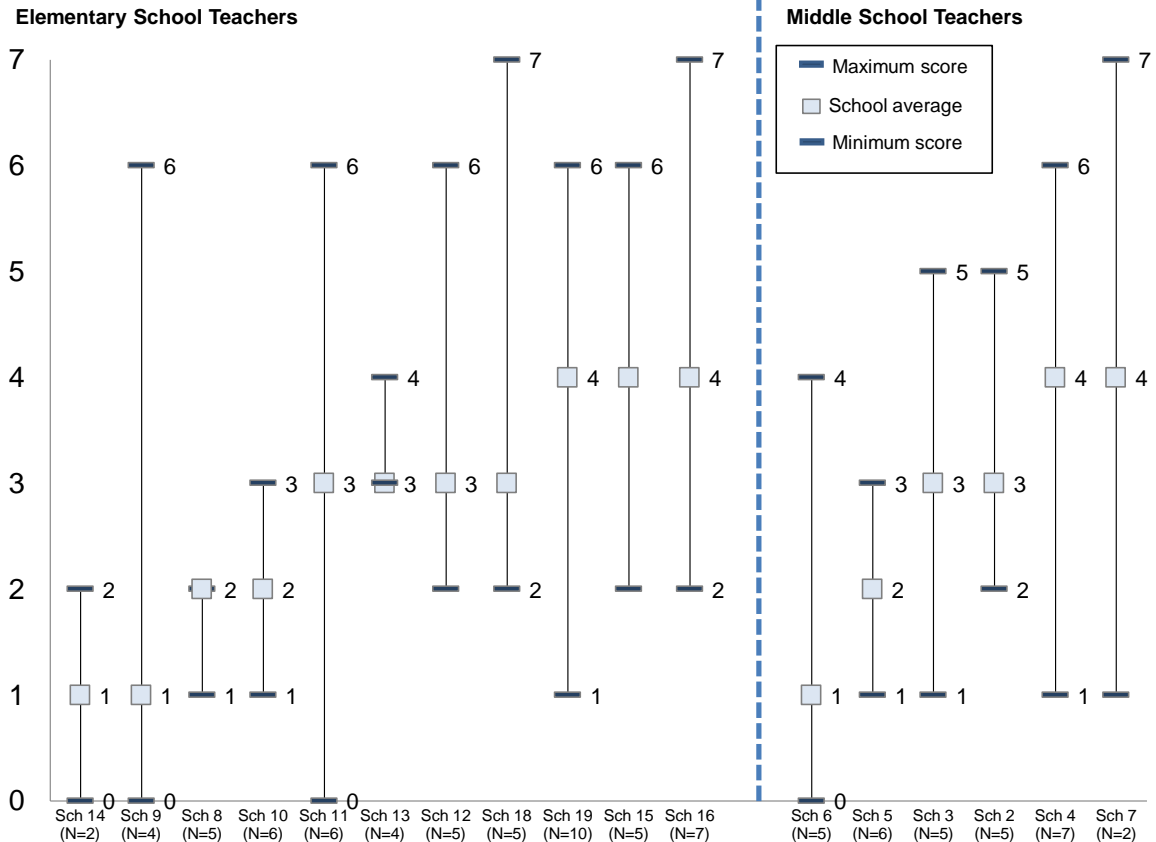**Strength of teacher involvement with City Year, by school**

Exhibit reads: Among the 11 City Year elementary schools, School 14 had the lowest average score for teacher involvement, with one point.** The teacher involvement index scores for this school ranged from a low of zero points to a high of two points.
*An index score was not calculated for School 17 because only one mid-year teacher survey was received for that school.

Evaluators identified a strong, positive correlation between the teacher involvement index and the percent of students who received City Year literacy tutoring in the school ($r=0.67$, $p<0.01$). This association suggests that teachers in schools in which a greater proportion of the student population was enrolled in literacy tutoring reported higher levels of involvement in City Year activities. Indeed, where a greater proportion of the student population was enrolled in literacy tutoring, the average teacher involvement index score was 3.5 points compared with an average teacher involvement score of 2.5 among schools where a smaller proportion of students were enrolled in literacy tutoring ($p<0.05$, effect size=1.02). It may be that City Year's goals are

more widely recognized among teaching staff and teachers in schools in which larger proportions of students receive services.

Principal Ratings of City Year-School Partnership

As was true in 2011 and 2012, principals/liaisons in 2013 had strongly favorable assessments of the City Year program overall and the services that corps members provided to their respective schools. This suggests that City Year's partnerships with schools are generally strong and continue to improve. Indeed, the vast majority of surveyed principals and liaisons strongly agreed or agreed that corps members worked well with teachers and staff (93 percent), integrated smoothly into the school (90 percent), served as positive role models (87 percent), and were well prepared for the work they did in schools (80 percent). These findings are consistent with principal and liaison assessments of City Year and the services corps members provided in 2011 and 2012; in both years, more than 90 percent of principals and liaisons strongly agreed or agreed that corps members served as positive role models, worked well with teachers and staff, integrated smoothly into the classroom, and were well prepared for the academic work corps members did in their schools.

To measure the strength of the City Year/school partnership across the 19 schools, as reported by surveyed principals and liaisons, evaluators developed an index that combines myriad indicators of school partnership into one overall summary score, by school. The index includes whether schools offered trainings to corps members or invited them to participate in staff professional activities more than once per month. The index also includes whether principals and liaisons agreed strongly with statements about City Year's relationship with the school, including if City Year's initiatives were well-aligned with school priorities, and whether the principal/liaison had adequate opportunities to communicate with the team leader. Out of a possible 10 points, individual principal/liaison scores ranged from 0 to 10 points across the 19 schools (Exhibit 6). Across all schools included in the study, the average school-level score was six points, suggesting that there was room for improvement in enhancing City Year/school relationships.

The school partnership index was positively correlated with the percent of students served (r=0.69, p<0.01). Principals in schools in which corps members provided literacy interventions to a greater percentage of students had an average index score of 7.1 compared to the average school partnership index score of 4.1 among schools where smaller percentages of students received services (p<0.05, effect size=1.2).

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Exhibit 6
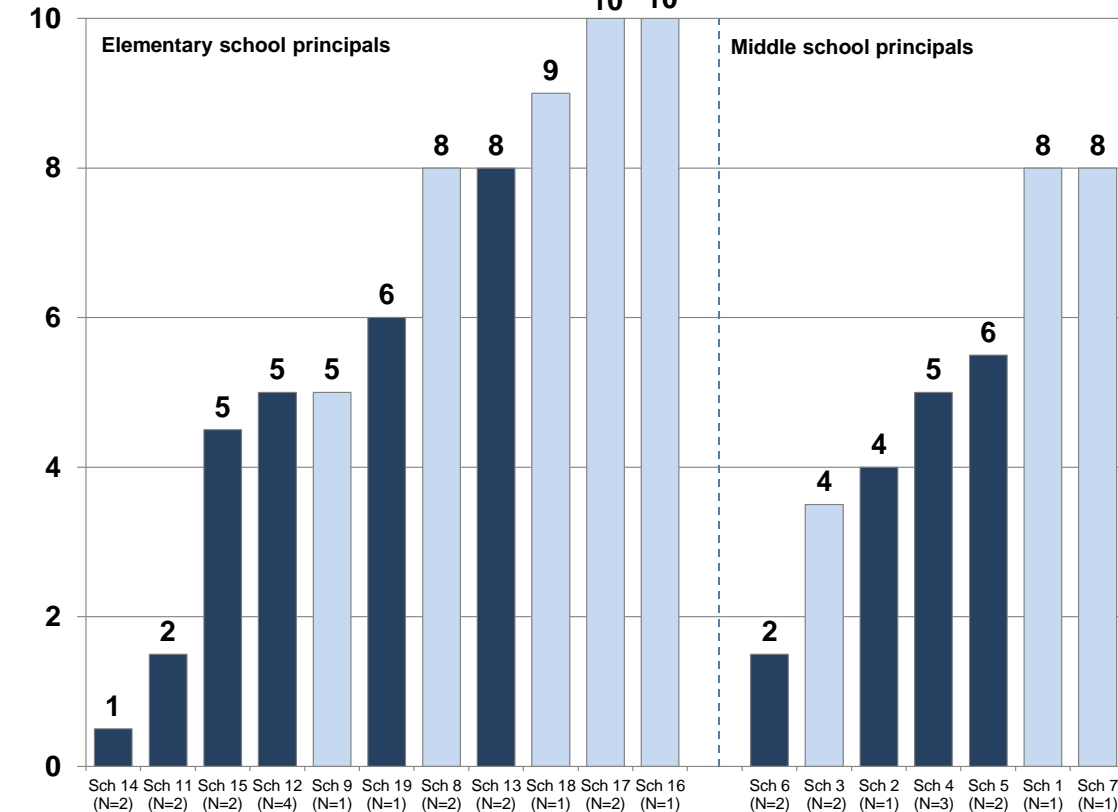**Principal ratings of the school's partnership with City Year, by school**

Exhibit reads: Among the 11 City Year elementary schools, School 14 had the lowest average score for the City Year-school partnership, with one point.**

*Light blue bars denote schools in which corps members provide literacy tutoring to a larger percentage of the student population relative to other schools in the sample.

**An index score was not calculated for School 10 because no end-of-year principal/liaison surveys were received for that school.

Additionally, stronger school partnerships may be associated with greater levels of teacher involvement with City Year. Principals' ratings of school partnerships and teachers' ratings of their involvement with City Year were positively correlated (r=0.66, p<0.01). As suggested in site visit interviews, schools with higher partnership scores might have principals or liaisons who were proactive in their approach to supporting City Year teams, including involving corps members in planning, providing them with professional development, and supporting the relationships between corps members and teachers. This investment from the school leadership might send a clear message to teachers about City Year's role in the school, encouraging teachers to become more involved in their corps members' service.

III. Corps Member Team Quality

This chapter describes the training that City Year New York provided to help prepare corps members and team leaders to effectively serve the needs of its partner schools. The City Year program offers intensive training to corps members prior to the start of the school year and then offers additional training and professional development opportunities throughout the year. This chapter also examines team leaders' and program managers' roles in building strong teams and supporting corps members, as well as identifies potential factors affecting team quality and corps member satisfaction ratings.

Training

Overall, City Year's training goals included preparing corps members to deliver effective support in literacy and math instruction, and attendance and behavior management; to build strong relationships with teachers and school staff; and to learn the City Year culture so that corps members can serve as ambassadors for the program.

Type and Frequency of Corps Member Training

Most corps members had entered City Year with some education and experience that provided background knowledge for their service. Eighty-one percent of corps members reported having completed a bachelor's degree, six percent had attended some college courses, and one percent had earned an associate's degree. Although many corps members had experience working with children and in educational environments prior to their year of service, few had received any formal training.

As an introduction to City Year, all corps members participated in City Year's Basic Training Academy (BTA) for three weeks in the summer prior to starting the school year. The training addresses City Year culture, literacy intervention skills, and other techniques to help support work in literacy tutoring, such as behavior management. Corps members also learn lesson planning skills. Fifty-eight percent of corps members reported that they were satisfied or very satisfied with their experience at the Basic Training Academy.

After the school year began, members of the City Year service team provided additional training to corps members and team leaders. The service team comprises City Year New York's service director, along with service managers who specialize in each of the topic areas for which City Year provides service, such as literacy and math. The service team supports all school-based corps member teams throughout the school year. A team leader may request training on a particular topic from the service team, and the service team member who specializes in that topic area provides targeted professional development. During interviews, some team leaders reported that the service team trainings had been very helpful to corps members and, as a result, corps members frequently requested supplemental training over the course of the school year.

Much of the ongoing training corps members received throughout the school year occurred on Learning and Development days. Each Friday, all corps members participate in city-wide activities that vary from week to week. Learning and Development days may involve either training from service team members or a visit to a City Year school to observe other corps members. Some Learning and Development days have included community service projects or support for corps members to plan for life after City Year. According to one program manager, the Learning and Development manager sought to align the Friday activities with the service that corps member teams provided in schools throughout the year.

Corps member training also included program managers and team leaders observing corps members at work during the school year and providing feedback. Team leaders and program managers scheduled regular observations of all corps members: team leaders observed corps members once a month and program managers observed corps members once a quarter. In site visit and telephone interviews, corps members, team leaders, and program managers reported that the frequency of service team observations varied throughout the year. Due to other commitments, not all team leaders and program managers were able to conduct as many observations as they were assigned.

Program managers and team leaders observed corps members in each area of service: literacy intervention, math intervention, attendance coaching, and behavior coaching. Observers have a few templates to choose from when structuring their observations. After the observation, the observer and the corps member meet to discuss areas in which the corps member can improve. One program manager described how she targets her feedback to behavior management skills that can help support academic interventions:

> *I try to observe twice a week to see what they are doing and have an immediate follow-up with them. I give them tips on how I thought things were going. Both schools have big behavior problems. A lot of the feedback is about how to control behavior so that I can get through the whole intervention. It's more a way of how they can get through the intervention using behavior management techniques.*

Another program manager said that he tried to get a sense of the full spectrum of a corps member's service when he conducted his observations:

> *I structured my observation schedule differently. I spent a whole day with one corps member, following one corps member. I saw the holistic day of what that corps member is like. I saw the transitions of their day. It was a cool opportunity for me. It's a structure I'm going to keep for next year.*

Service team members also visited schools to conduct observations periodically throughout the year. Because service team members have subject area expertise, they can offer strategies to address specific issues observed. They are not familiar with individual corps members or the school environment, however, especially because different service team members visit each school throughout the year. One corps member expressed frustration that several different service team members observed her during the year, and because there was no continuity among the observers, corps members could not build on previous feedback. Still, 61

percent of corps members reported that they were satisfied or very satisfied with the observation and coaching they received from their program manager and the service team.

Of the various supports offered to corps members, survey data show that corps members most frequently participated in training sessions offered by City Year New York. Thirty-seven percent of corps members attended a training related to school-based service four or more times, and an additional 45 percent attended a training at least twice during the school year (Exhibit 7). In addition, 46 percent of corps members reported being observed by a senior corps member, such as a team leader, second-year corps member, or program manager, at least twice during the school year, although 27 percent said that they were never observed.

Exhibit 7
Frequency of participation in literacy/ELA training and coaching
(N=184)

How often have you participated in the following literacy/ELA related trainings or coaching?

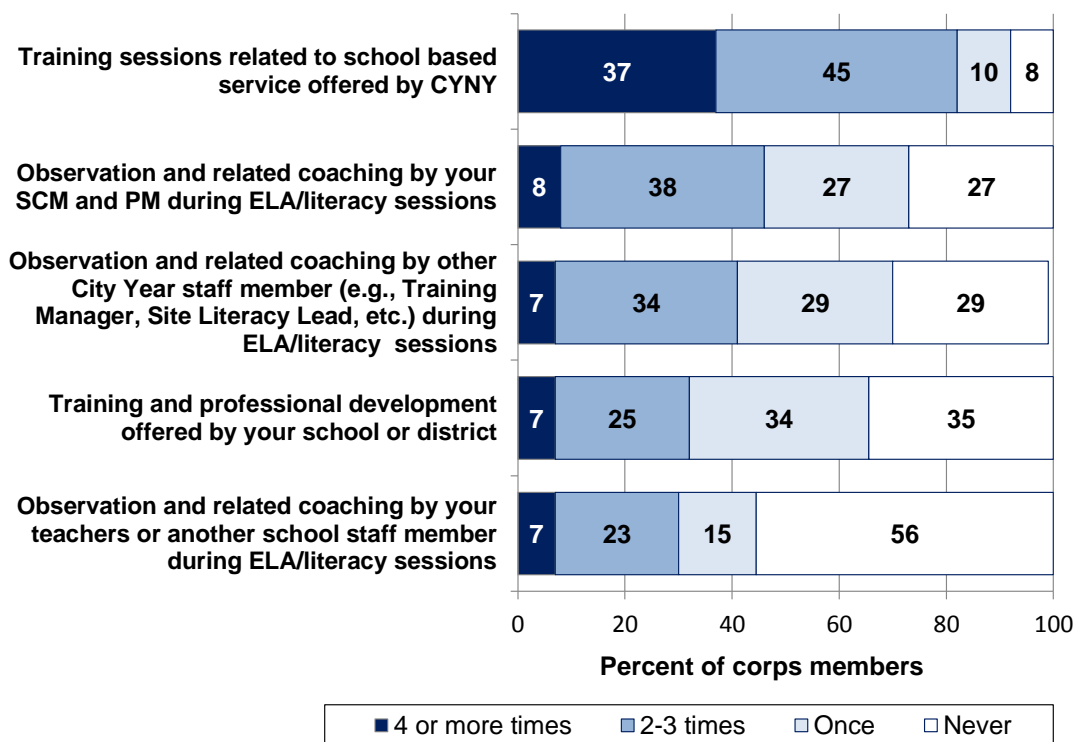|	4 or more times	2-3 times	Once	Never
Training sessions related to school based service offered by CYNY	37	45	10	8
Observation and related coaching by your SCM and PM during ELA/literacy sessions	8	38	27	27
Observation and related coaching by other City Year staff member (e.g., Training Manager, Site Literacy Lead, etc.) during ELA/literacy sessions	7	34	29	29
Training and professional development offered by your school or district	7	25	34	35
Observation and related coaching by your teachers or another school staff member during ELA/literacy sessions	7	23	15	56

Percent of corps members

Exhibit reads: Thirty-seven percent of corps members participated in training sessions related to school-based service offered by their site four or more times by the middle of the school year.
Source: Corps Member Mid-Year Survey, Question 25

Some corps members found that the training provided by City Year was helpful to their service, but others did not. Of the training and supports available, corps members most frequently identified Learning and Development days as moderately or very helpful (58 percent) (Exhibit 8). Forty-two percent of corps members found Learning and Development days to be only slightly helpful or not at all helpful, and 47 percent found Basic Training Academy to be slightly helpful or not at all helpful. Though some corps members interviewed found these

trainings useful, others found them to be irrelevant or repetitive. During interviews, corps members commented that experience was the best teacher in learning how to better serve their school. Continued training throughout the school year provided on Learning and Development days allowed corps members to apply lessons to the context of their own schools based on their classroom experience.

Exhibit 8
Corps member perceptions of the usefulness
of ELA-focused training provided by City Year
(N=174)

How helpful were the following in supporting you in your service this year?

Percent of corps members
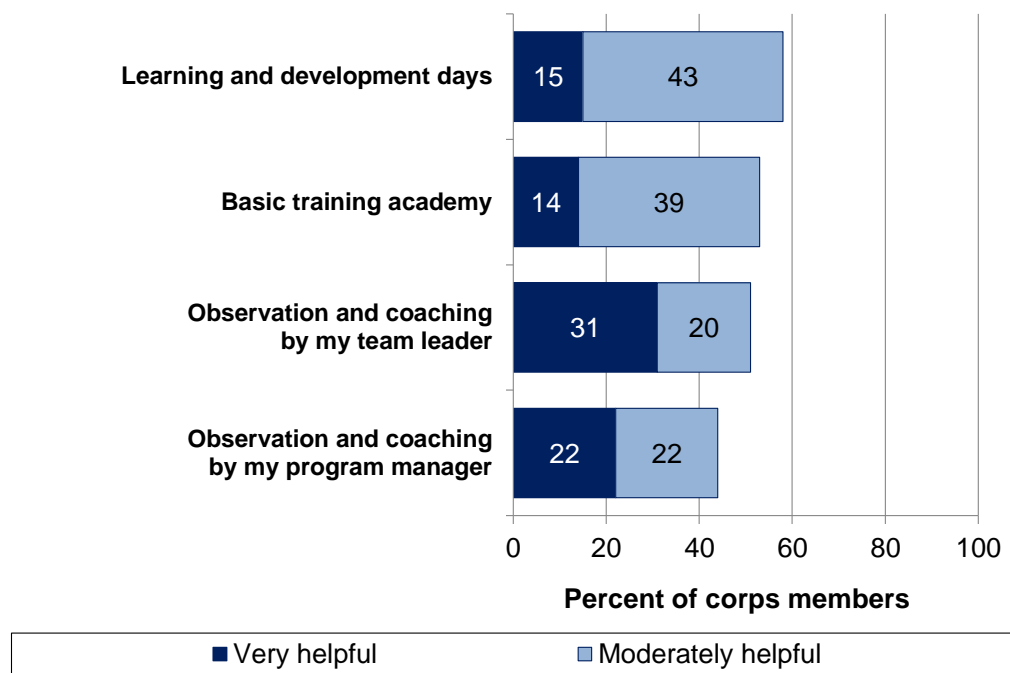
■ Very helpful   ☐ Moderately helpful

Exhibit reads: Fifteen percent of corps members found Learning and Development days to be very helpful, and another 43 percent found them moderately helpful.
Source: Corps Member End-of-Year Survey, Question 44

The relative helpfulness of team leader and program manager observations and coaching varied. Forty-nine percent of corps members reported that observations from their team leader were slightly or not at all helpful, and 56 percent said the same regarding observations from their program manager. Nevertheless, when looking across all types of training that corps members received, more corps members found observations and coaching to be "very helpful" than any other type of training (Exhibit 8). For some corps members, program managers and team leaders effectively observed their work and provided very helpful feedback, demonstrating the potential that exists from this type of training.

One major obstacle to effective observation feedback was that several team leaders interviewed were not comfortable observing and giving feedback to corps members. Although program managers and members of the service team still observed and provided feedback at these schools, corps members in the schools visited did not receive the regular frequent feedback from the team leader.

In the mid-year survey, corps members identified which aspects of trainings worked well and which could be improved. In general, corps members found that ELA trainers and presenters were well-prepared to deliver content, as shown in Exhibit 9. They also reported that ELA trainings increased their knowledge of ELA and provided knowledge and skills that they could readily apply. However, fewer corps members found the trainings to be relevant to their service and school or the sequence of the ELA trainings to be logical.

Exhibit 9
Corps member perceptions of ELA-focused trainings
(N=205)

Indicate your level of agreement with the following statements about ELA trainings:
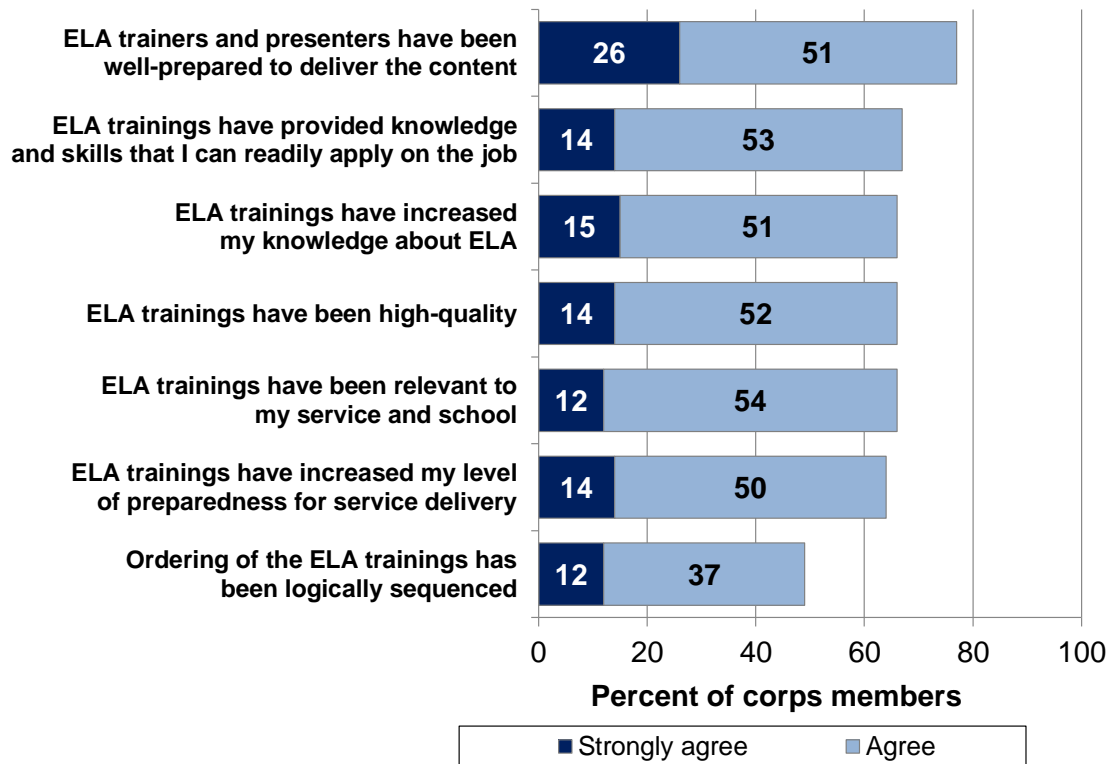

Exhibit reads: Twenty-six percent of corps members strongly agreed that ELA trainers and presenters have been well-prepared to deliver the content.
Source: Corps Member Mid-Year Survey, Question 35

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Corps Member Perceptions of Service Preparation and Training

Most corps members reported feeling prepared to carry out the literacy and in-class support components of service. Fifty-five percent of corps members reported that they felt very prepared to provide in-class support on ELA or literacy, and 55 percent felt very prepared to give one-on-one or small-group tutoring in ELA or literacy. Corps members assigned to elementary schools tended to feel more prepared, with 64 percent feeling very prepared for one-on-one or small-group tutoring, compared to 39 percent of middle school corps members, a statistically significant different ($p<0.01$, effect size=0.24). There was less differentiation across school levels in preparation for whole classroom support, with 57 percent of elementary school corps members and 51 percent of middle school corps members feeling very prepared for whole classroom support.

In order to effectively tutor students in literacy, corps members needed training in other skill areas as well. For example, corps members needed training on collaborating effectively with their City Year team, teachers, and other school staff. As one corps member described, "We had a training on how to do an 'Hour One,' which is the first time you meet the teacher to set expectations. I thought that was really useful."

Corps members also reported that behavior management beyond the dedicated behavior coaching was a major part of their role because behavior issues arise during tutoring, in-class support, and during transition times. One corps member said, "Whether you're doing [it] in class or you're doing a pull-out, whether you're doing attendance, behavior—there's always a focus on behavior management." At the beginning of the school year, 70 percent of corps members strongly agreed or agreed that they felt good about their strategies for handling behavior management issues in their day-to-day work (five or above on a scale of one to seven). Forty-three percent felt very prepared to carry out whole class or homeroom behavior support by mid-year.

In interviews, several corps members and team leaders said that the most useful type of training was actually practicing literacy tutoring techniques. Many corps members interviewed were frustrated with the PowerPoint-centric structure of the Basic Training Academy and felt that some of the presenters did not have expert knowledge of the topics they were teaching. Practicing literacy tutoring techniques helped corps members remember skills that they had been taught and understand how to apply them. The team leader at one school said that the best training she received was during the summer in which she and other new team leaders (as well as some program managers) practiced observing each other tutor students (the training was held at a summer youth program). They then gave each other feedback on the tutoring—and proceeded to coach each other on how to give more useful feedback.

Corps members also said in interviews that trainings that addressed specific strategies to use with students were the most helpful. For example, one corps member reported applying the Frayer model of using graphic organizers (presented during Basic Training Academy) while working with her literacy focus list students during in-class support. This corps member's classroom teacher, who had used the strategy in the past, began incorporating it into her lessons to create continuity between classroom instruction and the corps member's work with students.

Corps members at several schools said that they would benefit from an online resource hub. One corps member noted that having online videos available to learn a specific skill would allow them to be trained on techniques relevant to their work in a timely manner. Another corps member requested a collection of worksheets and activities on particular literacy skills to help address the individual needs of their students.

Corps members identified specific areas in which they needed additional training. During interviews, corps members at several schools that only used the push-in model to deliver literacy interventions (i.e., they tutored students within the classroom instead of pulling them out) felt that the Basic Training Academy focused too heavily on strategies to be used during pull-outs. Although all corps members provided in-class support, not all corps members pulled out students for tutoring. Additional time spent on in-class support techniques as well as explicit training on push-in interventions would benefit a greater number of corps members.

In addition, several corps members at different schools reported feeling unprepared to work with special education students. The City Year Whole School Whole Child model does not include service targeting special education students because of the level of difficulty working with students with special needs. In practice, however, corps members at many schools worked with special education students because these students appeared on their literacy focus lists or because they worked with these students during in-class support. This was particularly true for corps members in elementary schools, as New York City is moving toward an inclusion model and many general education classrooms include special education students. Because City Year did not intend corps members to work with special education students, corps members did not receive any training on how to work with special education students, and as a result were unprepared to assist these students.

Overall, corps members reported a moderate level of preparedness for their service tasks. To determine whether there was variation across schools in the overall quality of corps member teams, evaluators developed an index to measure the extent to which corps members felt that they were prepared to carry out their service tasks. The Preparation and Training index includes whether the corps member holds at least an associate's degree, a degree in education, has worked with youth in a formal education setting (e.g., as a tutor, classroom aide, or classroom teacher), and is comfortable tutoring students in literacy/ELA. In addition, the index includes corps member ratings of the skills they need to work with youth, how often they participated in literacy/ELA trainings, their preparedness to perform school-based activities, and how helpful they found coaching from City Year staff. Corps members received one point for responses on the most positive end of the response scale (e.g., "very comfortable," "strongly agree") and for responses of "yes."

Out of a possible 22 points, corps member scores ranged from a low of two points to a high of 18 points (Exhibit 10). Across all schools, the average preparation score was 10 points, suggesting that City Year could do more to prepare corps members for service.

Exhibit 10
Corps member ratings of their preparation and training, by school
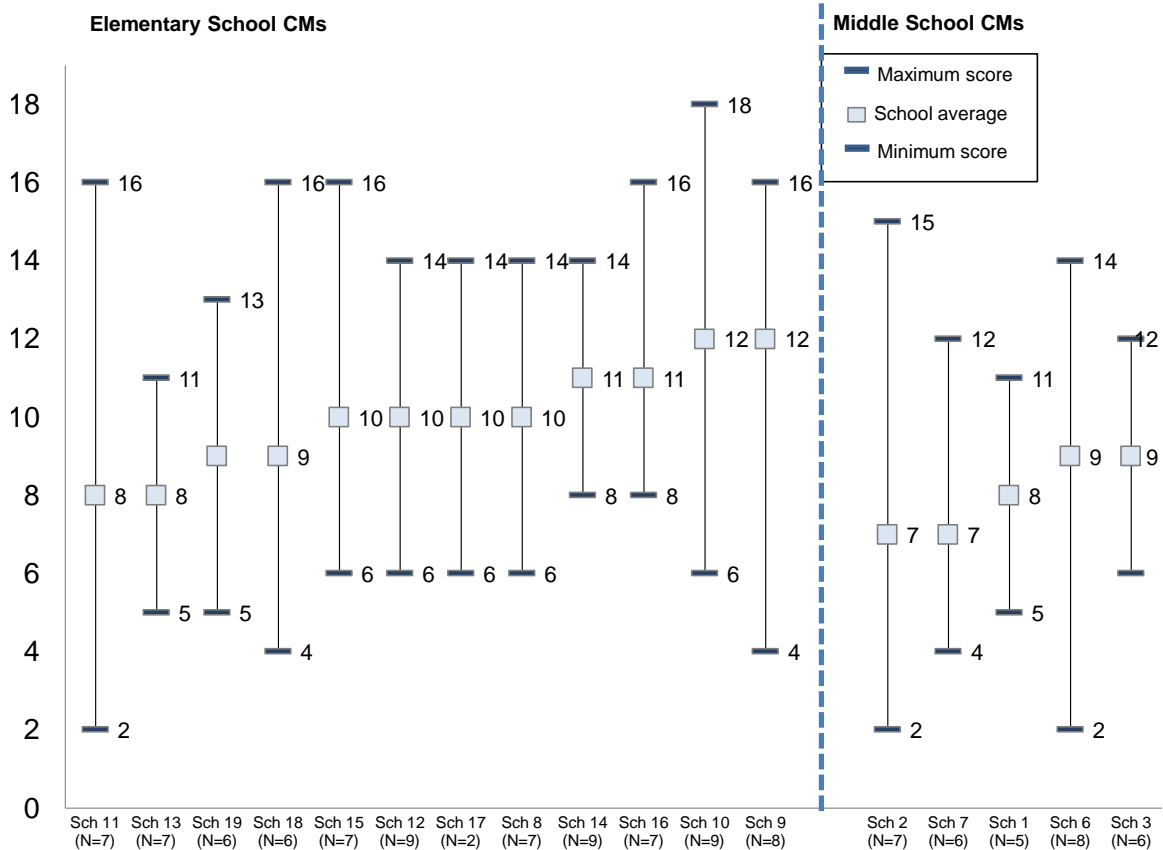

Exhibit reads: Among the 12 City Year elementary schools, School 11 had the lowest average score for preparation and training, with eight points. The corps member index scores for this school ranged from a low of two points to a high of 16 points.

At the school level, on average, corps members working in elementary schools had an average school-level score of 10 points, compared with the average school-level score of eight points for middle school corps members ($p<0.05$, effect size=1.05). Middle school corps members may have felt unprepared because middle schools more frequently pushed-in for literacy intervention rather than pulled-out. Corps members interviewed at the middle schools visited for this evaluation noted that their training had focused on pull-outs and was thus not relevant to service in their school. Developing corps member trainings that are specifically tailored to the middle school environment, and that focus more on push-in interventions, might help corps members assigned to middle schools feel more prepared for service.

Teacher Perceptions of Corps Member Preparation and Training

Teachers generally felt that corps members had sufficient training to perform their support role in the classroom. Indeed, despite the views of corps members about their own training and level of preparedness, 83 percent of teachers strongly agreed or agreed that the corps members assigned to their classrooms were well-prepared for the academic work they did with students at mid-year. At the end of the year, 86 percent of teachers reported that they were very satisfied or satisfied with the overall preparation and training of corps members for the services they provide. An ELA teacher in a middle school said that the corps member in her class was indeed prepared to work with students to support her lessons and help students "who need a little bit more support in trying to complete their task." She described:

> *[The corps member is] able to sit down with them, break down the article, and use the strategies that we've discussed in class. And he's able to work on a one-to-one basis with them and it frees me up to help students with the revision portion. So it takes a load off me in a way, because I'm able to move forward and not have to redo an entire lesson…. I think that he doesn't have an education background, but I think that he is a very smart and very capable young man. So I think that his joining the program also said a lot about his desire to work with young people and wanting to help them. So I think that he is someone who is very well-prepared and capable of helping students.*

Most teachers reported providing additional training and support to corps members to help them better serve their focus list students and the classroom overall. Sixty-six percent of teachers strongly agreed or agreed on the mid-year survey that they met regularly with their corps member to review the corps member's performance. Fifty-three percent of teachers strongly agreed or agreed that they regularly contributed to their corps member's professional development. One teacher noted that although her corps member was prepared overall to help in her classroom, the corps member had gaps in knowledge that needed to be addressed:

> *I had to speak to [my corps member], but I think that having the basics is fine; we can all use refresher courses on what needs to be done. Just going back and refreshing for her not to forget, just like [I need to do].*

Team Leadership and Support

In the end-of-year survey, team leaders were asked to report the three responsibilities on which they spent the most time during the school year. As displayed in Exhibit 11, team leaders most often selected instructional coaching with corps members, coordinating after school programming and extended-learning time activities, and corps member-teacher scheduling and relationship management.

Exhibit 11
Responsibilities on which team leaders spent the most time
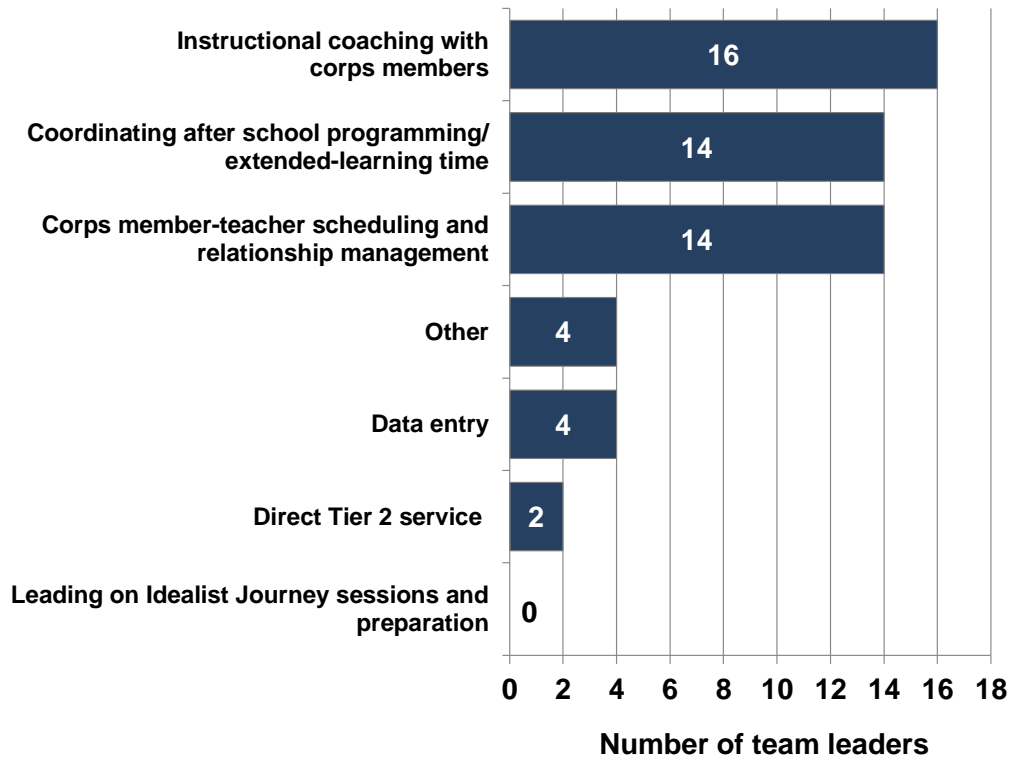*(N=18)*

Responsibility	Number of team leaders
Instructional coaching with corps members	16
Coordinating after school programming/ extended-learning time	14
Corps member-teacher scheduling and relationship management	14
Other	4
Data entry	4
Direct Tier 2 service	2
Leading on Idealist Journey sessions and preparation	0

Number of team leaders

Exhibit reads: Sixteen out of 18 team leaders selected "instructional coaching with corps members" as one of the three responsibilities on which they spent the most time.
Source: Corps Member End-of-Year Survey, Question 12

In addition to the team leader, all City Year teams are supported by a program manager, who oversees up to two teams of corps members. Program managers are tasked with supporting the growth and professional development of team members, managing relationships with school administrators and teachers, ensuring program compliance, and participating in the team selection process for the following school year.

When asked to describe their role, the eight interviewed program managers highlighted the direct support they offer teams, including observation and coaching for both team leaders and corps members. For corps member observations, one program manager said that he/she provides feedback that aims to improve intervention services and especially to ensure that corps members are connecting intervention lessons to previous sessions: "Is there a connection to the last lesson? Are [corps members] giving a clear goal for the session?" Another program manager, who usually observed corps members twice each week, supported corps members by providing feedback about behavior management so that corps members are able to deliver their interventions. For team leaders, program managers' support often begins during the summer. One program manager stated, "I want to make sure that [the team leaders] can communicate effectively with the staff, that they have a schedule for checking in with corps members, that they understand high-quality service, and [that they] know how to do good observations and give good feedback."

Program managers who managed teams at multiple schools described challenges related to the amount of time they were able to spend at each school in order to fully support their teams. One challenge faced by program managers related to scheduling the appropriate time to spend at the school. In one program manager's words, "We're supposed to be in schools 75 percent of the time. When you straddle two partnerships, it's hard to say where you're going to be and when. It's hard to determine how to split that 75 percent evenly." A second program manager stated that he's found it challenging to manage two partnerships and feels "pulled in different directions."

The end-of-year corps member survey asked corps members to rate the effectiveness of their program manager as a leader. As displayed in Exhibit 12, slightly more than half of corps members (58 percent) strongly agreed or agreed that their program manager was, overall, an effective leader. Seventy-three percent of corps members strongly agreed or agreed that their program managers maintained high expectations of them individually or of the team, and 63 percent of corps members strongly agreed or agreed that their team leaders made them feel like they could trust the program manager.

Exhibit 12
Corps member attitudes toward their program manager
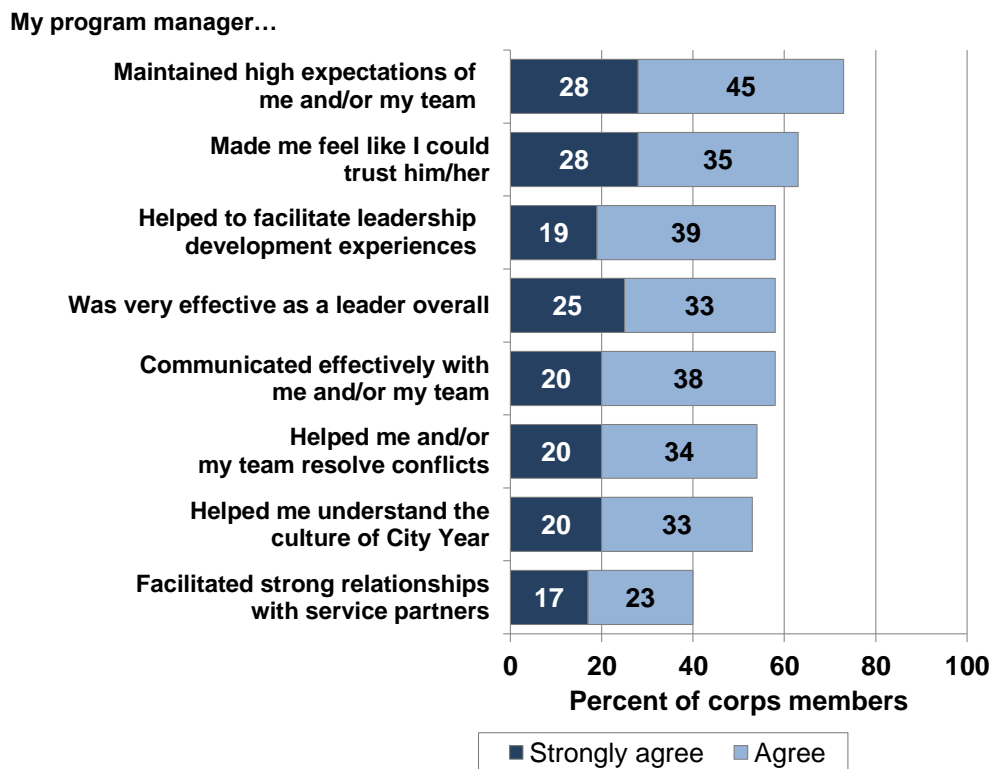*(N=171)*

My program manager…

Exhibit reads: Forty-five percent of corps members agreed and 28 percent of corps members agreed strongly that their program manager maintained high expectations of them or their team.
Source: Corps Member End-of-Year Survey, Question 42

Corps members were somewhat satisfied with the overall quality of their City Year team. To measure the strength of City Year teams' leadership and cohesion, evaluators developed an index that includes measures of team function (e.g., how often teams met to discuss best practices), corps member ratings of the program manager's leadership, frequency of one-on-one meetings with the program manager, and corps members' overall ratings of their team experience. Out of a possible 16 points, corps members ranged from a low of zero points to a high of 15 points, and the average school-level score across all schools was four points. As displayed in Exhibit 13, there is variation of individual corps member scores within schools; this variation might be driven by corps members' perceptions of their program managers' leadership.

Exhibit 13
Corps member perceptions of team quality, by school

Exhibit reads: Among the 12 City Year elementary schools, School 11 had the lowest average score for team quality, with one point. The corps member index scores for this school ranged from a low of zero points to a high of six points.

Corps Member Satisfaction

Corps members at both the elementary and middle school levels reported moderate levels of satisfaction with their training and their City Year experience. Overall, when asked on the Corps Member End-of-Year survey how they would rate their service experience, 6 percent of all corps members selected "excellent," and 70 percent selected "good" or "very good."

Corps members gave high ratings to City Year as a learning experience: 31 percent of corps members rated it as "excellent," and 55 rated it as "good" or "very good." Fourteen percent of corps members rated City Year as an excellent leadership development experience, while another 56 percent rated it as "good" or "very good." Similarly, when asked how they would rate their overall team experience, 31 percent responded "excellent" and another 55 percent responded "good" or "very good."

To measure corps member satisfaction, evaluators developed an index that includes the extent to which corps members were satisfied with the ELA/literacy and student engagement training they received, and their overall ratings of their team experience, leadership development experience, and learning experience in City Year. Corps members received one point for every response of "strongly agree," "very good," or "excellent." Out of a possible 11 points on the index, individual corps member satisfaction scores ranged from 0 to 11 points, with variation within and across schools (Exhibit 14). Across all schools, the average corps member satisfaction score was two points, emphasizing the fact that few corps members gave top-level ratings to their overall training and City Year experiences.

Exhibit 14
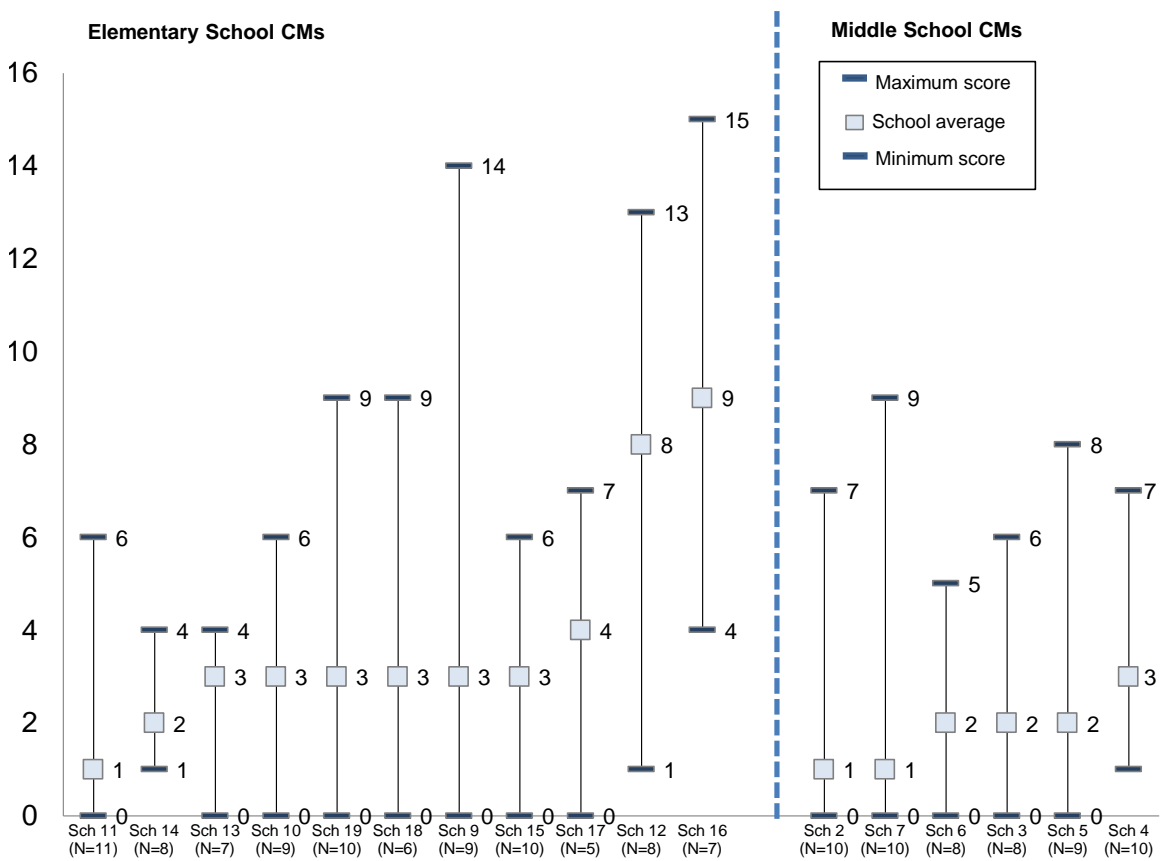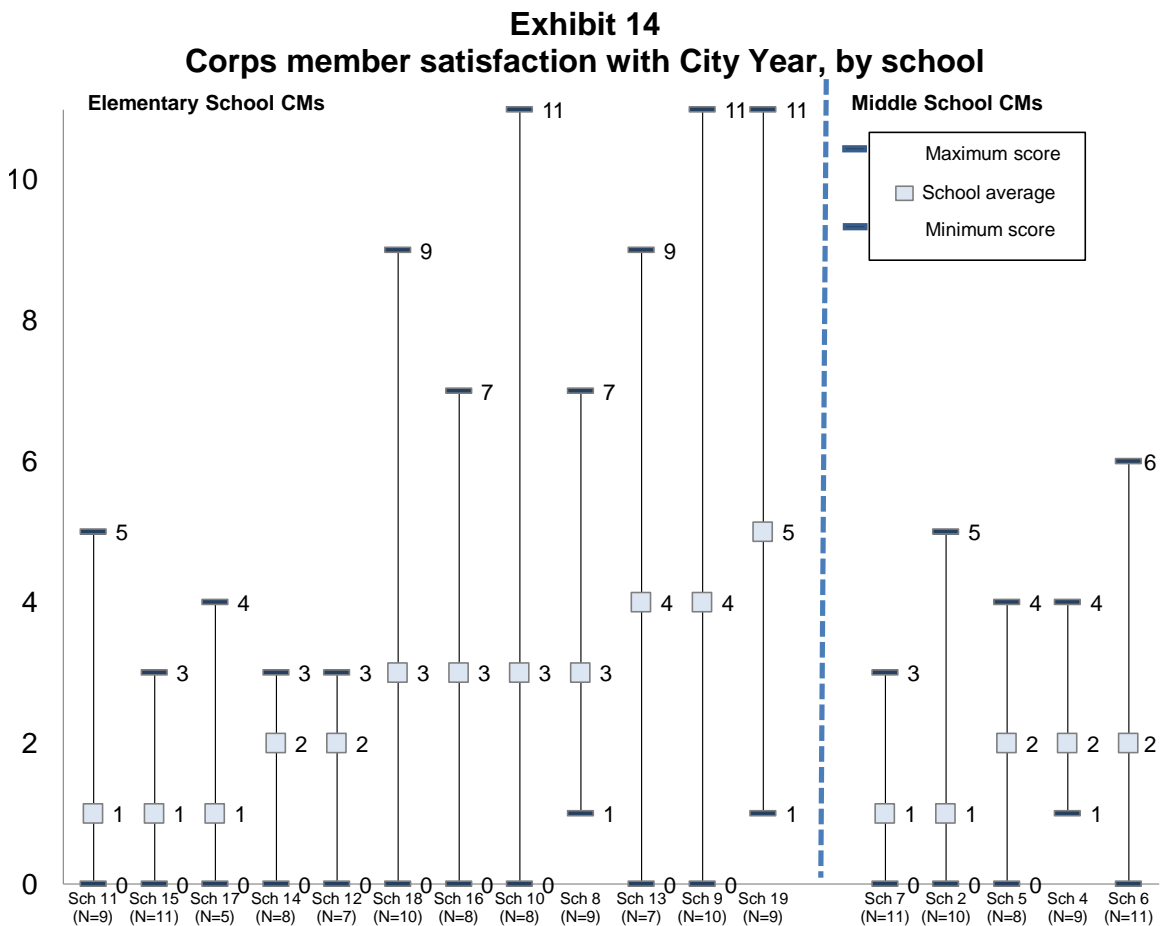**Corps member satisfaction with City Year, by school**

Exhibit reads: Among the 12 City Year elementary schools, School 11 had the lowest average score for corps member satisfaction, with one point. The corps member index scores for this school ranged from a low of zero points to a high of five points.

IV. Implementation of Literacy Interventions

In 2012-13, corps members provided literacy tutoring services to a total of 1,086 students in 12 elementary and seven middle schools. Of these students, 689 were elementary school students and 397 were middle school students. This chapter describes how students were selected to receive City Year literacy tutoring services, the literacy intervention models that corps members used to deliver the literacy tutoring services, and the content of the literacy intervention. In addition, this chapter describes the ways that corps members monitored and communicated with teachers about the progress of the students they served.

Student Selection

Each corps member who provided literacy intervention supports had a "focus list" of four to six students with whom they worked on literacy skills. According to program manager interviews, City Year recommends that corps members work with students whose scores on the previous year's state English-language arts assessments were not proficient but who were not the highest need students, known as the "high 1's and low 2's." ("Proficiency" on the state ELA assessment is defined as scoring a 3 or 4; scores of 1 or 2 are categorized as below proficient.)

Sixty-eight percent of corps members reported that City Year had aligned their focus list students with their in-class support assignments for the 2012-13 school year. In previous years, as reported in Year 2, some corps members tutored focus list students who were not in the same classes in which corps members offered in-class support. As a consequence, corps members had to coordinate schedules and follow the curriculum of multiple classrooms. Interviews during this year's visits showed that providing all literacy services to students in the same class gave corps members the opportunity to build relationships with their classroom teacher and to become familiar with the literacy work taking place during class time. It also allowed the corps members to understand more about the needs of their focus list students and the work they were doing in class.

Eighty-eight percent of teachers surveyed reported that they had at least some input into the selection of students receiving one-on-one or small-group support from corps members. City Year teams and school staff used a combination of assessment data—including grades, scores on the state ELA and math tests and the Fountas and Pinnell assessment—attendance and disciplinary data, and personal knowledge of the students to decide who they should target for tutoring services. Corps members administered the QRI-5 reading assessment to focus list students to confirm that the selected students were appropriate candidates for tutoring. As the City Year liaison at one school described:

> The teachers were involved in the selection of focus list kids. We gave [corps members] the children's performance scores. Then [corps members] made their preliminary list after seeing the kids who had need. Sometimes teachers would suggest other students, like kids who [had behavioral problems] to go on the focus list. That decision, they made with the teachers.

Some schools selected students who fit the City Year profile for service in that they were "high 1's and low 2's," while others selected the students they felt would benefit most from working with corps members. In some schools, low-performing students with significant needs, including special education students, were selected to work with City Year corps members. As one program manager described, special education students can benefit greatly from working with corps members even though they are not City Year's target population:

At one school we are placed with SPED students. I don't want to say that they're the wrong students, but they're not City Year's ideal. But they can benefit from the help. They've gotten a lot of help that they wouldn't have otherwise gotten. There aren't any students that we're working with who don't need the help.

Corps members working with these high-needs students noted that they wished they had had more training that applied to the particular type of students that they actually worked with, rather than the type of students they were supposed to work with.

Literacy Tutoring Models

In 2011-12, in an effort to improve the uniformity and consistency of the WSWC model implementation and service quality across participating schools, leadership at City Year New York defined the range of approved models of literacy service delivery that follows WSWC model guidance which is based on previous research on other literacy programs.

Literacy Tutoring Delivery Models

City Year's goal for literacy intervention is for each corps member to work with students on their focus lists for a minimum of 15 hours over the course of the year, in sessions of at least 15 minutes in length. City Year offers push-in, pull-out, and other modes of literacy tutoring service delivery from which schools can choose. The following describes each mode of literacy tutoring service delivery:

- *Pull-outs.* Corps members take an individual student or a small group of students out of the classroom and provide literacy tutoring in the hallway or in a separate space in the school such as the City Year office.

- *Push-ins.* Corps members work with an individual student or a small group of students directly on classroom-related tasks or other material.

- *Other intervention settings.* Corps members deliver literacy interventions to individual students or small groups during before- or after-school programming, or during extended learning time at the beginning or end of the school day.

Corps member survey data suggest that corps members delivered literacy interventions in ways that varied among and within schools. When surveyed mid-year, corps members who

provided literacy tutoring most commonly reported using the pull-out model (30 percent) or push-in model (29 percent) during class time. Twenty-two percent of corps members, however, reported that their primary setting for intervention was a combination of push-ins and pull-outs. Corps members also reported providing literacy tutoring after school (11 percent), or during the school day (6 percent) (i.e., Extended Learning Time may fall under this category).

During site visit interviews, corps members in several schools noted that non-focus list students wanted to spend time with their corps member, and felt left out if they were not allowed to do so. One corps member explained:

> *A lot of my kids are like, "Oh. Let me come with you." It's the kids that don't need to be pulled out at all. But they don't understand that the kids that are coming up [to the City Year office] need the help, and that's why they're being pulled out. And sometimes I'll just bring them just because they never get to come up or whatever. But they don't really understand what we do when we take kids out. And they're like, you guys are having fun without us. I'm like, "No. Really. They're probably doing math problems."*

Service Delivery Preferences among School Staff

In site visit interviews, principals and teachers who encouraged pull-outs reported that students were only pulled out during independent or small-group work time and did not miss teacher-led whole class instruction. For example, in one visited school, corps members were not allowed to pull students out of classrooms during a 90-minute instructional block because the school was implementing a particular structured lesson during that time. Instead, and with the teacher's permission, corps members pulled students out during independent work time. Teachers in these schools reported that students benefitted from adult attention that they might not otherwise receive.

Teachers also weighed the potential class benefits versus drawbacks when deciding whether corps members should use a pull-out or push-in service delivery model. Teachers and administrators in one elementary school that reportedly struggled with student behavior problems reported that the smaller class sizes resulting from the pull-out model made the class more manageable for the teacher and allowed her to work individually with other students. At another school, teachers believed that the pull-out model was less distracting for the other students compared with the push-in model. One corps member described a common scenario: "If I'm sitting in the room and a student is trying to ask me a question…even if it's whispering, it's distracting to the other students." Even a teacher at a school that did not allow pull-outs said that she wished her corps member could work with students outside of the classroom in order to benefit the easily distractible students.

Exhibit 15
Primary literacy intervention model, by school level
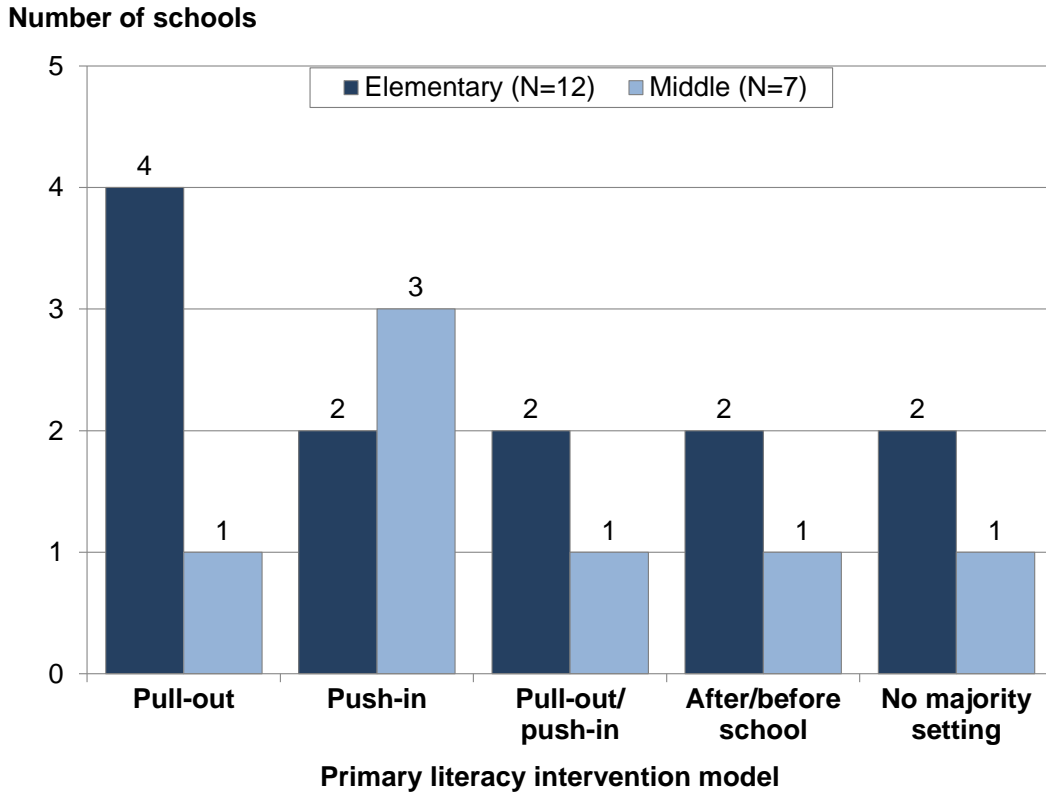
Number of schools

Exhibit reads: In four elementary schools, the majority of corps members who delivered literacy interventions reported doing so primarily in pull-outs during class time. The same was true for the majority of corps members in one middle school.
Source: Corps Member Mid-Year Survey, Question 20 (aggregated by school)

According to teacher survey responses, teachers in schools in which pull-outs were the primary setting for literacy intervention (as determined by corps member surveys) (Exhibit XX) were more satisfied than those in schools where push-ins were primarily used: the school-level means on the Teacher Satisfaction Index (described later in this chapter) were 9.4 and 4.3 for schools using the pull-out model versus schools using the push-in model, respectively ($p<0.05$, effect size=1.8). This association suggests that teachers in schools that use the pull-out model are more likely to be satisfied with their corps members' performance and/or with City Year.

Content of Literacy Interventions

As reported in the Year 3 (2012) evaluation report, corps members in the 2011-12 school year used a variety of externally developed literacy tutoring curricula and activities, including Great Leaps, Worldly Wise 3000, Read Naturally, and Newbridge Fluency to provide literacy tutoring and support to their focus list students. Some City Year teams, however, used their host school's literacy curricula to provide literacy tutoring services to focus list students. In site visits to three middle schools in 2011-12, evaluators also found that some corps members were creating their own lessons and tailoring them to their focus list students, and that the freedom to

tailor activities to particular students and circumstances had its benefits. The following describes the design and content of literacy interventions in 2012-13.

Designing Literacy Interventions

In 2012-13, City Year New York dispensed with scripted programs such as Great Leaps and Read Naturally, and gave corps member teams more freedom to design a literacy intervention that would address the specific needs of their focus list students. According to City Year program leaders, although prescribed programs provided corps members with uncomplicated and easily implemented instructional strategies, they recognized that prescribed programs were sometimes a source of tension with the schools because those programs did not always address students' needs. Indeed, surveys of corps members in 2012-13 revealed far fewer uses of set, structured curricula during literacy interventions and more frequent development of their own lessons or usage of class material as the starting point for skill work with students.

To help corps members implement high-quality literacy interventions, City Year created a "Quick Reference Guide." The guide describes how corps members should plan their literacy tutoring sessions and select appropriate materials or strategies to use with their focus list students. Unless the school selects a specific intervention that they would like corps members to use, this guide is an important resource that City Year provides to support corps members in designing the appropriate literacy intervention for their students. The guide informs corps members that they can use books being read in class, books or other texts at the students' reading level, other text books, or other materials related to the content covered in class. The guide states that corps members are supposed to work with all students on vocabulary and comprehension, but that not all students will need to work on fluency. The guide states that "the ultimate goal is to supplement or reinforce what is being read or taught in class."

Corps members' approaches to lesson design varied widely, with over a third (37 percent) of corps members reporting that they primarily worked alone and 23 percent reporting working with a classroom teacher to develop their literacy tutoring sessions. Corps members participating in site visit interviews at one school reported that they planned their literacy interventions independently. At this school, corps members worked with City Year's site literacy lead[3] who provided them with useful websites and guided reading materials to help them design their literacy lessons. These corps members reported reinforcing what students learned in class by using flashcards, games, and by modeling reading skills such as making inferences (strategies suggested in City Year's literacy intervention guide) to help students practice their literacy skills. As one corps members explained:

> *We do a lot of flash cards. We're supposed to have an independent reading book every week so I will flip through my kids' books when they're working…and pull out vocabulary words and have them make flash cards with definitions because a lot of times they'll just skip right past the word [they don't know]. – Corps member*

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[3] The site literacy lead is a member of the city-wide service team and provides support to corps member teams across New York City related to literacy interventions.

Corps members in a few schools described how they used whatever text they could find that seemed interesting and appropriate for their students, and used reading strategies that their City Year training emphasized, such as "summarize" or "find the author's point of view."

Some corps members participating in site visit interviews reported that the content of their literacy interventions was defined by the classroom teacher with whom they were working. At one of these schools, a corps member said, "[The content] is based on what my teacher thinks is best for the week. Normally, my teacher recommends that I work with [the focus list students] on vocabulary and comprehension." The corps member also explained that the content of her lessons changed prior to the state test administration because her teacher thought it would be important to work with the students on test-taking strategies.

Literacy Tutoring Dosage

Corps members are required to provide a minimum of 15 hours of literacy tutoring for each literacy focus list student over the course of the school year. In addition, City Year required that corps members work with focus list students individually or in small groups for a minimum of 15 minutes per session, and 45-60 minutes per week. Finally, corps members are required to track the amount of time they spend tutoring each of their students.

Student participation data for the 2012-13 school year suggested that the extent to which City Year corps members achieved the program goal of providing a minimum of 15 hours of literacy tutoring for their focus list students varied both within and across schools. Overall, the average amount of literacy tutoring corps members delivered to the 1,059 students[4] served in 2012-13 was 15 hours. Of these students, 689 were in elementary schools and 397 were in middle schools and corps member teams served an average of 57 students per school at each school level. In addition, elementary school students received more hours of tutoring, on average, than did middle school students. The average number of hours of literacy tutoring received by an elementary school student was 17 hours compared with 11 hours for middle school students. This difference was statistically significant ($p<.01$, effect size=.69).

As shown in Exhibit 16, the average number of hours of literacy tutoring students received by school ranged from an average of five hours per student (School 3) to an average of 33 hours per student (School 19). In addition, the minimum number of hours ranged from one hour of literacy tutoring (Schools 1, 2, 3, 4, 6, 11, 13, and 17) to a maximum of 50 hours.

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[4] Forty-one students were excluded from the analyses because they received no literacy tutoring (zero hours) and 27 students were excluded because they received less than one hour of tutoring.

Exhibit 16
Literacy tutoring dosage hours, by school
(N=1,059)

School	Average number of Literacy dosage hours achieved	Minimum number of Literacy dosage hours achieved	Maximum number of Literacy dosage hours achieved
School 19 (n=70)	33	8	50
School 8 (n=57)	21	9	35
School 12 (n=51)	20	10	46
School 13 (n=48)	18	1	31
School 15 (n=49)	17	3	42
School 9 (n=55)	17	2	26
School 10 (n=58)	16	2	30
School 14 (n=43)	15	4	33
School 5 (n=28)	15	3	29
School 4 (n=61)	15	1	38
School 7 (n=60)	15	2	22
School 17 (n=54)	14	1	37
School 1 (n=54)	14	1	29
School 18 (n=47)	14	2	22
School 16 (n=102)	12	2	20
School 6 (n=59)	11	1	30
School 11 (n=48)	10	1	18
School 2 (n=60)	6	1	13
School 3 (n=55)	5	1	16

Exhibit reads: The average number of hours of literacy tutoring students received in School 19 was 33 hours.

Overall, City Year corps members did not achieve the City Year benchmark of providing a minimum of 15 hours of literacy tutoring to all focus list students. That is, approximately half the focus list students received 15 hours or more of literacy tutoring. Of the remaining half, about 28 percent received about 75 percent of the City Year benchmark of 15 hours of instruction (7.51 to 14.99 hours of literacy tutoring); 11 percent received about 50 percent of the City Year goal (3.76 and 7.5 hours of literacy tutoring); and 11 percent received about 25 percent of the City Year goal (one to 3.75 hours of literacy tutoring) (Exhibit 17).

Exhibit 17
Percent of students in 2012-13 receiving the
literacy tutoring dosage benchmark of 15 hours or less
(N=1,059)

	Number of students receiving literacy tutoring	Percent of students receiving literacy tutoring
Students who received 1 to 3.75 hours of literacy tutoring (25% of CY goal)	121	11
Students who received 3.76 to 7.5 hours of literacy tutoring (50% of CY goal)	111	11
Students who received 7.51 hours to 14.99 hours of literacy tutoring (75 of CY goal)	300	28
Students who received 15 hours or more of literacy tutoring (CY goal)	527	50

Exhibit reads: Approximately 11 percent of students who received City Year literacy tutoring services received approximately 1 to 3.75 hours of literacy tutoring during the 2012-13 school year. This represents approximately 25 percent of the City Year literacy tutoring dosage benchmark.

By school, the extent to which City Year met the literacy tutoring dosage benchmark varied tremendously. That is, the percent of students receiving the literacy tutoring dosage benchmark of 15 hours ranged from 2 percent to 95 percent of students in 18 of the 19 schools implementing the WSWC model. In one school, however, none of the students received 15 hours or more of literacy tutoring.

The majority of corps members (70 percent) who provided literacy tutoring to students reported that they typically spent at least 30 minutes with a student per literacy session. End-of-year survey data indicated that corps members working in elementary schools were more likely to provide frequent literacy tutoring to students on a focus list. The vast majority of corps members (89 percent) at the elementary school level provided literacy tutoring for the same students on a focus list two days per week or more, whereas this was true for only 63 percent of corps members working in middle schools. This difference was statistically significant ($p<.001$, effect size=.30). In addition, while it was rare for corps members in elementary schools to report that they did not consistently provide tutoring for the same students on a focus list (6 percent), this was true for 29 percent of corps members in middle schools ($p<.001$, effect size=.32).

Exhibit 18
Percent of student receiving in 2012-13 receiving the literacy tutoring dosage benchmark of 15 hours or less, by school
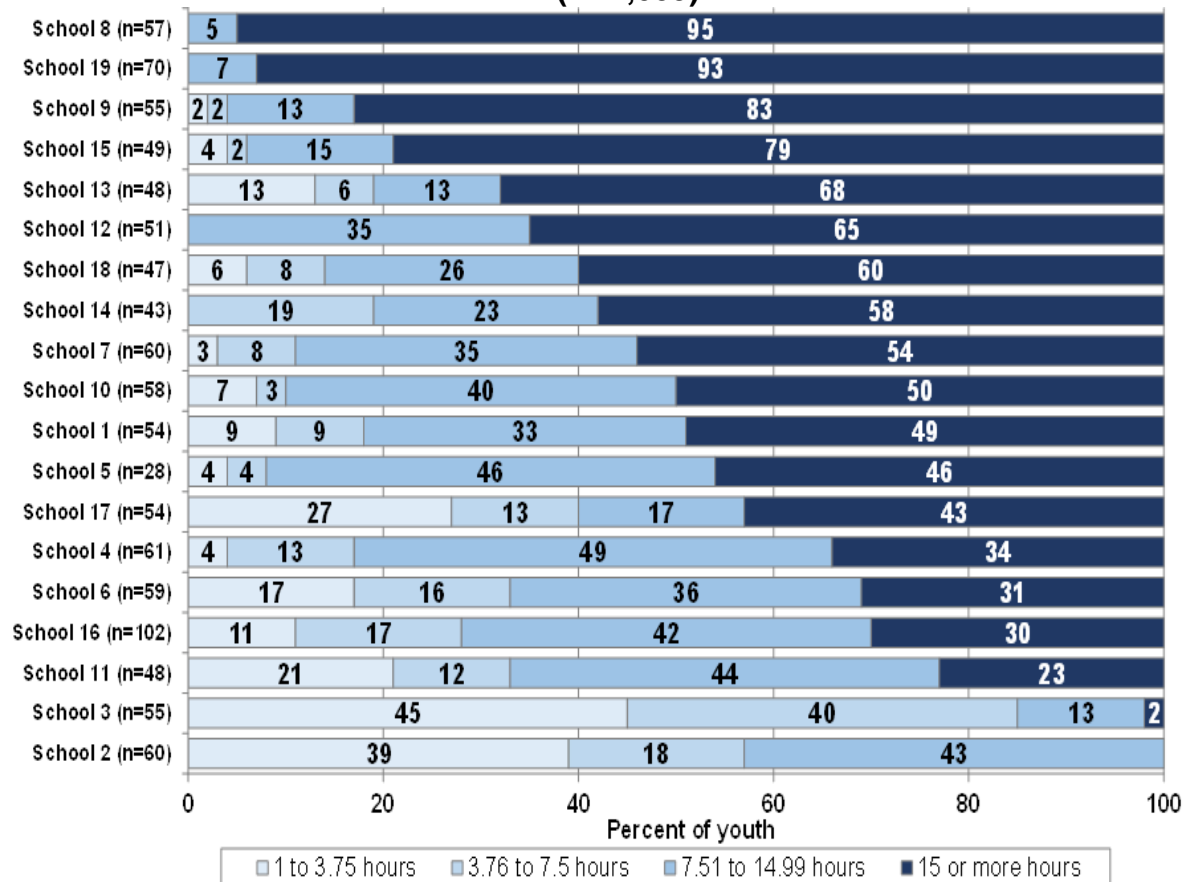**(N=1,059)**

Exhibit reads: In School 8, five percent of students who received City Year literacy tutoring services received approximately 7.51 to 14.99 hours of literacy tutoring, or 75 percent of the literacy tutoring dosage benchmark during the 2012-13 school year. The remaining 95 percent of students in School 8 who received City Year literacy tutoring services received approximately 15 hours or more of literacy tutoring, or 100 percent of the literacy tutoring dosage benchmark during the 2012-13 school year.

Disruptions and irregularities in teachers' and schools' schedules negatively impacted corps members' schedules for delivering literacy tutoring services (both push-in and pull-out) in a number of the schools visited. To begin, schools did not always set regular schedules for students' literacy tutoring sessions. Among the schools that did, corps members reportedly had less trouble logging the required number of literacy tutoring hours than did corps members in schools with an irregular schedule or with *ad-hoc* intervention times. Some schools and teachers also had inconsistent or unpredictable schedules such that even if an intervention had been previously scheduled, the student might not be available at the scheduled time.

In site visit interviews, some corps members reported struggling to provide the required literacy dosage in schools using the push-in model. In schools where corps members primarily pushed into classrooms to deliver literacy tutoring and support, corps members reported that they did not usually schedule a time for when push-in interventions would take place. Instead, corps

members reported providing interventions when the opportunity arose within the classroom. For example, in a middle school in which corps members provided literacy interventions exclusively through push-ins, corps members essentially targeted their in-class supports to their focus list students. These corps members reported struggling to find enough 15-minute blocks of time to work with their students to achieve the 15 hour dosage goal.

__The few schools visited where corps member teams were able to secure consistent intervention time with students in a pull-out setting took similar steps to secure that time.__ First, the corps member team leader negotiated an agreement with the school principal for a specific time when corps members would be permitted to pull out students from class. Next, the school administration communicated this decision and their rationale for making it to teachers in the school. The City Year liaison, who is either the principal or an assistant principal, then talked with teachers individually to help them work out any frustrations they had about working with corps members.

After gaining the backing of the school administration and setting teacher expectations appropriately, team leaders and corps members at the schools administering consistent pull-out interventions worked with teachers individually to set up a day-to-day schedule for intervention time with focus list students. At one of the schools, the team leader led this effort, and set up schedules by working with each corps member-teacher pair. At the other school, there was no centralized effort to create a schedule for the school, but corps members communicated frequently with their teachers and were able to organize their own pull-out schedules.

Along with gaining permission for pull-outs and setting a schedule that can be followed consistently, team leaders and corps members at these schools reported that it was important for them to build teachers' trust so that they would support the time corps members spent with students. The team leader at one of these schools said that building teachers' trust is essential to implementing interventions well:

> *I stress this to my corps members, the most important thing at the beginning of the year is building that relationship with those teachers to get in the practice of sharing your lessons, and if they have feedback, showing that you're taking it in so that the teachers trust what you're doing with the students and see that it's helping them because they're so busy. But I think it definitely makes a difference. And the teachers are much more willing to let corps members have their students if they like believe that it's valuable time.*

At another school, one corps member related how she started her positive relationship with her teacher by asking for feedback:

> *I was just very open with my teacher and I told her, 'If I mess up, let me know so I can change whatever I'm doing and I can be whatever you need me to be.' And she was grateful. When I do little things that maybe are distracting rather than helpful because I think they're helpful, she redirects me.*

Monitoring Student Progress

In the interest of continuous improvement, City Year encourages corps members to monitor the progress of their focus list students as well as to reflect on their students' work over the course of the school year. The following describes corps member efforts to monitor and reflect on student progress.

Types of Student Data Used

Most corps members reported using student-level performance data at some point during their service year. For example, 86 percent of corps members reported that they used student-level grades, assessments, and coursework in some part of their service. Almost all corps members who tutored students in literacy in middle schools reported using student-level performance data (96 percent); whereas 81 percent of corps members in elementary schools reported doing so. This difference was statistically significant ($p<.05$, effect size=.20). The types of data that corps members reported using to monitor students on the literacy focus lists were similar across school levels (Exhibit 19), although a greater percentage of middle school corps members reported using grades than did elementary school corps members, and this difference was statistically significant ($p<.05$, effect size=.18).

Exhibit 19
Types of data used to monitor students on ELA/literacy focus lists

Types of student data	Percent of corps members who provided literacy tutoring		
	Elementary (N=86)	Middle (N=47)	All (N=133)
Classwork/ assignments/ homework	83	81	82
Informal check for understanding (e.g., questioning, exit slips, etc.)	78	64	73
Grades	69	85	74
Regular assessments (e.g., DIBELS, Anet, MAPS)	20	23	21

Exhibit reads: Eighty-three percent of corps members in elementary schools who provided literacy tutoring reported using classwork, assignments, and homework to monitor students' progress.
Source: Corps Member End-of-Year Survey, Question 35

In site visit interviews, corps members reported using the QRI-5 to assess focus list students' progress. Corps members administer the QRI-5, which is designed to assess students' reading abilities through a series of diagnostic activities, three times during the school year (i.e., in fall, winter, and spring). In addition, corps members reported working with their teachers to monitor student progress using course grades (as shared by teachers), as well as teachers' estimates of students' performance on classwork. In addition to monitoring student progress, corps members who used student-level performance data also reported regularly using student

data to plan for their tutoring sessions with literacy focus list students (48 percent strongly agreed or agreed that they had done so).

Tracking Student Data

City Year provided corps members with dosage tracking sheets and Learner-Leader binders to help them track their work with their focus list students. While the dosage tracking sheets were relatively simple for corps members to complete, corps members participating in site visit interviews gave the binders mixed reviews.

Dosage tracking sheets. Corps members who participated in site visit interviews consistently mentioned using tracking sheets to record the time they spent with students and the skills they covered during the literacy interventions. One team leader related how she collects a tracking sheet from each of her corps members every Friday, telling her corps members: "'You cannot leave this building until you turn in your tracker.'"

Learner-leader binders. Corps members on a number of teams mentioned feeling overburdened with the amount of information that they were supposed to track on all their focus list students. At one school, tracking information daily was too burdensome for corps members, and so they instead filled out the log on a weekly basis and reflected on and planned their work during in-school Fridays. Corps members at another school used the learner-leader binders to track students' progress towards weekly and monthly goals (both academic and behavioral) for the students with whom they worked, but felt the process was daunting. At yet another school, corps members had the option of tracking information in their binders daily or weekly. In site visit interviews, no team leader reported actively monitoring how corps members used their Learner-Leader binders. Still, in the opinion of one team leader, the Learning-Leader binders were a helpful way to see if the tutoring techniques were helping students.

Communicating with Teachers

Communication with teachers about student progress varied by corps member. According to mid-year survey results, not all corps members met with their teachers to discuss student performance data. Indeed, 40 percent of corps members who provided literacy tutoring reported mid-year that they had never reviewed student ELA/literacy performance data with their teacher or with another school staff member. Nevertheless, site visit interviews revealed the modes of communication some corps members were using to communicate with teachers about student progress.

Formal meetings to track student progress. In some of the schools visited, corps members set up formal meetings with teachers a few times a year to discuss student progress. At one school, according to a teacher, corps members met with teachers at the middle and end of each marking period in order to "see which students were not doing so well and what plan of action we can take moving forward." Team leaders and corps members at two schools described completing a profile of their students a few times a year. In City Year' Reference Guide to implementing literacy interventions, City Year recommends that corps members create a start-of-

year, mid-year, and end-of-year profile for each of their focus list students that summarizes their progress and includes, among other documents, lesson plans and student progress data. At one of the schools visited, corps members described sitting down formally with their teachers for a full class period and discussing the progress of each student in order to complete their profiles.

Informal communication about student needs and progress. In addition to meeting formally with teachers a few times a year, corps members and teachers reported conversing frequently about student progress. Teachers and corps members reported holding informal, day-to-day conversations about students' comprehension of class lessons, as well as how students performed during the tutoring sessions. In addition to helping inform the design of their in-class support activities, these conversations with teachers helped corps members determine the structure and content of the tutoring sessions. A teacher at one school reported:

> *Once the kids leave the room [the corps member and I] were able to talk a little bit more informally about how the students did…. So we always have those conversations, like Ariel did great, Gene was off task just so you know. You know, he didn't finish the do-now. So he's always giving me feedback and he's always keeping an eye on them. It's hard with 34 kids. It's nice to have another set of eyes in the room.*

Teacher Perceptions of Quality and Effectiveness of Literacy Interventions

The majority of teachers who had City Year corps members in their classrooms felt that corps members had helped them to better serve their students. The majority of teachers surveyed at the end of the year agreed (45 percent) or strongly agreed (40 percent) that corps members helped them to feel supported in their work (Exhibit 20). Similarly, a majority of teachers agreed (43 percent) or strongly agreed (35 percent) that corps members helped them differentiate their instruction.

In site visit interviews, several teachers mentioned the importance of the one-on-one or small-group support corps members provided in helping them to deliver instruction without letting individual students fall behind. One middle school ELA teacher, for example, described how her corps member's support of individual students allowed her to continue instructing the rest of the class without interruption:

> *[My corps member] was able to sit down with [students who needed extra help, break down the article and use the strategies that we discussed in class. And he's able to work with [students] on a one-to-one basis and it frees me up to help students with [the next element of the lesson]. So it takes a load off of me in a way, because I'm able to move forward and not have to re-teach an entire lesson.*

Another teacher described how difficult it would be to give each student individual attention if they did not have City Year at their school:

> *Every little bit helps. [My corps member has] totally helped me with one-on-one, with their writing, they're really struggling writers, so we have to get them to write a certain*

way for the test. Again, me being by myself, one-on-one with 23 students would take me forever and he could take one-on-one also—not even his group of six kids—just whoever I asked.

Teachers also reported that corps members had affected the way they interacted with students. Twenty-five percent of teachers strongly agreed and 48 percent of teachers agreed that corps members had helped them to have a positive relationship with their students. Twenty-four percent of teachers strongly agreed that corps members helped improve the quality of their interactions with students, while another 26 percent agreed. At one school with a lot of behavior management issues, students commented on how corps members had taught them to respect their teachers and other adults, saying, "They teach you not to argue with the teacher," and "Even if you don't like your teacher, you should respect them."

Exhibit 20
Teachers' perceptions of the impact
of corps members in their classrooms *(N=123)*
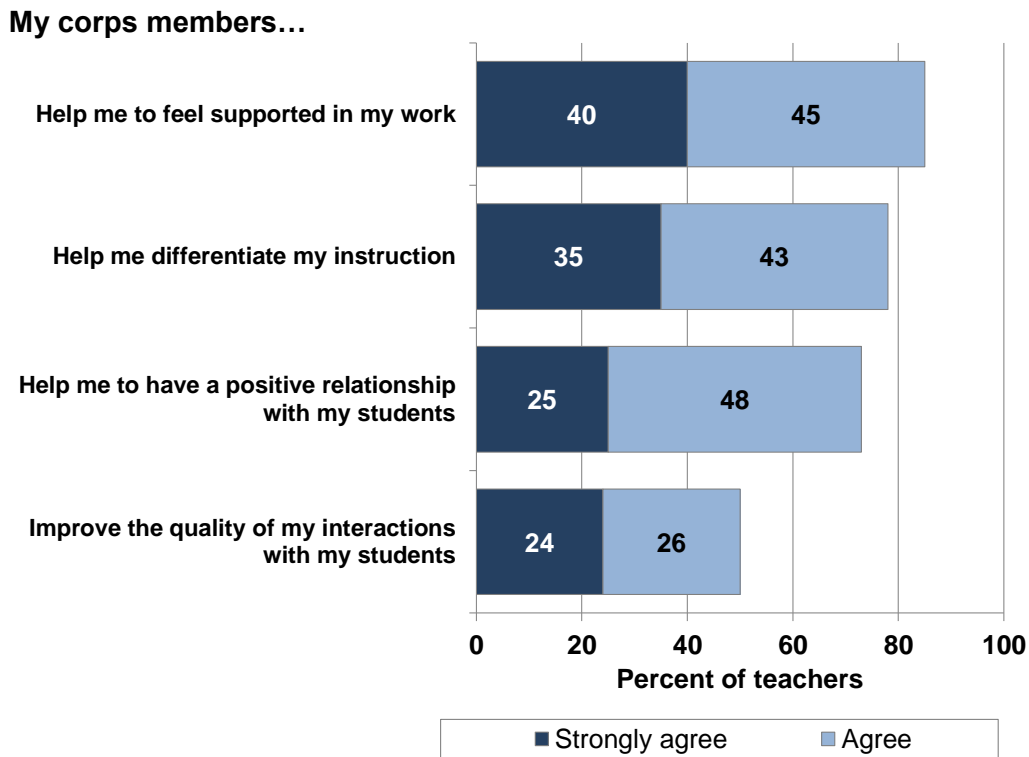
My corps members…

Exhibit reads: Forty percent of teachers strongly agreed that corps members helped them to feel supported in their work. An additional 45 percent of teachers agreed that corps members helped them to feel supported in their work.
Source: Teacher End-of-Year Survey, Question 17

V. City Year Outcomes

As was true in previous evaluation years, school staff believed that City Year positively affected their school and students in many ways in 2012-13. Overall, the teachers, City Year liaisons, and principals who were surveyed and who participated in site visit interviews pointed to numerous benefits for their schools and students from City Year's work. Student benefits included improvements in literacy skills, overall academic performance, behavior, and attendance. In surveys and site visit interviews, school staff also reported changes in students' attitudes towards school and academic learning as a result of having City Year in their schools. In interviews, school staff and corps members said they believed that the improvements in the school climate and school morale were linked to improvements in student achievement.

Benefits for Schools

School staff believed that City Year had positive effects on school climate and learning environments and were very satisfied with corps member performance. The majority of school staff who responded to survey and interview questions were very positive about the overall impact of City Year corps members.

Impact on School Climate

As in 2011 and 2012, the majority of school staff surveyed and interviewed believed that City Year corps members had a positive impact on school climate. In conversations with evaluators during site visits, teachers, principals, liaisons, and corps members all mentioned that school climate was one of the top areas for visible City Year impact. Interviewees said that City Year corps members encouraged students and helped them to feel welcome and valued in the school. One elementary school liaison said that the relationships forged between corps members and students improved students' self-confidence which, she believed, ultimately led to improved student performance:

> *I think this group of corps members has a very good rapport with their children. And because of the rapport, sometimes the things that [children] are not able to talk to us about, they're able to talk to them about.... Where they're pulling them as well and working with them in small groups, it gives the children [confidence to speak up]— instead of being embarrassed to [speak] inside of the classroom.... It really does assist them in growing academically because now they do have an outlet.... They're participating now in the classroom because [City Year corps members] gave them confidence.*

Among surveyed principals, 77 percent responded that City Year had a great deal of positive impact on the school climate, and another 20 percent said City Year had a moderate amount of positive impact. Principal and liaison views on City Year's impacts on school climate were similar across school levels, as the differences in responses were not statistically significant. Eighty-one percent of responding principals/liaisons from elementary schools said

45

that City Year had a great deal of positive impact on school climate, and 71 percent of responding principals/liaisons from middle schools also felt this way. One middle school liaison described the school's corps members as follows:

> *They're here early in the morning. They do teacher appreciation, staff appreciation. They are always looking for the positive, always doing something for the kids in the schools. Bringing that school spirit is what they usually do.*

Teachers viewed the overall impact of City Year on school culture positively as well. Sixty-eight percent of all responding teachers reported that City Year had a great deal of positive impact on school climate, with another 29 percent responding that City Year had a moderate amount of positive impact on school climate. Like principals/liaisons, the views of elementary and middle school teachers were similar. Seventy-one percent of elementary school teachers believed that City Year had a great deal of positive impact on school climate, and 65 percent of middle school teachers said this.

Impact on the School Learning Environment

School staff believed that City Year corps members had helped to improve the learning environment within their schools. City Year seeks to improve not only the academic performance of individual students but also the overall learning environment within schools. Fostering an environment where learning is valued and students see the connection between academic performance and fulfilling their life dreams is a critical step in moving students onto a path for success.

In the views of surveyed teachers, corps members had a positive impact on their schools' learning environment: 97 percent of all responding teachers strongly agreed or agreed that City Year corps members helped to foster a positive learning environment in their school. Similarly, 87 percent of surveyed principals/liaisons strongly agreed or agreed that City Year corps members served as positive role models for students, and 73 percent strongly agreed or agreed that City Year corps members help to establish a college-going and career-aspiring culture in their school.

School staff who participated in site visit interviews mentioned that City Year corps members helped foster this positive learning environment by serving as role models for students and establishing a college- and career-aspiring culture in the school. According to school staff who participated in site visit interviews, City Year corps members often came from similar demographics and backgrounds as the students they served, many of whom did not have positive adult role models in their lives to whom they could turn for guidance. As one middle school liaison said: "The students form relationships with corps members and want to do well in their classes," speaking to the fact that students regard corps members as people they want to emulate. An elementary school liaison echoed this sentiment, saying, "The kids really look forward to spending a lot of time with [City Year corps members]. And they're role models for our students. So I think that's something that's not necessarily quantifiable but that really adds to the value of having them here."

School Staff Satisfaction with Corps Member Performance

While the vast majority of surveyed teachers reported being satisfied with City Year corps members' impact on their students, the levels of teacher satisfaction varied within and across schools. Overall, 54 percent of teachers said that they were very satisfied, and 39 percent reported that they were satisfied with the impact of City Year corps members in their class and on their students (Exhibit 21). Although the percentages of elementary and middle school teachers reporting that they were very satisfied with the impact of City Year in their class and on their students appear to be quite different (60 and 46 percent, respectively), the difference in ratings was not statistically significant.

Exhibit 21
Teachers' satisfaction with the impact of City Year
on their class/students, by school level
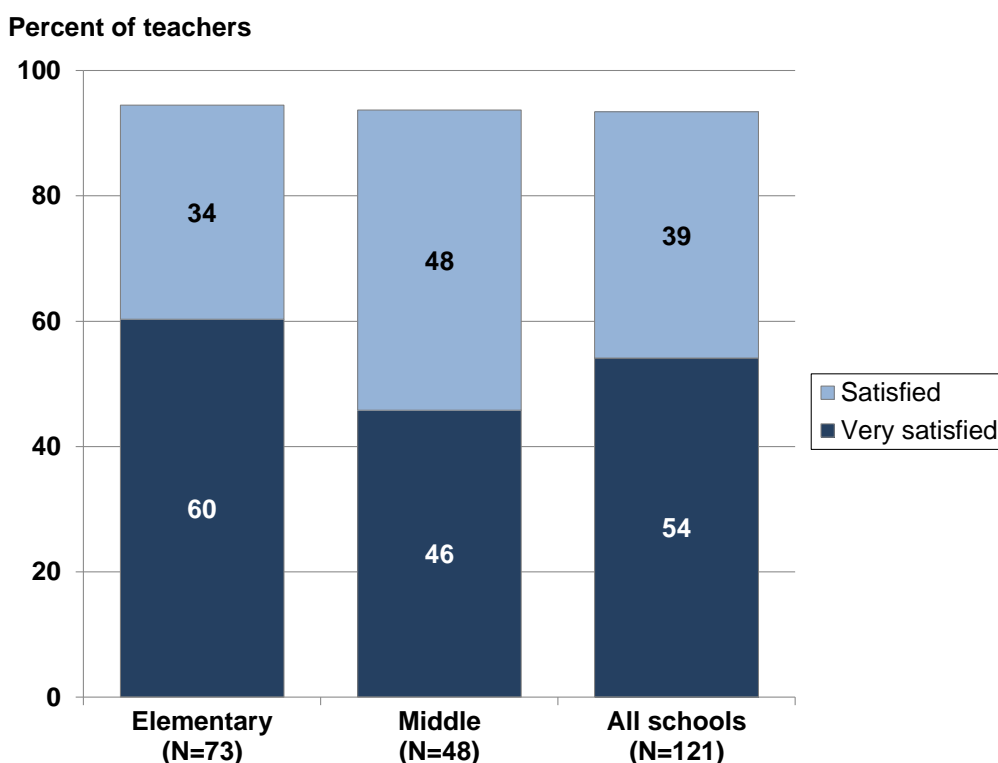
Percent of teachers

Exhibit reads: Sixty percent of elementary school teachers said they were very satisfied with the impact of City Year on their class/students; 34 percent said they were satisfied.
Source: Teacher End-of-Year Survey, Question 24

Recognizing that there were several dimensions to teachers' level of satisfaction, evaluators created a Teacher Satisfaction index based on 19 items from the end-of-year teacher survey. The index included various survey data, including the extent to which teachers agreed strongly about the impact of corps members' work in their classrooms, the impact of corps members on their own work, the extent to which teachers were satisfied with corps member performance, and the likelihood that teachers would recommend City Year to a teacher at another school. For answers on the highest end of the response scale, such as "strongly agree" or "very satisfied," teachers received one point, and could score up to 19 points on the index.

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The results of the index analyses suggest that teacher satisfaction varied within schools and, to some extent, across schools (Exhibit 22). The average school-level teacher satisfaction score across all schools was eight points, or 42 percent of the total possible points. Within-school variation, including four schools with individual scores ranging from a low of zero points to a high of 19 points, suggests that not all teachers were completely satisfied with corps member performance, even if others in their school held very positive opinions. Within schools, evaluators expected to see a narrow range of scores, signaling similarities in teachers' experiences at a particular site. Schools with the most variation (e.g., scores ranging from 0 to 19 points), however, tended to be those for which a greater number of teachers responded to the survey, suggesting that teachers' experiences within schools might vary significantly. Still, in general, these findings are more encouraging than those in the Year 3 report, in which the average teacher satisfaction index score was 7 out of a possible 37 points, or 19 percent of the total possible points. Nonetheless, the variation within and across schools in the 2012-13 teacher survey suggested that there may still be room for improvement in some teachers' experiences working with corps members.

Exhibit 22
Teacher satisfaction with corps member performance, by school

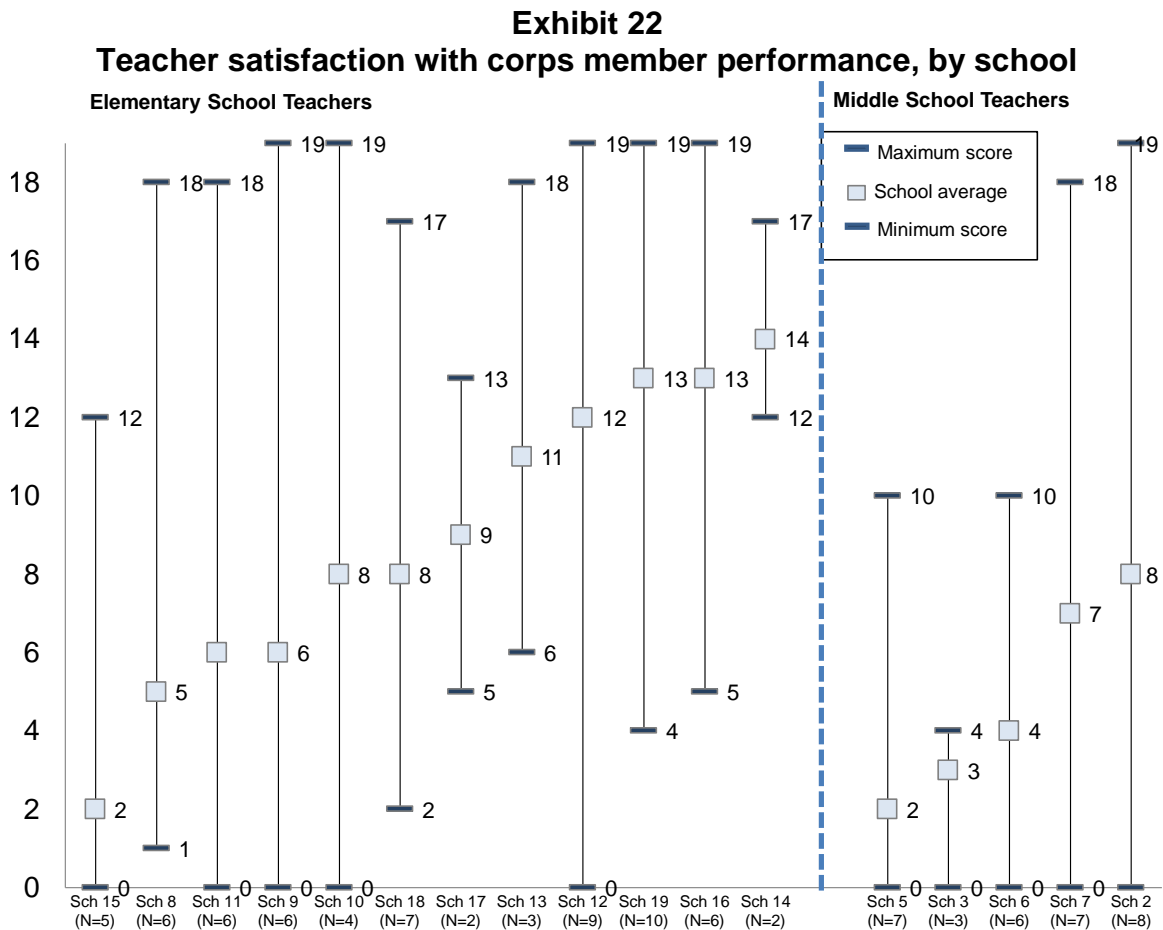Exhibit reads: Among the 12 City Year elementary schools, School 15 had the lowest average score for teacher satisfaction, with two points. The teacher satisfaction index scores for this school ranged from a low of zero points to a high of 12 points.

Evaluators computed a similar index to measure principal/liaison satisfaction with corps member performance by school. The Principal Satisfaction index is based on eight items from the

principal end-of-year survey, including principal perceptions of corps members' preparedness for the academic work in their schools, their views on the overall impact of corps members on their school climate, the level of satisfaction with the quality of corps member service and the overall experience of working with City Year, and the likelihood that they would recommend City Year to someone else in a similar position. Principals/liaisons received one point for answers on the highest end of the response scale (e.g., "very satisfied" and "strongly agree") and could earn up to eight points. Across all schools, the average school-level satisfaction score was four out of eight points, indicating a moderate level of satisfaction with corps member performance among liaisons and principals.

Site visit interviews with some school staff revealed that staff had observed variation in corps members' work from year to year. One principal spoke highly of her corps members in 2012-13, saying they had become more integrated into the school than past teams had: "This happens to be a very good team this year. They have found ways to become seamless. This year they are very seamless. They are part of the whole environment." A teacher at a different school was also very positive about the school's corps members in 2012-13, in contrast to some corps members from years past:

I've had corps members in the past who are not helpful, that needed my guidance. [My corps member this year] didn't need my guidance, she took initiative. She asked what can I do in the room.... I didn't need to be on top of her. [With others], every day, I had to ask, can you do this, or that. Or talking to the kids, it became distracting, sometimes it was so distracting. I think this year I've seen a good pick of the litter. They were a good bunch of kids. I haven't seen such a good group, ever.

A liaison at another school, who was also a teacher, had observed variation in team leader work from year to year as well:

I've seen years where there was a better [team] leader. […] I think the leader makes a big difference. This year, one of the other members stepped up more as the face for the leader where administration would go to him before going to [the team leader]. I know teachers weren't happy because the City Year [corps member] wasn't always in the class doing stuff. They were just sitting there. But if the leader checked in on them or had more of a relationship with the school, that could've been a plus.

Benefits for Students

School staff saw improvements in students' literacy skills, overall academics, and academic behaviors for those students who worked with City Year corps members. School staff who participated in site visit interviews felt that corps members' presence in their schools benefitted students in many ways. Some mentioned seeing improvements in students' literacy skills and overall academic achievement. Others focused on City Year's impact on students' academic behaviors, such as more sustained focus, increased participation in class, willingness to ask questions, and improved engagement in learning. In interviews, teachers frequently mentioned the close mentoring relationships that City Year corps members forged with students during interventions and after school. Corps members served as positive role models whom students

connected with in a different way from their teachers. Several students participating in focus group interviews mentioned how City Year corps members were able to explain material and concepts to them in different ways than was presented in class, or planned fun academic activities that helped further their learning.

Improvement in Student Literacy Skills

Teachers reported that corps members had improved students' reading and writing skills. When surveyed about the impact of City Year corps members' literacy interventions with their students, teachers responded with positive feedback. Thirty-eight percent of surveyed teachers said they strongly agreed, and 52 percent agreed, that City Year corps members helped to improve students' English and language arts performance (Exhibit 23). Elementary and middle school teachers responded similarly to this question, with 37 percent of elementary school teachers and 43 percent of middle school teachers strongly agreeing that corps members helped to improve student performance in English language arts.

Exhibit 23
Teachers' ratings of corps members' impact on students'
English/language arts performance, by school level

Exhibit reads: Thirty-seven percent of surveyed elementary school teachers strongly agreed that corps members helped to improve their students' English/language arts performance; 54 percent agreed.
Source: Teacher End-of-Year Survey, Questions 9, 11 and 13

Teachers who participated in site visit interviews shared stories about the positive impact that City Year corps members had on their students. For example, one elementary teacher

reported that her students' skills had improved in reading, writing, and spelling as a result of working with a City Year corps member. She spoke about one student in particular:

> *I have a student who was held back in third grade prior to being in my class. In the beginning of the year, for literally every [task] he was asking "How do you spell this?" "How do you make a sentence?" He can now pretty much write two paragraphs; that's a big improvement. That same student can read so much better [now]. City Year has worked with him in small groups and individually.*

A middle school teacher also commented on her students' improved writing skills:

> *You can see [that the difference between] their first writing piece [compared with] now is day and night. You know, is it the most fabulous writing that you're ever going to see? Perhaps not, but it's definitely [evidence of] growth and it's definitely a lot better. And I feel [these students are] a lot better prepared to face the challenges in high school, because they've had a lot of support, a lot of people trying to help move them forward.*

A student who participated in a focus group interview also mentioned how City Year corps members had helped him:

> *They helped me with my reading and writing because when I used to read, I saw the words wrong but they helped me with that. Just keep your finger on the word and then read what you are saying and they helped me with my writing because when I used to write it didn't make any sense, but they made me write better so I can make more sense.*

Some teachers said that they had seen varying degrees of corps members' impact on students' literacy skills. A corps member at an elementary school expressed a similar view, saying that they had success with some students but not with others:

> *I have a group of six. I can honestly say two have improved. One student doesn't come frequently. Another one doesn't push herself hard enough. [The classroom teacher] and I try to push her. She doesn't use her talent. I want to push her but she's in that stage where she wants to play.*

Improvement in Students' Overall Academic Skills

School staff saw improvements in the academic skills and behaviors of the students who worked with corps members, leading to changes in their overall academic performance. Overall, the majority of the teachers, principals, and liaisons surveyed felt that corps members positively impacted students' overall academic performance. Eighty-eight percent of all responding teachers strongly agreed or agreed with the statement, "My corps members help improve the overall academic performance of my students." No responding teachers strongly disagreed, and teacher ratings were similar across school levels (Exhibit 24).

Exhibit 24
Extent to which teachers agree that corps members
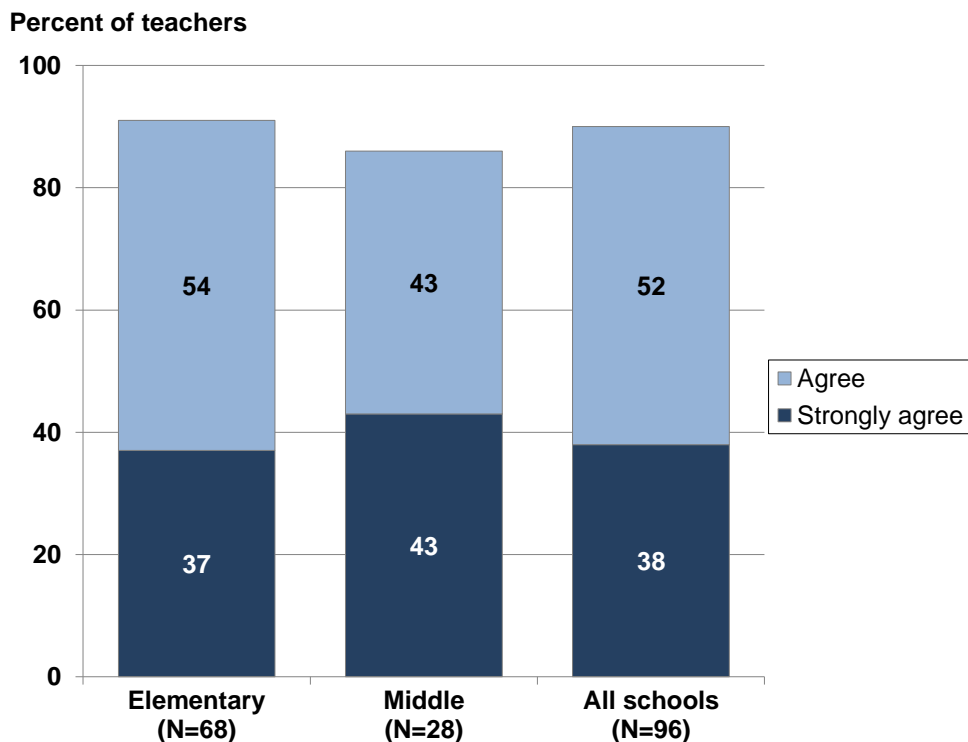**helped students' overall academic performance**

Percent of teachers
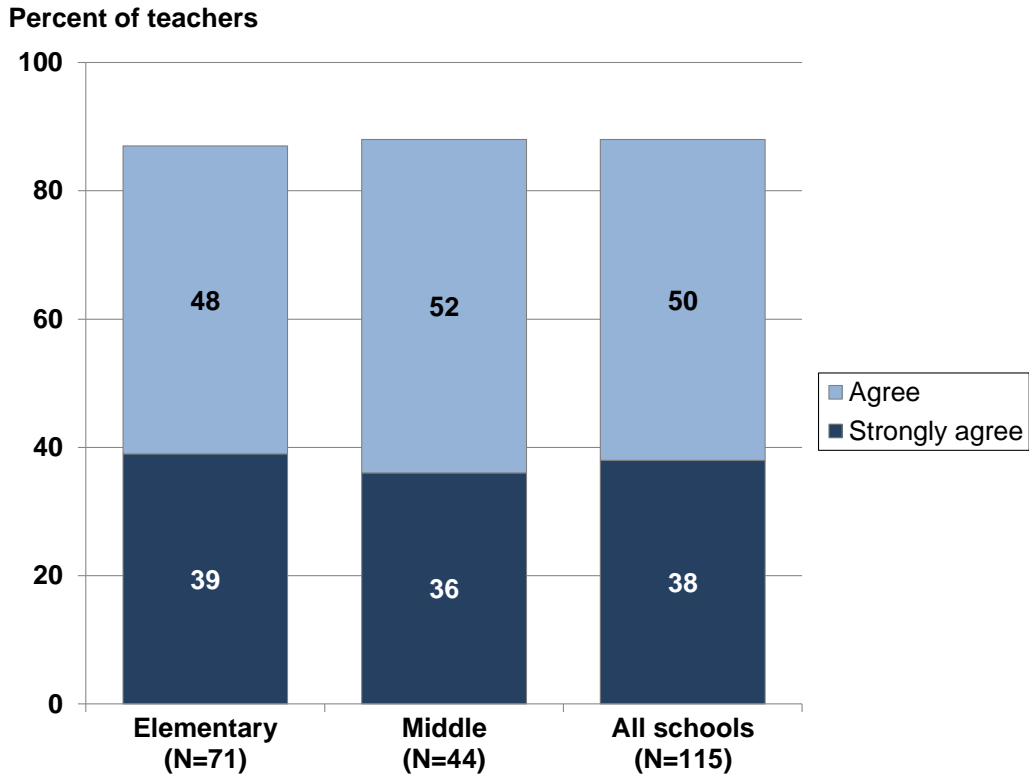
Exhibit reads: Thirty-nine percent of surveyed elementary teachers strongly agreed that corps members helped to improve students' overall academic performance. An additional 48 percent agreed.
Source: Teacher End-of-Year Survey, Question 16

Similarly, 84 percent of all responding principals/liaisons strongly agreed or agreed that the City Year program helped to strengthen students' academic performance (Exhibit 25). While the level of satisfaction reported varied slightly by school level, the difference between elementary and middle school principals/liaisons' ratings was not statistically significant.

Exhibit 25
Extent to which principals/liaisons agree that City Year
helped to strengthen students' academic performance

Percent of principals/liaisons

Exhibit reads: Twenty-five percent of surveyed elementary principals/liaisons strongly agreed that the City Year program helped to strengthen students' academic performance. An additional 63 percent agreed.
Source: Principal End-of-Year Survey, Question 11

While survey respondents were positive about the impact of corps members on academic performance, participants in the site visit interviews were less inclined to draw direct connections between corps memb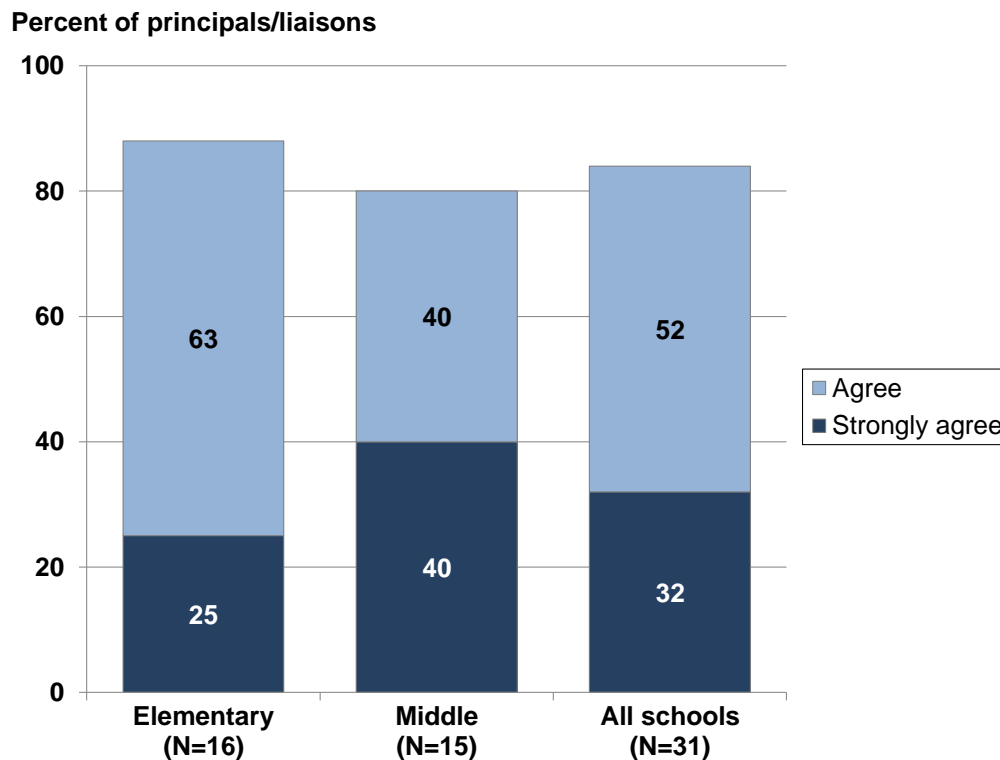ers' work and students' academic improvements. They were more comfortable discussing how corps members had changed students' academic mindsets and behaviors, such as school attendance and improved academic confidence. Changes in such behaviors may have been in part responsible for academic improvement in the school. It was difficult, however, for the school staff interviewed to attribute gains to corps members alone, because in most schools, numerous reforms and initiatives were underway. For example, one liaison reported:

From the last time that we looked at the data, I think from the scores last year, I think they did show that there was an improvement with the children that did work with City Year corps members, from last year's test scores. You know that they were actually kids that moved across the continuum, I think. But we had a decrease in level ones and an increase in the students that were scoring in level twos and threes. But again, that was– we had a lot of different things going on.

In site visit interviews, students frequently mentioned that they viewed the relationships that their corps members forged with them as key to their academic improvement. One student who was interviewed said that, in general, students liked working with corps members because the

corps members found different ways of explaining materials so that students could better understand concepts: "In elementary school, I didn't like math. When City Year came, they taught me tricks to figure it out in a better, cool way." A middle school teacher said that students often found it easier to ask corps members questions rather than their teachers because they felt less embarrassed:

> *The kids [the corps member is] dealing with often feel like they're drowning. Some wouldn't ask a question to say they're not getting it.… Knowing he's there to talk them through it without embarrassment is important.*

Changes in Student Attitudes towards School and Academic Learning

School staff saw improvements in students' enjoyment, engagement, and participation in academic learning resulting from their work with City Year corps members. Teachers surveyed believed that corps members positively impacted their students' attitudes towards school. For example, 90 percent of teachers said that corps members helped to improve their students' motivation to learn, with no teachers disagreeing or strongly disagreeing (Exhibit 26). Similar percentages of teachers reported that corps members helped to improve students' confidence in their ability to learn (90 percent) and their active engagement in learning (93 percent). One teacher summed up the effects that their corps member had on students in her class with regard to their "work ethic," attendance in school, and academic motivation:

> *Definitely the students are trying more. My students love my corps member to death. They are excited when she is around. They ask for her when she is not there because there are a lot of incentives that City Year offers. [Students think,] 'I'm going to come to school because you are going to have that attendance party.'*

Exhibit 26
Extent to which teachers agree that corps members have positively affected students' attitudes towards school and learning *(N=119)*

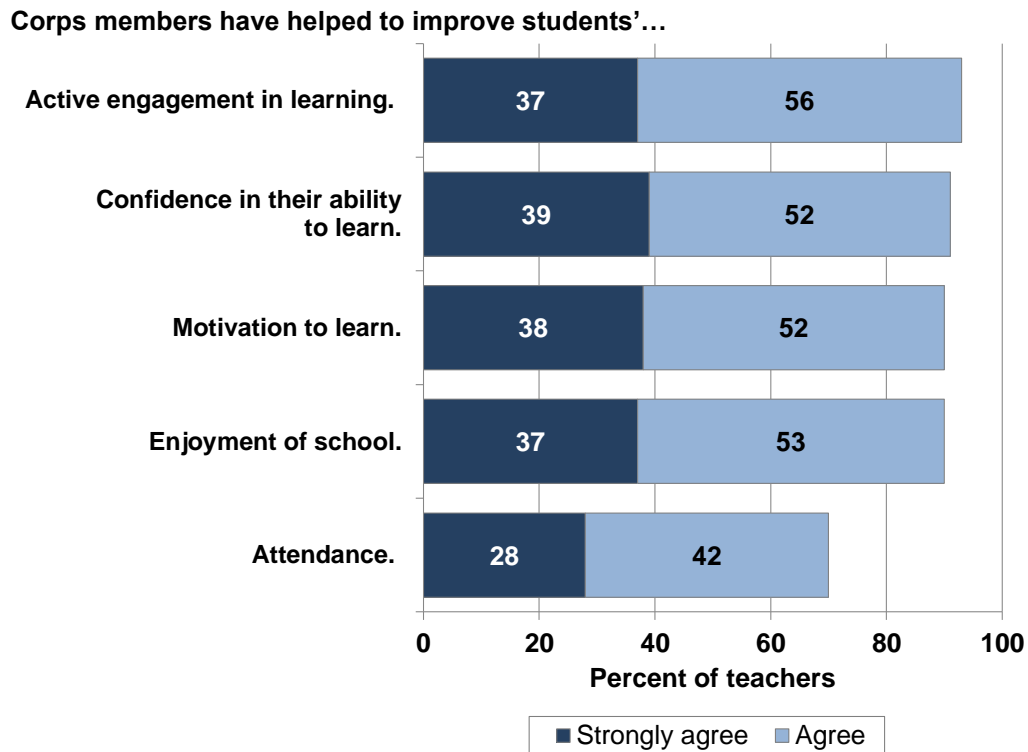**Corps members have helped to improve students'…**

Exhibit reads: Thirty-seven percent of surveyed teachers strongly agreed that corps members have helped to improve students' active engagement in learning. An additional 56 percent agreed.
Source: Teacher End-of-Year Survey Questions, 9, 11, 13 and 16

Several participants in site visit interviews at a school with a City Year afterschool program also mentioned a noticeable change in the amount of homework that students were completing, citing the structure that the afterschool help provided. Corps members saw this as an area in which they had an impact as well. Said one corps member, "That's where I've seen the biggest change [among afterschool participants]. I've seen a huge attitude adjustment. They're forced to do their homework every night. Most of them fail because they don't do their homework."

At another school, teachers participating in site visit interviews said that having corps members in the classroom has made students more enthusiastic about school and become more confident in their academic skills. An upper-grade math teacher at this school explained that he noticed that students who work one-on-one with corps members participate more in class. Similarly, a middle school language arts teacher at another school told a story about the change in a student's self-confidence as a result of his participation in a school-wide spelling bee that City Year planned:

I have a student in my class who wasn't sure he wanted to participate [in the spelling bee], but we [offered him] a prize [if he did]. So he memorized all the words and how to spell them correctly. He was the spelling champ for this class. He was able to

[participate] in the school-wide spelling bee. He didn't win, but that instilled in him a sense of accomplishment and, from that day on, [in terms of] his attendance and participation in class, he was a completely different kid. It was that one activity that City Year structured for the students that instilled so much confidence in him…. One activity completely changed his attitude and the way that he projected his voice in class and he was like, I can do this, no big deal.

The majority of teachers (90 percent) also agreed or strongly agreed that City Year corps members had increased their students' enjoyment of school. Student engagement and enjoyment in learning are important factors in improving student attendance. More frequent attendance is widely known to be correlated with higher student achievement. Over two-thirds (70 percent) of teachers strongly agreed or agreed that corps members had helped to improve student attendance.

During interviews at one school, all the students participating in the focus group said that City Year helped them become more interested in attending school each day. One middle school student said that, before interacting with City Year staff, she felt that going to school was something to do because she had to; now, she is more excited about going to school each day. Another student echoed similar feelings about going to school; she explained that knowing that the City Year team cares about her encouraged her to come to school each day. A student at another school said, "I used to think school wasn't cool. But [City Year corps members] made it fun. It's the ticket to a good job and college."

City Year Impacts on Student Achievement in Reading/Language Arts

PSA analyzed the students who participated in literacy tutoring, and City Year programming more broadly, to determine the extent to which their participation in City Year (City Year dosage) affected their ELA state test scores. The analyses yielded the following findings:

■ For elementary school students, both the number of literacy tutoring hours and the number of total programming hours they received positively affected their performance on the Common Core ELA test and this effect approached statistical significance.

■ Elementary school students who received more than the average number of total dosage hours (i.e., more than 61 hours) performed statistically significantly better on the ELA test than those who received fewer than the average dosage hours.

Methodology of Impact Analyses

To measure the impact of City Year's WSWC model on participating students, PSA employed hierarchical linear regression modeling (HLM) to differentiate among the various levels of influence (e.g., student and school) on student performance and to account for the wide

variability of student and school characteristics at each level that affect student performance. That is, HLM addresses the variation in students' characteristics within and across schools, measuring the impact of these characteristics at the school level while allowing for inclusion of information that is student-specific. In addition, because of the differences in program implementation in elementary and middle schools as identified in site visit interviews, and the differences in the number of hours of student participation across school levels, PSA conducted separate analyses of the impact of participation in City Year programming by school level.

City Year provided PSA with student participation and program implementation data. Student-level data included the number of hours of literacy tutoring and overall hours of City Year programming (literacy tutoring, math tutoring, behavior coaching, attendance coaching, and after school programming) each student received. School-level information included index scores calculated by PSA based on corps member, teacher, and principal surveys; number of students served by City Year corps members within the school; and average literacy dosage rates for participating students in the school.

Participants were only included in the impact analyses if they received at least five hours of literacy tutoring.

Exhibit 27
Literacy dosage hours for students included in City Year
impact analyses, by school level

	Total number of schools receiving City Year literacy tutoring services	Total number of students receiving City Year literacy tutoring services	Average number of hours of City Year literacy tutoring services received per student	Minimum number of hours of City Year literacy tutoring services received	Maximum number of hours of literacy tutoring services received
Elementary Schools	12	360	20	5	50
Middle Schools	7	293	15	5	38
Overall	19	653	17	5	50

Exhibit reads: At the 19 City Year schools, 653 students participated in an average of 17 hours of literacy tutoring.

In addition to examining literacy dosage, evaluators analyzed the total number of hours that students participated in any City Year activity, including literacy tutoring, math tutoring, behavior coaching, attendance coaching, and afterschool programming (although not all schools offered all programming types). Total dosage hours reflect the number of hours a student participated in any of the various City Year activities over the course of the school year. All students included in the impact analyses participated in at least five hours of *any* City Year programming. Some students participated in as many as 270 hours of City Year programming over the course of the school. As was the case with literacy tutoring hours, elementary schools were able to provide more hours to participating students than middle schools (Exhibit 28).

Exhibit 28
Total City Year dosage hours, by school level

	Number of schools	Total number of students receiving ANY City Year services	Mean number of hours of ANY City Year programming received	Minimum number of hours of ANY City Year programming received	Maximum number of hours of ANY City Year programming received
Elementary Schools	12	812	67	5	270
Middle Schools	7	1,005	56	5	226
Overall	19	1,817	61	5	270

Exhibit reads: At the 19 City Year schools, 1,817 students participated in an average of 61 hours of City Year programming.

Although City Year served a greater number of elementary schools (12 elementary schools compared to 7 middle schools), they served a greater number of middle school students, averaging 144 middle school students with more than 5 hours of programming per school compared to 68 students per elementary school. Because City Year teams served a greater number of students in middle schools, they provided fewer hours per student.

Selecting a Matched Comparison Group.
The NYC Department of Education (the DOE) provided PSA with 2012-13 administrative data for the 3,322 students who participated in City Year programming in 2012-13; in addition, the DOE was able to provide 2011-12 administrative data for 94 percent (3,154) of those students. Of these students, 2,666 had complete data for all indicators (demographics, school attendance, and state test scores) for both the 2011-12 baseline year and the 2012-13 program year. PSA also received 2012-13 DOE administrative data for all students in grades three through eight from which to draw a comparison group for analyses. The DOE data included demographic information such as gender, race, English language learner status, free and reduced-price lunch status, special education status, school attendance rates, and performance on state assessments. PSA used these data not only to assign matches for comparison to each of the participating students, but also to control for variation in each of the regression analyses.

> **Special Note about 2012-13 changes to the New York state test**
>
> In spring 2013, New York administered a new standardized test for its state assessment to align with its Common Core implementation. Scale scores on the Common Core ELA test range from 100 to 425, a change from the 400 to 800 scale for the New York state assessments in previous years. The state assigned all students to one of four proficiency levels in both 2012 and 2013, but the cut points for each level changed for 2013. Because the scores are on different scales, it is not possible to calculate student growth from one year to the next. However, there is a statistically significant correlation between student performance on the 2012 and 2013 ELA tests (a=.712, p=.000). This strong correlation allows PSA to consider performance on the 2012 ELA as a predictor for the 2013 test and it is therefore used as a criterion for identifying a matched comparison group and as a control variable for the regression analyses measuring program impact on student performance.

Using a technique known as propensity score matching, evaluators matched City Year participants with non-participating students who attended similar schools that had not implemented the WSWC model. Propensity matching minimizes the "distance" (i.e., the overall

difference in group means and/or frequencies on the matching variables) and reduces all observed baseline characteristics into one indicator: the propensity score of being a recipient of City Year literacy tutoring. PSA selected nonparticipants to match as closely as possible on demographic characteristics and baseline achievement, as measured by ELA tests taken during the 2011-12 school year. To be included in the matching procedure, participants and students in the pool of possible nonparticipants needed to have sufficient data recorded in their DOE administrative records.[5] To maximize the evaluation's power to detect statistically significant differences, PSA identified three matched nonparticipating students for each City Year participant. The comparison group was included in all regression analyses unless otherwise noted.

Ultimately, 1,817 City Year participants—of which 653 received literacy tutoring services and had test score data from the prior year—and their 6,309 matched comparisons were included in the final analyses.[6] Exhibit 29 displays the characteristics of City Year participants and matched nonparticipants included in the analyses.

Exhibit 29
Characteristics of City Year participants and matched nonparticipants

	Percent of City Year participants (n=1,817)	Percent of Matched nonparticipants (n=5,451)
Average school attendance	94	94
Average ELA scale score	656	656
Gender		
Male	54	54
Female	46	46
Race/ethnicity		
African American	32	32
Hispanic	59	60
Asian	6	6
Other	3	2
Free and reduced-price lunch recipient	97	97
ELL	20	20
Special education	21	21

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[5] New York's ELA test is administered to students in grades 3 through 8. Because City Year participants enrolled in the third grade for the first time in 2013 (i.e., they were promoted from the second grade at the end of the 2012 school year) were ineligible to take the ELA exam during this evaluation's baseline year, they were excluded from the matching procedure.

[6] Forty-six students were removed from the analysis because although they were marked as City Year participants, their school of record was not a City Year school. This is likely because the students transferred during the school year and were recorded as attending the other school. Because PSA could not match these students to school and City Year team characteristics, they were not included in the analysis. Another 626 students were removed from the analysis because, although they were identified as participants, they participated in fewer than five hours of any City Year programming over the course of the school year.

Impact of City Year Service Dosage on Student Performance

At the elementary school level, the total number of dosage hours a student received of ANY City Year activity or service had a positive effect on their ELA scale score and this effect approached statistical significance[7] (Exhibit 30). That is, each additional hour of participation in City Year service or activities was associated with an average of 0.08 more scale score points on the state ELA test.

Exhibit 30
HLM predicting elementary school students' 2013 ELA
scale scores on the New York stat test, by TOTAL City Year dosage hours

Fixed Effect	Coefficient	Standard error
Intercept, β_0		
Intercept, γ_{00}	-329.62	(16.14)***
Received services for English language learners, β_1		
Intercept, γ_{10}	-4.26	(1.08)***
Received special education services, β_2		
Intercept, γ_{20}	-10.56	(1.16)***
Qualified for free or reduced price lunch, β_3		
Intercept, γ_{30}	-6.27	(2.53)*
Student Attendance Rate in 2011-12, β_4		
Intercept, γ_{40}	20.70	(6.39)**
2012 ELA score, β_5		
Intercept, γ_{50}	0.93	(0.02)***
Hispanic, β_6		
Intercept, γ_{60}	-2.84	(2.14)
Asian, β_7		
Intercept, γ_{70}	7.53	(2.58)**
Black, β_8		
Intercept, γ_{80}	-2.86	(2.27)
Total Dosage Hours, β_9		
Intercept, γ_{90}	0.08	(0.04)†

† indicates $p \leq 0.10$; * indicates $p \leq 0.05$; ** indicates $p \leq 0.01$; *** indicates $p \leq 0.001$
Exhibit reads: After controlling for all other variables and for the clustering of students in schools, elementary school students scored an additional 0.08 points on their scale score for each additional hour of City Year programming. The effect was statistically significant.

The total number of dosage hours of any City Year service or activity did not, however, have a statistically significant impact on the performance of middle school students on their ELA test (Appendix B).[8]

Elementary school students performed better on the Common Core ELA test with more hours of literacy tutoring. As shown in Exhibit 31, the coefficient demonstrating the effect of literacy dosage hours for elementary school students is 0.14, meaning that increasing the number of literacy dosage hours had a greater impact on the performance of elementary school students

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[7] The regression analysis included participants who attended at least five hours of any type of City Year activity, as well as their matched comparison group.

[8] The model controlled for students' English language learner status, special education status, free or reduced-price school lunch status, prior year test scores, prior year school attendance rate, and race/ethnicity. The regression analysis included participants who attended at least five hours of any type of City Year activity, as well as their matched comparison group.

than increasing the overall dosage of programming[9] and the relationship approaches statistical significance.

Exhibit 31
Hierarchical linear model predicting students' 2013 ELA
scale scores on the New York state assessment, by City Year literacy dosage
hours for elementary school students

Fixed Effect	Coefficient	Standard error
Intercept, β_0		
Intercept, γ_{00}	-356.80	(25.96)***
Received services for English language learners, β_1		
Intercept, γ_{10}	-4.31	(1.11)***
Received special education services, β_2		
Intercept, γ_{20}	-8.97	(1.13)***
Qualified for free or reduced price lunch, β_3		
Intercept, γ_{30}	2.06	(2.52)
Student Attendance Rate in 2011-12, β_4		
Intercept, γ_{40}	12.17	(6.29)†
2012 ELA score, β_5		
Intercept, γ_{50}	0.96	(0.04)***
Hispanic, β_6		
Intercept, γ_{60}	-2.50	(2.20)
Asian, β_7		
Intercept, γ_{70}	4.85	(2.60)†
Black, β_8		
Intercept, γ_{80}	-3.76	(2.30)
Literacy Dosage Hours, β_9		
Intercept, γ_{90}	0.14	(0.08)†

† indicates $p \leq 0.10$; * indicates $p \leq 0.05$; ** indicates $p \leq 0.01$; *** indicates $p \leq 0.001$
Exhibit reads: After controlling for all other variables and for the clustering of students in schools, elementary school students scored an additional 0.14 points on their scale score for each additional hour of literacy tutoring. The effect approached statistical significance.

The number of hours of literacy tutoring did not have a statistically significant effect on the ELA scale scores of middle school students.[10] Like the total dosage hours of middle school students, the number of hours of literacy tutoring a middle school student received did not have an effect on their Common Core ELA test performance (see Appendix C).

Elementary school students who received more than the average number of total dosage hours of ALL City Year programming performed statistically significantly better on the ELA test than those that received fewer than the average dosage hours. As shown in the regression analysis in Exhibit 32, elementary students who received 61 hours or more of City Year programming, the average number of total dosage across all elementary and middle school students included in the impact analyses, scored an average of 3.69 more scale score points on

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[9] The model controlled for students' English language learner status, special education status, free or reduced-price school lunch status, prior year test scores, prior year school attendance rate, and race/ethnicity. The analysis includes only students who participated in at least five hours of literacy tutoring and their matched comparison students.

[10] The analysis includes only students who participated in at least five hours of literacy tutoring and their matched comparison students.

the state ELA test than participating students who received fewer hours than average, and comparison students. When analyzing the performance of only City Year students, elementary school students who received more than the program-wide average number of dosage hours scored an average of 4.32 more scale score points than students who received fewer than the average total City Year dosage hours.

Exhibit 32
Predicting students' 2013 ELA scale scores on the New York state assessment, for elementary school students receiving above average dosage hours of ALL City Year service activities

Fixed Effect	Coefficient	Standard error
Intercept, β_0		
Intercept, γ_{00}	-327.76	(16.21)***
Received services for English language learners, β_1		
Intercept, γ_{10}	-4.24	(1.09)***
Received special education services, β_2		
Intercept, γ_{20}	-10.59	(1.16)***
Qualified for free or reduced price lunch, β_3		
Intercept, γ_{30}	-6.03	(2.56)*
Student attendance rate in 2011-12, β_4		
Intercept, γ_{40}	20.13	(6.25)**
2012 ELA score, β_5		
Intercept, γ_{50}	0.92	(0.02)***
Hispanic, β_6		
Intercept, γ_{60}	-2.91	(2.13)
Asian, β_7		
Intercept, γ_{70}	7.41	(2.59)**
Black, β_8		
Intercept, γ_{80}	-2.95	(2.24)
Above average total dosage hours, β_9		
Intercept, γ_{90}	3.69	(0.81)***

† indicates $p \leq 0.10$; * indicates $p \leq 0.05$; ** indicates $p \leq 0.01$; *** indicates $p \leq 0.001$
Exhibit reads: After controlling for all other variables and for the clustering of students in schools, elementary school students scored an additional 3.69 points on their scale score for each additional hour of literacy tutoring. The effect was not statistically significant.

PSA conducted similar regression analyses to determine if elementary or middle school students who received more than the average number of literacy tutoring hours than other City Year participants performed better on their ELA test than students who received fewer than the average number of literacy tutoring hours, as well as for middle school students with above average total dosage hours. None of these analyses produced statistically significant results.

VI. Conclusions

Summary of Findings

During the 2012-13 school year, City Year New York deployed teams of corps members in 19 schools—12 elementary schools and 7 middle schools—throughout the city to implement the Whole School Whole Child model. Corps members in these schools delivered literacy tutoring supports to more than 1,000 students and also provided attendance, behavior, and in-class academic supports. Implementation of the literacy intervention component of the WSWC model, however, varied from school to school (and sometimes within school) in both form and content.

Overall, teachers and school staff appreciated the presence of City Year in their schools: for example, the majority of teachers surveyed who had City Year corps members in their classrooms felt that corps members had helped them to better serve their students. Many teachers and school administrators interviewed reported that City Year corps members provided needed services to students, both through academic supports and through their "near peer" relationships with students.

The following section of this report summarizes the study findings with respect to the partnerships forged between City Year and participating New York City schools; the quality of the corps member teams providing services to partner schools; the various literacy interventions City Year offers its partners; and the reported benefits of the partnerships to schools and to students. Finally, this chapter concludes with a set of recommendations regarding next steps for program implementation and operations.

City Year-School Partnerships

- ■ *Setting expectations.* Interviews with program managers, team leaders, corps members, and school personnel suggest that setting clear expectations for the service initiative is the first step toward successful service. Program managers described their early conversations with school administrators as having helped them define the goals for corps member service, while team leaders and corps members met with teachers and other school staff to describe City Year's mission and goals and discuss intervention strategies.

- ■ *Support from schools.* Survey and interview data suggest that corps members and team leaders were not integrated as closely into school operations as suggested in the school partnership agreement. Several interviewed corps members reported that although they felt supported by the teachers with whom they worked, for example, the larger school community did not understand corps members' role in the school.

- ■ *Corps member-teacher partnerships.* Survey and interview data suggest that strong partnerships and effective communication between corps members and

teachers have the potential to contribute to the overall quality of City Year services. Interviewed teachers suggested that more can be done at the beginning of the year to establish expectations for corps members and teachers.

■　*City Year-school partnerships.* Principals and liaisons had strongly favorable assessments of the City Year program overall and the services that corps members provided to their respective schools, as was true in 2011 and 2012. The vast majority of principals and liaisons agreed or agreed strongly that corps members worked well with teachers, integrated smoothly into the school, and were well prepared for the work that they did.

Corps Member Team Quality

■　*Corps member training.* Corps members preferred the training that took place during the school year to training that occurred before the school year began. After spending time in schools, corps members had a better understanding of the skills they needed and could better apply the lessons learned during training to the context of their service. Corps members also reported that training provided by City Year did not address some areas of their work, such as intervention strategies for push-in tutoring and working with special education students. In particular, corps members assigned to middle schools felt significantly less prepared for their work than corps members in elementary schools.

■　*Team leadership and support.* Team leaders spent most of their time coaching corps members and coordinating in-school and after-school schedules. Although corps members and team leaders generally reported positive opinions of program managers with regard maintaining high expectations, trust and communication, program managers who supported two schools often did not have the time to fully support both teams.

Literacy Interventions

■　*Student selection.* Most corps members reported that their literacy focus list students came from the classroom in which they provided in-class support. Most teachers reported that they had at least some role in selecting the students who would receive literacy tutoring supports from corps members. Although City Year attempted to serve students who were not proficient but were also not the highest-need students, in some cases corps members were asked to serve students with significant needs.

■　*Literacy tutoring models.* Corps members delivered literacy interventions in ways that varied both among and within schools: some corps members used a pull-out model (working with students in a separate space), while others used a push-in model (working inside the classroom), or worked with students during before- or after-school programming. In schools in which pull-outs were the primary setting

for literacy intervention, surveyed teachers reported higher levels of satisfaction with their corpsmembers' performance and/or with City Year than did teachers in schools where push-ins were the primary setting for literacy intervention. Interviews with team leaders and corps members suggested that gaining permission from teachers for pull-outs hinged on setting clear expectations for City Year's work in the school, and on building teachers' trust.

Student participation data for the 2012-13 school year suggested that the extent to which City Year corps members achieved the program goal of providing a minimum of 15 hours of literacy tutoring for their focus list students varied both within and across schools. Overall, the average amount of literacy tutoring corps members delivered to the 1,059 students[11] served in 2012-13 was 15 hours. Of these students, 689 were in elementary schools and 397 were in middle schools and corps member teams served an average of 57 students per school at each school level. In addition, elementary school students received more hours of tutoring, on average, than did middle school students. The average number of hours of literacy tutoring received by an elementary school student was 17 hours compared with 11 hours for middle school students. This difference was statistically significant ($p<.01$, effect size=.69).

As shown in Exhibit 16, the average number of hours of literacy tutoring students received by school ranged from an average of five hours per student (School 3) to an average of 33 hours per student (School 19). In addition, the minimum number of hours ranged from one hour of literacy tutoring (Schools 1, 2, 3, 4, 6, 11, 13, and 17) to a maximum of 50 hours.

Overall, City Year corps members did not achieve the City Year benchmark of providing a minimum of 15 hours of literacy tutoring to all focus list students. That is, approximately half the focus list students received 15 hours or more of literacy tutoring. Of the remaining half, about 28 percent received about 75 percent of the City Year benchmark of 15 hours of instruction (7.51 to 14.99 hours of literacy tutoring); 11 percent received about 50 percent of the City Year goal (3.76 and 7.5 hours of literacy tutoring); and 11 percent received about 25 percent of the City Year goal (one to 3.75 hours of literacy tutoring) (Exhibit 17).

By school, the extent to which City Year met the literacy tutoring dosage benchmark varied tremendously. In about half the schools, corps members met the literacy tutoring dosage benchmark of 15 hours for approximately 50 percent or more of the students. In one school (School 2), none of the students received 15 hours or more of literacy tutoring, and in School 3, only 2 percent of the students received the benchmark dosage of literacy tutoring.

■   ***Content of literacy interventions.*** In 2012-13, City Year New York dispensed with scripted programs such as Great Leaps and Read Naturally, and gave corps member teams more freedom to design a literacy intervention that would address the specific needs of their focus list students. Surveys of corps members in 2012-13 revealed far fewer uses of set, structured curricula during literacy interventions and more frequent development of their own lessons or usage of class material as the starting point for skill work with students.

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[11] Forty-one students were excluded from the analyses because they received no literacy tutoring (zero hours) and 27 students were excluded because they received less than one hour of tutoring.

- ***Literacy tutoring dosage.*** Student participation data for 2012-13 suggest that City Year corps members did not achieve the City Year benchmark of providing a minimum of 15 hours of literacy tutoring to all focus list students. That is, only approximately half the focus list students received 15 hours or more of literacy tutoring. By school, the extent to which City Year met the literacy tutoring dosage benchmark varied tremendously. The percent of students receiving the literacy tutoring dosage benchmark of 15 hours ranged from 2 percent to 95 percent of students in 18 of the 19 schools implementing the WSWC model. In one school, however, none of the students received 15 hours or more of literacy tutoring.

- ***Monitoring student progress.*** Most corps members reported using student-level data, such as classwork or grades, to monitor students on their literacy focus lists. Not all corps members met with their teacher to review student performance data, but corps members who communicated with their teachers about student progress did so in both formal meetings and in frequent informal conversations.

Benefits for Schools

- ***School climate and learning environment.*** The majority of the teachers, principals, and City Year liaisons with whom evaluators interacted with this year felt very positively about the impact of City Year on their schools. As in the Year 2 and Year 3 evaluations, school staff mentioned tangible improvements in school climate, which they said improved morale among teachers and students. They also said that City Year had helped to cultivate a positive learning environment in the schools in which students felt more comfortable asking questions and were confident about their abilities.

Benefits for Students

- ***Relationships.*** Numerous school staff interviewed observed the strong bonds that corps members developed with students and reported that corps members served as role models for students who lacked other positive role models in their lives.

- ***Academic performance.*** In surveys and interviews, teachers said that City Year corps members had helped to improve their students' literacy skills, as well as students' overall academic performance. Students as well as teachers discussed how the one-on-one or small group support that corps members provided enabled students to receive individualized instruction in their areas of weakness.

- ***Attitudes.*** Echoing teachers' observations that students' enjoyment of school had increased, students said that corps members had helped them to feel excited about learning and coming to school. Teachers reported seeing positive changes in

students' focus and participation in class, student attendance, and the amount of homework that students completed.

Impacts on Student Performance

■ For elementary school students, both the number of literacy tutoring hours and the number of total programming hours they received positively affected their performance on the Common Core ELA test and this effect approached statistical significance.

■ Elementary school students who received more than the average number of total dosage hours performed statistically significantly better on the ELA test than those that received fewer than the average dosage hours.

Recommendations

■ Consider providing additional support to program managers and team leaders as they negotiate a City Year-school partnership agreement. If school leaders strongly support and promote City Year, teachers might be more inclined to better integrate corps members into classroom activities, which might ultimately contribute to improved student outcomes.

■ Continue to differentiate training for corps members working in elementary versus middle schools. That is, the WSWC model varies by school level and corps members in middle schools, overall, felt less prepared for their work than corps members in elementary schools. In particular, help corps members better prepare for their service activity by providing them with more information about their school assignment as early as possible and targeting training based on those assignments.

■ Continue to draw focus list students from the classrooms in which corps members provide in-class support. Working in these classrooms allowed corps members to familiarize themselves with their students' class work and better understand their needs. In addition, they were able to build relationships and regularly communicate with the classroom teachers.

■ Continue to support corps members as they seek to create and sustain positive working relationships with their teachers. Corps members, team leaders, and teachers interviewed described the important role that teachers' trust in corps members plays in their work with students.

Appendix A

The following tables list the survey items used to calculate the index scores described in this report. To calculate each index, we have a respondent one point for every item to which they respondent at the most positive end of the answer scale (e.g., "strongly agree" or "very satisfied"). We then added up the respondent's scores on each of the items in the index to create a respondent-level index score. To receive a respondent-level index score, a respondent must have answered all questions within an index. Finally, we averaged all of all of the respondent-level scores within each school to create a school-level index score.

The indices rely on data from the Start-of-Year (SOY), Mid-Year (MY) and End-of Year (EOY) corps member surveys, as well as the Mid-Year and End-of-Year teacher and principal/liaison surveys. All surveys were administered by City Year headquarters.

Corps Member Preparation and Training[12]

Survey number	Survey items	Value (0-23 points)
CM SOY Q9	The highest level of education completed by corps members	Associate's degree=1 Bachelor's degree=1 Graduate degree=1 Else=0
CM SOY Q12	Whether the corps member has a degree in education	Education=1 Else=0
CM SOY Q19	Whether corps members worked with children as a tutor, classroom aide, or classroom teacher prior to joining City Year	Tutor=1 Classroom aide=1 Classroom teacher=1 Else=0
CM SOY Q31	The extent to which corps members feel comfortable tutoring students: -in English coursework -in reading as a skill	Very comfortable=1
CM SOY Q32	On a scale of 1 to 7, the extent to which corps member agree with the following: -I have many effective strategies for building positive relationships with students -I feel good about my strategies for handing behavior management issues with students in my day-to-day work -I have a strong base of knowledge about the needs of young people at different times in their development -I have many specific strategies to work with students who are fidgety and distracting to others -I have very good strategies to deal well with students who don't follow rules	6, 7= 1 Else=0
CM MY Q25	How often corps members participated in the following literacy/ELA related trainings: -Training/professional development sessions offered by your school district -Training sessions related to school-based service offered by your site -Observation and related coaching by your SCM or PM during Literacy/ELA sessions -Observation and related coaching by another City Year staff member during Literacy/ELA sessions -Observation and related coaching by your teacher(s) or another school staff member during Literacy/ELA sessions -Review of student Literacy/ELA performance data with your teacher or another school staff member	4 or more times=1 Else=0
CM MY Q38	How prepared corps members feel to perform the following school-based activities: -One-on-one/small group tutoring in literacy -Whole classroom academic support in ELA or literacy -Whole class and/or homeroom behavior support	Very prepared=1 Else=0
CM EOY Q44	The extent to which corps members found the following helpful: -Observation and coaching by PM -Observation and coaching by Team Leader	Very helpful=1 Else=0
	Average School Score:	10
	Minimum School-Level Score:	7
	Maximum School-Level Score:	12

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[12] The Corps Member Preparation and Training Index was not included in the 2012 report.

Corps Member Team Quality: Leadership and Cohesion

Survey number	Survey items	Value (0-16 points)	Item included in 2012 Index (Yes/No)
CM EOY Q41	Corps member reports of how often their teams did the following: -Meet as a team -Meet to discuss best practices -Get feedback from each other about what is working and what needs improvement in your service -Discuss issues relating to team functioning/dynamics -Meet with the PM -Meet with the Team Leader	A few times a week=1 Daily=1 Else=0	Yes
CM EOY Q42	The extent to which corps members agreed with the following statements: My PM… -Communicated effectively with me and/or my team -Maintained high expectations of me and/or my team -Helped and/or my team resolve conflicts -Made me feel like I could trust him/her -Helped me understand the culture of City Year -Helped to facilitate leadership development experiences -Facilitated strong relationships with service partners -Was very effective as a leader	Strongly agree=1 Else=0	Yes
CM EOY Q43	How often corps members had one-on-one meetings with their PM	Every couple of weeks=1 About once a week=1 A few times a week=1 Daily=1 Else=0	Yes
CM EOYQ53	Corps members' overall ratings of their team experience	Very good=1 Excellent=1 Else=0	No
Average School Score:			4
Minimum School-Level Score:			1
Maximum School-Level Score:			9

Corps Member Satisfaction[13]

Survey number	Survey items	Value (0-11 points)
CM MY Q35	The extent to which corps members agreed with the following statements: -ELA trainings have increased my knowledge about ELA -ELA trainings have increased my level of preparedness for service delivery -ELA trainings have been relevant to my service/school -ELA trainings have provided knowledge and skills that I can readily apply on the job	Strongly agree=1 Else=0
CM MY Q37	The extent to which corps members agreed with the following statements: -Student engagement trainings have increased my knowledge about ELA -Student engagement trainings have increased my level of preparedness for service delivery -Student engagement trainings have been relevant to my service/school -Student engagement trainings have provided knowledge and skills that I can readily apply on the job	Strongly agree=1 Else=0
CM EOY Q53	Corps members' overall rating of their team experience	Very good/excellent=1 Else=0
CM EOY Q54	Corps members' overall rating of City Year as a leadership development experience	Very good/excellent=1 Else=0
CM EOY Q55	Corps members' overall rating of City Year as a learning experience	Very good/excellent=1 Else=0
	Average School Score:	2
	Minimum School-Level Score:	1
	Maximum School-Level Score:	5

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[13] The Corps Member Satisfaction Index was not included in the 2012 report.

Teacher Involvement Index[14]

Survey number	Survey items	Value (0-7 points)
Teacher MY Q10	Whether the teacher reports that there was a corps member matching process	Yes=1
Teacher MY Q14	Whether teachers had the opportunity to observe corps members perform ELA service	Yes=1
Teacher MY Q18	Whether the teacher attended an introductory meeting/event hosted by City Year at the start of the year	Yes=1
Teacher MY Q20	The extent to which teachers agree with the following statements: -I feel well informed about City Year's mission and goals. -I am familiar with City Year's approach to instructional support.	Strongly agree=1 Else=0
Teacher MY Q23	The extent to which teachers agree with the following statements: -I have adequate opportunities to communicate with the team leader -The team leader is responsive to my questions and concerns	Strongly agree=1 Else=0
	Average School Score:	3
	Minimum School-Level Score:	1
	Maximum School-Level Score:	5

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[14] The Teacher Involvement Index was not included in the 2012 report.

Corps Member-Teacher Partnership Index (Teacher Perspective)

Survey number	Survey items	Value (0-6 points)	Item included in 2012 Index (Yes/No)
Teacher MY Q8	Whether City Year worked with teachers to identify students for one-on-one or small group tutoring	Yes=1	No
Teacher MY Q20	The extent to which teachers agree with the following statements: -My corps members and I have established clear expectations for their work in my classroom. -My corps members and I meet regularly to review their performance. -I regularly contribute to my corps members' professional development	Strongly agree=1 Else=0	Yes[15]
Teacher MY Q24	The extent to which teachers agree with the following statements: -My corps members work well with me. -My corps members have integrated smoothly into my classroom	Strongly agree=1 Else=0	Yes
	Average School Score:		3
	Minimum School-Level Score:		2
	Maximum School-Level Score:		5

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[15] In the 2012 report, the item "My corps members and I have established clear expectations for their work in my classroom" was not included in the Corps Member-Teacher Partnership Index (Teacher Perspective).

Teacher Satisfaction

Survey number	Survey items	Value (0-19 points)	Item included in 2012 Index (Yes/No)
Teacher EOY Q16	The extent to which teachers agree with the following statements: My corps members help… -foster a positive environment for learning -increase my students' respectfulness to each other -increase my students' enjoyment of school -improve the overall academic performance of my students -improve overall student focus and order in the classroom -reduce the number of conflicts between students	Strongly agree=1 Else=0	Yes
Teacher EOY Q17	The extent to which teachers agree with the following statements: My corps members… -help me have a positive relationship with my students -help me to feel supported in my work -improve the quality of my interactions with my students -help me differentiate my instruction -give me more time for planning -have effective communications from school-to-home about school programs and student progress -help me to engage parents and families effectively	Strongly agree=1 Else=0	Yes
Teacher EOY Q23	The extent to which teachers believe that City Year has had an overall positive impact on the climate of their schools	A great deal of impact=1 Else=0	No
Teacher EOY Q24	The extent to which teachers are satisfied with the following: -The quality of service provided by your City Year corps members -The overall impact of City Year on your class/students -The overall experience of having City Year in your school -The overall training and preparation of corps members for the service they provide	Very satisfied=1 Else=0	Yes
Teacher EOY Q25	One a scale of 1 to 10, the likelihood that teachers would recommend City Year to someone else who serves in their position at another organization	10=1 Else=0	No
	Average School Score:		8
	Minimum School-Level Score:		2
	Maximum School-Level Score:		15

City Year – School Partnership[16]

Survey number	Survey items	Value (0-10 points)
Principal MY Q12	The extent to which principals/liaisons agree with the following statements: -My school's priorities and City Year's initiatives are well-aligned -We have an agreed upon plan for our City Year team's initiatives -City Year staff conducted an orientation for key school/program stakeholders to explain its organization and service model -City Year staff establish an effective process with us to set expectations for their work -We have an effective feedback system in place with City Year that allows us to course correct when needed -City Year staff communicated clearly with us regarding our participation in their data collection processes and conducting other views of progress. -Our City Year team provides us with a regularly updated calendar to show when team members are present	Strongly agree=1 Else=0
Principal MY Q13	How often the school has offered trainings to corps members and/or invited them to participate in staff professional activities	More than once a month=1 Else=0
Principal MY Q15	The extent to which principals/liaisons agree with the following statements: -I have adequate opportunities to communicate with the team leader -The team leader is responsive to my questions and concerns	Strongly agree=1 Else=0
Average School Score: **Minimum School-Level Score:** **Maximum School-Level Score:**		6 1 10

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[16] The City Year-School Partnership Index was not included in the 2012 report.

Principal/Liaison Satisfaction[17]

Survey number	Survey items	Value (0-8 points)

Principal EOY Q13	The extent to which principals/liaisons agree with the following statements:
	
	Corps members(s)…
	  -are well prepared for the academic work they do in our school/program
	  -work well with our teachers and/or staff
	  -have integrated smoothly into our school/program
	  -serve as positive role models
		Strongly agree=1
		Else=0

Principal EOY Q16	The extent to which principals and liaisons believe that City Year has had an overall positive impact on the climate of their schools	A great deal of impact=1 Else=0

Principal EOY Q17	The extent to which principals/liaisons are satisfied with the following:
	  -The quality of service provided by your City Year team
	  -The overall experience of working with City Year
		Very satisfied=1
		Else=0

Principal EOY Q18	One a scale of 1 to 10, the likelihood that the principal/liaison would recommend City Year to someone else who serves in their position at another organization	10=1 Else=0
	Average School Score:	4
	Minimum School-Level Score:	0
	Maximum School-Level Score:	8

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[17] The Principal/Liaison Satisfaction Index was not included in the 2012 report.

Appendix B
Total Number of Hours of
City Year Services Students Received, by School

Exhibit B.1
Total number of hours of City Year literacy tutoring services students received in 2012-13, by participating elementary and middle schools

School	TOTAL number of students receiving literacy tutoring services	Average Number of literacy tutoring hours received per student	Minimum number of literacy tutoring hours received	Maximum number of literacy tutoring hours received
Middle schools				
1	27	15	5	29
2	29	9	5	13
3	17	9	6	16
4	54	16	5	38
5	39	16	5	29
6	39	14	5	30
7	52	16	6	22
Elementary Schools				
8	39	19	9	32
9	38	17	11	23
10	45	16	7	29
11	26	12	7	18
12	27	15	10	19
13	21	19	13	28
14	20	17	5	33
15	34	18	6	26
16	33	20	9	34
17	31	22	5	37
18	35	14	6	20
19	47	35	9	50

Exhibit reads: At one school, 27 students participated in an average of 15.2 hours of literacy tutoring.

Exhibit B.2
Total number of hours of ANY City Year service students received in 2012-13, by participating elementary and middle schools

School	TOTAL number of students receiving ANY City Year services	Mean Number of hours of ANY City Year services received, per student	Minimum number of hours of ANY City Year services received	Maximum number of hours of ANY City Year services received
Middle Schools				
1	99	64	5	224
2	168	70	5	180
3	158	101	5	218
4	142	18	5	52
5	108	62	5	193
6	110	23	5	103
7	137	46	6	226
Elementary Schools				
8	90	64	6	173
9	91	70	8	220
10	108	97	6	270
11	49	90	7	200
12	66	19	5	53
13	74	40	5	207
14	49	62	5	163
15	34	18	6	26
16	67	57	10	133
17	59	32	5	77
18	113	95	5	264
19	95	67	5	182

Exhibit reads: At one school, 99 students participated in an average of 64.1 hours of City Year programming.

APPENDIX C
HLM Analyses for Middle School Students

Exhibit C.1.
Hierarchical linear model predicting middle school students' 2013 ELA scale scores on the New York state assessment, by City Year literacy dosage hours

Fixed Effect	Coefficient	Standard error
Intercept, β_0		
Intercept, γ_{00}	-501.02	(41.65)***
Received services for English language learners, β_1		
Intercept, γ_{10}	-6.37	(1.45)***
Received special education services, β_2		
Intercept, γ_{20}	-6.45	(1.43)***
Qualified for free or reduced price lunch, β_3		
Intercept, γ_{30}	0.17	(3.18)
Student Attendance Rate in 2011-12, β_4		
Intercept, γ_{40}	11.98	(7.88)
2012 ELA score, β_5		
Intercept, γ_{50}	1.18	(0.07)***
Hispanic, β_6		
Intercept, γ_{60}	-2.06	(2.42)
Asian, β_7		
Intercept, γ_{70}	3.91	(3.15)
Black, β_8		
Intercept, γ_{80}	-6.27	(2.59)*
Literacy Dosage Hours, β_9		
Intercept, γ_{90}	0.01	(0.10)

† indicates $p \leq 0.10$; * indicates $p \leq 0.05$; ** indicates $p \leq 0.01$; *** indicates $p \leq 0.001$

Exhibit reads: After controlling for all other variables and for the clustering of students in schools, middle school students scored an additional 0.01 points on their scale score for each additional hour of literacy tutoring. The effect was not statistically significant.

Exhibit C.1.
HLM predicting middle school students' 2013 ELA scale scores on the New York state test, by TOTAL City Year dosage hours

Fixed Effect	Coefficient	Standard error
Intercept, β_0		
Intercept, γ_{00}	-542.77	(22.20)***
Received services for English language learners, β_1		
Intercept, γ_{10}	-5.37	(0.90)***
Received special education services, β_2		
Intercept, γ_{20}	-8.43	(0.90)***
Qualified for free or reduced price lunch, β_3		
Intercept, γ_{30}	0.45	(1.82)
Student Attendance Rate in 2011-12, β_4		
Intercept, γ_{40}	16.23	(4.51)**
2012 ELA score, β_5		
Intercept, γ_{50}	1.24	(0.03)***
Hispanic, β_6		
Intercept, γ_{60}	-1.78	(1.48)
Asian, β_7		
Intercept, γ_{70}	4.42	(1.84)*
Black, β_8		
Intercept, γ_{80}	-4.63	(1.50)**
Total Dosage Hours, β_9		
Intercept, γ_{90}	0.01	(0.08)

† indicates $p \leq 0.10$; * indicates $p \leq 0.05$; ** indicates $p \leq 0.01$; *** indicates $p \leq 0.001$

Exhibit reads: After controlling for all other variables and for the clustering of students in schools, middle school students scored 0.01 fewer points on their scale score for each additional hour of participation in City Year programming. The effect was not statistically significant.