



NATIONAL IMPACT HIGHLIGHTS

ENSURING MORE STUDENTS ARE ON TRACK TO GRADUATION

Students who reach 10th grade on time and on track in their attendance, behavior and course performance are three times more likely to graduate from high school.¹

IN 2017-2018, CITY YEAR HELPED DRIVE A:

▷ **51% REDUCTION** in the number of students off track in English Language Arts.²

▷ **50% REDUCTION** in the number of students off track in mathematics.³

Research found that absent intervention, one-third of students who were proficient in both mathematics and English Language Arts in fifth grade were off track by the end of sixth grade.⁴

IN 2017-2018, CITY YEAR SUPPORTED STUDENTS' PERSISTENCE, ENSURING:

▷ **84% OF STUDENTS** stayed on track in English Language Arts with a C or higher.⁵

▷ **82% OF STUDENTS** stayed on track in mathematics with a C or higher.⁶

MILWAUKEE, WISCONSIN

In Milwaukee, students who were off track (earning Ds and Fs) and who received support from City Year in English Language Arts or mathematics last year got back on track (earning As, Bs and Cs) at more than three times the rate of students in the whole school.⁷



External Research

SUPPORTING SCHOOL-WIDE GAINS

According to research by Policy Studies Associates on 600 schools in 22 school districts,⁸ schools partnering with City Year—as compared with similar schools without City Year—were **TWO TIMES MORE LIKELY TO IMPROVE ON STATE ENGLISH ASSESSMENTS AND UP TO THREE TIMES MORE LIKELY TO IMPROVE PROFICIENCY RATES IN MATH.**



REDUCING EARLY-WARNING INDICATORS

A national randomized control trial found that schools that partner with Diplomas Now—a collaboration founded by City Year, Communities In Schools and Talent Development Secondary—**SIGNIFICANTLY REDUCED THE NUMBER OF STUDENTS AT RISK OF DROPPING OUT** according to the research-based early warning indicators: low attendance, poor behavior and course failure in ELA or math.⁹

ENHANCING WHOLE SCHOOL LEARNING CONDITIONS

Students stay in school, are more engaged and perform better academically when they feel connected to at least one adult at school.¹⁰



of partner teachers agree that City Year AmeriCorps members helped to foster a **POSITIVE LEARNING ENVIRONMENT** for their students.¹¹



of partner principals agree that City Year AmeriCorps members helped to improve students' **ACTIVE ENGAGEMENT IN LEARNING**.¹²

COLUMBUS, OHIO

A pilot program at eight City Year schools in Columbus, Ohio found that more than 400 students who received support from City Year reported positive changes in their learning engagement, academic motivation, critical thinking skills and perseverance, among other skills at a level that was statistically significant.

IMPROVING ATTENDANCE

Nationwide, more than 7 million students are chronically absent, defined as missing at least 10 percent of school per year, or the equivalent of a month of school.¹³



Students coached by City Year improved their attendance by at least 2 percentage points,¹⁴ which translates to **AN ADDITIONAL 3.5 DAYS IN SCHOOL**, or more than 5,900 collective additional days of instruction.

CHICAGO, ILLINOIS

A comparative research report in 2017 showed that students in schools with City Year Chicago attended school **5.6 MORE DAYS PER YEAR** than their peers in schools without City Year.¹⁵



STRENGTHENING SOCIAL-EMOTIONAL DEVELOPMENT



City Year helped **66% OF STUDENTS** identified as needing support to move on-track in their social-emotional skills.¹⁶

Skills measured include self-awareness, self-management and relationship development, which research shows contributes to college and career readiness.¹⁷

1 Bruce, M., Bridgeland, Fox, and Balfanz. (2011). On Track for Success: The use of early warning indicator and intervention systems to build a grad nation. Retrieved from The Everyone Graduates Center at Johns Hopkins University's website: http://new.every1graduates.org/wp-content/uploads/2012/03/on_track_for_success.pdf; **2** 2017–2018, ELA course grade recovery, Gr. 6–9, n=1,878; **3** 2017–2018, math course grade recovery, Gr. 6–9, n=1,845; **4** Addressing Early Warning Indicators: Interim Impact Findings from the Investing in Innovation (i3) Evaluation of Diplomas Now. (June 2016). MDRC. Pg.84; Table B.1. Retrieved from: <https://www.mdrc.org/publication/addressing-early-warning-indicators/file-full> Table B.1 shows in schools without Diplomas Now, the percentage of students who were on track and above the "stability" threshold (passing all classes; good attendance and zero suspensions), was 64.7 percent, indicating that one-third of students fell off-track.; **5** 2017–2018, ELA course grade prevention, Gr. 6–9, n=5,260; **6** 2017–2018, math grade prevention, Gr. 6–9, n=4,020; **7** As measured by the STAR assessment in ELA and math in 2018–2018, comparing students who received targeted support from City Year to whole school student results.; **8** Policy Studies Associates. (2015). Analysis of the Impacts of City Year's Whole School Whole Child Model on Partner Schools Performance. Retrieved from: <https://www.cityyear.org/sites/default/files/PSAstudy2015.pdf>; **9** Diplomas Now Brief. i3 Early Impact Report: Analysis and Implications. (2016).; **10** Johns Hopkins Urban Health Institute. Best Practices for Effective Schools. Retrieved from: http://urbanhealth.jhu.edu/media/best_practices/effective_schools.pdf; **11** Spring 2018 teacher survey, n=1,626; **12** Spring 2018 principal survey, n=458; **13** Attendance Works. (2018). Retrieved from: <http://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>; **14** 2017–2018, attendance, Gr. 6–9, 1,703 students coached by City Year improved ADA by 2% or more, n=4,681; **15** Implementation and Impact of City Year within the Chicago Context. (2017). Chapin Hall at the University of Chicago.; **16** 2017–2018, Gr. 3–9, SEL n=6,282 (SEL as measured by Devereux Student Strengths Assessment (DESSA), a validated observational assessment that measures social-emotional competencies in students in K–8.); **17** Why social and emotional learning and employability skills should be prioritized in education. (2016). Committee for Children and CASEL. Retrieved from: <https://www.cfchildren.org/wp-content/uploads/policy-advocacy/sel-employability-brief.pdf>.