



NATIONAL IMPACT HIGHLIGHTS



2016–2017

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

CITY YEAR HELPED DRIVE A:

- ▶ **57% REDUCTION** in the number of students off track in English Language Arts.²
- ▶ **47% REDUCTION** in the number of students off track in math.³

Research shows that even academically prepared students are at risk of falling off track.⁴

CITY YEAR SUPPORTED STUDENTS' PERSISTENCE, ENSURING THAT:

- ▶ **82% OF STUDENTS** stayed on track in English Language Arts with a C or higher.⁵
- ▶ **82% OF STUDENTS** stayed on track in math with a C or higher.⁶

ENHANCING WHOLE SCHOOL LEARNING CONDITIONS

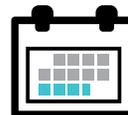
Research shows that students stay in school, are more engaged, and report that they perform better academically when they feel connected to at least one adult who is part of their educational experience.⁷



of partner teachers agree that City Year AmeriCorps members helped to foster a positive learning environment for their students.⁸

IMPROVING ATTENDANCE

Nationwide, more than seven million students are chronically absent, defined as missing at least 10 percent of school days per year, or the equivalent of a month of school.⁹



Students coached by City Year improved their attendance by at least 2 percentage points,¹⁰ which translates to an **additional 3.5 days in school**, or more than 5,000 collective additional days of instruction.

STRENGTHENING SOCIAL-EMOTIONAL DEVELOPMENT



City Year helped **69 percent of students identified as needing support to move on track in their social-emotional skills.**¹¹

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

OUR IMPACT

External Research

SUPPORTING SCHOOL-WIDE GAINS

According to research by Policy Studies Associates on 600 schools in 22 school districts,¹² schools partnering with City Year—as compared with similar schools without City Year—were:



These schools gained the equivalent of approximately one month additional



English and math learning, compared with schools that did not partner with City Year.

REDUCING EARLY-WARNING

INDICATORS

- ▶ A major national randomized control trial found that schools that partner with Diplomas Now—a collaboration founded with City Year, Communities in School and Talent Development Secondary—**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.¹³
- ▶ The study also found statistically significant impact on **reducing chronic absenteeism** in middle schools, defined as missing more than 10 percent of school days in a single academic year.
- ▶ A comparative research report in 2017 showed that students attending schools served by City Year in Chicago attended school **5.6 more days per year** than their peers in public schools without City Year.¹⁴



EXPANDING STUDENT ACCESS TO MENTORS AND EXTENDED LEARNING OPPORTUNITIES

Students at schools with City Year and its Diplomas Now partners were more likely to report a **positive relationship with an adult at school** who was not a teacher. Students also reported participating in more **academically focused afterschool activities** than their peers without Diplomas Now.¹⁵



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** 2016-2017, ELA recovery, Gr.6-9, n=1,681; **3** 2016-2017, math recovery, Gr.6-9, n=1,899; **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** 2016-2017, ELA, Gr. 6-9, n=4,488; **6** 2016-2017, math, Gr. 6-9, n=3,102; **7** Johns Hopkins Urban Health Institute. Best Practices for Effective Schools. Retrieved from: http://urbanhealth.jhu.edu/media/best_practices/effective_schools.pdf; **8** Spring 2017 teacher survey, n=1,865; **9** Attendance Works. (2018). Retrieved from: <http://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>; **10** 2016-2017, attendance, Gr. 3-9, n=2,626; **11** 2016-2017, SEL n=4,726 (SEL as measured by Devereux Student Strengths Assessment (DESSA), a validated observational assessment that measures social-emotional competencies in students in K-8.); **12** 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>; **13** Diplomas Now Brief. i3 Early Impact Report: Analysis and Implications. (2016). Retrieved from: <https://www.cityyear.org/sites/default/files/Diplomas%20Now%20Brief%20-%20i3%20Early%20Impact%20Report%20final.pdf>; **14** Implementation and Impact of City Year within the Chicago Context. (2017). Chapin Hall at the University of Chicago; **15** Diplomas Now Brief. i3 Early Impact Report: Analysis and Implications. (2016).