WHOLE SCHOOL, WHOLE CHILD:
An Innovated School and National Service Partnership

April 7th 2010
Session Goal and Agenda

GOAL: To learn how volunteers can both advance academics and enhance school climate

AGENDA

I. Introduction
II. Presentation/Turn and talk
III. Panel
IV. Q & A
City Year at A Glance

City Year is built on the belief that young people can change the world. As tutors, mentors, and role models, City Year’s young leaders make a difference in the lives of children and transform schools and neighborhoods across the United States and in South Africa.

The City Year Corps:

• Are 17-24 year olds
• Perform a year of full-time service
• Are the most diverse youth corps in the country
• Earn university scholarships
• Live on a weekly stipend
• Develop leadership skills

Scope

• 1,700 corps members serving 20 locations domestically and in South Africa
• Over 11,400 City Year alumni; one million children served and one million citizens engaged in service
• Five time recipient of the Fast Company Social Capitalist Awards

Highest Ranking on Charity Navigator five years running
City Year Corps Members Provide Unique Value-Added Resources to Schools

City Year Assets

• A diverse team of 8 – 15 trained young adults assigned to classrooms to provide small group academic support and whole class instructional support under the direction of the teacher

• Full-time availability before school starts and through after school hours, Monday – Thursday, Sept/Oct through June.

• A research based outcomes model that addresses attendance, behavior, literacy, and math

• A menu of whole school climate activities to promote school priorities in areas of school community, family engagement, and reinforce academic agenda

• On site staff supervisor of City Year team who works with teachers, specialists, and administration to implement supports and interventions

• A data driven approach that supports corps and teacher collaboration in the timely identification the right supports for the right students

Survey results from over 950 teachers across the U.S. show that teachers value City Year corps members:

- City Year helped me differentiate my instruction.
  - Agree: 72%
- City Year corps members were well prepared for the academic work they do in my class.
  - Agree: 75%
- City Year helped me to feel supported in my work.
  - Agree: 80%

“City Year has provided more personal attention for my students and allowed me to target specific lessons for students at differing levels.”
- Comment from 2009 Teacher Survey
Whole School, Whole Child Framework

**Whole School:** Creating a positive, welcoming environment with participation in structured group activities to achieve school success.

**Whole Child:** Disadvantaged youth benefit from individual academic attention and supportive relationships with adults to learn and thrive socially and emotionally.

---

**Academic Support**
Reinforcing the skills that correlate with success and active learning in schools. Creating competence, self confidence, and meaningful connection with a caring adult at school.

**Positive School Climate**
Reinforcing an environment in which students want to engage in learning, are excited and connected to a diverse and peaceful peer network. Can identify and participate in service to explore and address needs in their own school communities.

**City Year Afterschool**
Reinforcing key learning and development milestones that support learning efficacy such as positive peer relationships, school - family connection, and positive role modeling.
Focused intervention for underserved students

Integrated Student Services

Few

Professional Services (non-CY)

Intense Intervention

1:1/Small Group Tutoring
After-school Programs
Ongoing Enrichment Programs
Ongoing Adult-Student Relationships

Focused Early Intervention

Many

Behavior Support
School-wide Events
Service Events
Parent/Family Engagement Events
Other School Climate Activities

All

Prevention

Adapted from: Comprehensive School Reform Plan, Dwyer & Osher 2000
Example City Year corps daily schedule

8:00 am Travel with the team to school
8:30 am Greet students for a positive and energetic start to the school day
9:00 am One-on-one math tutoring

10:00 am Reading comprehension and writing review
11:00 am Team-building puzzle activities
12:00 pm Lunch with mentor group

1:00 pm Small group literacy lesson
2:00 pm Meeting with principal to plan playground renovation
3:00 pm After-school homework help and test prep

5:30 pm Give parents flyer for upcoming family book fair
6:00 pm Break for the day
### Whole School, Whole Child Activities, Performance Indicators, and Outcomes

#### Activities

**Academic Support**
- Group & 1:1 tutoring

**Climate Building Activities**
- Social skills coaching
- School assemblies
- Enrichment programs
- Service opportunities

**After-school**
- Homework
- Service opportunities
- Enrichment
- After-school events
- Family engagement

### Annual Indicators

#### Attendance
- Increase whole school attendance rates
- Reduce number of truant middle school students
- Reduce tardiness in upper elementary

#### Behavior
- Reduce behavior detentions
- Reduce trips to office
- Achieve merit goal
- Increase homework completion rates

#### Improved course performance
- Improve literacy proficiency (specific improvement targets by fluency, comprehension, and grade level) and students at grade level in Math in elementary
- Increase the number of students passing math and English courses in middle school

### Outcomes

**Short-Term**
- Grade progression
- Reduce presence of off-track indicators

**Mid-Term**
- Build Urban Graduation Pipeline

**Long-Term**
- High School Graduation
- Strong Civic Identity
- College Ready/ Job Competitive

---

*Requires school partnership to collect and review student level data on timely basis to inform level of intervention and instruction*
Neighborhood House Charter School Overview

Demographics
- Founded in 1994
- 400 students in grades K1-8
- Lottery admission (currently, approximately 2,000 students are on the waiting list)
- 78% of students are eligible for free or reduced-price lunch
- 77% students are racial or ethnic minorities
- 15% students require special education services each year

Highlights
- 95% of 2008-2009 teachers returned
- Fewer than 2% of students withdrew from the school during the 2008-2009 school year
- Outperforming Boston Public Schools in the 2009 Massachusetts Comprehensive Assessment System (MCAS)
- Outperform the state in 7th and 8th grade MCAS

Source: http://www.neighborhoodhousecharterschool.org/about_community_demo.asp
Literacy Intervention

Fluency
Goal 1: To improve or maintain a classroom's average positive distance from benchmark
Goal 2: 50% of students participating in targeted intervention will achieve benchmark.

Books Read
Goal: All students participating in City Year-led homework support will read at least 3 books per quarter independently

- Whole Class
  - Readers’ theatre
  - Guided reading groups
  - Promotion of independent reading

- Targeted Student Intervention
  - Repeated Reading twice per week

- Whole School
  - Support Literacy traditions and celebrations, i.e. Read Across America
  - Windows to Literacy
**Grade 3: Oral Reading Fluency (ORF)**

*Average Distance from Fall and Winter Benchmarks (n=40)*

- Improved positive distance from benchmark by 5.0 WPM

**Grade 4: Oral Reading Fluency (ORF)**

*Average Distance from Fall and Winter Benchmarks (n=33)*

- Improved positive distance from benchmark by 16.0 WPM

<table>
<thead>
<tr>
<th>Average Score Change (Fall to Winter)</th>
<th>Avg. ORF Score Fall</th>
<th>Avg. ORF Score Winter</th>
<th>Avg. Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Students (n=40)</td>
<td>88.7</td>
<td>108.7</td>
<td>+20.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Score Change (Fall to Winter)</th>
<th>Avg. ORF Score Fall</th>
<th>Avg. ORF Score Winter</th>
<th>Avg. Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Students (n=33)</td>
<td>93.8</td>
<td>121.8</td>
<td>+28.0</td>
</tr>
</tbody>
</table>

*S Seven students were missing one or both data points (i.e., start and/or mid year) so are not included in the above analysis.*

wpm=words per minute
Despite beginning the year behind, focus students **reached the benchmark** by the mid year assessment.

- Average increase in focus students score was **15.2 points** compared to an average increase of 7.8 points for non-focus students.

*Scores represent points achieved on the DIBELS literacy assessment, a nationally recognized test for measuring student progress. N= 6.*
Math Intervention

Goal: Improve a classroom's math skills with 75% of students mastering 20 new skills by end of year.

➢ Whole Class
  ▪ Support math skills development
  ▪ Bi-weekly Math assessments (Mental Math Mastery/ M3)
  ▪ Skill-builders

➢ Targeted Student Intervention
  ▪ Small group and one-on-one tutoring
  ▪ Supplemental math support

As of February, 41% of students in grades 1-6 are on track to meet goal
Homework Intervention

Goal: Participants will complete 75% of their homework.

➢ Targeted Student Intervention
  ▪ After School homework help, 30+ middle school students referred by teachers
  ▪ Signed contract necessary
  ▪ Event for parents and students
  ▪ Track daily the total number of student assignments completed
  ▪ Corps members call home with update every evening and morning
  ▪ Monitor and support independent reading
  ▪ Transitional graduation

As of January, 90% of students exceeded the school’s homework completion goal
As part of a pilot program, corps members are working with students with low homework completion and/or a grade of D or F in a core course.

90% of Students exceeded the school’s homework completion goal.

### Student Homework Completion Rates

- **Average Completion rate:** 88%
- **Goal:** 75%

Each Bar = 1 Student (n=28)
Extended Learning

Middle School Enrichments

- 40-minute enrichment activities three days of the week for students proficient in core subjects. Some enrichment highlights have been Toothpick Architecture, Ugly Dolls, Golf and Physics, Lawn Games, Logic Puzzles, and Film Appreciation.

- Teachers provide remedial targeted instruction with students struggling in core subjects.
Positive School Climate

Beyond Academics

**Monthly Social Justice Events**
- Students painted playground murals
- Field trip to a retirement home
- Letter writing and creating care packages for troops

**Lunch Buddies Mentoring program**
- Promotion of the eight school values into the lessons
- Student and teacher survey pre and post program year

**5th grade Community Building**
- Bi-weekly team activities that build leadership and team work skills needed for middle school

**School Events:**
- Presidential Mock Election event
- Green week
- MCAS rallies
Tips for Success

- School leadership and faculty investment
- Weekly Check-in/Weekly meeting
- Space for Corps Members (volunteers) to meet
- Training: initial and on-going tailored to the school operational model
- Alignment between Community Based Organization’s (City Year) mission and school priorities
- Collaborative use of student data to select timely supports/interventions
- Shared measurable goals
Education is the most powerful weapon which you can use to change the world

-Nelson Mandela
### Repeated Reading Tracker

<table>
<thead>
<tr>
<th>Repeated Reading</th>
<th>Week</th>
<th>One</th>
<th>Week</th>
<th>Two</th>
<th>Week</th>
<th>Three</th>
<th>Week</th>
<th>Four</th>
<th>Week</th>
<th>Five</th>
<th>Week</th>
<th>Six</th>
<th>Week</th>
<th>Seven</th>
<th>Week</th>
<th>Eight</th>
<th>Week</th>
<th>Nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>1/5</td>
<td>2/8</td>
<td>1/2</td>
<td>2/1</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Maria</td>
<td>L/S</td>
<td>L/S</td>
<td>40</td>
<td>39</td>
<td>34</td>
<td>38</td>
<td>37</td>
<td>43</td>
<td>39</td>
<td>52</td>
<td>57</td>
<td>5</td>
<td>43</td>
<td>45</td>
<td>46</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td>L/S</td>
<td>L/S</td>
<td>32</td>
<td>28</td>
<td>30</td>
<td>13</td>
<td>47</td>
<td>A</td>
<td>33</td>
<td>28</td>
<td>36</td>
<td>5</td>
<td>30</td>
<td>31</td>
<td>38</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td>L/S</td>
<td>L/S</td>
<td>32</td>
<td>44</td>
<td>24</td>
<td>43</td>
<td>36</td>
<td>37</td>
<td>40</td>
<td>26</td>
<td>57</td>
<td>5</td>
<td>43</td>
<td>49</td>
<td>41</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brendan</td>
<td>L/S</td>
<td>L/S</td>
<td>L/S</td>
<td>L/S</td>
<td>63</td>
<td>84</td>
<td>88</td>
<td>90</td>
<td>99</td>
<td>114</td>
<td>A</td>
<td>89</td>
<td>78</td>
<td>98</td>
<td>122</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brendan</td>
<td>L/S</td>
<td>L/S</td>
<td>L/S</td>
<td>L/S</td>
<td>57</td>
<td>68</td>
<td>56</td>
<td>71</td>
<td>69</td>
<td>61</td>
<td>55</td>
<td>63</td>
<td>48</td>
<td>79</td>
<td>55</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brendan</td>
<td>L/S</td>
<td>L/S</td>
<td>L/S</td>
<td>L/S</td>
<td>49</td>
<td>75</td>
<td>54</td>
<td>57</td>
<td>47</td>
<td>63</td>
<td>63</td>
<td>54</td>
<td>34</td>
<td>60</td>
<td>67</td>
<td>76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steadman</td>
<td>78</td>
<td>A</td>
<td>102</td>
<td>79</td>
<td>93</td>
<td>95</td>
<td>82</td>
<td>110</td>
<td>96</td>
<td>87</td>
<td>A</td>
<td>87</td>
<td>111</td>
<td>78</td>
<td>96</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steadman</td>
<td>73</td>
<td>80</td>
<td>86</td>
<td>81</td>
<td>88</td>
<td>93</td>
<td>77</td>
<td>87</td>
<td>83</td>
<td>63</td>
<td>91</td>
<td>94</td>
<td>78</td>
<td>96</td>
<td>82</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steadman</td>
<td>63</td>
<td>A</td>
<td>79</td>
<td>86</td>
<td>79</td>
<td>91</td>
<td>89</td>
<td>77</td>
<td>97</td>
<td>82</td>
<td>51</td>
<td>88</td>
<td>79</td>
<td>B</td>
<td>80</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katrina</td>
<td>90</td>
<td>102</td>
<td>88</td>
<td>112</td>
<td>94</td>
<td>89</td>
<td>91</td>
<td>5</td>
<td>103</td>
<td>90</td>
<td>96</td>
<td>94</td>
<td>116</td>
<td>111</td>
<td>106</td>
<td>104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katrina</td>
<td>86</td>
<td>86</td>
<td>73</td>
<td>90</td>
<td>95</td>
<td>82</td>
<td>92</td>
<td>90</td>
<td>82</td>
<td>5</td>
<td>89</td>
<td>87</td>
<td>87</td>
<td>86</td>
<td>83</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katrina</td>
<td>98</td>
<td>131</td>
<td>A</td>
<td>5</td>
<td>86</td>
<td>102</td>
<td>108</td>
<td>107</td>
<td>96</td>
<td>104</td>
<td>103</td>
<td>101</td>
<td>112</td>
<td>100</td>
<td>89</td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calli</td>
<td>98</td>
<td>77</td>
<td>53</td>
<td>81</td>
<td>66</td>
<td>90</td>
<td>75</td>
<td>109</td>
<td>89</td>
<td>84</td>
<td>85</td>
<td>74</td>
<td>82</td>
<td>87</td>
<td>75</td>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calli</td>
<td>101</td>
<td>101</td>
<td>71</td>
<td>85</td>
<td>89</td>
<td>123</td>
<td>113</td>
<td>125</td>
<td>107</td>
<td>87</td>
<td>89</td>
<td>95</td>
<td>86</td>
<td>100</td>
<td>80</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calli</td>
<td>108</td>
<td>89</td>
<td>69</td>
<td>114</td>
<td>84</td>
<td>101</td>
<td>89</td>
<td>113</td>
<td>107</td>
<td>108</td>
<td>107</td>
<td>111</td>
<td>113</td>
<td>117</td>
<td>107</td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calli</td>
<td>80</td>
<td>78</td>
<td>54</td>
<td>78</td>
<td>67</td>
<td>93</td>
<td>95</td>
<td>85</td>
<td>105</td>
<td>83</td>
<td>100</td>
<td>82</td>
<td>82</td>
<td>90</td>
<td>83</td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calli</td>
<td>108</td>
<td>100</td>
<td>72</td>
<td>89</td>
<td>87</td>
<td>100</td>
<td>99</td>
<td>107</td>
<td>107</td>
<td>101</td>
<td>108</td>
<td>107</td>
<td>93</td>
<td>97</td>
<td>81</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calli</td>
<td>86</td>
<td>60</td>
<td>58</td>
<td>69</td>
<td>66</td>
<td>71</td>
<td>85</td>
<td>77</td>
<td>79</td>
<td>82</td>
<td>82</td>
<td>57</td>
<td>64</td>
<td>70</td>
<td>71</td>
<td>80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Mental Math Mastery

<table>
<thead>
<tr>
<th>Name</th>
<th>1st Min</th>
<th>1st Max</th>
<th>% of Rest</th>
<th>Name</th>
<th>2nd Min</th>
<th>2nd Max</th>
<th>% of Rest</th>
<th>Name</th>
<th>3rd Min</th>
<th>3rd Max</th>
<th>% of Rest</th>
<th>Name</th>
<th>4th Min</th>
<th>4th Max</th>
<th>% of Rest</th>
<th>Name</th>
<th>5th Min</th>
<th>5th Max</th>
<th>% of Rest</th>
<th>Name</th>
<th>6th Min</th>
<th>6th Max</th>
<th>% of Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

29 Skills goal
15 Wkso. Wkso.
23 Wkso. Total

This approach characterizes the rate of progress. (Total Skills per week: 30) plots students on a trajectory to achieve 29 skills within the 23-week time period. Students with 21 projected skills are on track to complete the goal, those with 19-20 are in need of

yellow and those < 15 are not on track.
Attendance Initiative at the Feltonville Middle School
Philadelphia

Attendance Goals:
(1) Decrease by 20% the percentage of grades 6-8 students coming into the 09-10 school year with the Attendance risk factor by June 2010.
(2) Increase the average daily attendance of grades 6-8 students coming into the 09-10 school year with the Attendance risk factor by a minimum of 10% points by June 2010.

Whole School Initiatives:
Morning Greeting, Attendance Calls, Celebratory Events, Support Groups

Targeted:
City Year collaborates with other school partners to make home visits for select students

Attendance: Number of students with less than 80% attendance

Source: FY09 End of Year results
Source: FY10 1st Marking Period results