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CITIZEN SCHOOLS: EVIDENCE FROM TWO STUDENT COHORTS ON THE USE OF COMMUNITY RESOURCES TO PROMOTE YOUTH DEVELOPMENT

Phase II Report of the Citizen Schools Evaluation

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Executive Summary

Citizen Schools believes that by engaging students and their families in learning and by increasing their knowledge and investment in planning for the future, students will successfully complete high school, attend college, and participate in and contribute to the civic and economic life of their communities. Working toward this goal since 1995, Citizen Schools has delivered after-school and summer services intended to provide participants with skills and leadership abilities as well as access to opportunities and supportive community members. Its central strategy for achieving this ambitious goal is to provide participants with authentic, hands-on learning experiences, supportive relationships with adults, and positive youth development opportunities. The program consists of three to four afternoons per week of hands-on apprenticeships, explorations, homework help, and team-building activities. Apprenticeships are led by volunteers from the community, called “Citizen Teachers,” and by Citizen Schools teaching associates, who are primarily recent college graduates. The Citizen Schools program is based in public schools and includes regular communication with school-day teachers and with parents. In fall 2002, Citizen Schools launched a national expansion, with the addition of four new campuses in San Jose, CA, Houston, TX, and Worcester and Framingham, MA.

Over the course of the 2001-02 school year, Citizen Schools served approximately 900 students in grades three through eight at 12 Boston campuses, with fluctuations in enrollment throughout the year. In the 2002-03 school year, the unduplicated count of students served at the 12 Boston campuses grew to approximately 1000 students. In 2001-02, Citizen Schools launched its 8th Grade Academy program, which is designed to provide an enriched after-school program for eighth-graders who had begun participating in the program in a prior year. In addition to offering the Citizen Schools activities and services similar to those at other campuses, 8th Grade Academy is intended to help participants apply to and succeed in a competitive high school and to introduce them to the college application process. 8th Grade Academy includes experiential learning activities intended to build academic and life skills and to give participants access to coaches, technology, internships, and other educational programs that can help participants succeed in high school. 8th Grade Academy is offered to students citywide and draws students from multiple schools, especially from those in which Citizen Schools has a core school-year program serving sixth- and seventh-graders.

To assess the implementation and effectiveness of its services, Citizen Schools is sponsoring a comprehensive evaluation that, over five years, focuses on the program experiences and the psychosocial well-being and development of three cohorts of participants. The evaluation also analyzes the demographic and education-related characteristics of these participants and assesses participants’

school engagement and achievement using a quasi-experimental design that relies on a matched-comparison group of similar Boston Public Schools (BPS) students not enrolled in Citizen Schools. Information on the comparison group is limited to their school-related performance and does not include information on their after-school experiences; however, since Boston is a relatively resource-rich city with a large number of after-school programs, it is possible that comparison group students participate in after-school activities other than Citizen Schools.

The Phase I evaluation report highlighted the progress and experiences of Cohort I students during their first year of participation (i.e., the 2001-02 school year). This report describes the characteristics and experiences of Cohorts I and II during the 2002-03 school year, which marks the beginning of Phase II of the evaluation, and it presents findings on how participants fare in comparison to matched nonparticipants with respect to two short-term outcomes—entrance into a college-preparatory high school and successful, on-schedule advancement to the tenth grade—and a set of outcome indicators, which include measures of school engagement, academic achievement, and psychosocial skills and well-being. In addition, this report presents a longitudinal analysis of Cohort I participants, who may have completed up to two full years of participation in Citizen Schools by the end of the 2002-03 school year.

What Were the Characteristics of Student Participants?

Overall, and not unlike last year, participants as a group displayed many characteristics associated with educational risk and were more likely to be poor and more likely to be students of color than were BPS students overall. Participants were predominantly students of color (95 percent), and most qualified for free or reduced-price lunch (90 percent), indicating that their family income was near or below the federal poverty level. Among BPS students overall, 86 percent were students of color and 72 percent qualified for free or reduced-price lunch. As in Year 1, about one-quarter of Citizen Schools participants (23 percent) were enrolled in a special education program, a slightly higher percentage than was true among BPS students overall (19 percent). Participants were also generally from households in which parents worked (79 percent) and the highest level of education completed by parents was less than a college degree (68 percent). In addition, with low levels of academic achievement prior to enrolling in Citizen Schools, Cohort II evaluation students exhibited baseline characteristics similar to those of the Cohort I evaluation group. A significant number of Cohort II sixth-grade participants scored in the bottom two (of four) performance levels on their fourth-grade MCAS English Language Arts and Mathematics tests (87 percent and 95 percent, respectively). Cohort II 8th Grade Academy participants had fourth-grade MCAS scores (98 percent and 86 percent in ELA and math, respectively) that were similar to but slightly lower than the overall BPS student population (92 percent and 85 percent).

What Were the Participation Patterns and Program Experiences of Student Participants?

Daily attendance, program exposure, and program retention were high in the Citizen Schools program in 2002-03, and this was especially true among 8th Grade Academy participants. The median number of days attended among 8th Grade Academy participants was 79, compared to a median number of 62 days for participants overall, out of 81 days that program services were offered on average. The level of exposure to Citizen Schools was high for students overall, with 67 percent of students participating in their campus program for at least 60 percent of the days it was offered. Program attendance was higher among students who participated in Citizen Schools in both the fall and spring semesters, with 83 percent of those students attending the program at least 60 percent of days the program was offered. 8th Grade Academy participants experienced the highest levels of program exposure, with 85 percent of them participating for at least 60 percent of the days 8th Grade Academy was offered. Full-year retention among 8th Grade Academy students was 91 percent; retention rates among sixth- and seventh-grade participants were 61 and 57 percent, respectively. Citizen Schools follows a semester model and provides the full complement of Citizen Schools activities to all participants, including those students who may have participated in the fall but not in the spring semester. Even though Citizen Schools' theory of change implies a preference for student participation in the program for the full academic year, many participants attend only for one semester. Possible explanations include family mobility, competing after-school activities offered by schools or youth or children centers, and family needs for older children to care for younger siblings after school.

Students who participated in the Citizen Schools program in the 2002-03 school year had access to staff who enjoyed their work with Citizen Schools, had a great deal of experience working with Citizens Schools and with youth between the ages of 9 and 14, and kept parents informed of their children's progress, according to staff and parent surveys. These findings paint a picture of an after-school environment in which students were likely to benefit from time to develop relationships with staff who enjoyed teaching and interacting with them and who encouraged parents to continue to provide support for the healthy development of these students in their homes. Student survey responses suggest that students were very satisfied with Citizen Schools and they felt a strong connection to the program. In addition, students generally felt positive about their relationships with Citizen Schools staff and the other student participants. Comparisons to last year's scale scores revealed consistency in programming and in student satisfaction from one year to the next.

How Did Students Fare on Measures of Psychosocial Skills and Well-Being?

In general, Citizen Schools participants' scores on measures of psychosocial skills and well-being remained fairly stable from baseline to spring 2003 for both cohorts, with students continuing to

feel very positive about their futures and fairly positive about their self-efficacy, their ability to control their own futures, and their competencies related to social interactions. In addition, students reported that they continued to use positive strategies for dealing with interpersonal problems on a fairly regular basis and that they continued to engage in fairly frequent communication with parents and other adults. The biggest increase in scores from baseline to follow-up for both cohorts was in the area of self-confidence in oral presentation. Although this increase was only significant statistically for Cohort I students, these patterns suggest that, with continued participation in Citizen Schools, students can expect to see increases in their confidence level in this important skill area.

Did Students Improve on Educational Outcomes and Indicators?

Early evidence suggests that Citizen Schools has had a positive impact on the short-term outcomes that it seeks for its participants, and in so doing, has moved a group of low-income, educationally at-risk participants toward a trajectory of successful high school completion and advancement on to college. Analyses indicate that 8th Grade Academy graduates from both Cohorts I and II selected better high schools than had they not participated in Citizen Schools (70 percent for Cohort I participants versus 12 percent for their matched comparisons and 70 percent for Cohort II students versus 46 percent for their matched comparisons). For both cohorts, differences were statistically significant. The evaluation also found that the percentage of Cohort I eighth-graders who were promoted to the tenth grade on schedule was 87 percent among 8th Grade Academy participants and 74 percent among matched nonparticipants. The difference between the two groups was statistically significant. Similar statistically significant differences in on-time promotion to tenth grade were observed between participants with high levels of program exposure and their matched nonparticipants (90 percent versus 73 percent, respectively).

In addition, participants' performance on the evaluation indicators suggests that students are on track to achieving the short-term outcomes that Citizen Schools desires for them. In Year 1, sixth-grade program participants overall performed better than their matched nonparticipants on three of six indicators (attendance, suspension rates, and grade promotion). The evaluation did not find evidence that Citizen Schools had a positive effect for participants on the remaining three indicators (MCAS math test, mathematics course grade, and English course grade). In two of these three areas (mathematics course grade and English course grade), the measured difference between the Citizen Schools participants and their matched nonparticipants was in the desired direction, although it was not statistically significant.

The results among sixth-grade participants with high levels of program exposure (i.e., participants who attended 80 percent or more of the days offered at their program) were even more

positive, with this group outperforming their matched nonparticipants on five of six indicators (attendance, suspension rates, mathematics course grade, English course grade, and promotion). The evaluation did not find evidence of positive benefits for these participants on the sixth indicator (MCAS math test).

Among eighth-grade participants in Citizen Schools’ 8th Grade Academy program the results were more mixed. Eighth-grade participants overall performed better than their matched nonparticipants on one of six indicators (attendance). On five indicators (suspension rates, MCAS Math, mathematics course grade, English course grade, and grade promotion), however, the evaluation did not find evidence of participants outperforming their matched nonparticipants. Citizen Schools notes that 8th Grade Academy is a citywide program and is not located in a particular school, and therefore, unlike the typical Citizen Schools program, does not coordinate academic support activities with a host school and does not put as high a priority on homework help.

The performance changes on the short-term indicators described here are summarized below:

Performance on Short-Term Indicators by Citizen Schools Participants in Their First Year of Participation, Compared with Matched Nonparticipants

	Cohort I		Cohort II		Overall	
	Sixth-grade	Eighth-grade	Sixth-grade	Eighth-grade	Sixth-grade	Eighth-grade
Indicators						
Attendance	● ▲		● ▲	● ▲	● ▲	● ▲
Suspension	● ▲		▲		● ▲	
MCAS Math						
MCAS ELA*	● ▲	N/A	N/A	N/A	● ▲	N/A
Mathematics grade		▲			▲	
English grade	● ▲				▲	
Promotion	● ▲				● ▲	

* Performance on MCAS ELA is for Cohort I sixth-graders and their matched nonparticipants who took the exam as seventh-graders in Year 2.

N/A The indicator was not applicable to those grade levels.

● Participants overall outperformed their matched nonparticipants at a statistically significant level.

▲ Participants with high levels of program exposure outperformed their matched nonparticipants at a statistically significant level.

Finally, while not conclusive, a look at Year 2 data for Citizen Schools participants in Cohort I indicates that at this stage several of the short-term benefits of Citizen Schools appear to have emerged or persisted as the former sixth-grade participants moved on to the seventh grade and the eighth-graders moved on to ninth grade. Seventh-graders who were part of the first Citizen Schools evaluation cohort outperformed their matched nonparticipants on three of six indicators (suspension rates, MCAS ELA

test, and mathematics course grade). In addition, while the measured difference in attendance and English course grade was not statistically significant, it was in the desired direction. On the remaining indicator, grade promotion, the evaluation did not find evidence of participants outperforming their matched nonparticipants. In their ninth-grade year, Cohort I 8th Grade Academy graduates did not outperform their matched nonparticipants on any of the evaluation's indicators. Although not statistically significant, a pattern of differences in the desired direction did emerge. For example, the 8th Grade Academy graduates (1) attended school 92 percent of the time in their ninth-grade year while their matched nonparticipants attended 87 percent of the time, (2) earned a 2.26 in their English grade while their matched nonparticipants earned a 1.97, and (3) were suspended at a rate of 8 percent compared to a rate of 11 percent among nonparticipants.

While student participants fared better than matched nonparticipants on the program's two short-term outcomes, and in several cases, on the various outcome indicators, it is important to note that student achievement in mathematics and English remained low following students' participation in Citizen Schools. Even with the improvements they have experienced while participating in Citizen Schools, participating students continue to be at risk educationally.

What Can We Conclude from The Evaluation Findings from Phases I and II?

Citizen Schools is equipping student participants with a set of academic, personal, and interpersonal skills and positive experiences that they can take with them as they enter high school. These skills and experiences are likely to help students deal successfully with the academic and social challenges ahead of them. Student participants are also performing better on numerous educational outcomes and indicators than had they not participated in the program. Overall, Citizen Schools is succeeding in moving a group of low-income, educationally at-risk participants towards its desired outcomes of successful high school completion, advancement to college, and full participation in the civic and economic life of their communities. To keep students on a path toward success, however, Citizen Schools may need to provide additional academic support for 8th Grade Academy graduates and more intense academic support for current participants. This is especially important, since even with the improvements they have made, student participants continue to achieve at low academic levels.

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1. Program and Evaluation Overview and Context for Reporting of Early Effects

Citizen Schools, a non-profit organization founded in 1995, offers after-school and summer services to youth ages 9-14, with the long-term goal of improving the life trajectory of these youth. Its central strategy for achieving this ambitious goal is to provide participants with authentic, hands-on learning experiences and positive youth development opportunities. Over the course of the 2001-02 school year, Citizen Schools served approximately 900 students in grades three through eight at 12 Boston campuses, with fluctuations in enrollment throughout the year. In the 2002-03 school year, the unduplicated count of students served at the 12 Boston campuses grew to approximately 1000 students. In both years, Citizen Schools operated its 8th Grade Academy, which was designed to provide an enriched after-school program for eighth-graders who had begun participating in the program in a prior year. In addition to offering the Citizen Schools activities and services offered at other campuses, 8th Grade Academy is intended to help participants apply to and succeed in a competitive high school and to introduce them to the college application process. 8th Grade Academy includes experiential learning activities designed to build academic and life skills and give participants access to coaches, technology, internships, and other educational programs that can help participants succeed in high school. In fall 2002, Citizen Schools launched a national expansion, with the addition of four new campuses in San Jose, CA, Houston, TX, and Worcester and Framingham, MA.

To assess the implementation and effectiveness of its services, Citizen Schools is sponsoring a comprehensive evaluation that, over five years, will focus on the program experiences and the psychosocial well-being and development of three cohorts of participants. In addition, the evaluation analyzes the demographic and education-related characteristics of these participants and assesses the impact of Citizen Schools on participants' school engagement and achievement, using a quasi-experimental design that relies on a matched-comparison group. Information on the comparison group is limited to their school-related performance and does not include information on their after-school experiences; however, since Boston is a relatively resource-rich city with a large number of after-school programs, it is possible that comparison group students participate in after-school activities other than Citizen Schools. The Phase I evaluation report highlighted the progress and experiences of Cohort I students throughout the 2001-02 school year. This report describes the characteristics and experiences of Cohorts I and II during the 2002-03 school year, which marks the beginning of Phase II of the evaluation. In addition, this report presents findings from longitudinal analyses of data on Cohort I students that span the 2001-02 and 2002-03 school years.

As described in the Phase I evaluation report, Citizen Schools has developed a theory of change that establishes its goals for participants and explains the process, or theory of action, by which it expects to affect participants. Following the preparation of the initial change theory, new information and experience gained by the program and findings from the Phase I evaluation report prompted refinements in the theory. These refinements, in turn, guided changes in certain aspects of this evaluation.

Even though the evaluation includes a comparison group and collects data from multiple sources and on multiple cohorts of Citizen Schools participants, it is only in the second year of data collection. As more data are collected in years ahead, the evaluation will be able to reach more complete conclusions about the outcomes that youth attain. Citizen Schools understands that participants will not necessarily exhibit all of the characteristics associated with college success in the short term. However, it does expect that by engaging students and their families in learning and by increasing their knowledge and investment in positive planning for the future, students will be more likely to attend and succeed in college-preparatory high schools, be promoted and graduate with their class, and, in the end, attend college at higher rates than similar, nonparticipating students.

Citizen Schools Theory of Change and Its Connection to the Evaluation

This report draws on multiple sources of data collected during the 2001-02 and 2002-03 school years to address three major components of the Citizen Schools theory of change: (1) student experiences with the Citizen Schools program and the extent to which student and parent participation in the program have helped to develop students' skills and increase their access to positive opportunities and a supportive community, (2) student-level progress on psychosocial and academic indicators of the desired short- and long-term outcomes identified by Citizen Schools, and (3) students' success on two short-term outcomes, which include entering college-track high schools and advancing on schedule to the tenth grade, that Citizen Schools believes to be key markers of its success in increasing the likelihood that students will successfully complete high school, attend college, and then fully participate in and contribute to the civic and economic life of their communities.

The Citizen Schools Theory of Change and Service Model

During the spring and summer of 2003, Citizen Schools and its evaluation advisory team revisited the program's theory of change to refine the connection between the program's long-term goals for students and the short-term outcomes that Citizen Schools and the evaluation team look to as indicators of students' progress in fulfilling these long-term goals. Consistent with earlier versions of

its theory of change, Citizen Schools’ long-term goals for its program graduates are that they successfully complete high school, attend college, and fully participate in and contribute to the civic and economic life of their communities. Citizen Schools believes that the program can help students fulfill these goals by helping them to develop a set of skills, which include (1) Levy and Murnane’s (1996) New Basic Skills (i.e., written and oral communication, using data to solve problems, working effectively on diverse teams, and using technology as a tool), (2) personal leadership skills, and (3) positive values. In addition, Citizen Schools believes that it can put its graduates on a pathway to success by providing them with access to positive opportunities and supportive community members.

In addition to these long-term goals, Citizen Schools has identified two short-term outcomes as markers of whether its graduates are indeed on a successful pathway. These include entrance into a college-preparatory high school and successful, on-schedule advancement to the tenth grade.

Citizen Schools has also developed a theory of action, which consists of the process and activities that the organization’s leaders believe will help them accomplish the goals set out in their theory of change. The Citizen Schools program includes apprenticeships led by community volunteers, writing and mathematics apprenticeships taught by staff members, homework/investment time, explorations, a values-based behavior management system, team-building activities, and regular communication with parents and school teachers. For 8th Grade Academy students, the theory of action includes visits to colleges, information and guidance on the high school selection process, and access to writing coaches and mentors. For 8th Grade Academy alumni, the theory of action includes limited additional support through their ninth-grade year (although the evaluation is not currently collecting data on this support). Citizen Schools curricular activities each focus on at least one of these components (see Exhibit 1.1). The program’s theory of change is summarized in Appendix A.

Exhibit 1.1
Citizen Schools Service Model in Relation to the Theory of Change

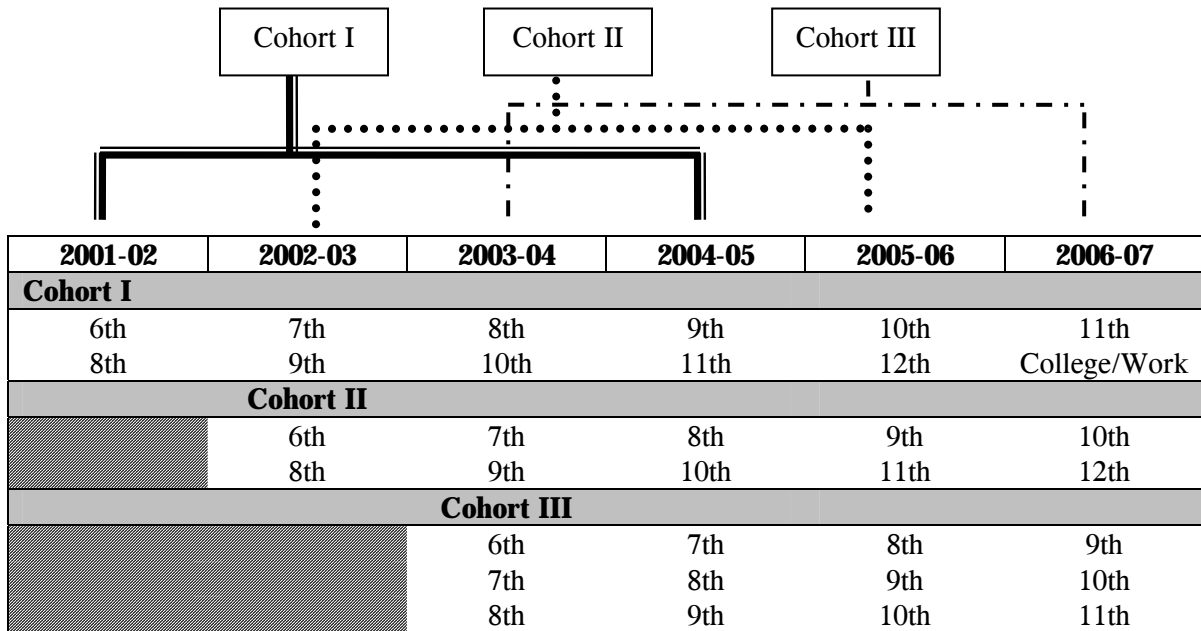
	New Basic Skills	Leadership Skills	Positive Values	Access to Opportunities	Access to Supportive Community Members
Apprenticeships	√	√		√	√
Homework/investment time	√				
Explorations	√			√	√
Values-based behavior system		√	√		
Team-building activities	√	√			
Regular communication with parents					√

A Longitudinal Evaluation Designed to Test the Citizen Schools Theory of Change

The evaluation is intended to answer the following questions: (1) Are program services implemented as intended? (2) When program services are implemented as intended, do participants demonstrate improvements in the outcome areas that Citizen Schools hopes to affect? (3) When program services are implemented as intended, does the program have a positive impact on participants’ academic achievement and school engagement, as determined based on a comparison with similar students who do not participate in Citizen Schools?

The evaluation is currently collecting data on two cohorts of students. The Phase I evaluation report highlighted the progress and experiences of Cohort I (see Exhibit 1.2). This Phase II report describes the characteristics and experiences of Cohorts I and II. In both phases, the cohorts included only sixth- and eighth-graders at the time of baseline data collection. That is, in the 2001-02 school year, Cohort I participants consisted only of sixth- and eighth-graders. In the 2002-03 school year, Cohort II participants were in sixth and eighth grades. A third cohort of students will be included in Phase III of the evaluation. This cohort will include not only sixth- and eighth-graders, but also a group of seventh-graders.

**Exhibit 1.2
Cohorts Planned for Inclusion in Citizen Schools Evaluation and Planned Data Collection**



Under an agreement with Boston Public Schools (BPS), the evaluation has access to achievement data on Cohorts I and II through the 2004-05 school year. PSA has requested access to student-level data through the 2006-07 school year so that the evaluation can access tenth-grade MCAS scores from the first cohort of sixth-graders. Citizen Schools has not yet decided how far out the evaluation will extend. At minimum, the evaluation will (1) track the original cohort of sixth-graders through at least their first semester of eleventh grade and the original cohort of eighth-graders to their first year of college/work, (2) track Phase II sixth-graders until the end of their first semester as tenth-graders and Phase II eighth-graders until the end of their first semester as twelfth-graders, and (3) track Cohort III sixth-graders until the end of their first semester as ninth-graders, Cohort III seventh-graders until the end of their first semester as tenth-graders, and Cohort III eighth-graders until the end of their first semester as tenth-graders. It is also possible that Citizen Schools will want the evaluation to age 20 or 22 for each of the cohorts.

The size of each of the cohorts in the first two phases of the evaluation is outlined in Exhibit 1.3. From Phase I to Phase II, a significant number of Cohort I participants stopped attending Citizen Schools. The evaluation does not administer surveys to students who are not attending Citizen Schools at the time of survey administration. The evaluation continues to access BPS data on students who stop attending or graduate from Citizen Schools as long as they remain in the BPS system. Once a student leaves BPS, the evaluation stops collecting achievement data on that student unless Citizen Schools is able to provide the evaluation with relevant data from the student's new school.

Exhibit 1.3
Size of Evaluation Cohorts by Data Source, Phases I and II

Phase I					
September 2001 – December 2002					
	Fall 2001 Program Attendance	Baseline Survey	Spring 2002 Program Attendance	First Follow-up Survey	BPS Data
Cohort I					
6th	189	170	149	97	176
8th	64	64	61	48	48
Total	253	234	210	145	224
Phase II					
September 2002 – December 2003					
	Fall 2002 Program Attendance ¹	Baseline Survey	Spring 2002 Program Attendance	First/Second Follow-up Survey	BPS Data
Cohort I					
7th	55	N/A ²	50	31	177
9th	N/A	N/A	N/A	N/A	48
Total	55	N/A	50	31	225
Cohort II					
6th	221	221	167	111	175
8th	102	102	99	76	85
Total	323	323	266	187	260
Cohort I and II					
Total	378	323	316	218	485

¹ Phase I analyses of fall 2001 attendance data included all consented students who were enrolled in Citizen Schools at an evaluation campus prior to the fall 2001 survey administration. The Phase II analyses of fall 2002 attendance data for Cohort II students is limited to those students who completed a baseline survey in fall 2002.

² Throughout this table, a cell is marked “N/A” when data were not collected for a group of students in Phase II because the students were either no longer in the Citizen Schools program (as is the case for ninth-graders) or these data were collected in Phase I.

As in Phase I, the Phase II evaluation again gathered data on participants from varied sources. In the 2002-03 school year, the evaluation administered surveys to student participants, campus directors, program staff, Citizen Teachers, and parents. It also analyzed enrollment and attendance data collected by Citizen Schools. In addition to these data, the report includes information on student demographics and school performance using BPS data.

Response rates for each of the surveys are listed in Exhibit 1.4. The low number of Cohort I respondents indicates that findings based on their responses should be interpreted with caution.

Exhibit 1.4
Phase II Evaluation Survey Response Rates

Survey	Percent Response Rate
Cohort II Baseline Student Survey	75 ³
Follow-up Student Survey	
Cohort I (n=50)	62
Cohort II (n=266)	70
Campus Director Survey (n=8)	88
Staff Survey (n=54)	91
Citizen Teacher Survey (n=50)	66 ⁴
Parent Survey (n=316)	69 ⁵

³ The Cohort II baseline student survey response rate is an estimate based on the number of students the evaluation determined were eligible to be surveyed in fall 2002. Because the data used to calculate this response rate came from a variety of sources provided by Citizen Schools, PSA is unable to ensure its accuracy. The actual response rate may be several percentage points higher or lower than reported.

⁴ Citizen Schools staffs most apprenticeships with more than one Citizen Teacher, usually a lead teacher and one or more co-teachers. The response rate provided here represents the number of apprenticeships for which the evaluation received a completed Citizen Teacher survey out of the number of apprenticeships offered in the spring 2003 semester, rather than the number of lead or co-lead Citizen Teachers from whom the evaluation received a survey out of the number of lead or co-lead Citizen Teachers who taught an apprenticeship in the spring 2003 semester.

⁵ The parent response rate is calculated by taking the number of Cohort I and II evaluation group students enrolled in Citizen Schools in the spring 2003 semester and dividing that number by the number of surveys completed by parents of eighth-graders enrolled in 8th Grade Academy and parents of sixth- and seventh-graders enrolled in the other evaluation campuses. This response rate, however, is not a precise accounting of the number of surveys completed by parents of evaluation cohort students. While Citizen Schools provides the evaluation with completed parent surveys from the eight evaluation campuses, logistical issues during survey administration do not allow Citizen Schools to restrict the administration of the parent survey to only those parents whose children are in the Cohort I or II evaluation groups. The parent survey does, however, include a question that asks parents to report their child's grade in school. PSA uses this item to filter out the responses of parents who report a grade other than those included in the evaluation cohorts. PSA is not able, however, to exclude the responses of parents whose children were not eligible for inclusion in the evaluation cohort due to their enrollment date.

Context for Reporting Early Effects

Evaluators collected and analyzed a variety of data to gauge the level at which Citizen Schools has been able to help student participants develop skills and to provide them with access to opportunities and supportive community members. The evaluation has collected site visit data on one program year, student surveys on supports and opportunities for two years, data for 31 students that reflect their experience over the 2001-02 and 2002-03 program years, data for 145 students that reflect their experience in the 2001-02 school year, and data for 218 students (31 Cohort I students and 187 Cohort II students) that reflect their experience in the 2002-03 school year.

The evaluation also has collected staff (i.e., campus directors, staff), volunteer (i.e., Citizen Teachers), and parent survey data for the 2001-02 and 2002-03 years. Regarding students' entrance into a selective high school, Phases I and II of the evaluation include data for two graduating classes of 8th Grade Academy (2001-02 and 2002-03 graduating classes). Regarding on-schedule promotion to the tenth grade, the report presents data for only one group of students, the 2001-02 or Cohort I 8th Grade Academy graduates, who should have entered the tenth grade at the beginning of the 2003-04 school year. The report includes promotion data for other students (whether Cohort I sixth-graders were promoted on-schedule to eighth grade, whether Cohort II sixth-graders were promoted on-schedule to seventh grade, and whether Cohort II eighth-graders were promoted on-schedule to ninth grade), but these data will be considered as evaluation indicators not outcomes.

With regard to leadership skills, the evaluation has survey measures but no comparison group. Also, the maximum number of years for which the evaluation has data on the psychosocial measures is two, and the n is very low. Additionally, survey data that cover more than two semesters of participation are limited to students who participated in Citizen Schools as sixth- and seventh-graders (i.e., students who have not participated in 8th Grade Academy).

2. Characteristics of Citizen Schools Participants

This section of the report draws on BPS records to describe the demographic characteristics and prior school engagement and academic achievement of students participating in the Citizen Schools evaluation campuses. BPS provided PSA with selected data on 60 Cohort I students and 260 Cohort II students who (1) participated in Citizen Schools during the 2002-03 school year, (2) attended BPS schools in the same year, and (3) for whom parents granted consent to participate in the evaluation. Where relevant, we compare the general characteristics of these 320 participants against the characteristics of the participants who attended Citizen Schools evaluation campuses during the 2001-02 school year. We also compare the characteristics of the Citizen Schools' evaluation group against those of the general student population served by BPS. When making these comparisons, the evaluation employed non-directional hypothesis testing (i.e., two tailed t-tests) to determine whether the demographic characteristics of the 2002-03 Citizen Schools participants differ significantly from the characteristics of those students who attended Citizen Schools during 2001-02 and from the general student population. This section also draws on data from parent surveys (n=228). In particular, we use data from these surveys to report on parents' employment status and education level. In general, these data paint a picture of student participants who were living in poverty and performing poorly in school, as assessed on baseline measures.

Characteristics of Participants

The BPS data, along with data from selected parent survey items, allow us to create a profile of the typical Citizen Schools participant. Below we describe the demographic and educational characteristics of Citizen Schools participants in the 2002-03 school year. The data are reported in the aggregate for Cohorts I and II and then separately, as relevant.

Overall, and not unlike last year, participants as a group displayed many characteristics associated with educational risk. They were predominantly students of color, and four out of every five participants qualified for free or reduced-price lunch, indicating that their family's income was near or below the federal poverty level.⁶ Participants were also generally from households in which the primary source of income was a job and in which the highest level of education completed by parents was less than a college degree. For comparison purposes, tables in Appendix B present these data overall and at the campus level for the 2001-02 and 2002-03 school years.

⁶ The 2003 Federal Poverty Level for a family of four was \$18,400, as determined by the Department of Health and Human Services.

Even though Citizen Schools participants in the 2002-03 school year exhibited many characteristics associated with risk, we observed several differences in the composition of this group as compared to participants in the 2001-02 school year. Compared to the 2001-02 school year, students participating in the evaluation campuses during the 2002-03 school year were:

- More likely to be students of color
- More likely to have been suspended
- Less likely to fail their mathematics course during the first marking period (among eighth-graders)
- Less likely to have failed their fourth-grade Massachusetts Comprehensive Assessment System (MCAS) English Language Arts test (among sixth-graders)

As was the case in the 2001-02 school year, students participating in Citizen Schools in 2002-03 were more likely to be poor and students of color than were BPS students overall.

Demographic Characteristics of Participants

Participants in the 2002-03 evaluation group were divided evenly between males and females, were predominantly students of color who qualified for free or reduced-price lunch, and were generally from households in which the highest level of education completed by parents was less than a college degree. About half of the participants were female (51 percent), and about half were male (49 percent) (see Appendix Table B-1). BPS overall reported a similar breakdown during the 2002-03 school year, with 52 percent of its students male and 48 percent female. African-Americans made up 69 percent of all participants (see Exhibit 2.1 and Appendix Table B-2), a higher percentage than for BPS students overall (47 percent). Hispanics were the next largest ethnic group among Citizen Schools participants (23 percent) and among BPS students overall (29 percent). Whites, Asians, and Native Americans each constituted 5 percent or fewer of all program participants. In contrast, among BPS students overall, 14 percent of students were White, 9 percent were Asian, and less than 1 percent were Native American (Exhibit 2.1). Students participating in Citizen Schools during the 2002-03 school year were more likely to be students of color (95 percent) compared to students participating the prior year (91 percent), and this difference was statistically significant ($p=0.07$).

Most participants (90 percent) were eligible for free or reduced-price lunch, which indicates that the incomes of participants' families were near or below the federal poverty level (see Appendix Table B-3). Citizen Schools students' rate of poverty (as measured through subsidized lunch) indicates that they were considerably more likely to be poor than BPS students overall, of whom 72 percent were eligible for free or reduced-price lunch in 2002-03.

According to parent survey data (n=214), 21 percent of participants' parents reported something other than a job as their primary source of income. Of 221 parents responding to a survey item that asked about education, 68 percent reported having less than a college degree as their highest level of education. Twenty-two percent of parents reported completing a college degree, and 10 percent reported completing a graduate program.

Exhibit 2.1
Racial Characteristics of Citizen Schools Participants,
Compared with BPS Students Overall, 2002-03 School Year

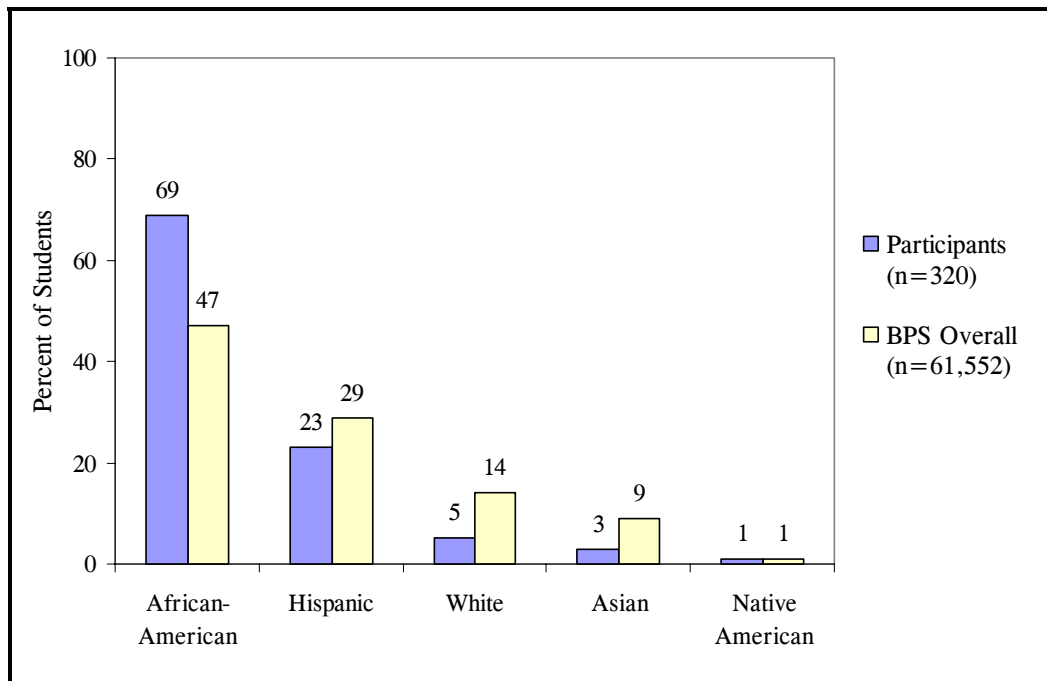


Exhibit reads: Sixty-nine percent of Citizen Schools participants were African-American, compared with 47 percent of BPS students overall.

Educational Characteristics of Participants

In this section, we describe the educational characteristics of the evaluation group participating in Citizen Schools during the 2002-03 school year, including bilingual and special education status, Transition Program participation, and enrollment in the Advanced Work Class program. In addition, we describe levels of school engagement and academic achievement of Cohort II sixth-grade and eighth-grade participants at baseline, and we compare these data to baseline data on Cohort I sixth- and eighth-graders. Baseline year varies depending on the availability of school engagement and achievement data and the evaluation cohort. Baseline school attendance and suspension data are taken from the 2001-02

school year for Cohort II and the first marking period in the 2000-01 school year for Cohort I. Baseline course grades are taken from the first marking period in the 2002-03 school year for Cohort II and the 2001-02 school year for Cohort I. Baseline MCAS data on the eighth-graders come from the test administered to them as fourth-graders in the 1998-99 school year for Cohort II students and the 1997-98 school year for Cohort I students. For sixth-graders, baseline MCAS test data are from the test administered to them as fourth-graders in the 2000-01 school year for Cohort II students and the 1999-2000 school year for Cohort I students.

Our analyses of BPS data reveal that, like last year, only a small percentage of Citizen Schools participants were enrolled in a bilingual education program. Special education students comprised about a quarter of participants in both years. Low-achieving sixth-grade students are eligible to participate in the Transition Program and high-achieving sixth-graders can participate in Advanced Work Classes. Just under a third of participants were enrolled in the Transition Services program, while only 5 percent of students participated in Advanced Work Classes. For comparison purposes, tables in Appendix Table B-4 presents these data for the 2001-02 and 2002-03 school years.

Our analyses reveal that school attendance was high among Cohort II participants and that participants in this cohort were academically at risk, with a significant number scoring in the bottom two performance levels on their fourth-grade MCAS English Language Arts and mathematics tests. In this respect, Cohort II evaluation students exhibited baseline characteristics similar to those of the Cohort I evaluation group. However, Cohort II students attending 8th Grade Academy performed similarly to or better than the overall BPS student population, unlike their Cohort I counterparts.

According to BPS data, participants in the Citizen Schools' evaluation group were slightly less likely than BPS students overall to enroll in a bilingual or Advanced Work Class program and slightly more likely than BPS students to be classified in a special education program. A relatively small number (5 percent) of 2002-2003 Citizen Schools this year's participants (n=320) were classified as being in a bilingual education program in the 2002-03 school year (see Exhibit 2.2 and Appendix Table B-4). Ten percent of the students in BPS overall were enrolled in a bilingual education program. Just under one-fourth (23 percent) of 2002-03 participants (n=320) were classified as being in a special education program in the 2002-03 school year, compared to 19 percent of all BPS students. Only 5 percent of sixth-graders in the evaluation group (n=177) were enrolled in Advanced Work Class during the 2002-03 school year. During the same year, 7 percent of students enrolled in BPS were part of the Advanced Work Class program. In the 2002-03 school year, 27 percent of sixth-graders in the evaluation group (n=177) were enrolled in a Transition Program.

Exhibit 2.2
Percent of Citizen Schools Participants Assigned to Designated Educational Programs,
Compared with BPS Overall, 2002-03 School Year

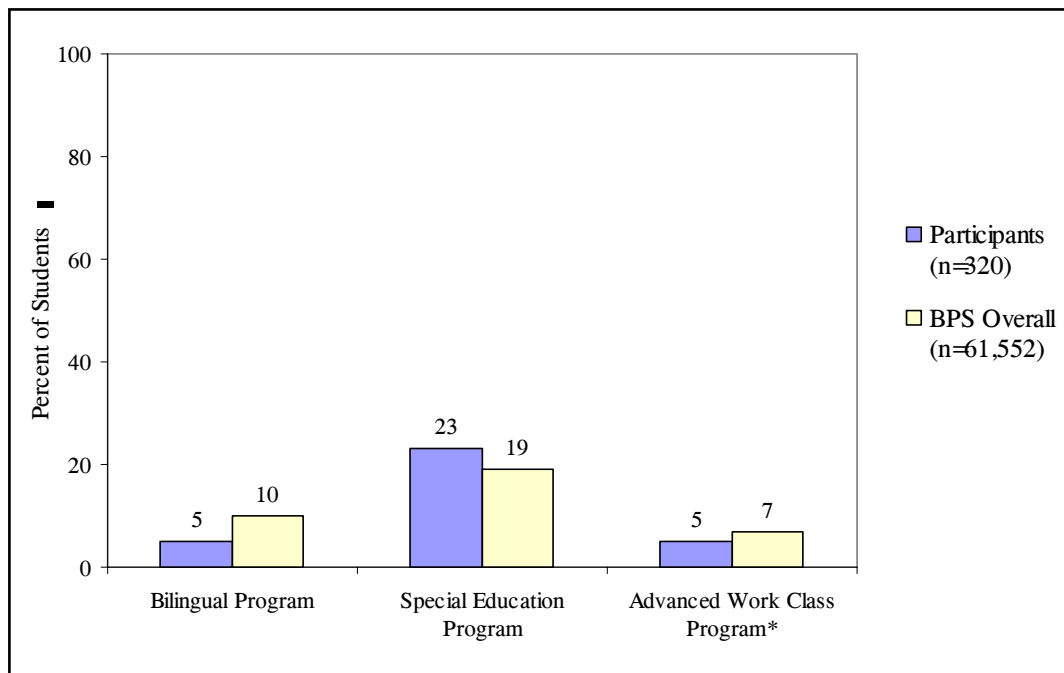


Exhibit reads: Five percent of participants were enrolled in a bilingual program during the 2002-03 school year, compared with 10 percent of BPS students overall.

* The Advanced Work Class program is for qualified students in grades 4, 5, and 6. This number takes into account Citizen Schools participants in the sixth grade (n=177).

Overall, participants had high rates of attendance and low rates of suspension in 2002-03.

During the 2002-03 school year, Cohort II sixth-grade participants (n=177) attended school 95 percent of the time, and Cohort II eighth-graders (n=85) attended school 94 percent of the time (see Appendix Table B-5). Cohort I sixth-grade participants (most of whom were in the seventh grade in the 2002-03 school year) who continued to participate in Citizen Schools in 2002-03 (n=58) attended school 93 percent of the time. As expected, individual student attendance rates varied more among the higher grades. Individual school attendance rates ranged from 71 to 100 percent for Cohort II sixth-grade participants, 62 to 100 percent for Cohort I sixth-graders, and 54 to 100 percent for Cohort II eighth-graders. Students in BPS overall attended school 94 percent of the time in the 2001-02 school year.

In the 2002-03 school year, 44 out of 320 program participants (or 14 percent) were suspended from their schools (see Appendix Table B-6). Twenty-two of these students were Cohort II sixth-graders (n=177), 10 were Cohort I sixth-graders who were seventh-graders in 2002-03 (n=58), and the remaining 12 were Cohort II eighth-graders (n=85). Overall, suspensions among participants were

more common during the 2002-03 school year than they were the year prior. The proportion of participants suspended from school during the 2002-03 school year was higher than the proportion of participants suspended during the 2001-02 school year (14 percent versus 9 percent), and this difference was statistically significant ($p=0.08$).

A significant number of Cohort II participants showed signs they were academically at risk at baseline by scoring in the bottom two performance levels on their fourth-grade MCAS Mathematics test and earning a low or failing grade on their first marking period mathematics course in 2002-03.

We measured prior achievement in mathematics using Cohort II participants' fourth-grade MCAS mathematics test scores as well as their first marking-period grade in a 2002-03 math-related course. Since the MCAS is not administered to every grade level on an annual basis (see Appendix Table B-7 for MCAS test administration schedule), we use Cohort II sixth-graders' fourth-grade score from the 2000-01 school year and the Cohort II eighth-graders' fourth-grade score from the 1998-99 school year. We use these results as a baseline indicator of prior achievement in math. The following overview of students' prior academic achievement reports on sixth- and eighth-graders in the Cohort II evaluation group. Data on the prior academic achievement of Cohort I participants can be found in the Phase I report of the evaluation (2003).

The evaluation team received student test data from BPS both in the form of scaled scores, which range from 200-280 points, and performance levels. In describing participant performance on these standardized tests, we employ the four MCAS reporting levels, which are defined as follows:

Performance Level	Score Range	Description
Advanced	260-280	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
Proficient	240-259	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement	220-239	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
Warning	200-219	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

A basic breakdown of the fourth-grade MCAS mathematics test scores shows that the mean scaled score for sixth-grade participants (n=161) was 221.6, and the mean scaled score for eighth-grade participants for whom we have test data (n=64) was 222.6 (see Appendix Table B-8). Less than half (45 percent) of the sixth-graders performed at the standard of needs improvement or better, with only 5 percent performing at a proficient or advanced level. The remaining 55 percent performed at the warning level. Overall, 42 percent of BPS' sixth-grade students performed at the warning level on the 2001 MCAS mathematics test as fourth-graders (see Exhibit 2.3). Among the eighth-grade Citizen Schools participants, 61 percent performed at the standard of needs improvement or better, with 14 percent performing at a proficient level. Thirty-nine percent of eighth-grade participants performed at the level of warning, compared to 43 percent of BPS' eighth-grade students who took the test as fourth-graders in 1999.

Overall, the proportion of eighth-grade participants who failed their fourth-grade MCAS mathematics test was higher among Cohort I students (21 out of 39 [or 54 percent]) than it was among Cohort II students (25 out of 64 [or 39 percent]), but the difference was not statistically significant.

Exhibit 2.3
Performance of Cohort II Participants Compared with BPS Students Overall on the
Fourth-Grade MCAS Mathematics Test,
Baseline Years: 1998-99 (Eighth-Graders) and 2000-01 (Sixth-Graders)

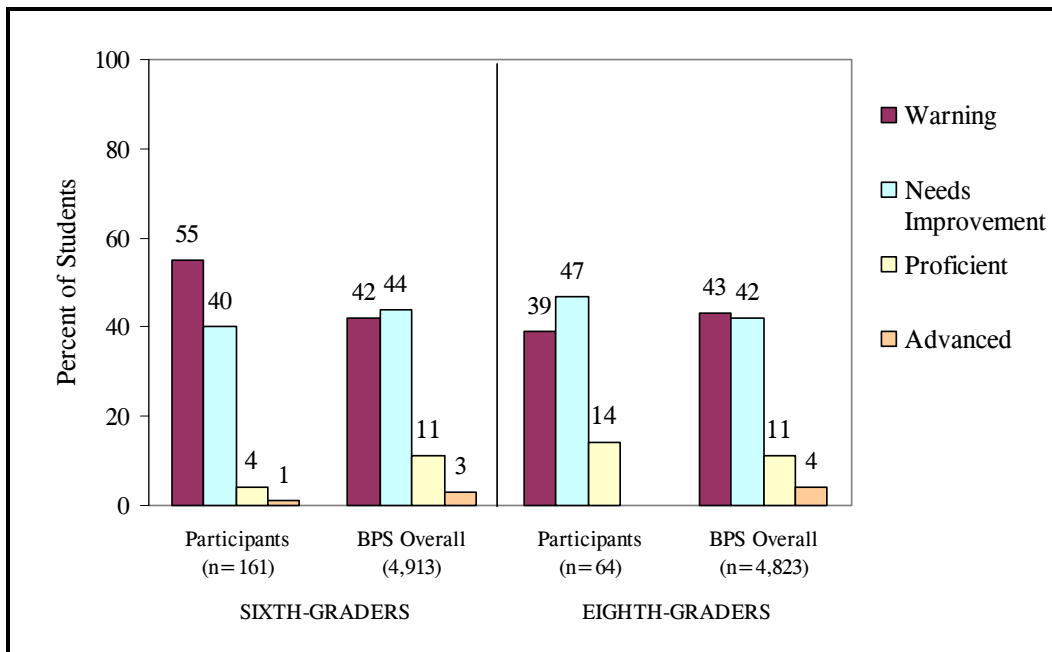


Exhibit reads: Fifty-five percent of sixth-grade Citizen Schools participants scored at the Warning level on the fourth-grade MCAS mathematics test, compared with 42 percent of BPS students overall.

Participants' first marking-period grade on a 2002-03 mathematics course also serves as a baseline indicator of participants' prior achievement in mathematics. For the purposes of our evaluation, the BPS programmer who provided us with student-level data collapsed various mathematics course titles into one mathematics grade, including Math, Honors Math, Advanced Work Class Math, and Intermediate Math. We then converted their letter grades to numeric scores. Grades earned in mathematics courses during the first marking period indicate that Citizen Schools Cohort II participants struggled in their mathematics courses. Among the sixth-graders for whom we have a first marking-period grade on the mathematics course (n=149), the mean course grade was a C- (1.95). Fifteen percent of the students failed the first period of their mathematics class, and only 34 percent earned a B- (2.7) or better (see Exhibit 2.4 and Appendix Table B-9). Among Cohort II eighth-graders (n=74), the average course grade was a C (1.97). Fifteen percent of these students failed mathematics during their first marking period, and 38 percent of them passed their mathematics class with a B- or better.

The proportion of eighth-grade participants failing their mathematics course during the first marking period was higher among Cohort I eighth-graders (30 percent) than it was among Cohort II eighth-graders (15 percent), and this difference was statistically significant ($p=0.06$).

Exhibit 2.4
Performance of Cohort II Participants on their Mathematics Course,
First Marking Period of 2002-03 School Year

	6th Grade Participants	8th Grade Participants
MATHEMATICS COURSE	<i>(n= 149)</i>	<i>(n= 74)</i>
Mean Grade	C- (1.95)	C (1.97)
Percent of students failing	15	15
Percent of students earning a B- or higher	34	38

A significant number of Cohort II participants showed signs they were academically at risk at baseline by scoring in the bottom two performance levels on their fourth-grade MCAS English Language Arts test and earning a low or failing grade on their first marking period English course in 2002-03. We measured prior achievement in English Language Arts using participants' fourth-grade MCAS English Language Arts test scores as well as their first marking-period grade in a 2002-03 English-related course. Since the MCAS is not administered to every grade level on an annual basis (see Appendix Table B-7 for MCAS test administration schedule), we use the sixth-graders' fourth-

grade score from the 2000-01 school year and the eighth-graders' fourth-grade score from the 1998-99 school year. We use these results as a baseline indicator of prior achievement in English Language Arts.

The mean scaled score on the fourth-grade MCAS English Language Arts test was 226.7 for Cohort II sixth-graders (n=160) and 224.1 for the Cohort II eighth-graders (n=64) (see Appendix Table B-8). About a quarter of both grade levels performed at the warning level; 28 percent of sixth-graders performed at this level, as did 25 percent of eighth-graders. Both groups had similar proportions of students represented in this performance level, as did BPS overall, where 29 percent of sixth-graders and 30 percent of eighth-graders performed at the warning level (see Exhibit 2.5). However, a higher percentage of sixth-grade students at BPS (24 percent) performed at proficient or advanced levels, than Citizen Schools participants (13 percent).

The proportion of sixth-grade participants who failed their fourth-grade MCAS test in English Language Arts was higher among the Cohort I evaluation group than it was among the Cohort II group (39 percent versus 28 percent). The difference was statistically significant ($p=0.04$) (see Appendix Table B-8).

Exhibit 2.5
Performance of Participants on the Fourth-Grade MCAS English Language Arts Test
Baseline Years: 1998-99 (Eighth-Graders) and 2000-01 (Sixth-Graders)

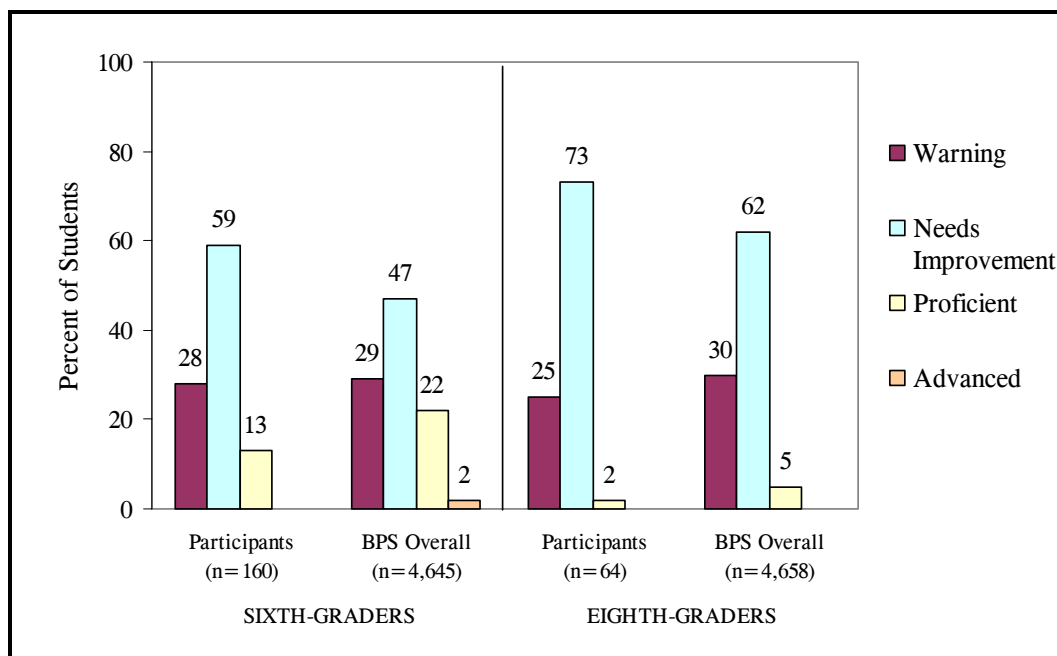


Exhibit reads: Twenty-eight percent of sixth-grade Citizen Schools participants scored at the Warning level on the fourth-grade MCAS English Language Arts test, compared with 29 percent of BPS students overall.

We also use the participants' first marking-period grade on a 2002-03 English course as a baseline indicator of participants' prior achievement in English Language Arts. For analytic purposes, the BPS programmer who provided us with student-level data classified several English course titles as an English course, including English Language Arts, Advanced Work Class English Language Arts, ESL, and Reading. The evaluation team then converted students' letter grades to numeric scores. The results indicate that Cohort II participants struggled through their English courses. Among the sixth-graders for whom we have a first marking-period grade on an English course (n=149), the average grade was a C (2.16). Seven percent of sixth-graders failed the course during the first marking period, and 45 percent scored a B- (2.7) or higher (see Exhibit 2.6 and Appendix Table B-9). Overall, among eighth-graders (n=74), the average course grade was a C (2.11). Ten percent failed their English course during the first marking period, and 34 percent passed their English course with a B- or better.

Exhibit 2.6
Performance of Cohort II Participants on their English Course,
First Marking Period of the 2002-03 School Year

	6th Grade Participants	8th Grade Participants
ENGLISH COURSE	<i>(n= 149)</i>	<i>(n= 74)</i>
Mean grade	C (2.16)	C (2.11)
Percent of students failing	7	10
Percent of students earning a B- or higher	45	34

3. Student Participation Patterns and Program Experiences

This section of the report draws on enrollment and attendance data as well as on data collected through spring 2003 surveys of Citizen Schools participants, parents, Citizen Schools campus directors, Citizen Teachers, and other program staff. The data are reported in the aggregate for Cohorts I and II and then separately by grade, as relevant.

The first part of this section describes student participation patterns in the 2002-03 school year. Next, it describes program activities, characteristics of program staff, and experiences of participants' families. Third, this section reports on participants' experiences with Citizen Schools supports and opportunities. Data on supports and opportunities are reported for Cohort I and II sixth- and eighth-grade students, combined and separated out by grade level, for Year 1 (the first year of participation in Citizen Schools) and for Cohort I for Year 2 (the second year of participation in Citizen Schools). Finally, the section highlights associations between program characteristics and program supports and opportunities. As noted in the discussion, the evaluation team applied various statistical methods to identify differences in experiences among participants across time, campuses, cohorts, and grade levels.

Participation Patterns in the 2002-03 School Year

Citizen Schools' structure and operations are premised on students attending the program regularly, preferably on each of the three or four days a week that the program operates during each session. Sessions roughly correspond to semesters but are typically shorter in duration. According to the Citizen Schools theory of change (see Appendix A), only high levels of exposure for two to three years to activities and relationships supported by Citizen Schools are likely to change participating students' attitudes, behaviors, and school performance.

Student Enrollment and Daily Attendance

In the 2002-03 school year, 385 students involved in the evaluation were enrolled in Citizen Schools. Of these, 62 were Cohort I students and 323 were Cohort II students. Seven of the 62 Cohort I students re-enrolled in Citizen Schools in spring 2003 after not having been enrolled in fall 2002.⁷

⁷ These seven students account for the difference in the number of students with fall 2002 attendance data (n=378), as reported on Exhibit 1.3 in section 1, and the number of students who participated at some point over the course of the 2002-03 school year (n=385).

The number of days a student was present at Citizen Schools ranged from 1 to 98. Daily attendance was high among Citizen Schools participants, who attended the program for a median of 62 days in 2002-03.⁸ The median number of days attended in 2002-03 was 51 days among Cohort I sixth-grade participants who continued to participate, 58 days among Cohort II sixth-graders, and 79 days among 8th Grade Academy participants. In addition to considering the median number of days attended by students, the evaluation assessed the extent to which students participated in the full range of activities offered on a given day. A survey that was administered to continuing participants in the spring asked students to report the frequency with which they missed part of a Citizen Schools activity because they arrived late or left early⁹. While a high percentage (48 percent) of sixth- and seventh-grade students reported never missing an activity on a day they attended, nearly one-quarter (22 percent) reported that they usually or almost always missed an activity on a day they attended Citizen Schools. The remaining students reported sometimes missing an activity on a day they attended Citizen Schools. One possible explanation for why some students usually or almost always miss an activity on a day they attend Citizen Schools is that the Citizen Schools program they attend is offered at a campus different from their regular school-day campus. Another explanation could be that students are engaged in other after-school activities.

Program Exposure

Across grade levels, students in the 2002-03 school year experienced high levels of exposure to Citizen Schools. Two-thirds of students participated in Citizen Schools for at least 60 percent of the days the program was offered, 50 percent of students participated for 80 percent or more of the days offered, and 17 percent of students participated between 60 and 80 percent of the days offered (see Exhibit 3.1). The percentage of students participating in Citizen Schools for at least 60 percent of program days in 2002-03 was highest among Cohort II 8th Grade Academy students, with 85 percent of students participating in the program at this level compared to 62 percent of Cohort II sixth-graders and 52 percent of Cohort I sixth-graders who continued to participate in 2002-03. According to the results of a one-way analysis of variance (ANOVA)¹⁰, the variation in program exposure found among grade

⁸ Our program attendance findings are based on individual-level attendance records provided by Citizen Schools. For six of the seven campuses serving sixth-graders in fall 2002, this information was incomplete. In most cases, attendance data was not available for two or three program days at the start of the program year. However, at one site, attendance data was not available for 12 program days.

⁹ 8th Grade Academy students' survey responses are not included in the analysis of this survey item. 8th Grade Academy is a city-wide program that is not school-based and draws upon apprentices from various schools throughout the district. Therefore, some students who attend 8th Grade Academy regularly miss program elements due to their individual school schedules.

¹⁰ As stated in the *Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences*, ANOVA "tests the statistical significance of the difference among the mean scores of two or more groups on one

levels was statistically significant ($p=0.00$). Among the students who participated during both the fall and spring semesters of the 2002-03 school year, program participation rates were higher. Eighty-three percent of these students participated for at least 60 percent of the days the program was offered, and 61 percent of these students participated for 80 percent or more of the days offered. Among 8th Grade Academy students who attended both semesters, the percent of students was again higher, with 85 percent participating for at least 60 percent of the days their program was offered and 56 percent participating for at least 80 percent of the days offered. Even though the Citizen Schools theory of change conveys an expectation of a two- to three-year period of program involvement, many participants attend only for one semester. Possible explanations for this include family mobility, competing after-school activities offered by the schools or nearby youth or children centers, and family needs for older children to care for younger siblings after school.

Exhibit 3.1
Students' Levels of Exposure
to Citizen Schools in 2002-03, by Grade

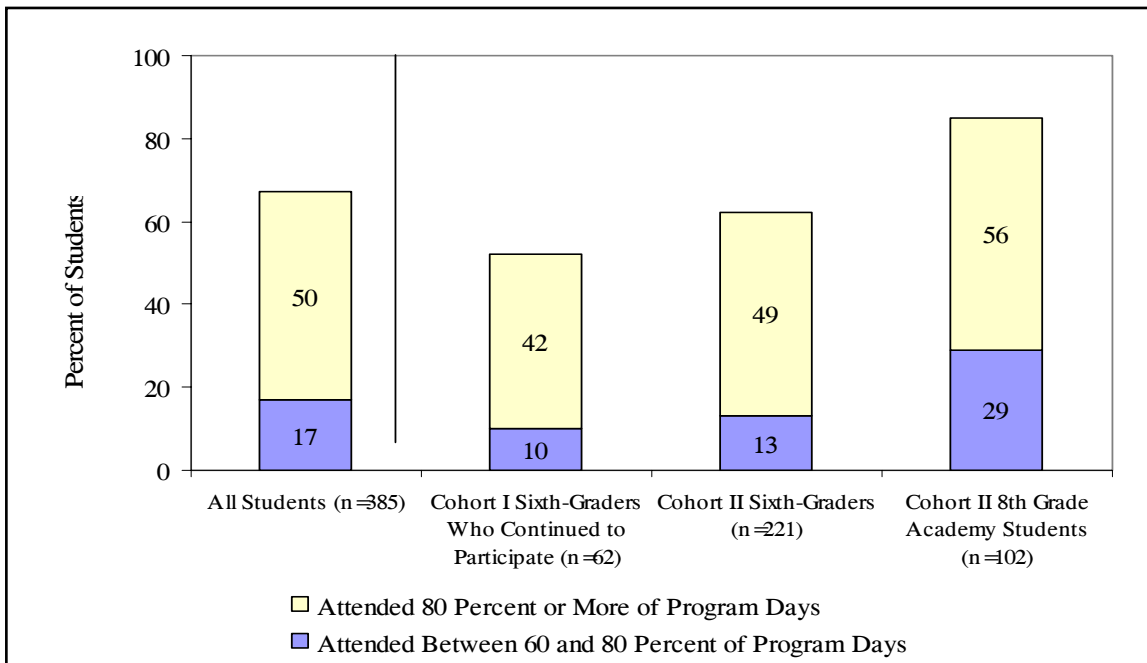


Exhibit reads: Seventeen percent of all Citizen Schools students attended between 60 and 80 percent of program days.

or more variables or factors...The procedure in ANOVA involves computing a ratio (F ratio) of the variance within the groups (error variance) to the variance between the groups (explained variance)” (p. 7).

Program Retention

Sixty-eight percent of all students who were enrolled in the Citizen Schools program during the 2002-03 school year were enrolled for the duration of the fall semester and continued to be enrolled at the time of survey administration in the spring (see Exhibit 3.2). Program retention was higher among Cohort II 8th Grade Academy students than it was among Cohort II sixth-graders and Cohort I sixth-graders who continued to participate in 2002-03 (91 percent versus 61 and 57 percent, respectively). A one-way analysis of variance detected a statistically significant difference among these groups ($p=0.00$). One potential explanation for the higher retention rate among 8th Grade Academy participants is that these students participate in Citizen Schools at a campus that is restricted to students in their grade level and designed especially for and tailored to the needs of older youth.

Exhibit 3.2 Student Retention by Grade

Percent of Students Who Completed the Fall 2002 Semester and Spring 2003 Semester Through the Spring Survey Administration	
Cohort I Sixth-Graders Who Continued to Participate in 2002-03 (n=62)	57
Cohort II Sixth-Graders (n=221)	61
Cohort II 8th Grade Academy Students (n=102)	91
All Students (n=385)	68

We also examined whether patterns existed in the timing of students' withdrawals¹¹ from the Citizen Schools program during the 2002-03 school year. We found that nearly equal percentages of Citizen Schools participants withdrew from the program during the fall 2002 semester, between the fall 2002 and spring 2003 semesters, and during the spring 2003 semester (10 percent, 8 percent, and 10 percent, respectively).

¹¹ We use the term "withdrawal" to describe students who stopped attending Citizen Schools for any reason, including those who officially withdrew from the program, were expelled, or stopped attending without formal notice.

Overall, students who withdrew from the Citizen Schools program during the 2002-03 school year were similar to those students who remained in the program. We compared students who withdrew from the program to those who continued to participate. Our analyses used a variety of measures, including the campus that students attended, levels of school engagement, future orientation to learning, access to learning resources, and locus of control. Students who withdrew from Citizen Schools and those who continued to participate did not differ significantly from each other with respect to the campuses they attended, their levels of school engagement, their future orientation to learning, and their access to learning resources. They did differ, however, in terms of their perceptions of the amount of control they had over their own lives. Students who continued to participate had an average mean score of 2.91 on a scale of one to four on the baseline locus of control scale, while those who withdrew had an average mean score of 2.72 on the same scale ($p=0.03$).

Program Activities, Staffing, and Family Outreach and Involvement

Survey data and other Citizen Schools data sources allowed the evaluation to create a profile of program activities, Citizen Schools staffing, and the level of family outreach and involvement during the 2002-03 school year. Where relevant, marked differences are noted across the evaluation campuses. Overall, despite the fact that campuses varied in the frequency and duration of activities, every campus offered the core model, consisting of apprenticeships, writing and data projects, explorations, team building activities, and homework investment time. Compared to last year, a larger percentage of Citizen Schools staff had experience working with youth in the 2002-03 school year. The majority of staff who worked with students had a four-year college degree, were under 25 years of age, female, and white. Surveys of parents indicated that Citizen Schools staff regularly kept them informed about their child's progress and invited them to become involved in program activities at least once a semester.

Program Activities

The Citizen Schools service model and program activities are intended to contribute to the attainment of the goals and outcomes the program has established in its theory of change. Each campus offers the same activities, although the duration of each activity may differ from one campus to the next. The activities provide opportunities for participants to attain the New Basic Skills and also give them access to opportunities and supports.

Citizen Schools campuses, on average, offered programming on 81 days in the 2002-03 school year, for an average of three and a half to four hours per day. Depending on the campus they

attended, students had the opportunity to participate in Citizen Schools activities over an eight- to ten-month period throughout the 2002-03 school year (see Appendix Table C-1). On average, Citizen Schools programs offered activities on 81 days, with six campuses offering three days of programming each week, and two offering four days. At two campuses, students participated in Citizen Schools activities on Saturdays. Depending on the campus, program activities were offered from two and a quarter hours to four hours a day. The average program day lasted between three and a half and four hours.

Citizen Schools activity schedules and content areas varied widely by campus. The Citizen Schools core model consists of apprenticeships, writing and data projects, explorations, team-building activities, and homework investment time. During the 2002-03 school year, apprenticeships were offered once a week at all campuses for one and a half hours to two and three-quarters hours. Campuses devoted just under two hours per week to apprenticeships, on average. Citizen Schools offered apprenticeships related to topics including, but not limited to:

- Architecture/city planning
- Arts
- Business
- Community service
- Environment
- Health
- History/culture
- Law
- Personal growth
- Science
- Technology
- Writing

Campuses offered apprenticeships in three to eight topics each semester, and these were offered most in the arts, law, and business. A total of 24 art apprenticeships were offered across the fall 2002 and spring 2003 semesters, 16 apprenticeships were law-related, and 11 apprenticeships were business-related.

During the 2002-03 school year, writing and data analysis/math projects were each offered once a week for anywhere from one hour and 15 minutes at McCormack to just under three and one-half hours at 8th Grade Academy, with six campuses offering these projects for at least one and a half hours.

During the fall 2002 and spring 2003 semesters, all Citizen Schools campuses offered explorations once a week. Time allotted to explorations varied from 55 minutes a week at 8th Grade Academy to approximately three hours a week at Wilson and Harbor. Half of the campuses offered

fewer than 90 minutes of explorations a week, while the other half offered more than two hours of this activity. At most Citizen Schools campuses, the 2002-03 schedule included time for students to gather as a group, usually at the beginning and/or end of the program day, for 20 to 30 minutes. Staff referred to this time as opening or closing circle, community circle, or campus huddle. Every campus except for Cleveland and Shaw built into their schedules an activity called Team Time, which was offered for a half-hour to one hour and 10 minutes, depending on the campus. During the 2002-03 school year, the frequency of homework investment time and the number of hours dedicated to this activity varied by campus. Five campuses offered homework investment time every day of programming, while the remaining three offered this activity on all but one program day. The amount of homework investment time ranged from one hour and 50 minutes a week to nearly five hours a week.

Campus directors reported various challenges in trying to implement program elements.

Program-wide, campus directors rated their implementation of explorations and apprenticeships higher than they did their implementation of other Citizen Schools activities. Campus directors reported facing more challenges with writing and data analysis/math projects and with homework investment time than they did with other Citizen Schools activities. They also reported student absenteeism and too little time as their most pervasive challenges.

Staffing

The Phase I evaluation found a positive association between student scores on the relationship with staff scale and (1) the number of staff who had prior experience with Citizen Schools, (2) the number of staff with prior experience working with youth, (3) staff satisfaction with working with Citizen Schools, (4) staff satisfaction with support from supervisors, and (5) staff satisfaction with support from colleagues.¹² The Phase I evaluation also found positive associations between the number of staff with prior experience working with Citizen Schools and (1) student scores on the leadership index and (2) student scores on the active learning index. The evaluation of The After-School Corporation (TASC) program in New York City showed that student ratings on project supports and opportunities were associated with levels of staff satisfaction and site coordinator tenure (White, Reisner, Welsh, & Russell, 2001). Specifically, TASC found a positive association between staff

¹² To measure associations between each program characteristic and each measure of supports and opportunities, the evaluation computed a correlation coefficient (r) for each pair of variables. As stated in *Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences*, a correlation coefficient is “a number showing the degree to which two variables are related. Correlation coefficients range from -1.0 to 1.0. If there is a perfect negative correlation (-1.0) between A and B, whenever A is high, B is low, and vice versa. If there is a perfect positive correlation (1.0) between A and B, whenever one is high or low, so is the other. A correlation coefficient of zero means that there is no relationship between the variables” (p. 49).

satisfaction and students' sense of connection to the program and their levels of trust in staff. Also, site coordinator tenure was positively associated with students' sense of connection to the project. These findings suggest that it would be desirable to see high levels of prior experience and satisfaction with Citizen Schools among Citizen Schools staff.

Each Citizen Schools program was led by a campus director and staffed with teaching fellows and teaching associates. On average, students participated in activities in groups of 10, while the smallest group size was 5 and the largest was 14. A Citizen Schools staff member led each group; the student-to-staff ratio was typically ten to one.¹³ Students stayed with their group for all activities except their apprenticeship. They worked with the same team leader, who was either a teaching associate or teaching fellow, in all activities except the apprenticeship. During apprenticeships their team leader served as an assistant to a Citizen Teacher.

Students who participated in the Citizen Schools program in the 2002-03 school year had access to staff with extensive experience working with Citizens Schools and working with youth between the ages of 9 and 14. Both leaders and those who worked or volunteered more directly with students had more experience in 2002-03 than in the previous year. In the 2002-03 school year, almost two-thirds of all staff, including leadership staff, had experience working with Citizen Schools, an increase of 24 and 27 percentage points, respectively (see Exhibit 3.3). This increase implies low staff turnover, which, in-turn, suggests staff members were satisfied with their positions and willing to return for another year with the program. However, the high percentage of staff members with experience with Citizen Schools in 2002-03 could also have been a function of the teaching fellowship position, which required a two-year minimum commitment. For students, staff stability meant they had more time to develop a relationship with adults.

¹³ Data on staffing and student grouping are based on the surveys of campus directors. Seven of the eight campus directors completed a survey. One campus director did not indicate the number of students served on the campus' four teams. The evaluation looked at the spring enrollment data for this campus and determined that the campus served 40 students. For the purposes of the team size and student-to-staff ratio calculations, we divided the 40 students evenly into four teams, for a total of 10 students per team.

Exhibit 3.3
Prior Experience and Education of Staff Members in 2001-02 and 2002-03

	<u>Percent of Staff with:</u>					
	<u>Experience Working with Citizen Schools</u>		<u>Experience Working with Youth Ages 9-14</u>		<u>A Four Year College Degree</u>	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
All Paid Staff	40	64	85	96	80	89
Leadership Staff	73	100	91	100	100	100
Non-Leadership Staff	32	58	84	94	70	87
Citizen Teachers	35	44	75	74	88	86

The majority of staff with whom students worked had a four year college degree, were under 25 years of age, female, and white (see Exhibit 3.4). The evaluation found noteworthy differences between leadership and non-leadership staff members’ demographics, however. In 2002-03, leadership staff were more likely than non-leadership staff to possess a four-year college degree and be non-white, older than 25, and female. Analyses also found that the vast majority of Citizen School staff reported having at least a four-year college degree, while all campus leadership staff reported having at least a college degree in both years. Further, a majority of Citizen Teachers (86 percent) had a four-year degree, while more than half (51 percent) had also completed a master’s degree or higher.

In general, all staff continued to be pleased with their work/volunteer experience with Citizen Schools. Similarly, staff reported high levels of satisfaction with the training and support provided by Citizen Schools. They described their training activities as a good use of time as well as appropriate to their existing knowledge and skills. On the staff and Citizen Teacher survey item that asked respondents to report the extent to which they agreed with the following statement, “I enjoyed my job/work as a Citizen Schools volunteer,” on a scale of one to four, where four was the highest possible response, staff and adult volunteers reported very high levels of satisfaction with their experience working in Citizen Schools. The mean score was 3.61. The mean score on a set of survey items on the campus leadership and staff surveys from which we created a scale on satisfaction with training and support was 2.75, on a scale of 1 to 4, where 4 was the highest possible score.

Exhibit 3.4
Personal Characteristics of Staff Members in 2001-02 and 2002-03

	<u>Percent of staff who are:</u>					
	<u>Non-White</u>		<u>25 Years or Younger</u>		<u>Female</u>	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
All Paid Staff	46	40	65	58	65	61
Leadership Staff	36	50	9	13	73	75
Non-Leadership Staff	50	38	61	66	63	58
Citizen Teachers	20	21	24	23	62	56

Family Outreach and Involvement Activities

Parent involvement and engagement in their child’s schooling typically tapers off as the child nears the middle school grades. Citizen Schools, however, encourages parents to continue to be involved in their child’s education through regular communication. According to parent responses to the survey, Citizen Schools staff regularly kept them informed about their child’s progress and invited their involvement in various activities. Program-wide, parents were very satisfied with the Citizens Schools program.

Parents reported frequent contact with Citizen Schools staff around school-related issues. To measure the extent of family outreach across the program, the evaluation asked parents and guardians whether program staff had contacted them either by phone or in person with information about their child’s progress in the Citizen Schools program or their child’s homework and/or school performance. The evaluation also asked whether program staff had tried to involve them in the program by requesting their assistance with or attendance at a parent meeting or potluck dinner, a field trip/exploration, or a culminating event. Program-wide, parents reported more regular contact with staff around issues regarding their child’s school/education than around other topics. Nearly three-quarters (73 percent) of parents reported that staff contacted them at least twice a month to discuss their child’s progress in the program, and over half (62 percent) indicated that Citizen Schools staff contacted them at least twice a month about their child’s homework and school performance. According to parent responses to the survey, program staff requested their attendance or assistance at events such as parent meetings or potluck dinners at least once over the course of the semester.

Analyses of parent survey data and program characteristics revealed that staff prior experience working with youth related positively to parents’ reports of the frequency with which staff talked to

them about their child’s homework and/or progress in school (n=193, r=.155, p=0.03). Also, as the number of hours of exploration activities increased, parents’ reports of the frequency with which staff talked to them about their child’s progress in Citizen Schools also increased. Analyses found a weak but positive relationship (n=207, r=.160, p=0.02) between the two variables.

Family involvement in Citizen Schools typically centers around campus registration/ orientation activities and potluck dinner. To measure the extent of family involvement across the program, the evaluation asked parents and guardians to respond to a set of items about ways in which they had been involved in Citizen Schools. The survey included six items and an “other” response option:

What are some of the ways that you have been involved in your child’s Citizen Schools activities this school year?

- I attended the spring and/or fall registration/orientation meetings.
- I have attended WOWs.
- I have attended field trips/explorations.
- I have attended potluck dinners.
- I have helped organize family events.
- I have attended opening or closing circle.
- Other: _____

Using all but the “other” response option, the evaluation found that, program-wide, the activities in which the greatest numbers of parents reported involvement were: campus registration/orientation meetings and potluck dinners (54 and 53 percent, respectively). The activity in which parents reported participating in the least was helping to organize a family event (3 percent).

Higher levels of family involvement were positively associated with the amount of academic and interpersonal skill-building activities, apprenticeship activities, and staff experience. For example, campuses that provided the most hours of academic skill-building activities served families that most frequently reported that they attended a Citizen Schools orientation/registration meeting (n=228, r=.143, p=0.03) or a Citizen Schools pot luck dinner (n=228, r=.175, p=0.01). Also, campuses that employed staff with prior Citizen Schools experience tended to have more parents reporting that they attended a Citizen Schools pot luck dinner than campuses with less experienced staff (n=228, r=.221, p=0.00).

Parents reported high levels of satisfaction with Citizen Schools. To assess parent satisfaction with Citizen Schools, the evaluation included a survey item that asked parents to rate the program

overall. Their responses indicated high levels of parent satisfaction. Program-wide, the mean score on this item was a 4.04 on a scale of 1 to 5, where 5 was the highest score.

Parents' overall satisfaction with Citizen Schools was positively associated with the number of hours of academic skill-building activities offered and negatively associated with the number of hours of interpersonal skill-building activities offered. That is, parents whose children attended campuses that offered a high number of hours of academic skill-building activities were more satisfied with Citizen Schools than parents whose children attended campuses with only a few hours of academic skill building activities ($n=223$, $r=.12$, $p=0.07$). At the same time, parents were *less satisfied* with programs that offered a high number of hours of interpersonal skill-building activities than with programs that offered fewer hours of such activities ($n=223$, $r=-.148$, $p=0.03$). These findings should be interpreted with caution, however, as the correlation coefficient does not establish causality, nor does it account for the influence of other variables on parent satisfaction.

Student Experiences with Citizen Schools Supports and Opportunities

To measure students' experiences with Citizen Schools supports and opportunities, the surveys administered to students in spring 2002 and spring 2003 included validated survey scales and other items developed specifically for the Citizen Schools evaluation. These scales and items provided data on students' satisfaction with and sense of connection to Citizen Schools, their relationships with Citizen Schools staff and peers, and their experiences as leaders and active learners. (See Appendix D for more information on the content of these scales.)

To compute an individual student's score on a scale, the evaluation averaged that student's responses to all of the items in the scale, as long as he or she answered more than half of the items that comprised the scale. Individuals who did not meet this criterion for a certain scale were coded as missing and were not included in reports of that scale. The means reported for the Citizen Schools program as a whole were computed by averaging the individual scores of all students at the time of survey administration. The evaluation employed non-directional hypothesis testing to detect any differences in these means across grade levels and used one-way analysis of variance to detect any differences in the means across the various evaluation campuses.

The scales presented in this report range from a minimum score of 1 to a maximum score of 3, 4, or 5. In this section and throughout the report, mean scores for scales are characterized as follows:

Exhibit 3.5
Interpretation Guide for Mean Scale Scores

Interpretation	On a scale from 1-3	On a scale from 1-4	On a scale from 1-5
Very negative/infrequent	1.00 – 1.08	1.00 – 1.44	1.00 – 1.76
Fairly negative/infrequent	1.09 – 1.83	1.45 – 2.44	1.77 – 3.05
Fairly positive/frequent	1.84 – 2.58	2.45 – 3.44	3.06 – 4.26
Very positive/frequent	2.59 – 3.00	3.45 – 4.00	4.27 – 5.00

Students rated the program highly in Years 1 and 2 and felt a strong sense of connection to it. Students reported that they generally felt positive about Citizen Schools’ staff and other students. Similarly, students reported fairly frequently that their program activities involved them in active learning, which helped them acquire leadership skills that will likely lead them to the desired outcomes described in the Citizen Schools theory of change.

Students’ Satisfaction with and Connection to Citizen Schools

Students were generally positive about Citizen Schools in Year 1 and in Year 2, rating the program fairly high and reporting that they felt connected to it. To assess student satisfaction with Citizen Schools, the spring 2002 and spring 2003 surveys included an item that asked, “Overall, how would you rate Citizen Schools?” The program-wide mean score on this item for Cohort I and II sixth- and eighth-grade participants in Year 1 was 3.22 on a scale of 1 to 5, where 5 was the highest score. The mean score on this item for sixth-grade participants was a 3.17 while it was a 3.30 for eighth-grade participants. The difference in mean scores between the two grade levels was not statistically significant. During Year 2, the mean score on this item for Cohort I sixth-grade participants who continued to participate in Citizen Schools was 3.44.

The spring student surveys included a set of items from which the evaluation constructed a scale that measured students’ sense of connection to the Citizen Schools program. Overall, students reported fairly high levels of connection to the Citizen Schools program. The mean student score for Cohort I and II sixth- and eighth-grade participants in Year 1 was 2.87 on a scale of 1 to 4, where 4 was the highest possible score (see Exhibit 3.6). The mean score in Year 1 was 2.88 for sixth-grade students and 2.85 for 8th Grade Academy students. The difference between sixth- and eighth-grade scores, however, was not statistically significant. Student scores on the full scale did not vary significantly across campuses either (see Appendix Table E-1). Across programs, the mean student

score on separate items ranged from a low of 2.67 for the item, “This is a comfortable place to hang out,” to a high of 3.01 for the item, “I am successful here.”

Exhibit 3.6
Program Connection Scale in Year 1

	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
All Students (n=322)	2.87	.71	1.00	2.60	3.40	4.00
Grade 6 (n=201)	2.88	.75	1.00	2.50	3.40	4.00
Grade 8 (n=121)	2.85	.66	1.00	2.60	3.20	4.00

Scale Source: Public Private Ventures/Safe Havens VYSO Youth Survey (1997), Belonging Scale

During Year 2, Cohort I sixth-graders who continued to participate in Citizen Schools scored a 3.04 on the program connection scale¹⁴. Across programs, these students scored highest and lowest on the same items reported in Year 1. In Year 2, their scores ranged from a low of 2.93 for the item, “This is a comfortable place to hang out,” to a high of 3.17 for the item, “I am successful here.”

Students’ Relationships with Staff and Peers

Students reported that they generally felt positive about Citizen Schools’ staff and other students. They indicated that staff treated them with respect and that their peers supported them. Question 12 on the spring student surveys measured students’ relationships with staff. Overall, students reported being fairly positive about their interactions with and trust in staff. The program-wide mean score on this item for Cohort I and II sixth- and eighth-grade participants in Year 1 was 3.02 on a scale of 1 to 4, where 4 was the highest possible score (see Exhibit 3.7). The mean score for sixth-grade students was 3.06 while it was 2.96 for 8th Grade Academy students. The difference between grade levels was not statistically significant. Scores did, however, vary by campus, with a high score of 3.27 at the Cleveland and a low of 2.67 at the McCormack ($p=0.00$; see Appendix Table E-2).

¹⁴ Due to small sample sizes, we are not able to test whether the means differ across campuses in Year 2.

Exhibit 3.7
Relationships with Staff Scale in Year 1

	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
All Students (n=312)	3.02	.58	1.22	2.67	3.44	4.00
Grade 6 (n=192)	3.06	.58	1.67	2.67	3.56	4.00
Grade 8 (n=120)	2.96	.58	1.22	2.58	3.33	4.00

Scale Source: Adapted from the Trust in and Respect for Teachers Scale, Developmental Studies Center, Child Development Project

Looking at the individual items that constitute the scale revealed that students scored higher on certain items and lower on others. For example, the mean score for the item, “Citizen Schools staff treat me with respect,” was 3.27 for all participants, while the mean student score for the item, “I feel that staff always keep their promises,” was 2.57.

Among Cohort I sixth-graders who continued to participate in Citizen Schools in Year 2, the mean score on the relationships with staff scale was 3.15, with individual scores ranging from 2.00 to 4.00. As in Year 1, students scored higher on certain sub-items and lower on others. In Year 2, students scored lowest on the item, “Citizen Schools staff don’t care what I think” (2.86) and highest on three items: “Citizen Schools staff treat me with respect,” “Citizen Schools staff really care about me,” and “Citizen Schools staff think I can do things well” (3.33 on each item).

Overall, students responded fairly positively about the level of peer support in Citizen Schools.

The program-wide mean student score was 2.74 on a scale of 1 to 4, where 4 was the highest possible score. In Year 1, the mean score for sixth-graders from Cohorts I and II was 2.78 while it was 2.68 for 8th Grade Academy students (see Exhibit 3.8). The difference between the grade levels was not statistically significant, nor was the difference across campuses (see Appendix Table E-3). Looking at the mean student score for each of the separate scale items revealed that students were most positive when responding to the item, “Students work together to solve problems” (2.87) and least positive about the item, “Students go out of their way to help each other” (2.63).

In Year 2, the mean student score was 2.68 among Cohort I sixth-graders who continued to participate in Citizen Schools. Students again were most positive when responding to the item “Students work together to solve problems” (2.85) and least positive about the item, “Students go out of their way to help each other” (2.57).

Exhibit 3.8
Peer Support Scale in Year 1

	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
All Students (n=320)	2.74	.73	1.00	2.33	3.00	4.00
Grade 6 (n=199)	2.78	.75	1.00	2.33	3.33	4.00
Grade 8 (n=121)	2.68	.71	1.00	2.33	3.00	4.00

Scale Source: Adapted from the Sense of School as a Community Scale, Developmental Studies Center, Child Development Project

Student Experiences as Leaders and Active Learners

In both Year 1 and Year 2, Citizen Schools activities gave students fairly frequent leadership experiences. In addition, students fairly frequently reported that their program activities involved them in active learning. To assess the overall level of leadership and decision-making opportunities that Citizen Schools provides to students, the evaluation combined students’ responses to four survey items into a leadership opportunities index and then averaged them to obtain students’ average scores on the opportunities index. The overall index, therefore, is a combined measure of the breadth of participation across the four opportunities and the extent of participation in each opportunity.

Students participated fairly frequently in activities in which they served as leaders or were involved in decision making. The mean score of Cohort I and II sixth- and eighth-grade participants in Year 1 on the leadership opportunities index was 1.90 on a scale of 1 to 3, where 3 was the highest possible score. The mean score for sixth-grade students was 1.94 and the mean score for 8th Grade Academy students was 1.85. Neither this difference nor the difference across campuses was statistically significant (see Exhibit 3.9 and Appendix Table E-4).

Looking at the individual items that constitute the index revealed that student scores were higher on the item that asked, “How many times, if any, have staff asked you for your suggestions for improving Citizen Schools activities?” scores were lower on the item that asked, “How many times, if any, have you helped plan a Citizen Schools event like an Exploration or a Potluck Dinner?”

The mean score of Cohort I sixth-graders who continued to participate in Year 2 was 2.04. As in Year 1, students in Year 2 scored highest on the item “How many times, if any, have staff asked you for your suggestions for improving Citizen Schools activities?” (2.30) and lowest on the item that

asked, “How many times, if any, have you helped plan a Citizen Schools event like an Exploration or a Potluck Dinner?” (2.30).

Exhibit 3.9
Leadership Opportunities Index in Year 1

	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
All Students (n=320)	1.90	.55	1.00	1.50	2.25	3.00
Grade 6 (n=198)	1.94	.55	1.00	1.50	2.25	3.00
Grade 8 (n=122)	1.85	.55	1.00	1.50	2.25	3.00

To assess the extent to which Citizen Schools offers students opportunities to participate in activities that are likely to engage them as active learners, the evaluation combined students’ responses for 18 survey items to create an active learning opportunities index. The overall index is a combined measure of the breadth of opportunities across the 18 active learning opportunities and the frequency of each opportunity.

On average, students reported participating fairly frequently in activities that involved active learning. The mean score for Cohort I and II sixth- and eighth-grade participants in Year 1 on the active learning opportunities index was 2.89 on a scale of 1 to 4, where 4 was the highest possible score. The mean score for sixth-grade students on the index was 2.98 and 2.75 for 8th Grade Academy students (see Exhibit 3.10). The difference in mean scores between grades levels was statistically significant ($p=0.00$). In addition, student scores differed significantly by campus ($p=0.00$), with a high score of 3.25 at the Cleveland and a low score of 2.74 at the Shaw (see Appendix Table E-5).

Exhibit 3.10
Active Learning Opportunities Index in Year 1

	Mean	Standard Deviation	Minimum	25th Percentile	75th Percentile	Maximum
All Students (n=262)	2.89	.52	1.44	2.50	3.28	3.94
Grade 6 (n=166)	2.98	.51	1.67	2.61	3.33	3.94
Grade 8 (n=96)	2.75	.51	1.44	2.39	3.10	3.89

Looking at the individual items that constitute the index revealed that student scores were higher on some items and lower on others. The items with the two highest mean scores were “How often does the following happen during homework investment time: the team leaders ask you if you have any questions or need any help?” and “During your apprenticeships, how often do Citizen Teachers: ask you to share your ideas with the team?” In contrast, two other items (“How often do Writing or Data (CWA) projects at Citizen Schools: feel too easy for you?” and “How often does the following happen during Homework Investment Time: the team leaders review your homework to see whether you have done it correctly?”) had the lowest mean scores.

Three sub-items of the active learning opportunities index had the most variation by campus:

- “During writing or data (CWA) projects, how often do Citizen Schools staff: show you examples of finished writing or data projects?”
- “How often does the following happen during Homework Investment Time: the team leaders check to make sure that you are prepared?”
- “How often does the following happen during Homework Investment Time: the team leaders review your homework to see whether you have done it correctly?”

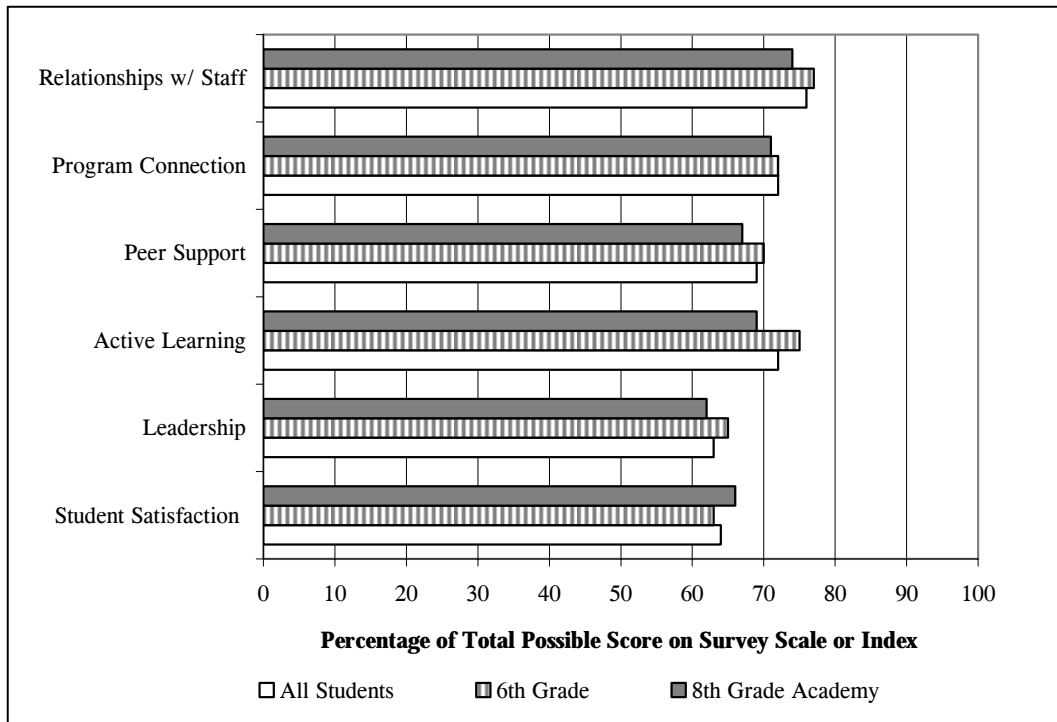
In Year 2, the mean student score was 2.98 among Cohort I sixth-graders who continued to participate in Citizen Schools. The items with the two highest mean scores were “How often does the following happen during homework investment time: the team leaders ask you if you have any questions or need any help?” and “How often does the following happen during homework investment time: the team leaders check to make sure that you are prepared?” Students in Year 2 scored the lowest on the same items as students in Year 1: “How often do Writing or Data (CWA) projects at Citizen Schools: feel too easy for you?” and “How often does the following happen during Homework Investment Time: the team leaders review your homework to see whether you have done it correctly?”

Summary of Supports and Opportunities

According to students, Citizen Schools provided fairly high levels of supports and opportunities (Exhibit 3.11). Students on average scored between 60 and 80 percent of the total possible points on each of the evaluation’s measures of student satisfaction with and sense of connection to Citizen Schools, their relationships with Citizen Schools staff and peers, and their experiences as leaders and active learners. On each scale and index, students in sixth grade scored slightly higher than 8th Grade Academy students, although the difference was only statistically significant for the Active Learning

Opportunities Index. In general, students were most positive about their relationships with staff, their experiences as active learners, and their connection to the program.

Exhibit 3.11
Student Experiences with Citizen Schools Supports and Opportunities in Year 1, by Grade



Associations Between Program Characteristics and Supports and Opportunities

Driven by youth development research, theory, and practice, and working from data collected from staff Citizen Teacher surveys, the evaluation examined whether certain program characteristics were associated with student reports of supports and opportunities. To do this, the analysis considered staff and Citizen Teachers’ backgrounds and experience working with youth, their satisfaction with their Citizen Schools job or volunteer experience, the support that they received from supervisors and colleagues, and the training they received from Citizen Schools. Analyses also examined relationships between student responses on the supports and opportunities measures and (1) student-staff ratios and (2) the number of hours that a campus offered activities that focused primarily on academic skills, psychosocial skills, and hands-on learning.

Findings for statistically significant associations and their respective correlation coefficients and coefficients of determination are presented here, based on non-directional tests of correlation.¹⁵ While these associations suggest program characteristics that are most likely to influence students' perceptions of the youth development supports and opportunities offered by Citizen Schools program, they do not establish causality.

In general, these findings suggest that students' sense of the supports and opportunities provided by Citizen Schools was *positively* associated with the number of hours of explorations offered, the extent of staff satisfaction in their work, staff satisfaction with support from their supervisors and from colleagues, and the number of hours of inter-personal skill-building. *Negative* associations were found between students' sense of supports and opportunities and the number of staff with prior experience with Citizen Schools, the number of hours of academic skill-building activities, and the number of students per staff during an activity.

- ***Total number of hours of explorations.*** As the number of hours of exploration activities increased, students' scores on the leadership opportunities index increased. Analyses found a weak, positive relationship between the two variables (n=207, $r = .147$, $p = .03$). Total numbers of hours of exploration explained 2 percent of the variance in student scores on the leadership opportunities index ($r^2 = .02$).
- ***Prior Citizen Schools experience.*** As the number of staff who had prior experience with Citizen Schools increased, student scores on the active learning opportunities index decreased. Analyses found a weak, negative relationship between the two variables (n=169, $r = -.160$, $p = .04$). Prior experience with Citizen Schools explained 3 percent of the variance in student scores on the active learning opportunities index ($r^2 = .03$).
- ***Student-to-staff ratio.*** As the number of students per Citizen Schools staff member increased, student scores on the leadership opportunities index decreased. Analyses found a weak, negative relationship between the two variables (n=202, $r = -.164$, $p = .02$). Student to staff ratios explained 3 percent of the variance in student scores on the leadership opportunities index ($r^2 = .03$).
- ***Total number of hours of academic skill-building activities.*** As the number of hours of academic skill-building activities offered increased, student scores on the active learning opportunities index decreased. Analyses found a weak, negative relationship between the two variables (n=169, $r = -.152$, $p = .05$). The number of hours of academic skill-building activities offered explained 2 percent of the variance in student scores on the active learning opportunities index ($r^2 = .02$).

¹⁵ The coefficient of determination (r^2) quantifies the proportion of variance in student responses to a supports and opportunities measure that can be described or explained by an individual program characteristic. For example, if one tested the association between education and income and computed a coefficient of determination of .05, the finding would be interpreted as follows, "Education explained 5 percent of the variance in incomes ($r^2 = .05$)."

4. Student Progress on Measures of Psychosocial Skills and Well-Being

According to Citizen Schools, a central element in youths' success is the level and development of their psychosocial skills and aptitudes. Citizen Schools refers to this cluster of skills as "leadership" and includes among them self-efficacy/confidence (including students' confidence in their written and oral communication skills), an orientation toward and optimism for the future, and strong interpersonal skills and relationships with adults and peers. Current research refers to these personal attributes as desirable youth-development outcomes that can be promoted through positive opportunities, experiences, and supports provided after school (Beckett, Hawken, & Jackowitz, 2001; Catalano et al., 1998; Eccles & Gootman, 2002; MacDonald & Valdivieso, 2000; McLaughlin, 2000; Merry, 2000; Pittman, Irby, & Ferber, 2001; Scales & Leffert, 1999; Vandell & Pierce, 2001). Reflecting Citizen Schools' goals and methods, the National Research Council's Committee on Community-Level Programs for Youth (Eccles & Gootman, 2002) has identified eight features of positive developmental settings (physical and psychosocial safety; appropriate structure; supportive relationships; opportunities to belong; positive social norms and support for efficacy and mattering; opportunities for skill building; and integration of family, school, and community efforts), all of which Citizen Schools provides students to one extent or another.

This section of the report presents changes in students' psychosocial skills and aptitudes over the period of students' participation in Citizen Schools, describing first the progress of Cohort I and II participants along psychosocial measures and then comparing Cohort I psychosocial measure scores against those of Cohort II. As in the Phase I report, the mean scores reported throughout this section were computed by averaging the individual scores of a group of students. To compute an individual student's score on a scale, the evaluation averaged that student's responses to all of the items in the scale as long as he or she answered more than half of the items that made up that scale. Individuals who did not meet this criterion for a certain scale were coded as missing and were not included in reports of that scale. Mean scaled scores should be interpreted as indicated in Exhibit 3.5. (See Appendix F for more information on the content of these scales.)

Before presenting the results of students' baseline and follow-up scores on the psychosocial outcome measures, we caution readers against drawing conclusions about causality and ask that they consider the following caveats to the results reported here.

- Affecting students' psychosocial attitudes and behaviors in a way that is measurable through survey items is difficult and requires intense levels of exposure to supports and opportunities.

- Second, while surveys are a cost-effective method for collecting data on students' psychosocial well-being, they have limitations. For example, students may misinterpret survey instructions or the meaning of a question. Students may provide socially desirable answers and, as a result, under-report negative attitudes and behaviors and over-report positive ones. In addition, students may not take the survey seriously, opting to randomly select answers.
- Third, without a comparison group, the evaluation does not know whether differences are the result of students' participation in Citizen Schools or are the result of maturation or change in their social environment.

Participants' Progress on Psychosocial Measures: Change Over Time

The evaluation used various scales to measure Citizen Schools participants' psychosocial progress in three areas. The areas included students' sense of self-efficacy/confidence, students' interpersonal skills and relationships, and students' optimism for and orientation toward the future.

Within each of the following sections on participants' psychosocial well-being, the discussion presents our findings according to the following structure. For Cohort I evaluation students, it presents the mean baseline and second follow-up scores for those students for whom we have both fall 2001 and spring 2003 surveys (n=30). For Cohort II evaluation students, it presents the mean baseline and first follow-up scores for those students who have both fall 2002 and spring 2003 surveys (n=187).¹⁶ For both cohorts, the evaluation also calculated the mean differences between students' follow-up and baseline scores and indicated whether scores increased significantly from baseline to follow-up using directional significance testing (i.e., one tailed t-tests). A significant positive change in scores between baseline and follow-up surveys indicates that, on average, students' psychosocial skills and aptitudes improved over time. While such an increase is evidence of student improvements in these areas following participation in Citizen Schools, absent survey data on a matched comparison group, it is not possible to say whether students would have made similar improvements had they not participated in Citizen Schools.

Students' Sense of Self-Efficacy/Confidence

To measure self-efficacy and confidence, the evaluation relied on the following three scales: (1) an 8-item self-efficacy scale developed by Public/Private Ventures, referred to here as Self-Efficacy

¹⁶ Cohort II baseline and first follow-up scores by campus are presented in Appendix G. Given the small number of students remaining in the Cohort I evaluation sample, scores by campus for these students are not included in the appendix.

Scale #1, (2) a 9-item self-efficacy scale adapted from the Developmental Studies Center Sense of Efficacy scale, referred to here as Self-Efficacy Scale #2, and (3) a 4-item version of a 13-item Locus of Control Scale included on the 1988 National Education Longitudinal Study (NELS:88): Eighth-Grade Questionnaire. The survey items that comprise each of the scales in this section appear in Appendix F.

Two sub-items of the Self-Efficacy Scale #2 are of particular interest to Citizen Schools. These sub-items measure students' confidence in two academic skill areas—oral presentation and writing—that the Citizen Schools program hopes to affect.

Exhibit 4.1
Change Over Time Experienced By Cohort I Students,
Baseline to Second Follow-Up

	Baseline	Second Follow-Up	Difference, Baseline to Second Follow-Up ¹⁷
Self-Efficacy #1 (n=29)	3.20	3.19	-.01
Self-Efficacy #2 (n=29)	3.25	3.13	-.12
Locus of Control (n=28)	2.67	2.90	.24*
Confidence in Public Speaking (n=27)	2.70	3.11	.41*
Confidence in Writing (n=28)	3.29	2.82	-.46

* Indicates that the increase between baseline and follow-up scores was statistically significant at the $p < 0.10$ level.

As shown in Exhibit 4.1, in comparison to their reports at baseline, Cohort I students who continued to participate in Citizen Schools through the spring 2003 semester remained fairly positive about their self-efficacy, their ability to control their own futures, and their confidence in public speaking and writing. Cohort I students' scores on the locus of control scale and confidence in public speaking sub-item increased from fall 2001 to spring 2003 ($p=0.08$ and $p=0.07$, respectively).

¹⁷ Because of rounding, the numbers that appear as differences do not always equal the difference between the mean baseline and follow-up scores.

Exhibit 4.2
Change Over Time Experienced By Cohort II Students,
Baseline to First Follow-Up

	Baseline	First Follow-Up	Difference, Baseline to First Follow-Up
Self-Efficacy #1 (n=162)	3.20	3.05	-.15
Self-Efficacy #2 (n=159)	3.16	3.18	.03
Locus of Control (n=160)	2.92	2.85	-.08
Confidence in Public Speaking (n=157)	2.91	3.03	.12
Confidence in Writing (n=158)	3.23	3.22	-.01

As with Cohort I, Cohort II students continued to feel fairly positive in the areas of self-efficacy, locus of control, oral presentation and writing (see Exhibit 4.2). The evaluation did not find evidence that Cohort II students increased their scores on any of the measures of self-efficacy/confidence between baseline and first follow-up.

Students' Interpersonal Skills and Relationships

To measure students' interpersonal skills and relationships with peers and adults, the evaluation analyzed student scores for the following four scales: (1) the social competence scale, adapted from the Developmental Studies Center's social competence scale, (2) the positive interpersonal behavior scale, developed for the Extended-Service Schools Initiative youth survey, (3) the relationship with parents or guardians scale, adapted from a scale developed by Public/Private Ventures, and (4) the relationship with adults other than parents or guardians scale, also adapted from a scale developed by Public/Private Ventures.

Exhibit 4.3
Change Over Time Experienced By Cohort I Students,
Baseline to Second Follow-Up

	Baseline	Second Follow-Up	Difference, Baseline to Second Follow-Up
Social Competence (n=29)	3.40	3.25	-.15
Interpersonal Behavior (n=29)	2.98	2.52	-.45
Relationships with Parents (n=28)	3.04	3.09	.05
Relationship with Adults (n=28)	2.51	2.34	-.17

In comparison to their reports at baseline, Cohort I students who continued to participate in Citizen Schools through the spring 2003 semester continued to feel fairly positive about their social competencies, interpersonal behavior, and frequency of communication with parents or guardians (see Exhibit 4.3). Although there were slight fluctuations over time in the mean scores on the four measures, scores did not increase at a statistically significant level.

Exhibit 4.4
Change Over Time Experienced By Cohort II Students,
Baseline to First Follow-Up

	Baseline	First Follow-Up	Difference, Baseline to First Follow-Up
Social Competence (n=167)	3.25	3.09	-.16
Interpersonal Behavior (n=164)	2.64	2.46	-.18
Relationships with Parents (n=163)	2.80	2.73	-.06
Relationship with Adults (n=158)	2.33	2.37	.04

From baseline to first follow-up, Cohort II students remained fairly positive about their social competencies and interpersonal behavior (see Exhibit 4.4). They continued to report fairly frequent communication with parents and fairly infrequent communication with other adults. We did not find any evidence, however, that scores increased from baseline to first follow-up on any of the interpersonal skills and relationships scales.

Students’ Optimism For and Orientation Toward the Future

To measure students’ orientation toward and optimism for the future, the evaluation analyzed student scores on the Future Optimism Scale, which were adapted from a 12-item question about future expectations that was included on the NELS:88 Eighth-Grade Questionnaire. In addition to the Future Optimism scale, the baseline and first follow-up surveys included a question that asked students how much they agreed, on a scale of 1 to 4 where 1 is strongly disagree and 4 is strongly agree, with various statements about the importance/relevance of school with respect to the future. These items—“The things I am learning in school will be important later in life” and “I need to finish school to get a good job”—measured youths’ ability to link current actions and behaviors to the future.

Exhibit 4.5
Change Over Time Experienced By Cohort I Students,
Baseline to Second Follow-Up

	Baseline	Second Follow-Up	Difference, Baseline to Second Follow-Up
Future Optimism (n=29)	3.52	3.47	-.05
School Important Later in Life (n=29)	3.62	3.59	-.03
Need to Finish School Get Good Job (n=27)	3.63	3.52	-.11

In comparison to their reports at baseline, Cohort I students who participated in Citizen Schools through the spring 2003 semester continued to feel very positive about their futures and the importance of school for future success (see Exhibit 4.5). Again, we found no evidence of scores increasing at statistically significant levels between the baseline and second follow-up survey administrations.

Exhibit 4.6
Change Over Time Experienced By Cohort II Students,
Baseline to First Follow-Up

	Baseline	First Follow-Up	Difference, Baseline to First Follow-Up
Future Optimism (n=163)	3.52	3.54	.02
School Important Later in Life (n=159)	3.63	3.51	-.12
Need to Finish School to Get Good Job (n=162)	3.70	3.72	.01

As seen in Exhibit 4.6, in comparison to their reports at baseline, Cohort II students who participated in Citizen Schools through the spring 2003 semester continued to feel very positive about their futures and the importance of school for future success. Cohort II students' scores on these measures did not increase over time.

Overall Student Progress On Measures of Psychosocial Skills and Well-Being

In general, Citizen Schools participants' scores on measures of psychosocial skills and well-being remained fairly stable from baseline to spring 2003 for both cohorts (see Exhibits 4.7 and 4.8). In comparison to their reports at baseline, students continued to feel fairly positive about their self-efficacy, their ability to control their own futures, and their competencies related to social interactions,

at the time of spring 2003 survey administration. Students continued to be very positive about their futures. In addition, students reported that they continued to use positive strategies for dealing with interpersonal problems on a fairly regular basis and that they continued to engage in fairly frequent communication with parents and other adults. The biggest increase in scores from baseline to follow-up for both cohorts was in the area of oral presentation. Although this increase was only statistically significant for Cohort I, the finding suggests that, at first follow-up for Cohort II and second follow-up for Cohort I, students may have been more sure of themselves in the area of oral presentation than they were at the beginning of their Citizen Schools experience. Cohort I students also scored higher on the locus of control scale at second follow-up than they did at baseline, indicating that these students had more confidence in their ability to control their own futures after nearly four semesters of Citizen Schools programming.

Exhibit 4.7
Cohort I Psychosocial Outcome Measures Summary

Summary of Students' Scores on Psychosocial Outcome Measures, Baseline to Second Follow-Up				
	N	Baseline	Second Follow-Up	Difference
Confidence in Public Speaking	27	2.70	3.11	.41*
Locus of Control	28	2.67	2.90	.24*
Relationships with Parents or Guardians	28	3.04	3.09	.05
Self-Efficacy 1	29	3.20	3.19	-.01
School Important Later in Life	29	3.62	3.59	-.03
Future Optimism	29	3.52	3.47	-.05
Need to Finish School to Get Good Job	27	3.63	3.52	-.11
Self-Efficacy 2	29	3.25	3.13	-.12
Social Competence	29	3.40	3.25	-.15
Relationships with Adults Other than Parents or Guardians	28	2.51	2.34	-.17
Positive Interpersonal Behavior	29	2.98	2.52	-.45
Confidence in Writing	28	3.29	2.82	-.46

* Indicates that the increase between baseline and follow-up scores was statistically significant at the $p < 0.10$ level.

Exhibit 4.8
Cohort II Psychosocial Outcome Measures Summary

Summary of Students' Scores on Psychosocial Outcome Measures, Baseline to First Follow-Up

	N	Baseline	First Follow-Up	Difference
Confidence in Public Speaking	157	2.91	3.03	.12
Relationships with Adults Other than Parents or Guardians	158	2.33	2.37	.04
Self-Efficacy 2	159	3.16	3.18	.03
Future Optimism	163	3.52	3.54	.02
Need to Finish School to Get Good Job	162	3.70	3.72	.01
Confidence in Writing	158	3.25	3.22	-.01
Relationships with Parents or Guardians	163	2.80	2.73	-.06
Locus of Control	160	2.92	2.85	-.08
School Important Later in Life	159	3.63	3.51	-.12
Self-Efficacy 1	162	3.20	3.05	-.15
Social Competence	167	3.25	3.09	-.16
Positive Interpersonal Behavior	164	2.64	2.46	-.18

Comparison of Psychosocial Measure Scores: Cohort I vs. Cohort II

The evaluation conducted a cross-sectional analysis of the data to see if there were patterns in how students fared on the evaluation's measures of psychosocial skills and well-being between the 2001-02 and 2002-03 school years. This analysis compared the fall 2001 baseline scores of Cohort I students to the fall 2002 baseline scores of Cohort II students. It also compared the spring 2002 first follow-up scores of Cohort I to the spring 2003 first follow-up scores of Cohort II, as well as the baseline to first follow-up difference scores for each cohort. Because Citizen Schools does not expect one cohort of students to score higher or lower than the other cohort on psychosocial outcome measures, the evaluation employed non-directional hypothesis testing (i.e., two-tailed t-tests) to detect any differences in these measures across cohorts. Similarities in baseline scores would suggest that Citizen Schools served students who came to the program with similar attitudes and behaviors in the psychosocial areas of interest. Similar patterns in students' progress over time would suggest that students experience and react similarly to the Citizen Schools program.

Exhibit 4.9
Participants' Scores on Psychosocial Measures, by Cohort

Measure	N		Baseline		First Follow-Up		Difference, Baseline to First Follow-Up	
	Coh I	Coh II	Coh I	Coh II	Coh I	Coh II	Coh I	Coh II
<u>Self-Efficacy/Confidence</u>								
Self-Efficacy #1	137	162	3.24	3.20	3.03	3.05	-.21	-.15
Self-Efficacy #2	138	159	3.17	3.16	3.20	3.18	.03	.03
Locus of Control	136	160	2.92	2.92	2.82	2.85	-.10	-.08
Confidence in Public Speaking	135	157	2.89	2.91	3.15	3.03	.25	.12
Confidence in Writing	133	158	3.24	3.23	3.29	3.22	.05	-.01
<u>Interpersonal Skills and Relationships</u>								
Social Competence	137	167	3.33	3.25	3.28	3.09**	-.05	-.16
Interpersonal Behavior	140	164	2.71	2.64	2.63	2.46**	-.08	-.18
Relationships with Parents	137	163	2.90	2.80	2.57	2.37**	.16	.04*
Relationship with Adults	138	158	2.41	2.33	3.01	2.73*	.11	-.06
<u>Future Optimism and Orientation</u>								
Future Optimism	142	163	3.53	3.52	3.48	3.54	-.05	.02
School Important Later in Life	137	159	3.66	3.63	3.60	3.51	-.07	-.12
Need to Finish School to Get Good Job	137	162	3.66	3.70	3.60	3.72	-.07	.01

* Indicates that the difference between Cohort I and Cohort II scores was statistically significant at the $p < 0.10$ level.

** Indicates that the difference between Cohort I and Cohort II scores was statistically significant at the $p < 0.05$ level.

- The analysis found a pattern in the baseline scores of Cohort I and II students indicating that, in the 2001-02 and 2002-03 school years, students enrolled in the Citizen Schools program shared similar attitudes and behaviors in the areas of self-efficacy/confidence, interpersonal skills, and future optimism/orientation (see Exhibit 4.9).
- Analysis also found a pattern in the first follow-up scores of Cohort I and II students indicating that, in the 2001-02 and 2002-03 school years, Citizen Schools participants had similar scores at first follow-up on the evaluation's measures of self-efficacy/confidence and future optimism/orientation. They differed, however, on measures of interpersonal skills and relationships, with Cohort II students coming into the program with fewer skills and weaker relationships in the areas of social competence, interpersonal behavior, and relationships with parents. For both cohorts, however, attitudes remained generally positive in these areas.
- Comparisons of the mean difference between baseline and first follow-up scores of Cohort I and II students revealed that in the 2001-02 and 2002-03 school years, Citizen Schools participants experienced similar changes on the evaluation's measures of psychosocial skills and well-being. This suggests that their experience in the program after two semesters affected them in similar ways.

5. Student Improvements on Educational Outcomes and Indicators

Citizen Schools' long-term goals for its program graduates are that they successfully complete high school, attend college, and fully participate in and contribute to the civic and economic life of their communities. In addition to these long-term goals, Citizen Schools has identified two short-term outcomes as markers of whether its graduates are indeed on a path to success. These include entrance into a college-preparatory high school and successful, on-schedule advancement to the tenth grade. In this section, we draw on BPS data to assess participants' progress in achieving these short-term outcomes, compared to the progress of a comparison group of similar students who do not participate in the Citizen Schools program. We also measure participants' progress along a group of outcome indicators, including school attendance, suspension, grades, MCAS-measured achievement, and promotion to the next grade. We report data by year, by cohort, and by grade level, and, where relevant, by level of participation in Citizen Schools and by focus of campus activity.

In the first part of this section, we describe our approach in analyzing the data. Next, we focus closely on where Citizen Schools participants and their matched nonparticipants stand with respect to the short-term outcomes and indicators described above.

Early evidence shows that, as a result of participation in Citizen Schools, students demonstrated more progress or higher achievement on the two short-term *outcomes* than had they not participated in Citizen Schools.

- ***High school selection.*** We found that Cohort II 8th Grade Academy graduates selected better high schools (as rated by Citizen Schools) than had they not participated in Citizen Schools. This was also true for Cohort I 8th Grade Academy graduates at the end of their first year of participation.
- ***Promotion to the tenth grade.*** Cohort I 8th Grade Academy graduates were promoted to the tenth grade at a higher rate than their matched nonparticipants.

We also found that on many of the outcome *indicators*, students demonstrated more progress or higher achievement than had they not participated in Citizen Schools.

- ***Attendance.*** Our analyses found that participants both in the sixth and eighth grades attended school more during their first year of participation than had they not participated in Citizen Schools.

- ***Suspension.*** Among sixth-grade participants, we found that the incidence of suspension was lower during their first year of participation than would be expected had they not participated in Citizen Schools.
- ***MCAS ELA test.*** Cohort I sixth-grade students who took the MCAS ELA test as seventh-graders in the 2002-03 school year scored higher on the test than had they not participated in Citizen Schools.
- ***English course grade.*** Cohort I sixth-grade students, on average, earned a higher grade in their English course during their first year of participation than would be expected had they not participated in Citizen Schools.
- ***Mathematics course grade.*** Sixth-grade participants with high levels of exposure to Citizen Schools earned a higher grade in their mathematics course during their first year of participation than would be expected had they not participated in Citizen Schools.
- ***Promotion.*** Following their first year of participation, Cohort I sixth-graders were promoted to the next grade at higher rates than had they not participated in Citizen Schools.

Analytic Approach

To analyze the progress of Citizen Schools participants, the evaluation compared the performance of Cohort I and Cohort II evaluation group members against that of a group of nonparticipating comparison students who served as their matches. Given the benefits of individual matching in yielding valid comparisons, we employed a one-to-one matching technique using participants and nonparticipants. The matching process and the characteristics of matched nonparticipants in comparison to participants are detailed in Appendix I.

To assess the progress of Citizen Schools participants, in comparison to their matches, we analyzed (for 8th Grade Academy graduates) data on two short-term outcomes, high school choices and promotion to the tenth grade. We also analyzed data on several outcome indicators, including school attendance rates, incidence of suspension, scaled scores on the MCAS sixth- and eighth-grade mathematics tests, (for seventh-graders) scaled scores on the MCAS ELA test, course grades in English and math, and promotion to the next grade. Our analyses include (1) comparisons of group means on the outcome and indicator variables of interest and (2) one-to-one comparisons of how each participant fared in comparison to his/her nonparticipant match. Because Citizen Schools expects participants to perform better than their matched nonparticipants as a result of the Citizen Schools intervention, the evaluation employed directional significance testing (i.e., one-tailed t-tests) to determine whether participants outperformed their matched nonparticipants on the measures reported in this chapter. The

results of our analyses are presented in Appendix J. When significance testing reveals that participants outperformed their matched nonparticipants at a statistically significant level ($p < .10$), we indicate the exact p -value that the significance test produced.¹⁸

To make the groups of participants and nonparticipants as comparable as possible at baseline, we restricted our analyses to participants for whom we had an exact nonparticipant match on gender, race, grade in school, and free or reduced-price lunch status, and for whom scaled scores on the fourth-grade MCAS mathematics or MCAS ELA test were within 8 points of their counterpart.¹⁹ After applying this criterion, 83 percent (or 146) of Cohort I sixth-graders and 81 percent (or 39) of Cohort I eighth-graders as well as 90 percent (or 157) of Cohort II sixth-graders and 78 percent (or 66) of Cohort II eighth-graders remained in the sample. Within each section, the analyses are also restricted to pairs of participants and their matched nonparticipants who both have valid data on the indicator or outcome variable of interest. For this reason, the size of the analysis group may change from section to section. We present our findings separately by:

- **Year.** Data are reported for Cohorts I and II for Year 1 (the first year of participation in Citizen Schools) and for Cohort I for Year 2 (the year after their first year of participation in Citizen Schools). The two years align with the traditional school years as follows:

	Year 1	Year 2
Cohort I	SY 2001-02	SY 2002-03
Cohort II	SY 2002-03	

- **Cohort.** We explored data patterns by cohort to determine whether the experience of the Cohort I evaluation group is similar to that of participants in the Cohort II evaluation group. In the case of Year 2, we looked at Cohort I students who remained in the BPS schools and for whom we have data to assess progress over time.

¹⁸ The statistical significance of the difference in means depends on several factors, including the actual difference in means, the standard deviation and range of each distribution, and sample size. As a result, the difference between participants and matched nonparticipants on one indicator could be similar to the difference between participants and nonparticipants on another indicator, although only one difference achieves statistical significance.

¹⁹ This differs slightly from our approach in Phase I in that we no longer restrict our evaluation group to students and matched nonparticipants who were an *exact* match on the fourth-grade MCAS *mathematics* test. To increase the number of students in our analysis, we now include participants and matched nonparticipants who scored *within 8 points* of each other on *either* the MCAS mathematics or MCAS ELA test.

- ***Grade level.*** Since we expect the experiences of sixth-grade participants to be different from those of eighth-grade participants, both in terms of their regular school day and after-school experiences in the Citizen Schools program, we present findings separately for the two groups of students.

Where relevant, we also present our findings by:

- ***Level of exposure to Citizen Schools programming.*** Because we expect students with higher levels of exposure to the Citizen Schools program to demonstrate the greatest improvements, we separately present findings for students who participated in Citizen Schools for 80 percent or more of the days offered at their campuses. We refer to these students as students with high levels of exposure to Citizen Schools.
- ***Focus of evaluation campus activities.*** Finally, we looked at participants who attended campuses that offered special activities in data analysis and mathematics and compared their performance on indicators related to student achievement in mathematics with the performance of their matched nonparticipants. Similarly, we compared participant and matched nonparticipant data on indicators related to student achievement in English for participants who attended campuses that offered special activities in writing.

While disaggregating the data in these ways makes sense substantively, there are methodological limitations to doing so. First, disaggregating the groups decreases the size of the individual sub-samples, which means that individual idiosyncrasies or outliers are more pronounced. Second, with small sample sizes it is difficult to detect statistically significant differences. As more data are collected in the years ahead, the evaluation should be able to reach more clear-cut conclusions about the outcomes that youth attain.

Participants' Progress on Short-Term Outcomes

Our analyses indicate that Citizen Schools participants in 8th Grade Academy select better high schools than had they not participated in Citizen Schools. We also found that the percentage of eighth-graders who were promoted on-schedule to the tenth grade was higher among 8th Grade Academy graduates than it was among their matched nonparticipants.

High School Choices of 8th Grade Academy Graduates

In addition to offering the Citizen Schools activities and services offered at other campuses, 8th Grade Academy includes experiential learning activities designed to build academic and life skills and give participants access to coaches, technology, internships, and other educational programs that can

help participants succeed in high school. An important goal of 8th Grade Academy is for its graduates to apply to and succeed in competitive high schools that have a positive culture of achievement, thus enhancing their preparation for success in college and later.

In fall 2002, using certain stated criteria, Citizen Schools classified Boston public high schools²⁰ into three categories and encouraged 8th Grade Academy graduates to attend schools in Categories 1 and 2. In classifying the schools, Citizen Schools considered school size, MCAS performance, the percent of graduates attending college or post-secondary training, indicators of engagement (school attendance rates, dropout rates, ninth-grade retention), school reputation, and Citizen Schools' relationship with the school. The last criterion was included because an existing partnership with a school would help make it possible for Citizen Schools to track its students and support them through their high school years. The categories used in the previous year were: Endorsed, Pleased with Choice, and Not Endorsed. This year, Citizen Schools introduced new classifications, using similar criteria as last year:

- **Category 1.** Based on available information, Citizen Schools believes that these high schools provide students with the highest level of encouragement and support among the public high schools in Boston. In addition, Citizen Schools believes that these schools have the highest culture of achievement of the public high schools in Boston.
- **Category 2.** Based on available information, Citizen Schools believes that these high schools provide students with a medium amount of encouragement and support. In addition, Citizen Schools believes that these high schools embody some culture of achievement. Some schools in this category seem promising but are too new to have proven themselves. It is possible to succeed at these schools, but it will take more determination and skills.
- **Category 3.** According to Citizen Schools, these high schools provide students with the lowest level of encouragement and support among high schools in Boston. It is possible to succeed at these schools, but it will take a high level of determination and skills.

²⁰ The categories also include those private, parochial, and METCO high schools whose characteristics Citizen Schools believes to be consistent with the definition set for that category.

Exhibit 5.1
High Schools Attended by Cohort II 8th Grade Academy Graduates
Compared with Those Attended by Matched Nonparticipants

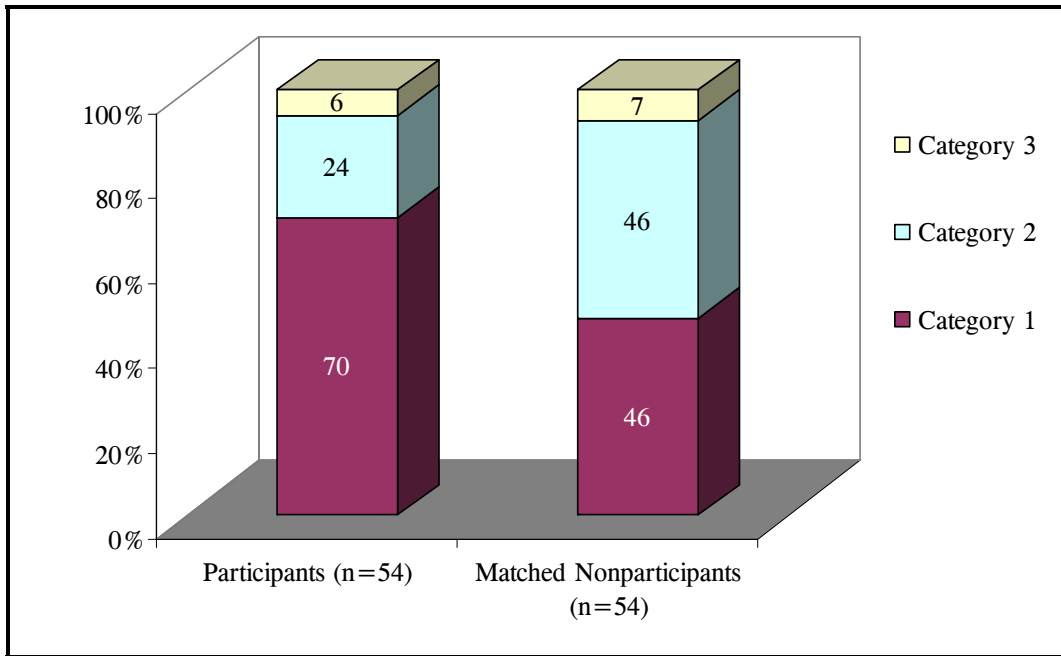


Exhibit reads: Seventy percent of Cohort II 8th Grade Academy Graduates went on to attend high schools classified as Category 1 schools by Citizen Schools, compared with 46 percent of their matched nonparticipants.

As was true among Cohort I 8th Grade Academy graduates, Cohort II 8th Grade Academy graduates selected better high schools than had they not participated in Citizen Schools. For purposes of comparison, we present information only on the 54 Cohort II participants whose matched nonparticipants also had valid high school choice data.²¹ As shown in Exhibit 5.1, 70 percent of the Cohort II 8th Grade Academy graduates went on to attend high schools that Citizen Schools classified in Category 1, whereas fewer than half (46 percent) of their matched nonparticipants did so. The difference in the rates of participants and nonparticipants attending these schools was statistically significant ($p=0.00$). Twenty-four percent of graduates went on to attend schools in Category 2, compared to nearly half (46 percent) of the matched nonparticipants. Finally, 6 percent of graduates selected a school classified under Category 3, compared with 7 percent of the nonparticipants. As we

²¹ Of the 76 Cohort II 8th Grade Academy graduates for whom we have BPS and high school choice data, 71 percent went on to Category 1 high schools, 24 percent went on to Category 2 high schools, and 5 percent went on to attend Category 3 high schools. An additional nine students who attended 8th Grade Academy are excluded from our analyses because they either did not have high school choice data or they did not complete an entire year of 8th Grade Academy programming. According to Citizen Schools, the students who exited the program early in the year would not have benefited from the programming period that is explicitly dedicated to guiding youth through high school choice and the high school application process.

reported last year, most Cohort I 8th Grade Academy participants (23 out of 33) went on to attend high schools endorsed by Citizen Schools, whereas only four of their matched nonparticipants did so. Seven Cohort I 8th Grade Academy graduates chose to attend high schools that met Citizen Schools “pleased with choice” classification, compared with only four of the matched nonparticipants. Three of the Cohort I 8th Grade Academy graduates chose to attend high schools that Citizen Schools did not endorse, compared with the great majority of matched nonparticipants (25 out of 33). We do not compare the percentage of Cohort I 8th Grade Academy graduates who decided to attend a high school rated Endorsed by Citizen Schools’ in 2001-02 with the percentage of Cohort II 8th Grade Academy graduates who decided to attend a high school in Category 1 in 2002-03 because last year’s classifications do not align perfectly with this year’s.

Promotion to the Tenth Grade

To be promoted to the tenth grade, BPS students are expected to (1) receive a passing grade in their high school level English and mathematics courses, (2) receive a passing grade in two out of three other subject areas (i.e., Lab Science, World History, and/or World Language), (3) earn a passing score on an ELA/ESL reading test (SRI or QRI), and (4) earn a passing score on one of several mathematics tests (i.e., Math Tasks, End-of-Year or Summer Assessment, or MCAS Mathematics). Aside from these standard BPS requirements, individual school councils can approve additional requirements.

BPS provided the evaluation team with two years of promotion data on Cohort I 8th Grade Academy graduates and their matched nonparticipants. We used these data to compare the proportions of Cohort I 8th Grade Academy graduates and their matched nonparticipants who were promoted to the tenth grade on schedule (i.e., within two years). We included in this analysis only those students who were eighth-graders in 2001-02 and for whom we have promotion data for two years. Of the 39 participants and 39 matched nonparticipants who fell into this category, 87 percent of participants and 74 percent of matched nonparticipants were promoted on-schedule to the tenth grade. The difference in proportions between participants and nonparticipants was statistically significant ($p=0.07$). Similar findings were observed among participants with high levels of program exposure and their matched nonparticipants. Participants with high levels of exposure ($n=30$) were promoted on-schedule to the tenth grade at higher rates (90 percent) than their matched nonparticipants (73 percent) ($p=0.05$).

Exhibit 5.2
On-Schedule Promotion to the Tenth Grade,
Cohort I 8th Grade Academy Graduates Compared with Their Matched Nonparticipants

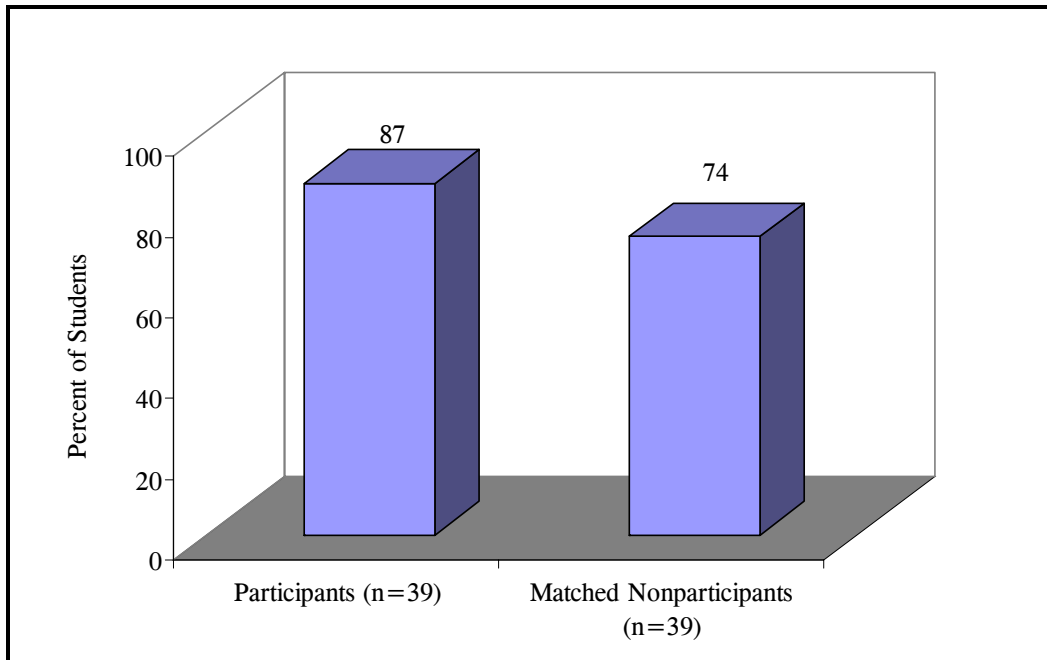


Exhibit reads: Eighty-seven percent of Cohort I 8th Grade Academy graduates were promoted to the tenth grade on schedule compared with 74 percent of their matched nonparticipants.

High school choice data were only applicable to 8th Grade Academy graduates, and data on successful promotion to the tenth grade were only relevant to Cohort I 8th Grade Academy graduates. For all Citizen Schools participants, we analyzed their progress along several short-term indicators that can tell us whether participants are on track to achieving the two short-term outcomes, being eligible for and selecting high-achieving high schools and being successfully promoted to the tenth grade on time. In the sections that follow, we describe participants' progress along these various indicators, and we compare it against the progress of their matched nonparticipants.

Participants' Progress on Short-Term Indicators

We present overall patterns within each of the short-term indicators, including attendance, suspension, MCAS scores, course grades, and promotion. We refer to each of these areas as indicators, because they will inform Citizen Schools as to whether or not the youth in each of the evaluation campuses are well positioned to achieve the short-term outcomes that Citizen Schools desires for them, which are positive high school choice and on-track promotion to the tenth grade. For example, if students are attending school at higher rates than their matched nonparticipants and earning higher scores on their MCAS tests and school courses, they will be in a better position to be admitted into a high school with a positive culture of achievement and to be promoted on schedule to the tenth grade.

We found that students outperformed their matched nonparticipants on various short-term indicators in Year 1. Overall, sixth-grade program participants performed better than their matched nonparticipants on three of six indicators (attendance, suspension rates, and grade promotion). The results among participants with high levels of program exposure (i.e., participants who attended 80 percent or more of the days offered at their program) were even more positive, with this group outperforming their matched nonparticipants on five of six indicators (attendance, suspension rates, mathematics course grade, English course grade, and promotion). Among eighth-grade participants in Citizen Schools' 8th Grade Academy program the results were more mixed. Eighth-grade participants overall performed better than their matched nonparticipants on only one of six indicators (attendance). This pattern was also true among eighth graders with high levels of program exposure.

While not conclusive, Year 2 data for Citizen Schools participants in Cohort I indicate that at this stage several of the short-term benefits of Citizen Schools appear to have emerged or persisted as the former sixth-grade participants moved on to the seventh grade. Seventh-graders who were part of the first Citizen Schools evaluation cohort outperformed their matched nonparticipants on three of six indicators (suspension rates, MCAS ELA test, and mathematics course grade).

Because we limit our analysis on short-term indicators to participants and nonparticipants who share exact characteristics (including gender, race, grade in school, free or reduced-price lunch status, and similar scores on MCAS mathematics and MCAS ELA tests) prior to the participant's engagement in Citizen Schools, we can attribute some of the differences in the progress of participants and nonparticipants along short-term indicators to Citizen Schools' intervention.

School Attendance

Using school attendance as an indicator of the level of a student's engagement in school, the evaluation assessed whether Citizen Schools participants attended school more than had they not participated in the Citizen Schools program. Evidence suggests that, as a result of their participation in Citizen Schools, students demonstrated higher levels of school attendance during their first year of participation (Year 1) in Citizen Schools than would otherwise have been the case. We found that participants from Cohorts I and II attended school more during Year 1 than had they not participated in Citizen Schools. We also found that Cohort I participants attended school in Year 2 at higher rates than their matched nonparticipants although this difference was not statistically significant.

Participation in Citizen Schools appears to have a positive effect on the attendance patterns of sixth- and eighth-grade participants overall during Year 1. In Year 1, sixth-grade participants (n=292) attended school at a higher rate than their matched nonparticipants (94 percent versus 91 percent), and the difference was statistically significant ($p=0.00$) (see Exhibit 5.3 and Appendix Table J-1). Similarly, among eighth-grade participants (n=103), their attendance rate was higher than that of their matched nonparticipants (95 percent versus 91 percent). This difference was also statistically significant ($p=0.01$).

Exhibit 5.3
School Attendance Rates of Citizen Schools Participants and Matched Nonparticipants in Year 1

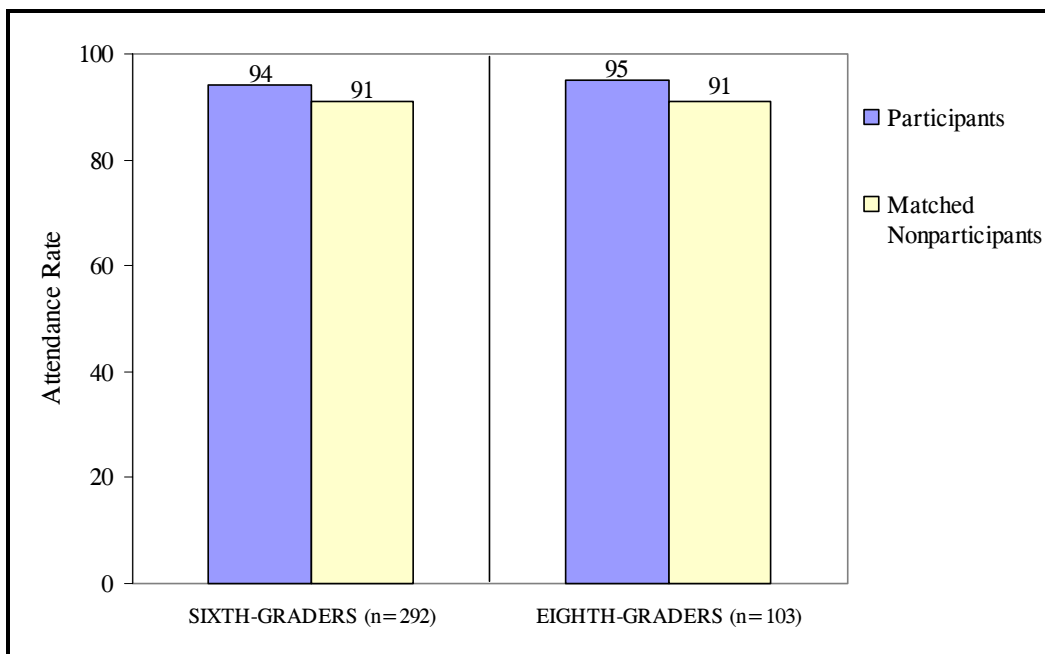


Exhibit reads: Overall, sixth-grade participants attended school 94 percent of the time in Year 1 while their matched nonparticipants attended school 91 percent of the time.

Looking at each individual participant against their nonparticipant, we found that, among sixth-graders in Year 1, 59 percent of participants (n=292) attended school more than their nonparticipants, 2 percent attended at the same rate, and 38 percent of participants attended school less than their matched nonparticipant (see Exhibit 5.4). Among eighth-graders, 50 percent of participants (n=103) attended school at a higher rate than their nonparticipant matches, 7 percent of students attended at the same rate, and 43 percent of participants attended school less than their matched nonparticipants.

Exhibit 5.4
Performance of Individual Participants in Attendance Rates in Year 1
Compared with the Performance of Individual Matched Nonparticipants

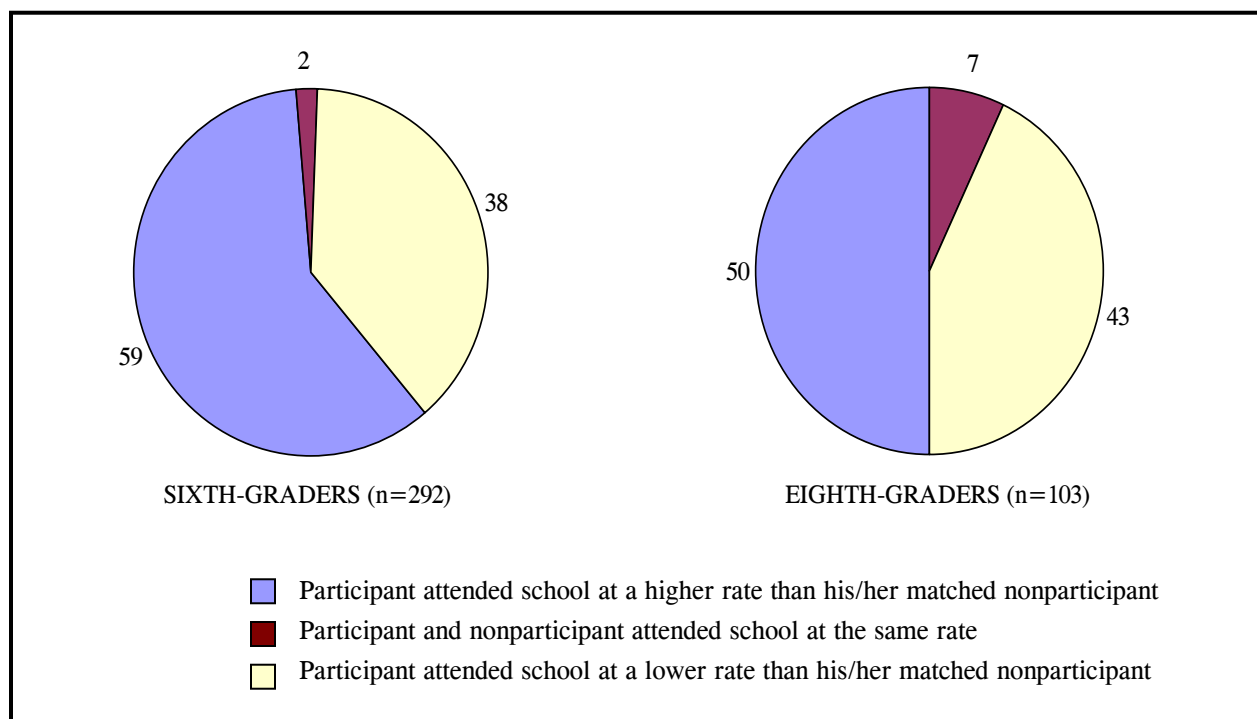


Exhibit reads: Fifty-nine percent of sixth-grade participants attended school at a higher rate than their matched nonparticipant.

When we further examined the data on attendance, we found the following statistically significant differences:

- Attendance rates were higher during Year 1 among Cohort I sixth-grade participants and Cohort II sixth- and eighth-grade participants than among their matched nonparticipants, and the differences were statistically significant. On average, Cohort I sixth-grade participants (n=143) attended school 94 percent of the time, and their

matched nonparticipants attended school 92 percent of the time ($p=0.00$).²² The difference of 2 percentage points amounts to an additional 3.6 days of instruction. Cohort II sixth-grade participants ($n=149$) also attended school at higher rates than their matched nonparticipants (93 versus 90 percent) ($p=0.04$). The difference of 3 percentage points amounts to 5.4 additional days of instruction. Finally, among Cohort II eighth-graders, participants ($n=65$) attended school 95 percent of the time, and their matched nonparticipants attended 90 percent of the time ($p=0.03$). The difference of 5 percentage points amounts to an additional 9 days of instruction.

- Overall, Cohort I and II sixth-grade participants with high levels of program exposure ($n=160$) attended school more than their matched nonparticipants (96 percent versus 92 percent) in Year 1 ($p=0.00$). The difference of 4 percentage points amounts to an additional 7.2 days of instruction. Cohort I sixth-grade participants with high levels of program exposure ($n=78$) attended school at a rate of 96 percent, compared with their matched nonparticipants who attended school 92 percent of the time ($p=0.00$). Among Cohort II sixth-graders with high levels of program exposure ($n=82$), the difference between participants and nonparticipants was 5 percentage points or 9 additional days of school (96 percent versus 91 percent, $p=0.01$). Similar patterns were observed among eighth-grade participants with high levels of program exposure ($n=68$); participants attended school at a rate of 96 percent, compared with their matched nonparticipants who attended school 92 percent of the time ($p=0.01$). Among Cohort II eighth-grade participants with high levels of program exposure ($n=38$), the difference in attendance rates—96 percent for participants and 92 percent for nonparticipants—was statistically significant ($p=0.01$).

The evaluation did not find evidence of Cohort I participants attending school at higher rates than their matched nonparticipants in Year 2. Cohort I sixth-grade participants who attended BPS schools in Year 2 ($n=139$)²³ attended school 91 percent of the time, and their matched nonparticipants attended school 89 percent of the time. Among Cohort I eighth-graders ($n=35$), participants attended school 92 percent of the time in Year 2, and their matched nonparticipants attended school 87 percent of the time. While neither of these differences was statistically significant, both were in the desired direction.

²² Some attendance rates will slightly differ from those presented in the Phase I report because more data were available this year and because our attendance calculation varied somewhat from last year. This year, we computed an individual's attendance rate by taking the number of days the student was present at the school and dividing it by the total number of days the school was open, typically 180 days, whereas last year the attendance variable was equal to the number of days a student was present at a school divided by the number of days a student was enrolled in that school.

²³ The majority of these students attended BPS schools in Year 2 as seventh-graders. Throughout our analyses we also included students (5 participants and 14 nonparticipants) who remained in the sixth grade during Year 2.

School Suspension

Using school suspension as another indicator of the level of a student's engagement in school, the evaluation assessed whether Citizen Schools participants were suspended from school at lower rates than had they not participated in the Citizen Schools program. Evidence suggests that, as a result of their participation in Citizen Schools, students participating in Citizen Schools as sixth-graders were suspended at lower rates than their matched nonparticipants. With respect to eighth-graders, the evaluation did not find evidence to suggest that participants were suspended at lower rates than their matched nonparticipants.

Citizen Schools sixth-grade participants fared better than their matched nonparticipants with respect to incidences of suspension in Year 1, while 8th Grade Academy participants did not fare better than their matched nonparticipants. Among sixth-graders from Cohorts I and II (n=303), the suspension rate was lower for participants than for matched nonparticipants (9 percent versus 15 percent), and the difference was statistically significant ($p=0.02$) (see Exhibit 5.5 and Appendix Table J-2). Eighth-grade participants from Cohorts I and II (n=105), however, were not suspended at lower rates than their matched nonparticipants.

Exhibit 5.5
School Suspension Rates of Citizen Schools Participants and Matched Nonparticipants in Year 1

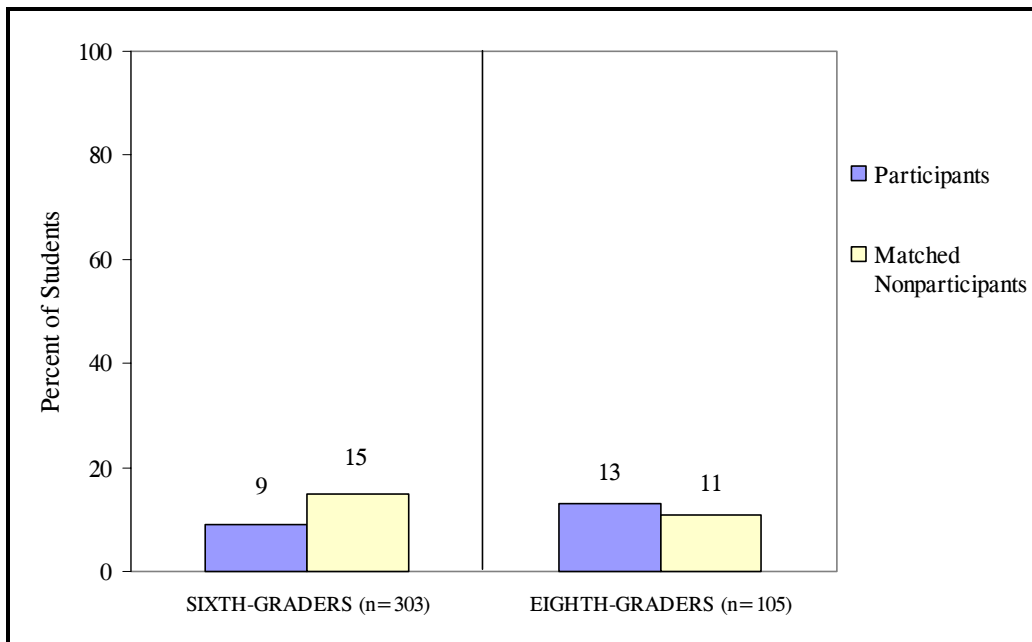


Exhibit reads: Nine percent of sixth-grade participants were suspended from school in Year 1 compared with 15 percent of their matched nonparticipants.

Looking at each individual participant against their nonparticipant, we found that, among sixth-graders in Year 1, 13 percent of participants fared better than their matches (i.e., the participants were not suspended while their matches were), 79 percent fared similarly (i.e., both participant and nonparticipant were or were not suspended), and 8 percent of participants fared worse than their matches (i.e., the participants were suspended while their matches were not) (see Exhibit 5.6). Among eighth-graders in Year 1, 8 percent of participants fared better than their matched nonparticipant; 83 percent fared similarly; and 9 percent fared worse.

Exhibit 5.6
Performance of Individual Participants in Suspension Rates in Year 1
Compared with the Performance of Individual Matched Nonparticipants

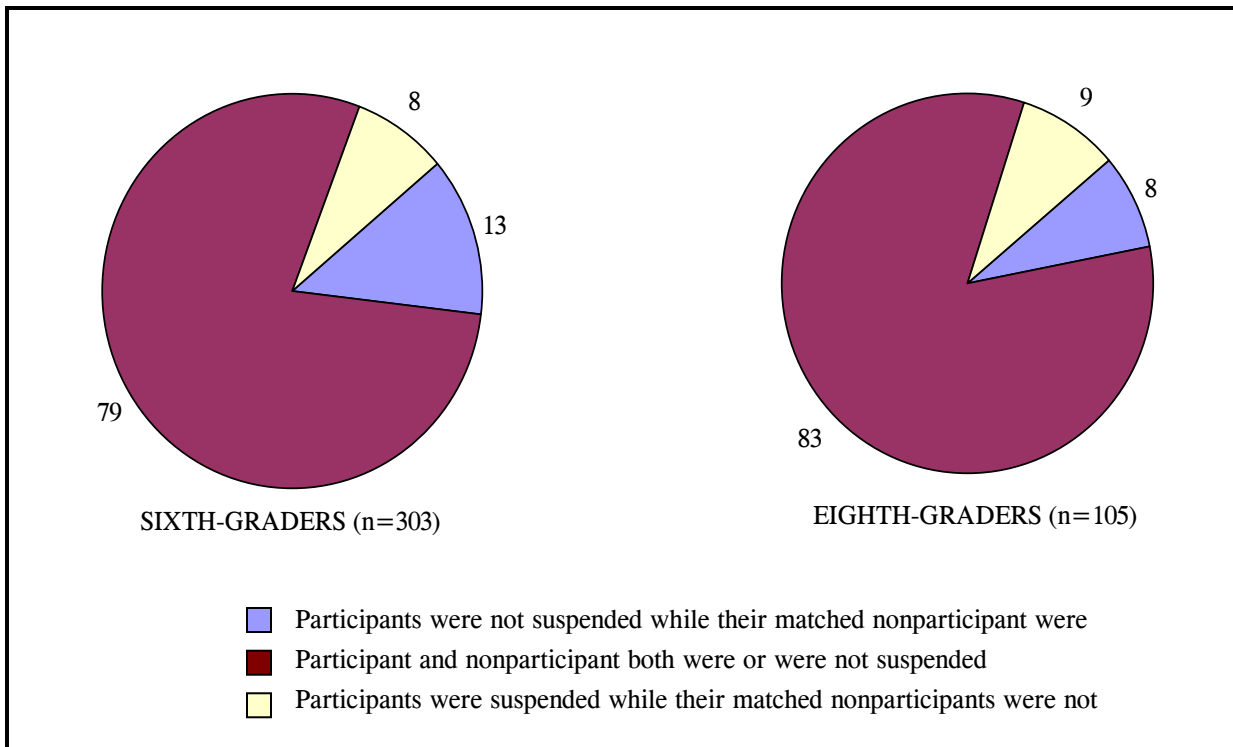


Exhibit reads: Thirteen percent of sixth-grade participants were not suspended in Year 1 while their matched nonparticipants were suspended.

When we further examined the data on school suspension, we found the following statistically significant differences:

- The percentage of students suspended was lower among Cohort I sixth-grade participants (n=146) than among their matched nonparticipants, for a gap of 7 percentage points in favor of participants (5 percent versus 12 percent) ($p=0.01$).

- Overall, sixth-grade participants with high levels of program exposure (n=167) were suspended at a lower rate than their matched nonparticipant (2 percent versus 13 percent) ($p=0.00$). The same pattern was true separately for sixth-graders in Cohort I and sixth-graders in Cohort II. Only 4 percent of high participating Cohort I sixth-grade participants (n=80) were suspended in Year 1, while this was true for 11 percent of the matched nonparticipants ($p=0.03$). Among Cohort II sixth-graders with high levels of exposure (n=87), none of the participants were suspended from school in Year 1, compared with 15 percent of the matched nonparticipants ($p=0.00$).

The evaluation found mixed results with respect to suspension rates among participants and their matched nonparticipants in Year 2. Among all Cohort I sixth-graders for whom BPS data were available during their seventh-grade year (n=143), the percentage of students suspended in Year 2 was lower among participants than it was among their matched nonparticipants (13 percent versus 20 percent, $p=0.06$). Among Cohort I sixth-graders who participated in Citizen Schools as seventh-graders (n=48), 15 percent were suspended compared to 21 percent of their nonparticipants. Finally, among Cohort I 8th Grade Academy graduates (n=37), 8 percent of participants were suspended in Year 2 compared with 11 percent of nonparticipants. While none of the differences were statistically significant, they were in the desired direction.

Student Achievement in Mathematics

As part of our assessment of participants' academic progress, we compared the scaled scores on their MCAS mathematics test to the scaled scores of their matched nonparticipants. The mathematics test was administered to sixth- and eighth-graders during their first year of participation in the program. We also compared participants' course grades in mathematics at the third marking period of Year 1 and Year 2 with the grades earned by their matched nonparticipants.

For purposes of the evaluation, the BPS programmer who provided us with student-level data collapsed various mathematics course titles into one mathematics grade, including Math, Honors Math, Advanced Work Class Math, and Intermediate Math. We then converted students' letter grades to numeric scores. We analyzed grades from the third marking period because we expect students to have had by then a meaningful exposure to Citizen Schools. (We did not select periods 1 or 4 because Citizen Schools was only available to participants for parts of these periods.) Furthermore, by this point, other factors may have settled, such as becoming accustomed to teacher expectations and level of work, as well as managing other responsibilities within and outside of school.

While early evidence shows that one year of participation in Citizen Schools has not improved the mathematics achievement of sixth- or eighth-grade students as measured by MCAS mathematics test results, our findings are promising with respect to the achievement trajectories of sixth-grade participants with high levels of exposure to the program as measured by their mathematics course grades. Cohort I students who participated in Citizen Schools for two years also showed positive effects with respect to mathematics grades. However, early evidence suggests that one year of participation in Citizen Schools did not improve the mathematics achievement of sixth- or eighth-grade students as measured by MCAS mathematics test results.

Sixth- and eighth-grade participants did not perform better than their respective group of matched nonparticipants on the MCAS test in mathematics in Year 1. Overall, the mean scaled score on the MCAS mathematics test administered to sixth-graders in the spring of Year 1 was 221.1 among participants (n=271), and it was 221.5 among matched nonparticipants (see Exhibit 5.7 and Appendix Table J-3). Among eighth-grade participants (n=97), the mean scaled score was 223.4 compared with the mean scaled score of 223.2 among their matched nonparticipants. Overall, 40 percent of sixth-grade participants, as well as 42 percent of their matched nonparticipants, scored at the level of Needs Improvement or higher. Almost half (47 percent) of both 8th Grade Academy participants and their matched nonparticipants scored at the level of Needs Improvement or higher. We did not find evidence that participants outperformed nonparticipants at either grade level.

Exhibit 5.7

Performance of Participants and Matched Nonparticipants on MCAS Mathematics Test in Year 1: Mean Scaled Score, Percent of Student Failing, and Percent Scoring at Needs Improvement Level or Higher

	N	Mean scaled score	Percent scoring in Warning/Failing level	Percent scoring at Needs Improvement level or higher
Grade 6				
Participant	271	221.1	60	40
Nonparticipant	271	221.5	58	42
Grade 8				
Participant	97	223.4	53	47
Nonparticipant	97	223.2	53	47

Exhibit reads: In Year 1, the average mean scaled score on the MCAS mathematics test among sixth-grade participants was 221.1.

Looking at each individual participant against their matched nonparticipant, we found that 41 percent of sixth-grade participants (n=271) scored higher on the MCAS mathematics test than did their participant match, and another 9 percent received the same score (see Exhibit 5.8). Fifty percent of sixth-grade participants scored lower on the MCAS mathematics test than did their matched nonparticipant. Among eighth-grade participants who took the MCAS mathematics test in Year 1 (n=97), 42 percent of students outperformed their matched nonparticipant, 10 percent earned the same score, and another 48 percent of participants scored lower than their matched nonparticipant.

Exhibit 5.8
Performance of Individual Participants on the MCAS Mathematics Test in Year 1
Compared with the Performance of Individual Matched Nonparticipants

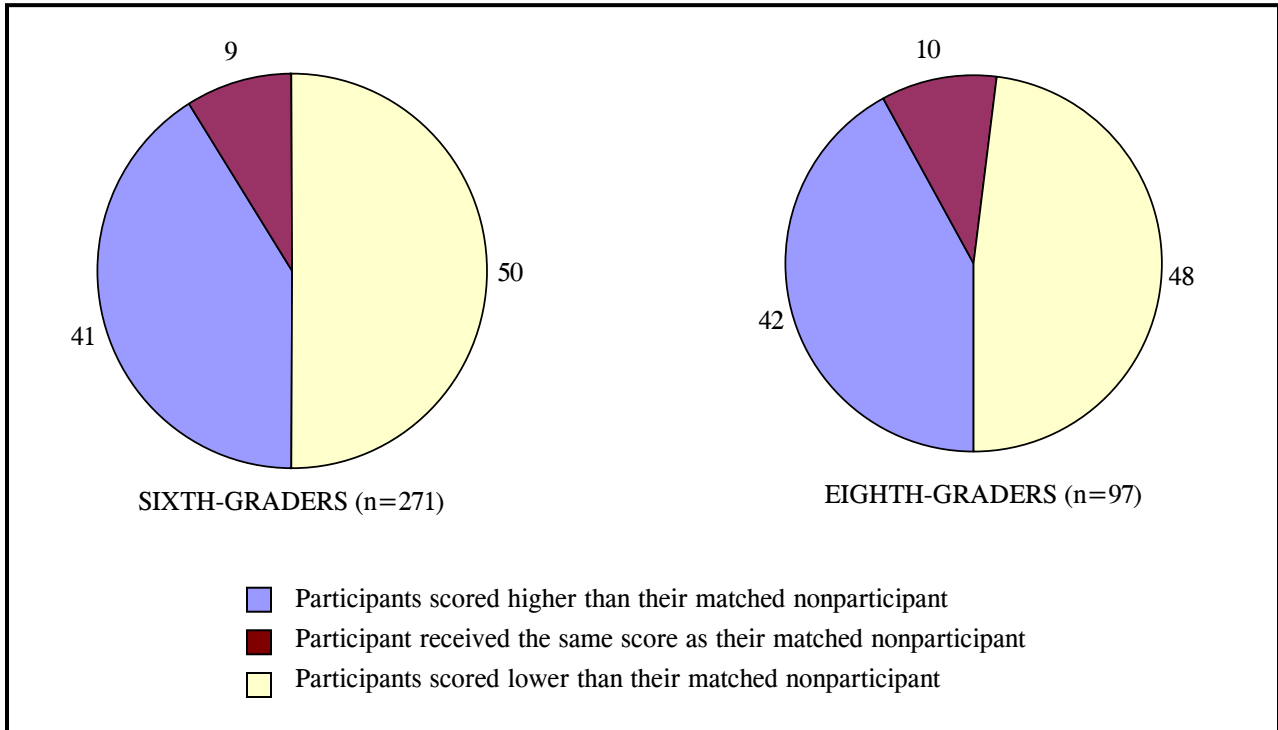


Exhibit Reads: Forty-one percent of sixth-grade participants scored higher on their MCAS mathematics test than did their matched nonparticipants.

When we further analyzed MCAS mathematics test data by cohort, level of participation in Citizen Schools, and participation in a campus with special data analysis and mathematics activities, we did not find evidence that would suggest that participants had outperformed their matched nonparticipants on their MCAS mathematics test (see Appendix Table J-3).

Overall, Citizen Schools sixth- and eighth-grade participants did not earn higher grades than their respective group of matched nonparticipants on their mathematics course grades during Year 1. The mean grade among sixth-grade participants from Cohorts I and II (n=189) was a C- (1.67) during the third marking period in Year 1, while it was a C-/D+ (1.60) among their matched nonparticipants (see Exhibit 5.9 and Appendix Table J-4). The difference was not statistically significant. Among Cohort I and II eighth-grade participants (n=82), the average mathematics grade during their third marking period in Year 1 was a C- (1.68), compared with a C (1.98) for their matched nonparticipants.

**Exhibit 5.9
Performance of Participants and Matched Nonparticipants in Mathematics Course During Year 1:
Mean Score, Percent of Student Failing, and Percent Passing with a B- or Better**

	N	Mean grade	Percent of students failing	Percent of students earning a B- or better
Grade 6				
Participant	189	C- (1.67)	20	27
Nonparticipant	189	C-/D+ (1.60)	23	28
Grade 8				
Participant	82	C- (1.68)	18	26
Nonparticipant	82	C (1.98)	10	32

Exhibit reads: In Year 1, sixth-grade participants, on average, earned a C (1.67) during their mathematics class’s third marking period.

Looking at each individual participant against their matched nonparticipant, we found that 42 percent of Cohort I and II sixth-grade participants (n=189) earned a higher grade than their nonparticipant match, 16 percent of participants and nonparticipants earned the same grade, while another 42 percent of participants earned a lower grade than their nonparticipant match (see Exhibit 5.10). Among eighth-graders in Year 1, 37 percent of participants (n=82) earned a higher grade in their mathematics course than their matched nonparticipant during the third marking period, 13 percent earned the same grade, and 50 percent of participants earned a lower grade than their matched nonparticipant.

Exhibit 5.10
Mathematics Performance of Individual Participants in the Third Marking Period in Year 1
Compared with the Performance of Individual Matched Nonparticipants

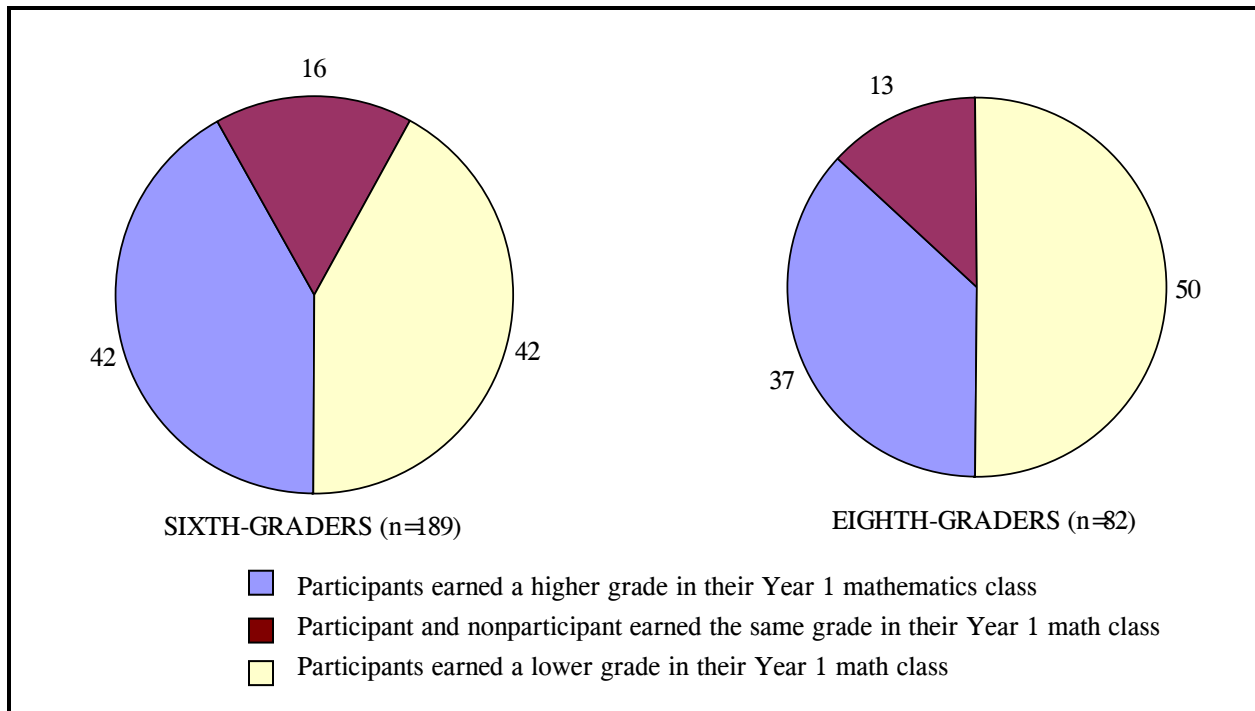


Exhibit Reads: Forty-two percent of sixth-grade participants scored higher on their Year 1 mathematics course than their matched nonparticipants.

When we further examined the mathematics course grades data, we found the following statistically significant differences:

- Overall, sixth-grade participants with high levels of program exposure (n=112) earned a higher grade in their mathematics course during the third marking period in Year 1 (C or 1.97) than did their matched nonparticipants (C- or 1.71) ($p=0.05$).
- Cohort I sixth-grade participants with high levels of program exposure (n=47), on average, earned a higher mathematics grade than their matched nonparticipant (C or 1.95 versus C- or 1.65) ($p=0.09$).

During the third marking period in Year 2, Citizen Schools sixth-grade Cohort I students earned a higher mathematics grade (as seventh-graders) than their matched nonparticipants, and Cohort I eighth-grade participants did not earn a higher grade (as ninth-graders) than their matched nonparticipants in their mathematics course grade. Cohort I sixth-grade participants who remained in BPS and for whom we have their third period marks in mathematics (n=80) averaged a higher grade in mathematics (C/C+ or 2.13) than their matched nonparticipants (C- or 1.74) (see Appendix Table J-5). This difference was statistically significant ($p=0.02$). Among Cohort I sixth-grade students who continued to participate in Citizen Schools as seventh graders (n=34), the average mathematics grade during the third marking period was higher than that of their matched nonparticipants (C+ or 2.32 versus C- or 1.75) ($p=0.04$). Cohort I 8th Grade Academy graduates (n=14) and their matched nonparticipants for whom we have relevant grade data both earned an average grade of C-/C (1.89) in their mathematics course during the year following their first year of participation in Citizen Schools.

Student Achievement in English

As part of our assessment of participants' academic progress, we compared their scaled scores on their MCAS ELA test against the scores of their matched nonparticipants. The MCAS ELA test was administered to Cohort I sixth-graders who were seventh-graders in Year 2, a year after their first year of participation in the program.

For purposes of the evaluation, the BPS programmer who provided us with student-level data collapsed various English course titles into one English grade, including English Language Arts, Advanced Work Class English Language Arts, ESL, and Reading. The evaluation then converted the letter grades to numeric scores. As with mathematics grades, we analyzed grades from the third marking period because we expect students to have had by then a meaningful exposure to Citizen Schools. We also compared participants' course grades in English at the third marking period of Years 1 and 2 with grades earned by their matched nonparticipants. In Year 1, Cohort I sixth-grade participants overall and those with high levels of program exposure outperformed their respective group of matched nonparticipants. Early evidence also suggests that sixth-grade participants outperformed their matched nonparticipants in English as measured by the MCAS ELA test. However, in terms of English course grades, neither sixth- nor eighth-grade participants outperformed their respective group of nonparticipants in Year 2.

Cohort I sixth-grade participants who took the MCAS ELA test as seventh-graders performed better on the test than their matched nonparticipants. Cohort I sixth-grade participants who took the MCAS ELA test as seventh-graders (n=101), on average, scored 235.3 (see Exhibit 5.11 and Appendix Table J-3). On average, their matched nonparticipants scored 232.8 on their MCAS ELA test. The difference of 2.4 points was statistically significant ($p=0.03$).

**Exhibit 5.11
Performance of Participant and Matched Nonparticipant on MCAS ELA Test in Year 2**

	N	Mean scaled score	Percent of scoring in Warning/Failing level	Percent of scoring at Needs Improvement level or higher
Cohort I sixth-graders in seventh-grade in Year 2				
Participant	101	235.3**	14	86
Nonparticipant	101	232.8	11	89

Exhibit reads: In Year 1, the average mean scaled score on the MCAS ELA test among Cohort I sixth-graders was 235.3 compared with an average mean scaled score of 232.8 among matched nonparticipants.

** Indicates that the difference in participant and nonparticipant scaled score was statistically significant at the $p<0.05$ level and in favor of participants.

Looking at each individual participant against their matched nonparticipant, we found that 51 percent of these participants scored higher on the MCAS ELA test than their matched nonparticipant, 4 percent received the same score, and another 45 percent of participants received a lower score on the MCAS ELA test than their matched nonparticipant (see Exhibit 5.12).

Exhibit 5.12
Performance of Individual Participants on the MCAS ELA Tests in Year 2,
Compared to the Performance of Individual Matched Nonparticipants

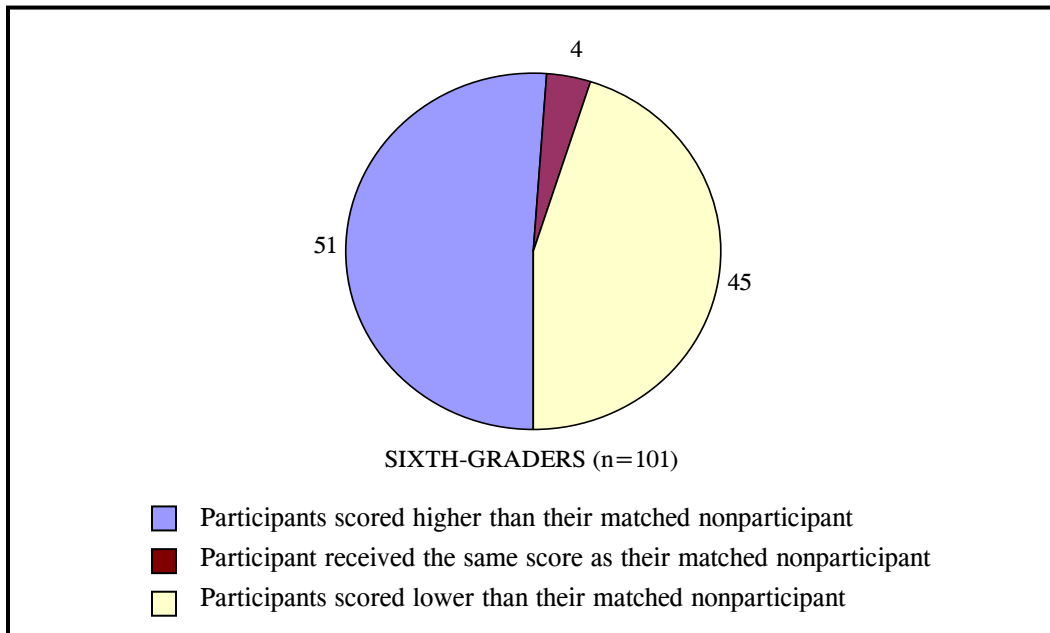


Exhibit reads: Fifty-one percent of Cohort I sixth-graders who took the MCAS ELA tests as seventh-graders (in Year 2) scored higher on the test than their matched nonparticipants.

When we further examined the MCAS ELA test data, we found the following statistically significant differences:

- Participants with high levels of program exposure (n=56) outperformed their matched nonparticipants on the MCAS ELA test, with participants scoring, on average, 236.6 and matched nonparticipants scoring, on average, 233.8 ($p=0.04$).
- Cohort I participants who were enrolled in a writing campus during their first year of participation (n=73) scored higher on the MCAS ELA test than their matched nonparticipants (234.8 versus 232.9, $p=0.10$).

Overall, Citizen Schools participants did not perform better than their matched nonparticipants on their third marking period English course grades during Year 1. Citizen Schools sixth-grade participants from Cohorts I and II (n=184) averaged a C (2.08) during the third marking period in Year 1, as did their matched nonparticipants (C or 1.98) (see Exhibit 5.13 and Appendix Table J-4). While in favor of participants, this difference was not statistically significant. Cohort I and II eighth-grade participants (n=83) did not earn higher grades than their matched nonparticipants. The

average grade among this group of participants in Year 1 was a C-/C (1.91), compared with a C (2.05) among their matched nonparticipants.

Exhibit 5.13
Performance of Participant and Matched Nonparticipant in English Course During Year 1:
Mean Score, Percent of Student Failing, and Percent Passing with a B- or Better

	N	Mean grade	Percent of students failing	Percent of students earning a B- or better
Grade 6				
Participant	184	C (2.08)	9**	42
Nonparticipant	184	C (1.98)	16	40
Grade 8				
Participant	83	C-/C (1.91)	14	36
Nonparticipant	83	C (2.05)	13	42

Exhibit reads: In Year 1, sixth-grade participants, on average, earned a C (2.08) during their English class’s third marking period.

** Indicates that the difference in participant and nonparticipant failing rate was statistically significant at the $p < 0.05$ level and in favor of participants.

Looking at each individual participant against their matched nonparticipant, we found that, among Cohorts I and II sixth-graders, 49 percent of participants (n=184) earned a higher grade in their English course during the third marking period of Year 1 than their nonparticipant match, 9 percent of participants and nonparticipants earned the same grade, and 42 percent of participants earned a lower grade than their nonparticipant match (see Exhibit 5.14). Among eighth-grade students, we found that 43 percent of participants (n=83) earned a higher grade than their matched nonparticipant, 6 percent earned the same grade, and 51 percent of participants earned a lower grade than their matched nonparticipant.

Exhibit 5.14
English Performance of Individual Participants in the Third Marking Period in Year 1
Compared with the Performance of Individual Matched Nonparticipants

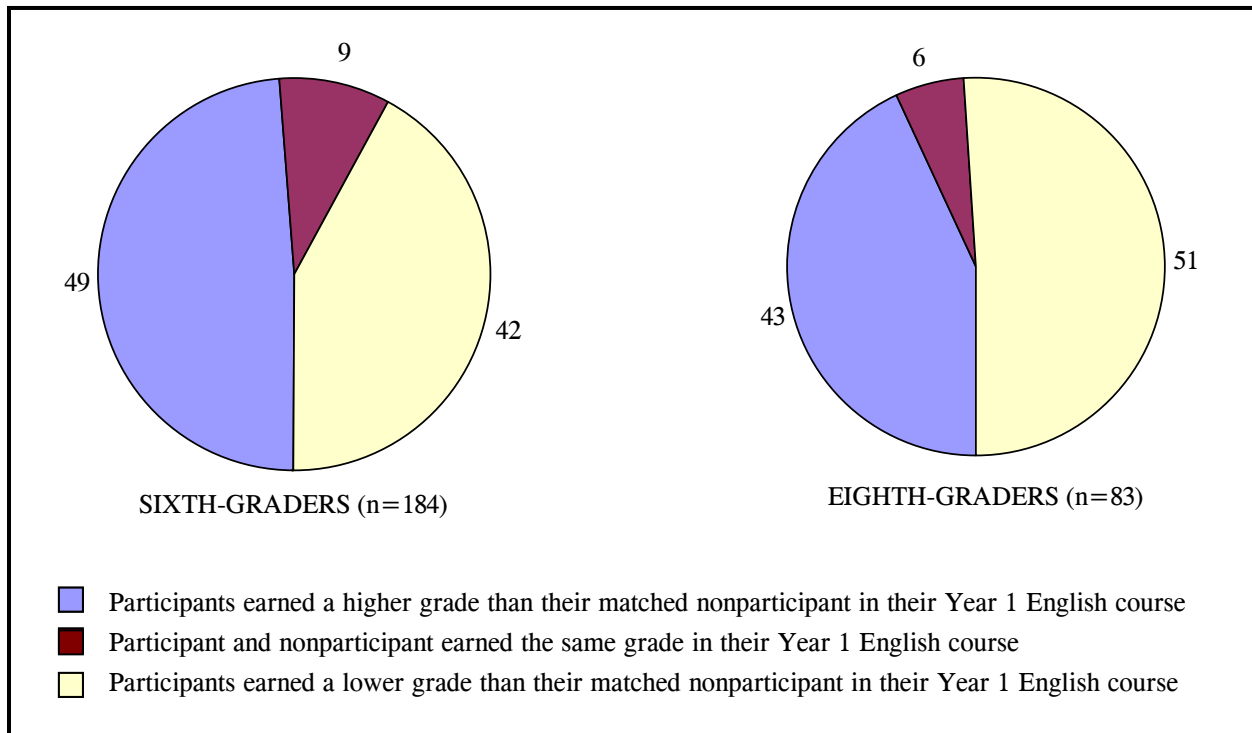


Exhibit Reads: Forty-nine percent of sixth-grade participants scored higher on their Year 1 English course than their matched nonparticipants.

When we further examined the English course grades data, we found the following statistically significant differences:

- Cohort I sixth-grade participants (n=82) earned a higher grade during their third marking period in Year 1 (C or 2.06) compared to their matched nonparticipants (C- or 1.75) ($p=0.03$).
- Overall, sixth-grade participants with high levels of exposure to the program (n=109) earned a higher grade in their English course during the third marking period in Year 1 (C+ or 2.29), compared to their matched nonparticipants (C or 2.02) ($p=0.03$). This pattern was also true for Cohort I sixth-graders with high levels of exposure (n=46). On average, their English grade during the third marking period in Year 1 was a C+ (2.39) versus a C-/C (1.84) for their matched nonparticipants ($p=0.00$).

- Overall, sixth-graders who were enrolled in a writing campus in Year 1 (n=131) earned a higher grade in English than did their matched nonparticipants (2.24 versus 2.01, $p=0.03$). Among Cohort I sixth-graders participating in a writing campus (n=71), the average English grade was a C/C+ (2.13), compared with a C-/C (1.82) among matched nonparticipants ($p=0.05$).

During the third marking period in Year 2, Citizen Schools sixth-grade and eighth-grade Cohort I participants did not earn better grades in English than their matched nonparticipants.

Cohort I sixth-grade participants who remained in BPS and for whom we have third period course grades (n=88) averaged a C-/C (1.85) and their matched nonparticipants averaged a C-/C (1.82), but the difference was not statistically significant (see Appendix Table J-5). Cohort I 8th Grade Academy graduates (n=19) earned a C+ (2.26) in their English grade, compared with a C (1.97) for their matched nonparticipants. While this difference was not statistically significant, it was in the desired direction.

Promotion

Overall, sixth-grade Citizen Schools participants were promoted to the next grade between Years 1 and 2 at higher rates than their matched nonparticipants, but this pattern did not hold true among eighth-grade participants. Ninety-six percent of sixth-grade Cohort I and Cohort II participants (n=299) were promoted to the next level between Year 1 and Year 2, compared with 93 percent of matched nonparticipants ($p=0.06$) (see Exhibit 5.15 and Appendix Table J-6). Among Cohort I and Cohort II eighth-grade participants (n=105), 98 percent were promoted to the next grade between Years 1 and 2, compared with 95 percent of their matched nonparticipants, but this difference was not statistically significant.

Exhibit 5.15
Promotion Rates of Citizen Schools Participants and Matched Nonparticipants
Between Years 1 and 2

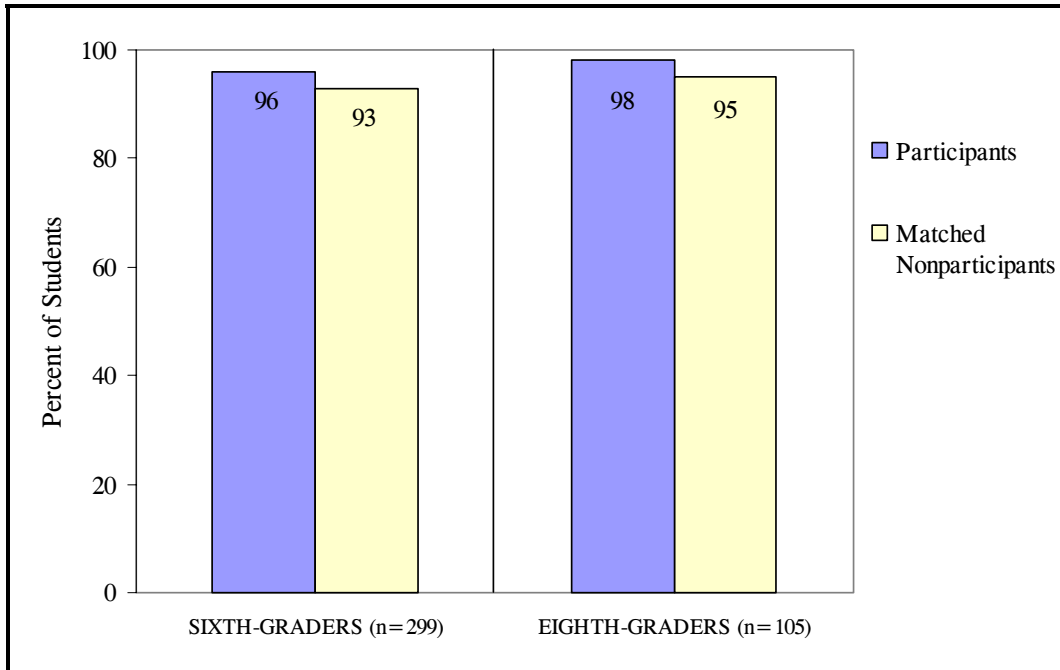


Exhibit reads: Ninety-six percent of Cohort I sixth-grade Citizen Schools participants were promoted to the next grade between Years 1 and 2 compared with 93 percent of their matched nonparticipants.

Looking at each individual participant against their matched nonparticipant, 6 percent of sixth-grade participants (n=299) fared better (i.e., the participant was promoted to the next grade level while the nonparticipant was not promoted) than their sixth-grade matched nonparticipants between Years 1 and 2, 91 percent fared the same, and 3 percent of participants fared worse than their matched nonparticipant (i.e., the participant was not promoted while the matched nonparticipant was promoted). Among eighth-graders, 5 percent of participants (n=105) fared better than their matched nonparticipants, 93 percent fared the same, and 3 percent fared worse than their matched nonparticipants.

When we further examined the data, we found the following statistically significant differences:

- Ninety-seven percent of Cohort I sixth-grade participants (n=142) were promoted to the next grade level after completion of Year 1, compared with 90 percent of matched nonparticipants ($p=0.00$).
- The percentage of students being promoted successfully to the next level was higher among all sixth-grade participants with high levels of exposure to Citizen Schools

(n=165) than among their matched nonparticipants (98 percent versus 95 percent, $p=0.04$). A similar pattern was evident among Cohort I sixth-graders with high levels of program exposure (n=78). This group of participants was promoted at a rate of 99 percent, and their matched nonparticipants were promoted at a rate of 92 percent ($p=0.03$).

Cohort I sixth-grade participants as a whole were not promoted from the seventh to eighth grade at a higher rate than that of their matched nonparticipants between Years 2 and 3. The same was true for Cohort I sixth-grade participants who continued to participate in Citizen Schools during their seventh-grade year. Between Years 2 and 3, Cohort I sixth-grade participants (n=126) were promoted from the seventh to eighth grade at the same rate as their matched nonparticipants (94 percent) (see Exhibit 5.16 and Appendix Table J-5).

**Exhibit 5.16
Promotion Rates of Citizen Schools Participants and Matched Nonparticipants
Between Years 2 and 3**

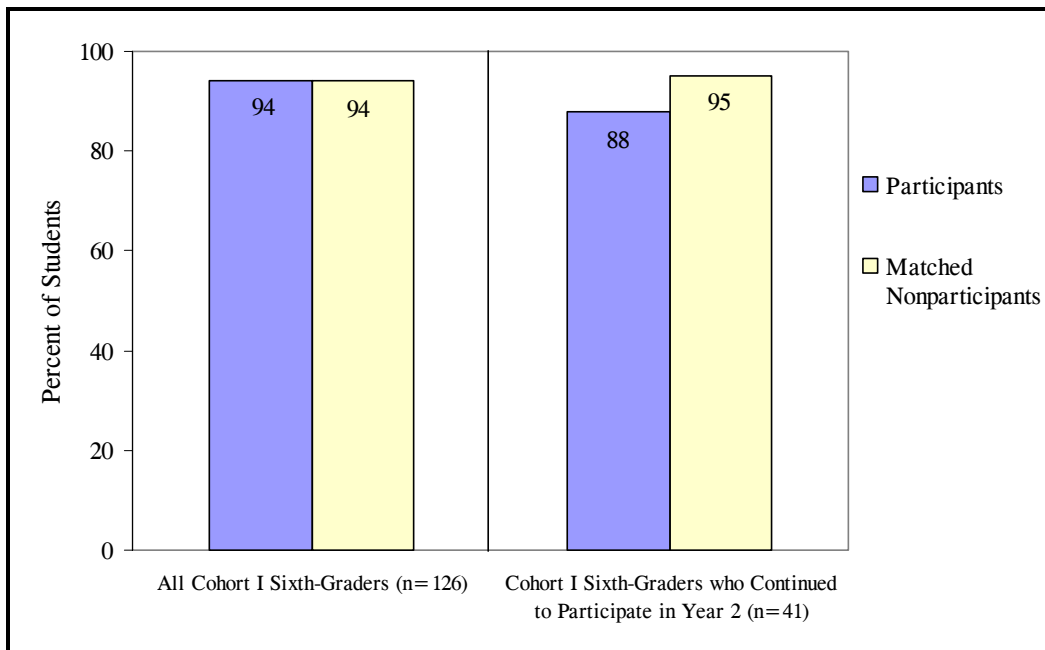


Exhibit reads: Ninety-four percent of Cohort I sixth-grade Citizen Schools participants were promoted to the next grade between Years 2 and 3 compared with 94 percent of their matched nonparticipants.

Looking at each individual participant against their matched nonparticipant, 5 percent of participants fared better than their matched nonparticipants with respect to school promotion between Years 2 and 3, 90 percent fared the same, and 6 percent fared worse. Among Cohort I sixth-grade

participants who continued to participate in Citizen Schools in their seventh grade year (n=41), 88 percent of participants and 95 percent of their matched nonparticipants were promoted to the eighth grade, but the difference was not statistically significant. Among this group, 5 percent of participants fared better than their matched nonparticipants, 83 percent fared the same, and 12 percent of participants fared worse than their matched nonparticipants.

Summary of Student Progress on Outcomes and Indicators

In sum, early evidence indicates that, as a result of Citizen Schools, students demonstrated more progress or higher achievement on the two short-term outcomes than had they not participated in Citizen Schools. Cohort II 8th Grade Academy graduates selected stronger high schools than had they not participated in Citizen Schools (see Exhibit 5.17). (The same was true for Cohort I 8th Grade Academy graduates at the end of their first year of participation.) In addition, Cohort I 8th Grade Academy graduates were promoted to the tenth-grade at a higher rate than their matched nonparticipants.

In addition, participants' performance on the evaluation's indicators suggests that students are on track to achieving the short-term outcomes that Citizen Schools desires for them. In Year 1, sixth-grade program participants overall performed better than their matched nonparticipants on three of six indicators (attendance, suspension rates, and grade promotion). The evaluation did not find evidence to support that Citizen Schools had a positive effect for participants on the remaining three indicators (MCAS math test, mathematics course grade, and English course grade). In two of these three areas (mathematics course grade and English course grade), the measured difference between the Citizen Schools participants and their matched nonparticipants was in the desired direction, although it was not statistically significant. The results among participants with high levels of program exposure (i.e., participants who attended 80 percent or more of the days offered at their program) were even more positive, with this group outperforming their matched nonparticipants on five of six indicators (attendance, suspension rates, mathematics course grade, English course grade, and promotion). The evaluation did not find evidence of positive benefits for participants on the sixth indicator (MCAS math test).

Among eighth-grade participants in Citizen Schools' new 8th Grade Academy program the results were more mixed. Eighth-grade participants overall performed better than their matched nonparticipants on one of six indicators (attendance). On five indicators (suspension rates, MCAS Math, mathematics course grade, English course grade, and grade promotion), however, the evaluation did not find evidence of participants outperforming their matched nonparticipants. Citizen Schools notes that 8th Grade Academy is a citywide program and is not located in a particular school, and

therefore, unlike the typical Citizen Schools program, does not coordinate academic support activities with a host school and does not put as high a priority on homework help. The performance changes on the indicators described here are summarized in the following exhibit:

**Performance on Short-Term Indicators by Citizen Schools Participants
in Their First Year of Participation, Compared with Matched Nonparticipants**

	Cohort I		Cohort II		Overall	
	Sixth-grade	Eighth-grade	Sixth-grade	Eighth-grade	Sixth-grade	Eighth-grade
Indicators						
Attendance	● ▲		● ▲	● ▲	● ▲	● ▲
Suspension	● ▲		▲		● ▲	
MCAS Math						
MCAS ELA*	● ▲	N/A	N/A	N/A	● ▲	N/A
Mathematics grade		▲				▲
English grade	● ▲					▲
Promotion	● ▲				● ▲	

* Performance on MCAS ELA is for Cohort I sixth-graders and their matched nonparticipants who took the exam as seventh-graders in Year 2.

N/A means that the indicator was not applicable to those grade levels.

● Participants overall outperformed their matched nonparticipants at a statistically significant level

▲ Participants with high levels of program exposure outperformed their matched nonparticipants at a statistically significant level

Finally, while not conclusive, a look at Year 2 data for Citizen Schools participants in Cohort I indicates that at this stage several of the short-term benefits of Citizen Schools appear to have emerged or persisted as the former sixth-grade participants moved on to the seventh grade and the eighth-graders on to ninth grade. Seventh-graders who were part of the first Citizen Schools evaluation cohort outperformed their matched nonparticipants on three of six indicators (suspension rates, MCAS ELA test, and mathematics course grade). In addition, while the measured difference in attendance and English course grade was not statistically significant, it was in the desired direction. On the remaining indicator, promotion, the evaluation did not find evidence of participants outperforming their matched nonparticipants. In their ninth-grade year, Cohort I 8th Grade Academy graduates did not outperform their matched nonparticipants on any of the evaluation’s indicators. A pattern of differences in the desired direction, however, did emerge. The 8th Grade Academy graduates (1) attended school 92 percent of the time in their ninth-grade year while their matched nonparticipants attended 87 percent of the time, (2) earned a 2.26 in their English grade while their matched nonparticipants earned a 1.97 and (3) were suspended at a rate of 8 percent compared to a rate of 11 percent among nonparticipants. If these positive trends continue over time and persist with larger sample sizes and similar distributions,

the differences could become statistically significant, enabling the evaluation to offer additional evidence of Citizen Schools positive impact on 8th Grade Academy graduates.

While student participants fared better than matched nonparticipants on the program's two short-term outcomes, and in several cases, on the various outcome indicators, it is important to note that student achievement in mathematics and English remained low following students' participation in Citizen Schools. Even with the improvements they have experienced while participating in Citizen Schools, participating students continue to be at risk educationally. Additional years of data collection and analyses will allow us to look further into longer-term effects of Citizen Schools participation on these and other outcomes and indicators.

6. Conclusions from Phases I and II

Our evaluation found that Citizen Schools continued to attract student participants who were among the lowest performing of BPS. Despite their low achievement levels, student participants fared better than matched nonparticipants on the program's two short-term outcomes, and in several cases, they fared better than their matched nonparticipants on the various outcome indicators. While Citizen Schools' has had a positive impact on students, a remaining challenge is that these students are still achieving at low academic levels. Even with the improvements they have made, they remain seriously at risk educationally. This raises questions for Citizen Schools about the types of ongoing and additional supports that students will need to (1) succeed in college preparatory high schools, (2) pass the tenth-grade MCAS, which is a requirement for graduating from BPS, and (3) build the high school academic records they will need to get into college.

The evaluation findings highlighted below show that Citizen Schools is equipping student participants with a set of personal and interpersonal skills and positive experiences that they can take with them as they enter high school. These skills and experiences are likely to help students deal indirectly with the academic challenges ahead of them. To keep students on a path to success, however, Citizen Schools may need to provide additional academic support for 8th Grade Academy graduates and perhaps also more intense academic support for current participants.

- **Student participants are attending school at high levels, and they are being suspended at low levels.** If these good habits persist throughout high school, Citizen Schools graduates will be less likely to drop out. Also, they will miss class less frequently and therefore be less likely to fall behind on their coursework due to absences.
- **Student participants have experienced positive relationships with adults while participating in Citizen Schools.** They have reported that adults in the program care about them and respect them. These experiences may help them to be open to and possibly even seek out positive relationships with adults (e.g., teachers, coaches, guidance counselors) in the high schools they attend. Because Citizen Schools has been successful in encouraging its graduates to attend high schools that provide high levels of support, it is likely that program graduates will have access to adults who can mentor and support them. At a minimum, students will have adults at Citizen Schools with whom they have a bond, and with encouragement from Citizen Schools, they may seek out these adults as they are faced with the challenges and new experiences that are ahead of them.

- **Student participants have experienced positive relationships with other students in the Citizen Schools program.** In developing these relationships, they have learned a valuable skill for navigating their way through high school, in terms of both the social and educational settings they will face. Socially, students will be better equipped to deal with the transition to a new school in which they are likely to meet students who differ from them educationally and possibly in other ways. Educationally, the pedagogical approach used by teachers in college preparatory high schools will be somewhat familiar to Citizen Schools graduates who have spent time in activities that involved extensive teamwork, oral presentation, and student-facilitated discussion.
- **Student participants have been very satisfied with their experiences at Citizen Schools, and they have felt a strong connection to the program.** This satisfaction and connection are likely to make them open to additional support from Citizen Schools and others. If Citizen Schools were to offer students enrichment activities in the future, our evaluation findings suggest that they would be likely to participate. In addition, students may be more likely to become involved in other extracurricular activities in their high schools because of their Citizen Schools experience. Again, because students are attending college preparatory high schools, they are likely to have opportunities to engage in activities such as team sports and student clubs.
- **Lastly, Citizen Schools has involved the parents of participants, keeping them abreast of their children's progress in the Citizen School program, as well as in school, and inviting them to participate in Citizen Schools activities.** As a result of their experiences with Citizen Schools, the parents of student participants may be more likely to take an active role in their children's high school careers, and the students may be more likely to let them do so.

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