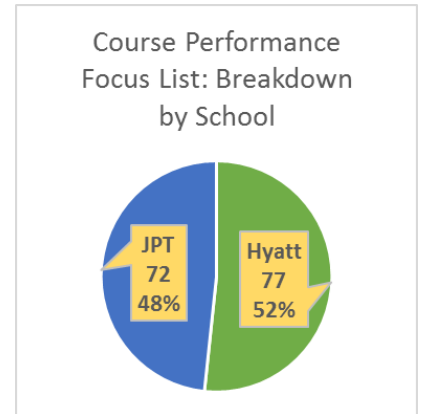


City Year Columbia 2015-2016 Richland One Final Impact Report

DISTRICT Snapshot: Outputs

Initiative	YTD Focus List Enrollment	Focus List Students who completed program	Outputs to date
Behavior	94 unique students (goal of 70)	*81 unique students	4,374 leadership lunch sessions for 2,187 hours of mentoring
Course Performance	163 unique students (goal of 154) 82 ELA 81 Math	** 129 unique students 78 ELA 71 Math	2,040 hours of one-on-one or small group tutoring



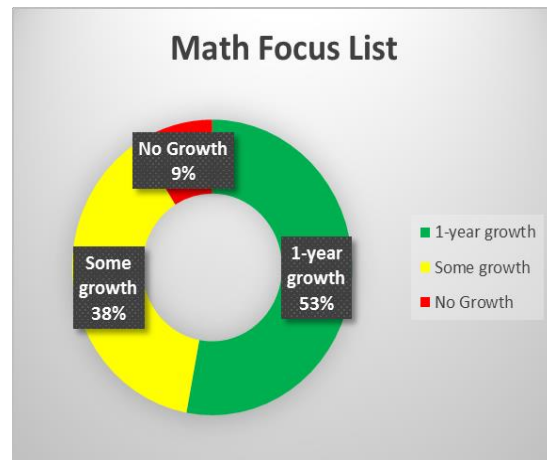
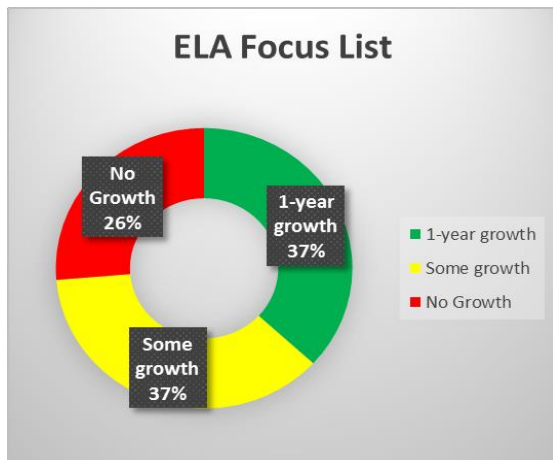
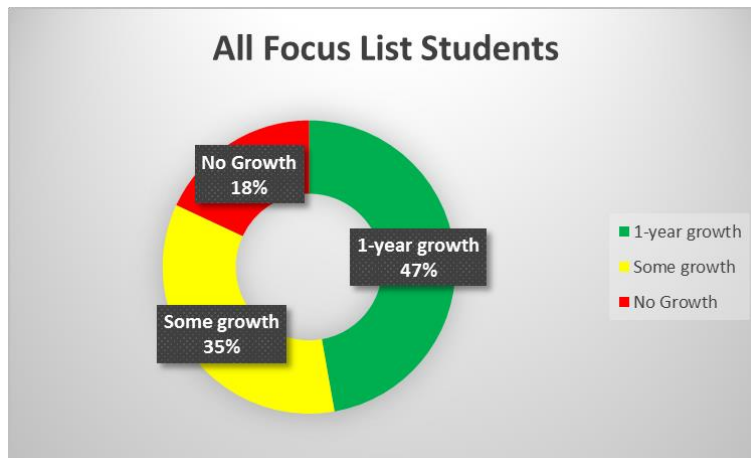
* a student must be enrolled a minimum of 8 weeks in leadership sessions led by City Year corps members to be deemed complete in behavior intervention

** a student must receive a minimum of 15 hours of 1 to 1 or small group tutoring from City Year corps member to be deemed complete in course performance intervention

Course Performance: RESULTS AGAINST GOALS

Goal 1: 50% of focus list students show 1-year typical growth on STAR or AIMSweb assessment

John P. Thomas Elementary School



*1-year growth- student increasing by one grade level or more (GE)

**Some growth- student grows 0.1 grade level – 0.9 grade level

Goal 2: 50% of focus list students show 1-year typical growth on STAR assessment

Hyatt Park Elementary School

Assessment data has not been provided by school.

Will update report once data is collected.



END OF YEAR SURVEY RESULTS: WHAT TEACHERS SAY

92% of teachers agree or strongly agree that corps members help differentiate instruction in the classroom.

93% of teachers agree or strongly agree that corps members help support implementation of state standards.

80% of teachers agree or strongly agree that corps members improve the overall academic performance of students.

n= 12 partner teachers

Behavior: RESULTS AGAINST GOALS

Overview: Devereux Student Strengths Assessment

The DESSA is a 72-item standardized, norm-referenced, and research validated behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children in kindergarten through the eighth grade. There is a short form of the assessment called the DESSA-mini and it is an 8-item version that provides data on only overall social-emotional competency.

The DESSA asks raters to indicate on a five-point scale how often a student engaged in each listed behavior over the past four weeks. The assessment is entirely strength-based; meaning that the items query positive behaviors rather than maladaptive ones. The DESSA is organized into conceptually-derived scales that provide information about 8 social-emotional competencies plus an overall SEL competency score. The 8 scales are:

DESSA Scales: Social-Emotional Competencies

Self-awareness* (7 items): A child's realistic understanding of her/his strengths and limitations and consistent desire for self improvement.

Social-awareness* (9 items): A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.

Self-management* (11 items): A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.

Goal-directed behavior (10 items): A child's initiation of, and persistence in completing, tasks of varying difficulty.

Relationship skills* (10 items): A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.

Personal Responsibility (10 items): A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.

Decision Making* (8 items): A child's approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.

Optimistic Thinking (7 items): A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

*Recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as SEL core competencies

Goal 1: 30% of focus list students will increase 3 points on DESSA

