

AmeriCorps on the Frontline of School Success:
September 2017 Year 5 Evaluation Report
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Numbers at a Glance

- 997 unique student identifiers were provided to PERC¹
- 894 students were matched with a mentor
- 872 students received at least one mentoring session.
- 50 students left the program over the course of the 2016-2017 school year.
- 641 of the 872 students (74%) were identified as sustained (received 20 or more mentoring sessions).

Demographics:

Primary reason for enrollment into program:

	#	Percent
Attendance	295	38%
Academics	411	53%
Behavior	314	40%
Total ²	894	100.0

¹Note: This was likely due to typos during submission of data. Only 893 mentor matches were identified by the AmeriCorps office.

²Note: The Total number here represents the number of students who received at least one mentoring session. The sum of reasons for enrollment add up to more than 872 because some students were identified as having more than one reason for enrollment.

Introduction

The Education Alliance contracted with the Program Evaluation and Research Center (PERC) for technical assistance regarding formative and summative evaluation across the lifespan of the AmeriCorps on the Frontline of School Success project (August 2016 through July 2017). This document constitutes summative evaluation reporting at the end of the fifth annual project cycle, and concludes with formative evaluation recommendations for future iterations of the project. The mixed-methods program evaluation design utilized quantitative and qualitative data to assess the project's efficacy at achieving the following expected outputs and outcomes.

Proposed Outputs

- **Output 1:** 875 youth will be identified for program participation/mentor matches initiated during the 2016-2017 school year
- **Output 2:** 80% of the 960 youth/mentor matches (700) will be sustained for at least 20 sessions.

Proposed Outcomes

- **Outcome 1:** Compared to the 2015-2016 school year, 65% of students identified for attendance who receive 20 or more mentoring sessions during the 2016-2017 school year will demonstrate improved school attendance.
- **Outcome 2:** Compared to the 2015-2016 school year, 65% of students identified for discipline who receive 20 or more mentoring sessions during the 2016-2017 school year will have fewer disciplinary referrals or suspensions.

- **Outcome 3:** Compared to the 2015-2016 school year, 65% of students identified for academic engagement who receive 20 or more mentoring sessions during the 2016-2017 school year will demonstrate improved academic engagement.

Data sources utilized to address these proposed outputs and outcomes include a) student level data collected from schools including attendance, disciplinary referrals, suspensions, and course grades, and b) program activity data including mentor/mentee assignments and mentoring activity.

PERC consulted with AmeriCorps project staff to identify and develop psychometrically sound survey instruments delivered online utilizing quantitative scales (e.g., Likert-type) and open-ended extended response items. These measures address: a) mentor/mentee relationship quality completed by mentors, b) quality of supports provided to the mentors, as reported by mentors, and c) perceived academic engagement of mentees completed by classroom teachers. PERC trained and consulted with AmeriCorps program personnel (Mentors, Site Supervisors, and Project Director) regarding collection of program output- and outcomes-relevant-data to ensure data collection procedures were appropriate and data sources were communicated securely to PERC for analysis, synthesis, and inclusion in ongoing program improvement efforts. Detailed description of evaluation design and measurement are provided in our January 2013 Interim Evaluation Report and available upon request.

Analysis and Results

Outputs 1 and 2: Students Served Outputs: 875 youth/mentor matches will be initiated during the 2016-2017 school year and 80% of the 875 youth/mentor matches (700) sustained for at least 20 sessions.

During the 2016-2017 school year, 997 unique student identifiers were reported to PERC. Of these uniquely identified students, 894 were matched with a mentor and 872 students received at least one mentoring session between September 2016 and June 2017. Based on students with complete mentor data, and using the proposed definition for sustained matches, 641 (72% of all students who were matched with a mentor) of the participants were considered sustained having received 20 or more mentoring sessions. On average those students received 31 mentoring sessions (SD=10) with the highest number of mentoring sessions received by a participant being 95. The students who were considered not sustained received between 1 and 19 mentoring sessions with an average of 15 mentor sessions (SD=8). This year was the closest of all 5 years for this program in reaching the 80% target for sustained mentoring. See Figure 1 for year-to-year comparison.

Students Receiving Sustained Mentoring by Year

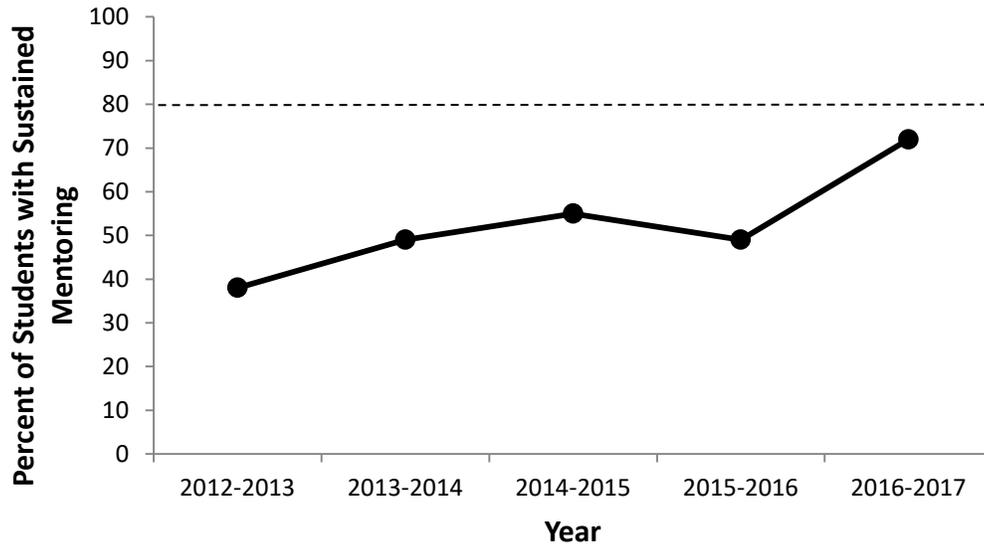


Figure 1. Displays the upward trend of percent of students with sustained mentoring.

The distribution of sustained versus non-sustained matches across the seven counties that participated is listed in Table 1. These percentages are based on data collected from an online mentor session tracking spreadsheet housed and maintained by The Education Alliance. The “Missing at least one survey” column indicates the number of mentor-matched students who are missing one or both of the student-level outcome surveys (i.e., attendance, behavior, and GPA information from the 2015-2016 and/or 2016-2017 school year). This Missing column indicates the percent of students who received mentoring but whose outcomes were unmeasurable due to missing data. Cabell, Kanawha, Pleasants, and Randolph counties met the target output of 80% sustained matches with a range of 87%-100% sustained matches. No other counties met the proposed 80% sustained matches. Doddridge, Logan, Monroe, Pocahontas, and Wood counties sustained percentages that ranged between 50% - 79%. Jefferson, Lincoln, and Monongalia

counties sustained percentages that ranged between 0% - 49%. The average sustained mentorship across all counties was 72%.

Table 1. Sustained and non-sustained matches across counties

		Sustained	Missing at least one survey
Cabell	Number of participants:	78*	55
	Percent within County:	96%	68%
Doddridge	Number of participants:	24	10
	Percent within County:	67%	28%
Jefferson	Number of participants:	27	11
	Percent within County:	47%	19%
Kanawha	Number of participants:	122*	29
	Percent within County:	92%	22%
Lincoln	Number of participants:	19	43
	Percent within County:	33%	74%
Logan	Number of participants:	48	9
	Percent within County:	72%	13%
Monongalia	Number of participants:	2	5
	Percent within County:	8%	19%
Monroe	Number of participants:	50	60
	Percent within County:	65%	39%
Pleasants	Number of participants:	64*	11
	Percent within County:	85%	15%
Pocahontas	Number of participants:	36	7
	Percent within County:	64%	13%
Randolph	Number of participants:	48*	9
	Percent within County:	86%	16%
Wood	Number of participants:	100	37
	Percent within County:	76%	28%
Total	Number of participants:	641	367
	Percent all Counties	74%	37%

*Note: *=Met 80% sustained target*

Gender information was available for 791 of 894 matched students: 487 (55%) were male and 304 (34%) were female. Ethnicity information was provided for 791 participants, 641 (72%)

of whom were Caucasian. Tables 2 and 3, respectively, display gender and ethnicity information for participants with sustained and non-sustained matches.

Table 2. Gender distribution of student mentees.

		Number of	
		Participants	Percent (%)
Non-Sustained	Male	122	48
	Female	60	24
	Total	182	
Sustained	Male	365	57
	Female	244	38
	Total	609	

Note: Totals do not equal 872 because of missing data on sustained matches.

Table 3. Ethnicity distribution of student mentees.

		Number of	
		Participants	Percent (%)
Non-Sustained	Caucasian	159	63
	African American	10	4
	Hispanic	1	.4
	Bi-Racial	9	3.6
	Other	3	1.2
	Total	182	
Sustained	Caucasian	482	75
	African American	86	13
	Hispanic	2	1.2
	Bi-Racial	27	4.2
	Other	6	.9
	Total	609	

Note: Totals do not equal 872 because of missing data on sustained matches.

Maintained Enrollment

Information regarding student reasons for attrition from the program was collected. A total of 50 students (6%) of the original 894 students left the program. It should be noted that this is an 11% decrease in attrition as compared to last year (2015-2016). Reasons for leaving the program included the following:

1. Moved/Changed schools – reported as the student moving to a new location, or enrolling in a different school setting such as homeschool, private school, or online schooling.
2. Student's or parent's choice – reported as the student or student's parent being the primary influence for stopping the mentoring sessions. No further descriptions were provided.
3. Expelled/Dropped Out/Homebound – reported when students were expelled from their school, or as having been put on home-bound school services.
4. Alternative School Placement - Online, night school, etc.)
5. Mentor's choice – reported when the mentor determined to stop mentoring a particular student. Further explanations included mentor's concerns about feeling unsafe around the student, and deciding to mentor a different student.

The most common reason for students to stop receiving mentored sessions was due to changing schools (54%) See Table 4 for a numerical summary of why students left the program.

The program should be commended for their continued work to keep mentors in place. Figure 2 shows the decreasing trend in students who left the mentoring program due to having lost their mentor. In previous years, (2012-2014) a considerable proportion of students left the program due to losing a mentor. Across the last three years (2014-2017), only two students left

the program due to losing a mentor. During the current year (2016-2017), no students left the program due to their mentor’s choosing to discontinue mentoring sessions.

Table 4. Reasons for leaving the mentoring program by semester and reason.

	Number of Students	Percent
Moved/Changed Schools	27	54%
Student’s or Parent’s Choice	9	18%
Expelled/Dropped Out/Homebound	7	14%
Alternative School Placement	7	14%
Mentor’s Choice	0	0%
Total	50	100%

Number of Students Who Lost Their Mentor by Year

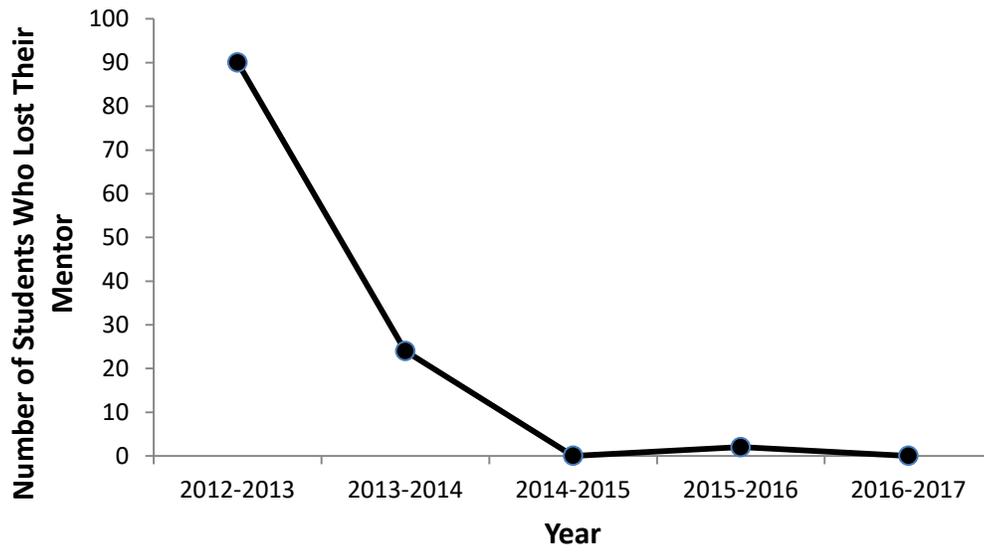


Figure 2. Displays the downward trend of students who left the mentoring program due to losing their mentor.

Enrollment Reason Analysis

Mentee selection is an important variable when conducting mentoring interventions. It is necessary to select students who have an obvious need for supports that can be provided by mentors. Additionally, in order to demonstrate an intervention is effective, change or improvement must be possible, as measured by the limited metrics of an evaluation. The following is a brief analysis of how well data from the previous school year (2015-2016) matches the students' enrollment reason (Attendance, Behavior, or Academics). This is important for understanding the results in the Outcomes sections below. For this analysis, frequencies were created using the following rules, informed by the WV Department of Education's indicators of at-risk students:

Attendance- the number of students identified for enrollment for Attendance and who had 9 or fewer full-day tardies for the 2015-2016 school year.

Behavior- the number of students identified for enrollment for Behavior who had 0 office disciplinary referrals and 0 suspensions/expulsions for the 2015-2016 school year.

Academics- the number of students identified for enrollment for Academics who had an average GPA of 2.1 or higher for the 2015-2016 school year.

The results of these analyses are displayed in Table 5. Between 40 – 79% of students identified for their specific enrollment purpose met the criteria as defined above. That is, many students identified for a specific enrollment purpose did not have data from the 2015-2016 school year that suggested they were at-risk for that enrollment purpose. These students may have been misidentified for their enrollment purpose, or the enrollment decisions being made may not be aligned with current at-risk definitions. This makes demonstrating change difficult – when students are already showing up to class, not receiving office disciplinary referrals or

expulsions/suspensions, and have passing GPAs, then it is difficult, if not impossible, to demonstrate the impacts of a mentoring program that focuses on these particular outcomes. Recommendations are provided at the end of this document, which includes thoughtfully and rationally enrolling students for a particular purpose of need, as demonstrated by their previous school year’s data.

Table 5. Number of students identified for enrollment who may not be at-risk for that enrollment purpose.

	Students who may be misidentified for an enrollment purpose	
	N	% (of all students identified for that enrollment purpose)
Attendance	232	79%
Behavior	148	47%
Academics	163	40%

Outcomes Analyses.

The following sections provide an analysis for the impact of sustained mentoring relationships on students identified as at-risk due to Attendance, Behavior, or Academics. It is important to understand these results in the context of the enrollment analysis provided above (results shown in Table 5), that suggests positive change would be difficult to achieve and identify for many of the enrolled students who had minimal Attendance, Behavioral, or Academics issues during the previous school year (2015-2016). This however should not be interpreted to mean that no students were at-risk. Using the definitions provided in the section

above, 21%, 53%, and 60% of students enrolled for Attendance, Behavior, and Academics, respectively, would be identified as at-risk.

The following outcomes analyses however do not take into account the above definitions of at-risk. The following outcomes analyses were conducted for all students who received sustained mentoring relationships and were identified for a specific enrollment purpose by AmeriCorps on the Frontline of School Success staff, even if the students' prior school-year data suggests they were not at-risk. This was done to maintain analytic consistency across years, and because the AmeriCorps on the Frontline of School Success staff have first-hand knowledge of the needs of the participating students, even if the previous year's data make demonstrating improvements difficult.

Outcome 1: Attendance Performance Measure: Compared to the 2015-2016 school year, 65% of students identified for attendance who receive 20 or more mentoring sessions during the 2016-2017 school year will demonstrate improved school attendance.

Student attendance was examined through the number of days tardy and full-day absences. A total of 295 students were enrolled in the program for attendance related reasons. Of the 295 students, 212 mentoring relationships were sustained and 83 were non-sustained. Students' 2015-2016 school year data was the basis for comparison for the 2016-2017 school year attendance-related data. Data on frequency of tardies and absences were statistically analyzed using a related-samples Wilcoxon signed-rank test (using a significance value of .05).

Table 6 lists the average number of days tardy and full day absences for all students enrolled for attendance for the 2016-2017 school years. On average students had more tardies, and absences during the current (2016-2017) school year compared to the 2015-2016 base year. Table 7 shows the change in tardies and full-day absences for non-sustained and sustained

mentored students, where negative numbers indicate decreases, and numbers with a ‘+’ sign indicate increases. There were no statistically significant differences in rates of tardies or absences for non-sustained students. There was a statistically significant increase in number of full-day absences for the sustained students. No other differences in rates of tardies or absences were statistically significant. Participants who had no days tardy, half-day absences, or full-day absences for both school years were excluded from this analysis. Outcome 1 (65% of sustained students would show improvement) was determined to have not been met, with 25% of students having fewer tardies and 49% of students having fewer full-day absences.

Table 6. Average tardy days and absences for participants identified for attendance.

	<u>2015-2016</u>		<u>2016-2017</u>	
	Mean (SD)	N	Mean (SD)	N
# Tardy Days	5.9 (9.4)	201	9.3 (12.3)	205
# Full day Absences	21.9 (17.6)	286	21.7 (17.6)	210

Note: Total N’s do not equal 295 because of missing data.

Table 7. Comparison of Percent Change; 2015-2016 Attendance to 2016-2017

	Sustained		Non-sustained	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Fewer Tardies	-34	25%	-1	25%
No Change in Tardies	20	15%	1	25%
Increase in Tardies	+80*	60%	+2	50%
Fewer Full Day Absences	-85	49%	-10	31%
No Change in Full Day Absences	6	3%	3	59%
Increase in Full Day Absences	+82	48%	+19	9%

* Indicates significant difference at the $p < .05$ level

Outcome 2: Behavior Performance Measure: Compared to the 2015-2016 school year, 65% of students identified for discipline who receive 20 or more mentoring sessions will have fewer disciplinary referrals or suspensions/expulsions during the 2016-2017 school year.

Student behavior performance was captured through two measures, the number of disciplinary referrals and the number of suspensions/expulsions. A total of 314 students were enrolled in the program for behavior related reasons. Table 8 shows the average number of referrals and suspensions for all students enrolled for discipline. On average, students received fewer disciplinary referrals and were suspended/expelled on fewer occasions in the 2016-2017 school year compared to the 2015-2016 base year. Data on frequency of referrals and suspensions/expulsions were statistically analyzed using a related-samples Wilcoxon signed-rank test (using a significance value of .05).

Table 8. Average number of disciplinary referrals and suspensions for 2015-2016 and 2016-2017 school years.

	<u>2015-2016</u>		<u>2016-2017</u>	
	Mean (SD)	N	Mean (SD)	N
# Referrals	5.79 (8.3)	248	4.7 (10.3)	221
# Suspensions	3.2 (6.0)	252	1.79 (4.6)	221

Note: Total number does not equal 314 because of missing data.

Of the 314 students, 243 mentoring relationships were sustained. Table 9 shows the change in referrals and suspensions for both sustained and non-sustained groups of students. The majority of students receiving services either maintained or improved in behavior based on disciplinary referrals and number of suspensions/expulsions. The only statistically significant difference found in the year-to-year comparisons was a significant decrease in suspensions/expulsions for students receiving sustained mentoring. Outcome 2 (65% of sustained students would show improvement) was determined to have not been met, with 43% of students having fewer referrals, and 38% of students having fewer suspensions.

Table 9. Comparison of 2015-2016 Behavior to 2016-2017

	Sustained		Non-sustained	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Fewer Referrals	-67	43%	-9	47%
No Change in Referrals	41	26%	8	42%
Increase in Referrals	+48	31%	+2	11%
Fewer Suspensions/Expulsions	-60*	38%	-6	31%
No Change in Suspensions/Expulsions	68	44%	7	38%
Increase in Suspensions/Expulsions	+28	18%	+6	31%

* Indicates significant difference at the $p < .05$ level

Outcome 3: Academic Engagement Performance Measure: Compared to the 2015-2016 school year, 65% of students identified for academic engagement who receive 20 or more mentoring sessions during the 2016-2017 school year will demonstrate improved academic engagement.

Mentee academic engagement was measured through grade point average (GPA) and academic engagement surveys completed by teachers and students. A total of 411 students were enrolled in the program for academic related reasons. Of the 411 students, 316 mentoring relationships were sustained. The change in GPA was assessed by comparing 2015-2016 GPA to 2016-2017 GPA. The average GPA was calculated for both sustained and non-sustained students. Only students with GPA data for both school years were included in this analysis (See Table 10).

Students who received sustained mentoring did have an improved GPA, on average. The change was statistically significant ($p < .05$ using a paired-samples t -test) for the sustained group. There was also a statistically significant number of students in the sustained group whose GPAs improved from the 2015-2016 to 2016-2017 school years ($p < .05$ using a Wilcoxon signed-rank test). See Table 11 for a breakdown of the numbers and percent of students with improved, no change, and decreased GPAs. The goal for Outcome 3 of 65% of students improving their GPA was not met, with 61% of Sustained students improving their GPAs, and 53% of Non-Sustained students improving their GPAs.

Table 10. Average student GPA for 2015-2016 and 2016-2017 school years.

	<u>Sustained</u>		<u>Non-Sustained</u>	
	Mean (SD)	N	Mean (SD)	N
2015-2016 GPA	2.19 (.85)	255	1.76 (.87)	59
2016-2017 GPA	2.44* (.87)	276	2.11 (.62)	26

* Indicates significant difference at the $p < .05$ level

Table 11. Comparison of Percent Change; 2015-2016 GPA to 2016-2017

	<u>Sustained</u>		<u>Non-sustained</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Improved GPA	+135*	61%	+8	53%
No Change in GPA	10	4%	1	7%
Decreased GPA	-77	35%	-6	40%

* Indicates significant difference at the $p < .05$ level

Mentor Match Quality

The quality of the Mentor-Mentee match was assessed from mentor perspectives. The mentor survey asked questions about the type of mentoring that occurred as well as the perceived qualities the mentee possessed, the quality of the match, and the level of program support. Tables 11, 12, and 13 present average scores for Mentor Match Quality items based on data collected for all participants with complete data during the last semester ($n=601$).

Table 12 shows mentors' average ratings for questions about their mentoring style. Response options for the items were: 1=Never, 2=Rarely, 3=Sometimes, 4=Most of the Time, 5=Almost Always. The stem question for this scale was "How often do you foster the following

qualities?” On average, mentors rated each item of the scale as either “Most of the Time”, or “Almost Always” reflecting their mentoring style.

Table 12. Mentoring Style

<i>How often do you foster the following qualities?</i>	Mean	SD
I make sure to encourage my mentee's positive view of him or herself.	4.80	.45
I make sure my mentee knows he/she is important to me.	4.79	.47
I encourage my mentee to build relationships with his family and peers.	4.66	.57
I talk about knowing right from wrong.	4.71	.60
I validate my mentee's abilities by recognizing cognitive and/or interpersonal skills when I see them.	4.72	.56
I talk about, and model, respect for myself and others.	4.84	.43
I talk about, and model, empathy and compassion.	4.82	.45
I talk about how my mentee matters to family, peers, community, the world, etc.	4.60	.71
I talk about and model ways to make positive bonds with people.	4.67	.55
I discuss ways for my mentee to understand other people's feelings and to act accordingly.	4.64	.62

Table 13 shows mentors' average ratings for questions about qualities of their mentee. Response options for the items were: 1=Never, 2=Rarely, 3=Sometimes, 4=Most of the Time, 5=Almost Always. The stem question for this scale was "How often do you see the following qualities in your mentee?" Ten of the 11 items on this scale were positive, with one question asking how frequently mentee have a negative attitude towards academics and school in general. Mentors rated mentees as having these positive attitudes/feelings/states "Some" or "Most of the time". Mentees were on average rated as "Rarely" or "Sometimes" having a negative attitude towards academics and school in general. These ratings suggest mentors viewed mentees as confident, positive, empathic, and valuing themselves.

Table 13. Mentee Qualities

<i>How often you see the following qualities in your mentee?</i>	Mean	SD
It is obvious my mentee is confident in his or her ability to be successful in a variety of tasks.	3.66	1.03
It is clear my mentee has many positive relationships in his or her life.	3.43	1.12
My mentee demonstrates a sense of integrity and a clear sense of right or wrong.	3.71	1.03
My mentee expresses concern for others.	3.81	.99
My mentee says and does things that show a positive view of him or herself.	3.71	.99
I would describe my mentee as a conscious citizen who cares about the greater community and/or world.	3.73	1.06
My mentee tries hard to understand other people's feelings and points of view.	3.73	1.05
My mentee understands and acts with respect.	3.91	1.02
It is obvious my mentee values him or herself.	3.83	1.01
My mentee is secure in the fact that he or she can use what he or she knows to solve a variety of problems.	3.77	.98
My mentee has a negative attitude towards academics and school in general	2.89	1.14

Table 14 shows mentors' average ratings for questions about their mentee's attitudes towards school and academics. Response options for the items were: 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neither Agree nor Disagree, 4=Somewhat Agree, and 5=Strongly Agree. The stem statement for this scale was "Please rate your mentee's attitudes towards academics and how they have changed over the past year." On average, mentors rated their agreement as between "Neither Agreeing nor Disagreeing" and "Somewhat Agreeing" with all four statements. To better see the variance in answers, Table 15 shows the response distribution for each question, across all mentor-mentee matches. The stems for statements 1 through 4 (abbreviated S1 through S4) can be seen in Table 14. The majority of the responses show

mentors “Somewhat” or “Strongly Agreeing” with each of these statements about their perceptions of their mentee’s attitudes towards academics. Only 6-7% of responses suggested mentors did not see growth in their mentee’s attitudes towards school or academics over the year (S3 and S4).

Table 14. Mentee’s Attitudes Towards School and Academics

<i>Please rate your mentee’s attitudes towards academics and how they have changed over the past year...</i>	Mean	SD
S1 - My mentee has a positive attitude towards academics	3.58	1.22
S2 - My mentee has a positive attitude towards school in general	3.53	1.22
S3 - I have seen my mentee’s attitude towards academics improve over the year	4.00	.91
S4 - I have seen my mentee’s attitude towards school improve over the year	3.96	.95

Table 15. Response Distribution for Mentee’s Attitudes Towards School and Academics

<i>Please rate your mentee’s attitudes towards academics and how they have changed over the past year...</i>	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
(See Table 13 for full statements)	N (%)	N (%)	N (%)	N (%)	N (%)
S1	38 (6%)	100 (17%)	97 (16%)	209 (35%)	157 (26%)
S2	41 (7%)	105 (18%)	92 (15%)	218 (36%)	145 (24%)
S3	14 (2%)	21 (4%)	99 (17%)	285 (47%)	182 (30%)
S4	15 (3%)	25 (4%)	116 (19%)	258 (43%)	187 (31%)

Table 16 shows mentors' average ratings for questions about the quality of their mentor-mentee match, and support provided to the mentors by the program. Response options for the items were: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree. The stem question for this scale was "For each statement, please say how much you agree or disagree." On average, mentors "Disagreed" that it was difficult to schedule meetings with their mentee, that it was hard to deal with their mentee's behavior, and that their mentee could have been better matched with a different mentor. On average, mentors "Agreed" that they received regular guidance from staff at the program that made their match, and the training they received from their program helped them to be better mentors. On average, mentors "Agreed" or "Strongly Agreed" that they felt like they were making a difference in their mentee's life, and that they were a good match for their mentee.

Table 16. Match Quality and Program Support

<i>The extent to which you agree with...</i>	Mean	SD
I feel like I am making a difference in my mentee's life.	4.19	.72
The program that made my match has provided training that helps me be a better mentor.	4.15	.84
I think I might be a better mentor for a student who had fewer problems (or less severe).	1.89	1.14
I have had experiences that help me understand the important challenges and issues in my mentee's life.	3.86	1.03
I am so busy that it is difficult for me to see my mentee regularly.	1.75	.92
My mentee is so busy that it is hard to schedule with him/her.	2.09	1.15
My mentee needs more from me than I can give.	2.15	1.19
I get regular guidance / supervision from staff at the program that made my match.	3.79	.94
It is hard for me to deal with my mentee's behavior.	1.85	1.09
I think my mentee and I are a good match for each other.	4.15	.90

Summary

Efforts to increase sustained mentoring and retain mentor matches have produced positive gains towards achieving Output 2. This year's program produced the most sustained mentor-mentee matches to date, with 72% (of the proposed 80% target) of matches meeting the definition of sustained. Sustained matches have increased nearly every year from the initial year's, and the program's lowest of 38%. The number of students who have lost their mentor remains to be low (0 for this year). The primary source of attrition for students leaving the program was moving or changing schools ($n=27$ 54%).

Data Collected over the past school year show that some students who participated in mentoring had improved outcomes for attendance, behavior, and academics. Analyses of the Attendance Outcomes showed that 25% of students with sustained mentoring relationships had fewer tardies as compared to their 2015-2016 attendance record, and 49% had fewer full day absences. Analyses of the Behavior outcomes showed that 43% of students with sustained mentoring relationships had fewer office disciplinary referrals as compared to their 2015-2016 behavior record, and 38% had fewer suspensions/expulsions. Analyses of the academic outcomes showed that 61% of students with sustained mentoring relationships had improved GPAs in 2016-2017 as compared to their 2015-2016 GPA. Although none of these Outcomes met the stated 65% improvement benchmark, these are still meaningful differences for the affected students.

Between 40-79% of students identified for a specific enrollment purpose (Attendance, Behavior, Academics) did not fit a proposed definition of at-risk as informed by the West Virginia Department of Education's standards. Demonstrating positive change in students who are already performing at average or above-average levels in Attendance, Behavior, and

Academics can be a challenging task. Students should be identified as at-risk as determined by their previous school year's data. This will allow a more accurate analysis of the positive impacts of mentoring relationships on student outcomes.

Mentors' satisfaction with their received training and with their mentor-mentee match was, on average, satisfactory to high. This suggests that there were adequate program structures in place to support mentors and to create good matches. Overall, the mentors felt that they were making a significant positive change in the lives of their mentees, they felt adequately prepared to assist their mentees, and they felt that they have witnessed their mentees attitudes towards school and academics improve over the course of the 2016-2017 school year.

Overall, the data show a program that is having some positive impacts, and continues to make dramatic improvements in operating on a year-to-year basis. The following summarizes our recommendations for improvement going forward:

- **Increase the number of sustained matches.**
 - Continue to select excellent, reliable mentors for membership into the program.
 - Continue to require mentors to meet with mentees at least weekly and ensure that the definition of what constitutes a mentoring session is clear.
- **Improve focus of mentor matches**
 - Ensure mentees are enrolled for the correct reasons – Attendance, Behavior, or Academics, and that mentors specifically target their efforts on improving these areas through their mentoring.
 - Update the enrollment reasons to reflect a data-driven need for the mentee's enrollment.

- **Continue to use evidence-based practices**
 - Consider initiating mentor interventions structured by evidence-based practices
 - Consider holding discussions with or conducting focus groups with seasoned mentors who appear to be producing significant results with their students.
 - Learn from the peer-reviewed evidence and from the on-the-ground experiences of mentors to help guide mentors' practices.