



Mentors in Toledo Schools

A mission of  **Partners in
Education**

2017-18 Evaluation Report

October 2018

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2017 – 2018 Executive Summary



Mentors in Toledo Schools

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What is Mentors in Toledo Schools?

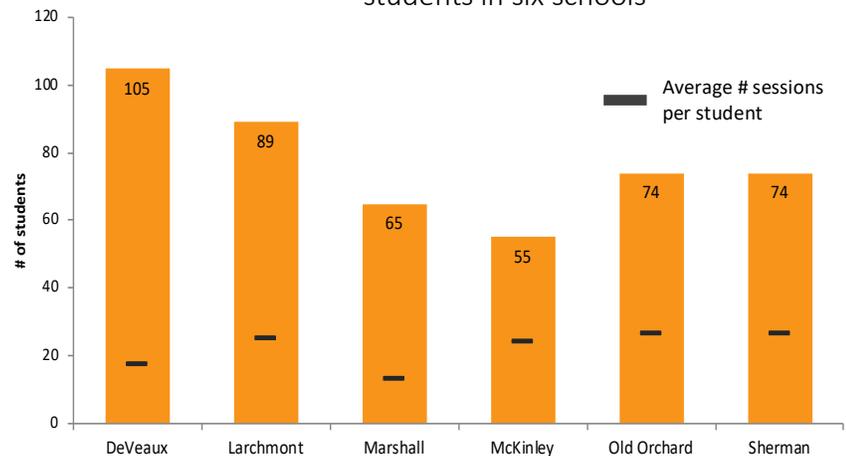
Mentors in Toledo Schools (MiTS) offers high-quality literacy tutoring during the school day with trained adult role models from the community. MiTS serves as a resource to teachers by enhancing their capacity to develop students' early literacy skills.

The Program Includes ...

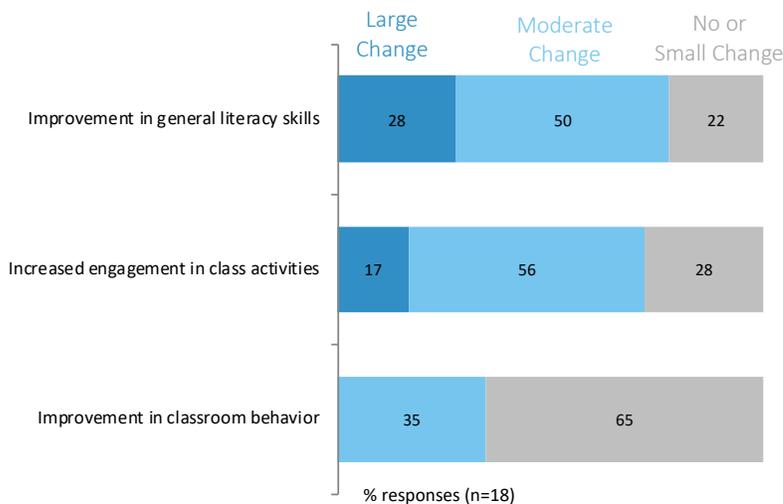
- Site coordinators at each school to ensure teachers, students, and mentors have a positive experience
- Trained mentors/tutors (152 in 2017-18)
- Teacher-developed lesson plans for tutoring sessions
- Feedback from mentors to teachers

Who Did the Program Reach?

462 Kindergarten to 5th grade students in six schools



What Was the Impact of the Program on Students?



- Teachers observed positive changes in students participating in the program (as seen to the left)
- More than 65% of teachers reported positive growth in the areas of phonemic awareness and reading fluency
- Regression analyses showed that participation in the MiTS program was a significant positive predictor of literacy skills
- Participation in MiTS was associated with a difference of 2 points on the spring MAP reading assessment

What Did Teachers Think of the Program?

- All participating teachers believed that MiTS supported the instruction they provide in the classroom.
- Teachers appreciated the one-on-one time afforded by the program, as well as the mentors' insights:
 - Students enjoyed working one on one and building relationships with the mentors.*
 - The mentors have great suggestions on activities for our students. Their ideas about our students are right on target.*

What Did the Mentors Think?

- Mentors felt confident performing tasks related to student learning
- Mentors shared many positive experiences, such as the following:
 - I had many positives, mostly just seeing a student's eyes light up when they "get it".*
 - Overall, bonding with the students we serve and seeing their skill level and confidence improve when reading.*

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Background

The Mentors in Toledo Schools (MITS) program was initiated in 2012 as a social action project by a suburban religious institution, Temple Shomer Emunim. Volunteer Coordinator Jay Mirrow led the program with the support of Partners in Education (PIE), a local education support agency. The program operated in McKinley Elementary School during the first year, and expanded to Larchmont and Sherman Elementary schools during the second year. Old Orchard Elementary school was added during the third year, and DeVeaux Elementary joined the program during the fourth year. For the 2017-18 school year, Marshall Elementary joined the MITS program. This report details program evaluation findings for year five (2017 – 2018) of the Mentors in Toledo Schools program.

Research about tutoring programs (Morris, 2006) geared toward early readers suggests that tutoring/ mentoring programs can be successful if they possess the following characteristics:

1. Students having prolonged interaction (>1 year) with the same tutor/mentor during the school year
2. Program features that foster tutor/mentor training, supervision, and school support
3. Quality relationships between the tutor/mentor and the students
4. Having a paid volunteer coordinator in place.

The Mentors in Toledo Schools program possesses each of these key attributes, and is therefore well-positioned to contribute to improvements in academic achievement and school engagement. The purpose of this report is to document the activities and outcomes related to the program during the 2017-18 school year, with the aim of providing project partners greater insight to the program's effects.

Program Summary

The Mentors in Toledo Schools program operates based on the collaboration and coordination of classroom teachers, volunteer mentors, and site coordinators at each school. Teachers mostly recommend students in their class to be included in the program based on an observed need in one or more areas of language arts (i.e., reading, writing). In the 2015-16 school year, however, teachers from McKinley school recommended high-achieving students to the program so the teachers could spend time in the classroom working with struggling students, and this practice continued to some degree during the 2016-17 school year as well, with two teachers from McKinley utilizing the mentoring offered via MITS to allow for high-performing readers to receive MITS services so that classroom teachers could spend more time with struggling readers. Although the program aims to help struggling readers, to date MITS has been flexible with allowing site-level and teacher-level decisions around student eligibility for participation in mentoring activities.

Teachers provide student-specific reading tasks—aligned with the classroom curriculum—for the mentors to complete with students during the mentoring sessions. The volunteer coordinators recruit and assign mentors to work with students, and ensure that mentors are prepared to facilitate the tasks assigned for the students by their teachers. Mentoring sessions are conducted Monday through Thursday mornings from 9:30 to 11:30 AM, except during school holidays and special events.

Mentoring information (e.g., location, time, student name, tasks) is recorded in a database, which tracks tutor/student meeting times, student behavior with the tutors, the teaching materials reviewed with each student, and allows for written tutor comments to the teacher regarding student performance and behavior. Mentors document the tasks that were accomplished, and evaluate the student's participation during the session using five categories: Behavior Issue, Indifferent, Somewhat Distracted, Somewhat Attentive, and Very Attentive. The mentor feedback is shared with teachers and building principals on a daily basis, so the information can be used to guide future instruction.

Critical components of this program are the structural organization maintained by the database, the consistency and frequency of the tutoring, and the quality of the communication between teacher and tutor/mentor about students' work. Since teachers select the work for students to do with the tutors, and teachers receive regular feedback on individual student's actual activity, teachers can accommodate the changing needs of the students over time.

The program logic model outlines the relationships between program context, activities, and outcomes, and can be found on the next page.



Mentors in Toledo Schools

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ACTIVITIES

1. One-to-one literacy tutoring/mentoring sessions 1/2 hour per day up to 4 days per week with trained volunteer mentor/tutors
2. Individualized activities prepared by classroom teachers
3. Volunteer training and appreciation
4. Student incentives/rewards for progress
5. Real-time student assessment using technology

Statement of Purpose

Mentors in Toledo Schools (MITS) offers high- quality literacy tutoring during the school day with trained adult role models from the community as mentor/tutors for students in grades Kindergarten - Grade 3 who struggle with literacy skills.

MITS serves as a resource to teachers by enhancing their capacity to develop students' early literacy skills by combining teacher-created student literacy lessons with one-to-one teaching by volunteer mentor/tutors

A. TEACHERS

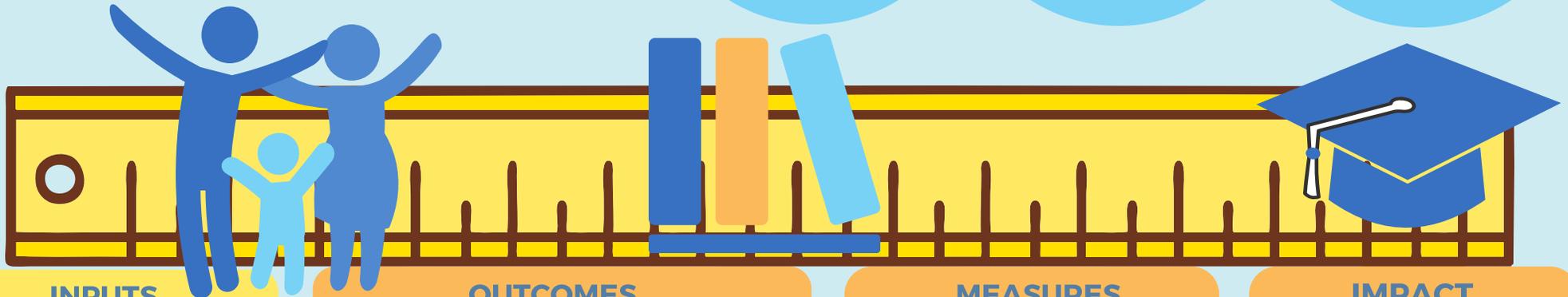
1. Classroom teachers select students for the program.
2. Classroom teachers provide activities aligned with classroom literacy instruction.

B. STAFF

1. Program Manager oversees all aspects of implementation.
2. Site coordinators handle volunteer and student logistics.
3. Site coordinators assemble lesson plans, learning materials and computers & provide them for the mentor/tutors

C. DATA

1. Mentors/tutors input student progress into a reliable data system
2. Site coordinators email daily student progress reports to teachers to continuously improve instruction
3. An Outside Evaluator compares student level data to MAPP test scores & reports results



INPUTS

- Classroom Teachers & School Administrators
- Trained Mentor/Tutors from area businesses, retirement centers and faith communities
- Chrome Books
- Trained Site Coordinators & Program Manager
- School Improvement & Other Funding
- K-3 grade students
- School library space

OUTCOMES

1. Improve and maintain K-3 literacy skills throughout the school year working one-on-one with students during the school day.
2. Positively impact student's school day behavior by raising confidence and offering mentor support
3. Retain or increase the number of trained, supported and satisfied community volunteers in area schools
4. Provide impactful opportunities for community volunteers

MEASURES

- Daily Teacher Feedback
- Daily Mentor Feedback & Attendance
- Daily Formative Literacy and Behavior Assessments
- Teacher Post-survey
- Mentor Post-survey
- Individual Student Scores on Measure of Academic Proficiency and Progress™ (MAPP)
- Student Attendance

IMPACT

- Students and schools meet the 3rd Grade Reading Guarantee
- Schools experience increased community volunteerism
- Through our mentors, each participating student has a caring, consistent adult in their lives

Mentoring Activities in 2017 – 2018

Mentors in Toledo Schools operated from October 2017 to May 2018 in six elementary schools: Deveaux, Larchmont, Marshall, McKinley, Old Orchard, and Sherman. The table below summarizes several key outputs of the mentoring program from the past four years.

The program saw continued growth in the number of students mentored in 2017-18

	2014-15	2015-16	2016-17	2017-18	% Change
Participating Classrooms	20	32	31	---	---
Mentoring Sessions	5,211	9,384	10,386	10,136	- 2%
Students Mentored	256	340	373	462	+ 23%
Mentors	95	159	174	152	-13%
Average Sessions per Student	20	28	28	22	- 21%
Average Sessions per Mentor	55	59	59	67	+ 14%

The table below shows mentoring activity for each school site. The overall program saw a slight decrease in the number of mentoring sessions delivered, but a significant increase in the number of students who received mentoring. This means that on average, each student received less sessions than the previous two years. The number of mentors who participated decreased from 174 to 152. The average number of sessions per student decreased, and the average number of session per mentor increased. These results vary somewhat by school site; please see Appendix A for a more detailed table including numbers for each year.

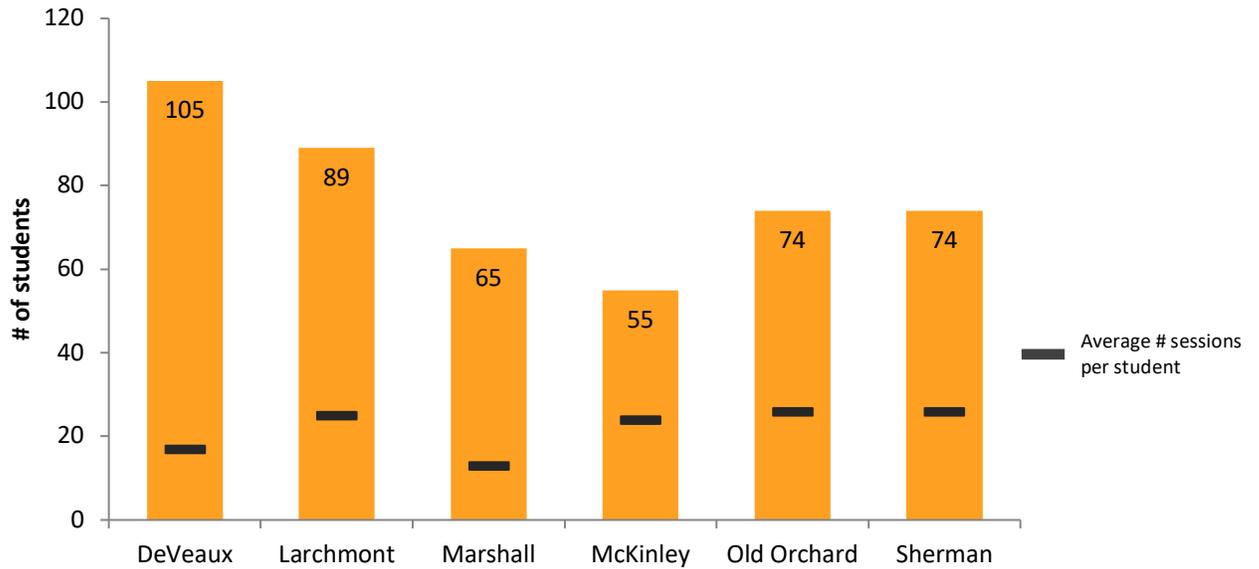
School-level Mentoring Activity 2017-18

School	DeVeaux	Larchmont	Marshall	McKinley	Old Orchard	Sherman
Mentored Students	105	89	65	55	74	74
Mentoring Sessions	1,810	2,234	860	1,341	1,947	1,944
Average Sessions per Student	17	25	13	24	26	26

The figure below illustrates the total number of mentored students at each participating school in 2017-18, as well as the average number of sessions per student (which indicates mentoring activity relative to the number of students). While DeVeaux and Larchmont had the highest number of mentored students, McKinley and Sherman had the highest averages for number of times an individual student received mentoring.

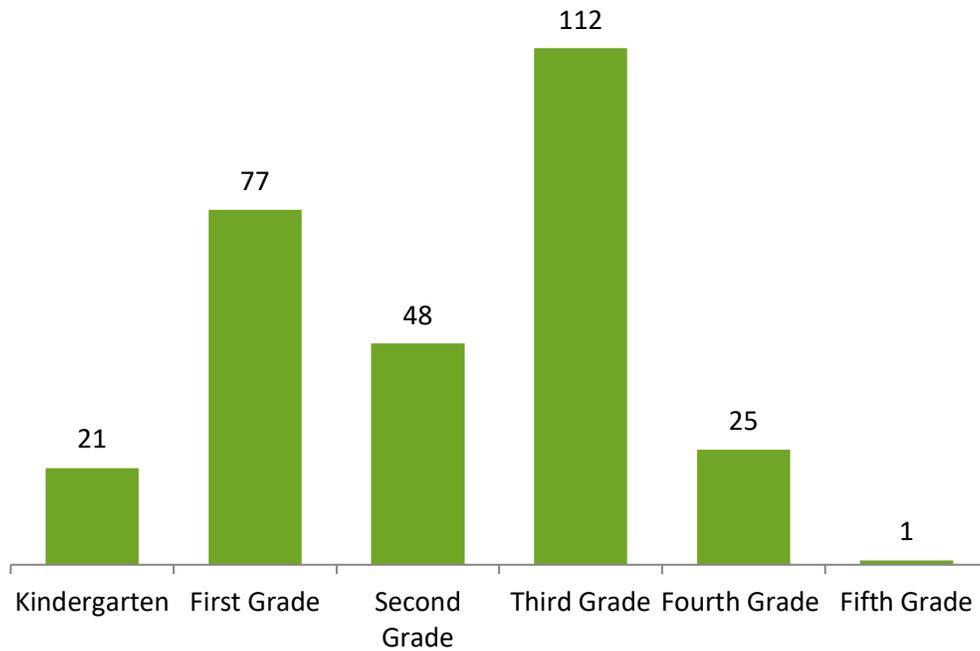
More students were mentored at DeVeaux and Larchmont than any other school

However, students at Old Orchard and Sherman participated in the most sessions on average

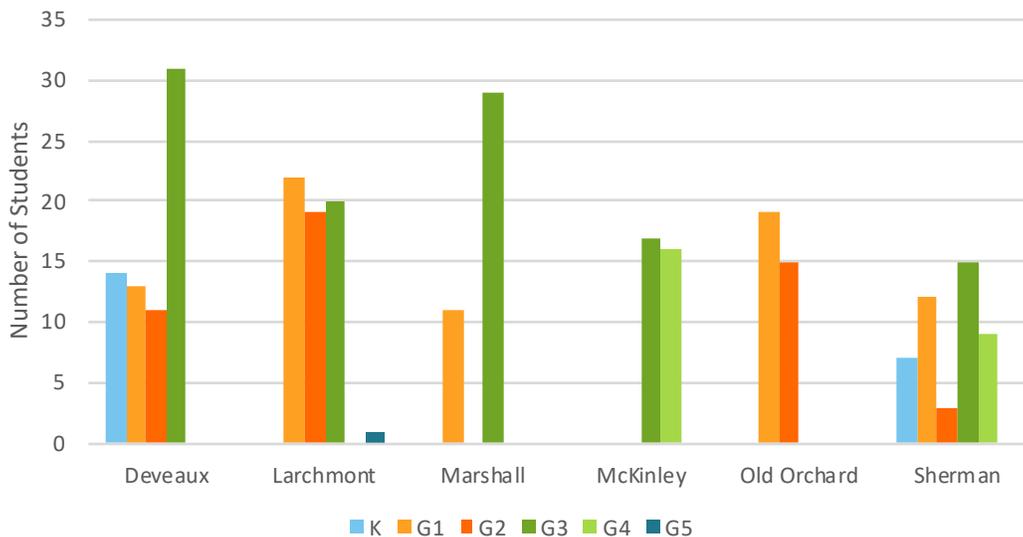


More first and third grade students participated in the MITS program than students in other grades. McKinley Elementary reached the most grade levels—in addition to the K to 2 mentoring offered in other schools, McKinley also offered mentoring in grades 3 and 5 (one student).

Mentoring was provided most to third grade students

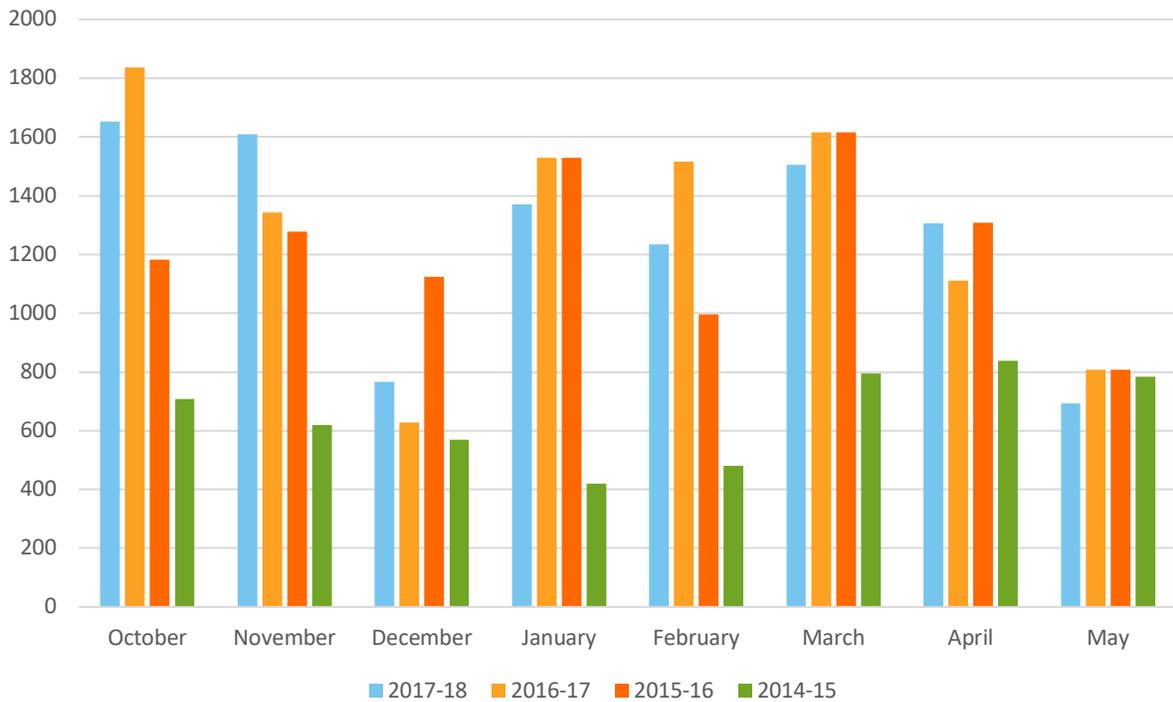


Most schools mentored students in grades one to three



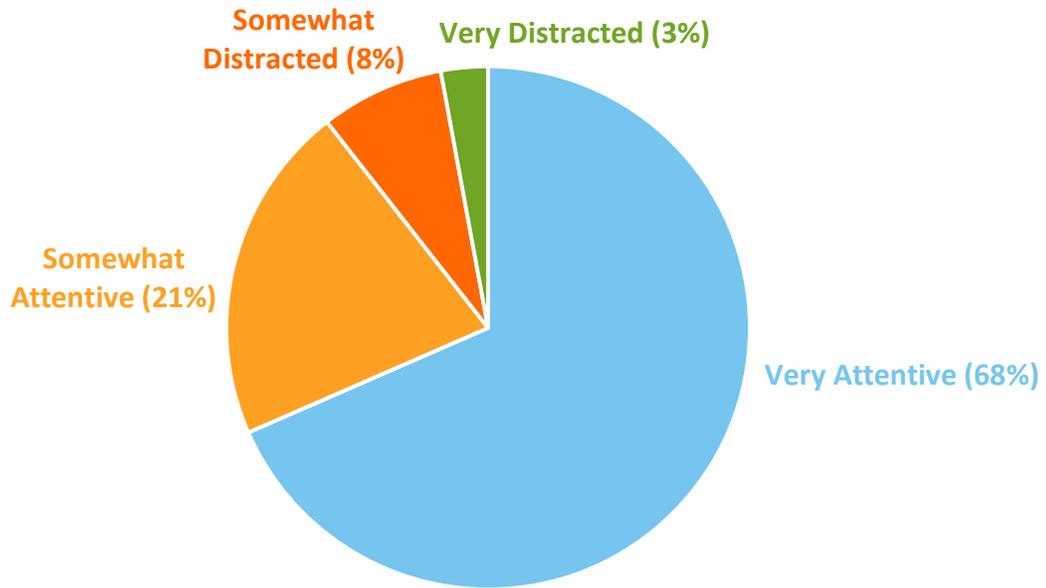
The number of mentoring sessions per month was higher overall during the 2016-17 school year, with the peak number of mentoring sessions provided during October or March for most years. The figure below illustrates the number of mentoring sessions per month for the past four years of programming (current year in blue, earliest year in green).

Mentoring activity was higher overall during the 2016-17 school year, when compared to the 2017-18, 2015-16 and 2014-15 school years. Across all years, April is the month with the highest number of mentoring sessions.



According to the mentors' evaluations, students mostly demonstrated attentive behavior during most of the mentoring sessions. Of the 10,136 total mentoring sessions, mentors recorded "Very Attentive" or "Somewhat Attentive" behavior in 7,147 (89%) sessions.

According to the mentors, students were *Very Attentive* during most of the mentoring sessions



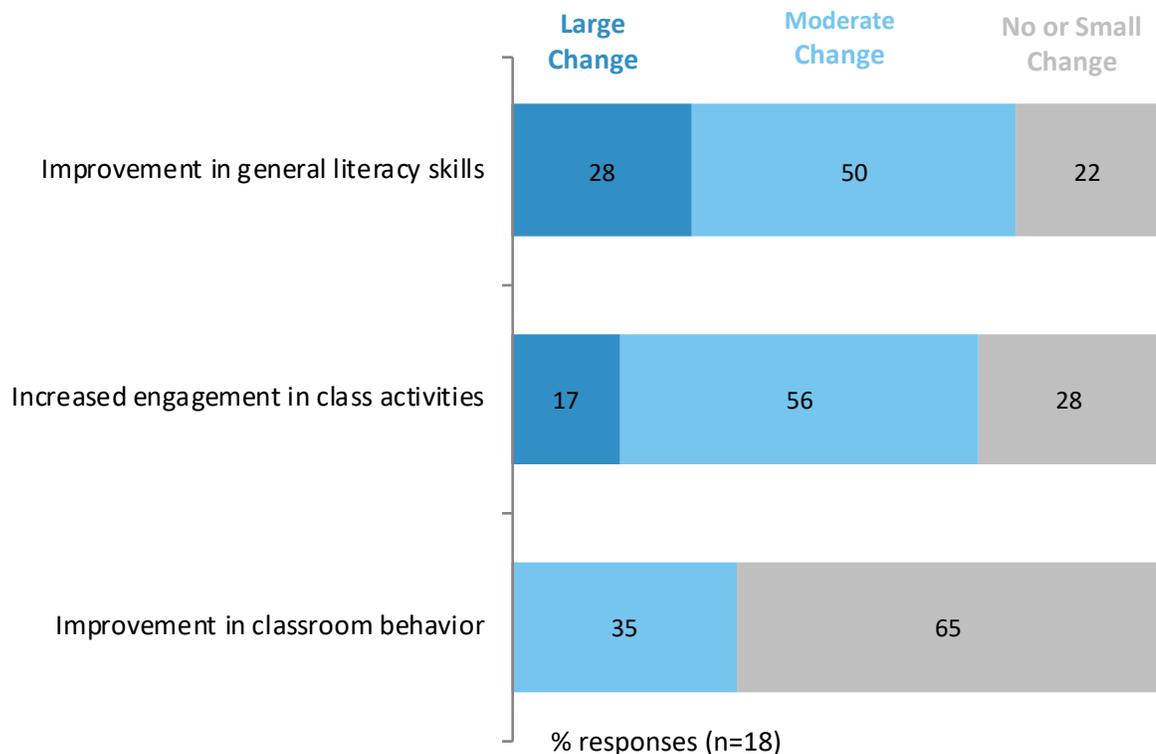
Impact of the Program

The impact of the program was determined using teachers' reports of student progress as well as student data from the MAP Reading Assessment, which is completed by students in Toledo Public Schools three times each school year (fall, winter, and spring). Most of the mentored students (75%) completed the MAP Assessment. Please note: the analyses reported here are based on the two waves of MAP data that were made available to the evaluation team: fall 2016 and spring 2017; only students with both fall and spring MAP scores are represented in the regression analyses.

Teachers' Reports of Student Progress

Teachers who completed the survey (n = 18) were asked rate any academic or behavioral changes they observed in the students who participated in the mentoring program. In general, teachers reported moderate to large positive changes in students' literacy skills, engagement in class activities, and classroom behavior. The figure below illustrates the teachers' responses.

Teachers observed positive changes in students participating in the mentoring program



Teachers specifically reported positive growth in the following literacy skills:

- Phonemic awareness (65% of teachers)
- Reading fluency (80% of teachers)
- Reading comprehension (35% of teachers)
- Sight words, Spelling, vocabulary, and writing (30% of teachers)

MAP Reading Assessment

The MAP Reading Assessment is focused on four major skills, which can be broken down into eleven domains. The table below includes the topics and domains measured by the assessment. The MAP Reading Assessment measures students' progress in foundational skills, oral reading fluency, and comprehension. The assessment is a computer-adaptive test, which continually adjusts the difficulty of a child's test by choosing each test question based on the child's previous response. If the child answers a question correctly, the difficulty level of the next item is increased. If the child misses a question, the difficulty level is decreased. On average, students complete the Reading Assessment in 15 minutes. The results of the assessment are used to monitor students' literacy skills.¹

The analyses reported here are based on the following analytic sample, and these are students who had complete data for all variables in the model(s) described.

Number of Students Included in the MAP Reading Outcome Analytic Sample (By Grade and Condition)

Grade	Mentored Students	Non-mentored Students	Total
Kindergarten	21	267	288
First	77	151	228
Second	48	164	212
Third	112	148	260
Fourth	25	216	241
Fifth	1	235	236
Total	284	1181	1465

Note: The analytic sample was 49.6% male.

¹ Characteristics of the MAP Reading Assessment were taken from the *MAP Reading Fluency Fact Sheet* found at: <https://www.nwea.org/content/uploads/2018/01/MAP-Reading-Fluency-Fact-Sheet-1.pdf>

Heirarchical multiple regression was used to assess the ability of participation in the MITS program to predict students' spring MAP RIT score, after controlling for the influence of fall MAP RIT score and grade level. Fall MAP RIT score and grade level were entered at Step 1, explaining 84% of the variance in spring MAP RIT score. After entry of students' status as MITS participant (yes/no) at Step 2, the total variance explained by the model as a whole was 85%, $F(3, 1312) = 2265.24, p < .001$. In the final model, all control measures were statistically significant, with MITS demonstrating a higher beta value ($beta = 2.00, p = .003$). Results from the model indicate that the MITS program is important for students' reading outcomes.

Because (a) the initial results for MAP RIT outcomes were encouraging, and (b) we saw variation in the number of mentoring sessions students participated in throughout the school year, the evaluation team decided to investigate whether dosage, or number of mentoring sessions, is predictive of MAP RIT score outcomes. The same model presented above was fit, with the exception that instead of MITS status (yes/no) as a predictor variable, Times Mentored was used as a predictor. Times Mentored was not a statistically significant predictor of students' spring MAP RIT score.

Summary of MAP Reading Analyses

The first MAP Reading analysis asked the basic question "Did students who participated in MITS demonstrate higher change in their reading outcomes than students who did not participate in MITS?" In this model, group membership (i.e., MITS participant or not) was used to predict spring MAP RIT scores. Results of this model suggest that simply being part of the mentoring group was a statistically significant predictor of spring MAP RIT scores. Because results from the first analysis were so encouraging, and students in the mentoring group varied considerably in how much/how often they received mentoring, further investigation was warranted. The second MAP Reading analysis asked the basic question "Is there a benefit for participation in multiple mentoring sessions for MITS students? Results from this model suggest that times mentored is not a statistically significant predictor of students' spring MAP RIT scores.

Perceptions of the Program

Program quality was evaluated by examining the perceptions of participating teachers, mentors, and site coordinators. Online surveys were used for this purpose, and were administered at the end of the 2017-18 school year. Different surveys were administered to each group (teachers, mentors, and site coordinators) in order to capture their unique experiences during the program. The surveys included questions about the program in general, as well as aspects of the program specific to each group. For example, all three groups were asked to provide examples of both positive and negative experiences during the project, as well as offer suggestions for improvement. However, only teachers were asked to comment on the benefits of the mentoring program in their classroom since they are best positioned to provide such information. The following sections summarize the results of these perception surveys. Teachers', mentors' and site coordinators' general perceptions of the program are reported separately, while their perceptions about teacher lesson plans, feedback and communication are reported together in order to provide a more complete picture of the program.

Teachers' General Perceptions

A total of 19 educators – 17 teachers and 2 administrators – from five of the six participating schools completed the survey. Most schools were represented by multiple teachers from at least two different grades. Also, four educators (21%) reported 2017-18 as their first year participating in the mentoring program, and nearly 36% (7) educators reported 2017-18 as their third year participating in the mentoring program.

Educators' general perceptions of the program were positive. Almost all of the teachers who completed the survey agreed with all five statements about the "general quality" of the mentoring program. The statements are listed in the table below, along with the percentage of teachers who agreed with each statement. Of the 29 educators who were asked to complete the survey, 19 did so. Responses below are percentages of those teachers who completed the survey.

Survey Statement	Percentage of Teachers in Agreement
The mentoring program supports the instruction I provide in my classroom.	100%
The mentoring program is beneficial for my students.	100%
The mentoring program is worth the class time my students miss because of the sessions.	100%
I would support having the mentoring program in my school next year.	100%
Other Toledo schools would benefit from the mentoring program.	100%

In describing the positive experiences had by teachers or students during the program, teachers often commented on how much students enjoyed going to the sessions as well as how much the sessions helped students' build their reading skills. Teachers emphasized the one-on-one attention the students received during the sessions, and how students felt "special" because of it. Below are some of the teacher's responses:

The students enjoy the one on one time. One of the mentors gave us a large bird egg when she found out we were doing a story on birds.

My students loved it and would fight over whose turn it was to go.

My class attended mentoring on Monday's, and I was so very pleased to see that most every week ALL six mentors came to help my students! Such consistency is very important for the students, the mentors and the program!

I had gains in test scores for about 10 students.

Students enjoyed working one on one and building relationships with the mentors.

The mentors have great suggestions on activities for our students. Their ideas about our students are right on target.

The teachers who responded to the survey only had positive things to say about MITS, and there were no reports of negative perceptions.

Mentors' General Perceptions

A total of 82 mentors completed the survey, which is 54% of the entire mentor group (n = 152) from 2017-18. The mentors who completed the survey represented all six participating schools, and several mentors reported working in more than one school. Many of the mentors (17%) were participating in the program for the first time in 2017-18, while another 43% were participating for the second or third year. Notably, 23% of the mentors who answered the survey were participating for their fourth or fifth year with MITS. Of the 82 mentors who responded to the survey, 13% (n = 11) have participated for more than five years. The mentors participating for the first time learned about the program mostly from a friend or acquaintance or through Cedar Creek Church. The main reason provided by the other mentors for coming back another year was their belief in the program's ability to help the children who participate, and their appreciation for how well the program is organized and delivered.

In describing their positive experiences during the program, mentors mentioned both the relationships they developed with their students as well as the progress students made in their reading. Mentors reported that the work they engaged in with students gave them something to look forward to and feel good about. Based on the comments mentors provided

regarding positive experiences with the program, the mentors noted that students improved in their reading (both skill and confidence levels) over time. Some of the mentors wrote:

Getting hugs, recognized outside of mentoring, and seeing the progression of the children. I

I had many positives, mostly just seeing a student's eyes light up when they "get it".

It's always great when you see the "light" switch on.

Whenever a child smiles, that is a positive experience for me.

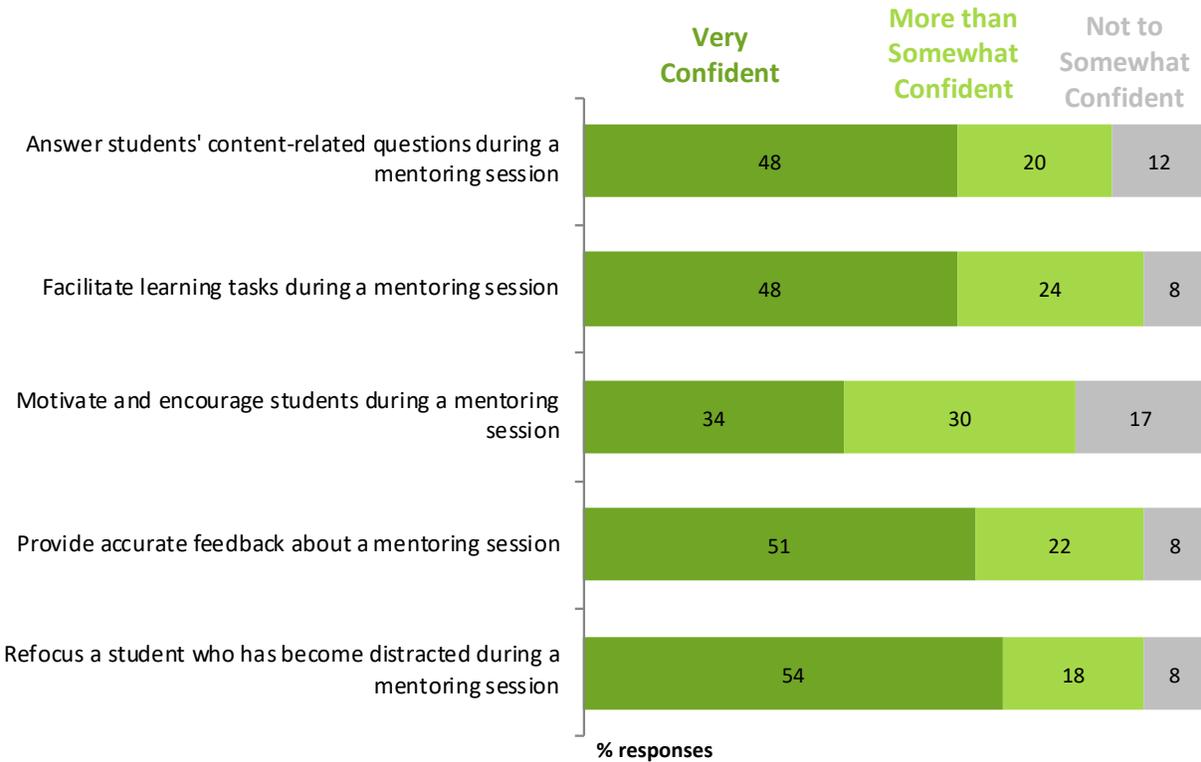
Overall, bonding with the students we serve and seeing their skill level and confidence improve when reading.

The vast amount of improvement in so many of the students.

Negative experiences were provided far less than positive experiences. One mentor mentioned that holding mentoring sessions in the cafeteria can present challenges because there are more distractions in that space. Several mentors mentioned that they find it emotionally stressful to see children struggling to read. These negatives are not related directly to MITS, however, so this information is not indicative of any negative programmatic details.

Mentors were asked to evaluate their confidence in performing several mentoring tasks, and offer suggestions for training in the future. In general, mentors felt very confident to perform most mentoring tasks, especially those related to student learning. The figure on the next page summarizes mentors' survey responses. The distribution of responses is very similar to that observed for the 2017 MITS evaluation.

Mentors felt most confident performing tasks related to student learning



Site Coordinators' General Perceptions

Eleven site coordinators responded to the online survey. The coordinators agreed that the school mentoring schedules were appropriate during the school year, and the program seemed to meet the needs of the school. One site coordinator reported that in one of the third grade classrooms participating in mentoring in their site, the teacher allowed students to decide for themselves if they wanted to participate in mentoring; This site coordinator felt that this contributed to some behavior problems from students in that classroom during their mentoring time. Two of the mentors reported that they had trouble getting access to teachers' lesson plans.

It was clear from their description of the positive experiences during the school year that site coordinators thought highly of the mentors and were proud of the growth observed in the participating students. Many also noted the enthusiasm and eagerness demonstrated by participating students. Some of the coordinators wrote:

Our mentors consistently bring positive attitudes, love of children, and dedication to their roles. Even difficult students are met with patience, care and concern. The majority of our students truly appreciate our help. It is a joy to observe their willingness to work hard to learn.

A positive experience for me is seeing how well the program runs... mentors know what they need to do, kids know what they need to do. Another positive was working with 3rd & 4th graders who are more independent in their ways.

Observing the bonds built between students and mentors, seeing the benefit of one on one academic attention, getting to know the students throughout the year, the camaraderie w the mentors as they return each year

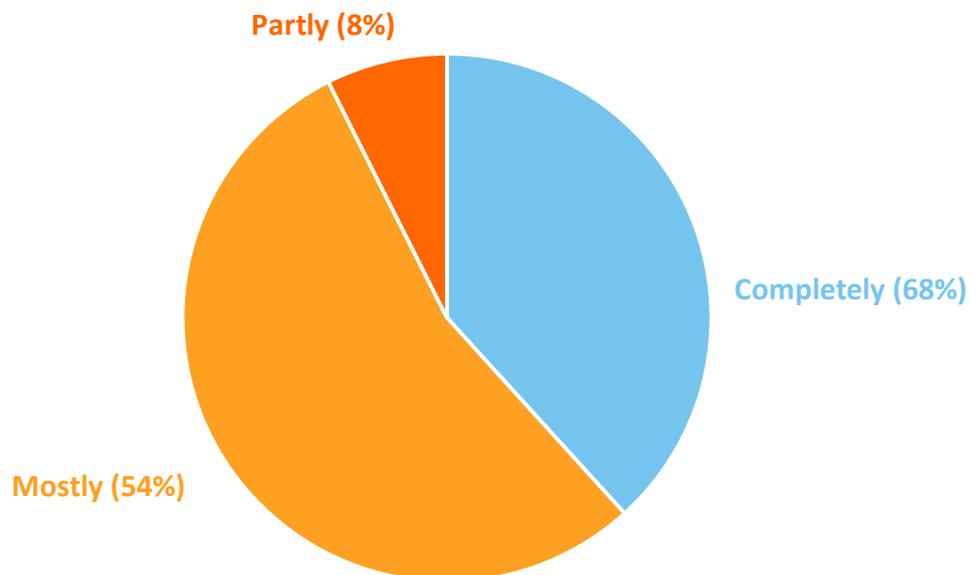
I enjoyed meeting teachers, staff, and some amazing kids that greatly benefit from one on one attention.

Overall, the mentors' perceptions of the program are very positive, and the suggestions they have for improvement are not related to program-specific practices and procedures. For example, one mentor reported that they do not like their location for mentoring because the room they work in is under a stairwell, and so it is a bit loud in that space. This, along with the earlier comment about mentoring in the cafeteria, is something outside the planning and delivery of MITS or Partners in Education.

Teacher Lesson Plans

The teacher lesson plans represent an important aspect of the program because they ensure that mentoring activities relate to the content being taught in the teachers' classrooms. Teachers provide mentors with lesson plans each week, and the mentor completes lesson tasks with the student during the mentoring sessions. Teachers spent an average of 23 minutes per week preparing lesson plans to share with the mentors, and nearly every teacher reported that they felt preparing the lesson plans was "time well spent." All of the mentors who responded to the survey (n = 82) reported that they used the teacher lesson plans during every session. Also, most mentors "mostly" or "completely" followed the lesson plans during the mentoring sessions. The figure below illustrates mentors' responses regarding the use of the teacher plans during the mentoring activities.

Mentors (n=82) mostly followed the teacher lesson plans during mentoring activities



The most common reasons for not completely following the teachers' lesson plans was that the children were not particularly engaged in that activity, or there were time constraints. Many mentors believed the mentoring sessions were too short to address all of the tasks on the lesson plans. Other mentors reported that they often spent more time on one task if the students seemed to struggle or show greater interest in doing that task. Some mentors suggested that students' lack of attention or distraction also resulted in less than complete coverage of the lesson plan. Regarding these reasons, some of the mentors wrote:

Once in a while I need to adjust according to the attitude of the student.

Don't have time or the child isn't responding well to the activity

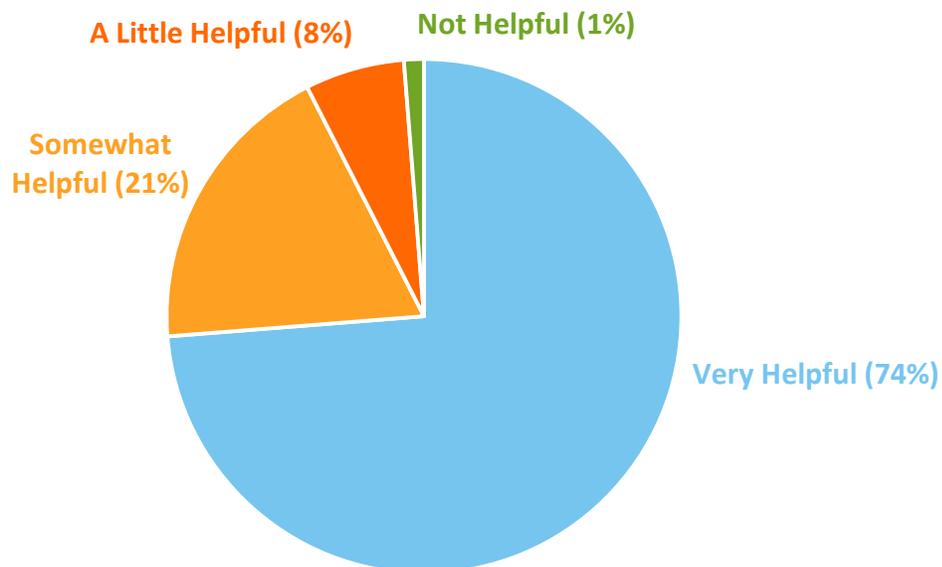
Some children are distracted and do not want to do the lessons.

Sometimes the student did not want to do all the parts of the lesson and thought it better to get some and not all.

If a student is not focused or very distracted then you might need to improvise to get them to accomplish something for the day.

Overall, mentors thought the lesson plans were helpful for their sessions (81% believed them to be “very helpful”). Several mentors suggested that the lesson plans could be made more helpful if teachers prioritize the tasks in order of importance for each student, and also provide appropriate background information about the student (e.g., reading level, strengths, or weaknesses) that may be helpful during the mentoring session. Two mentors also mentioned that it would be helpful if teachers would let the mentors know in advance if they expect the student to exhibit any behavior problems, and offer suggestions on how the mentors might best handle those situations, particularly if the teacher has specific classroom strategies that seem to be effective with a problem student. The figure below illustrates mentors’ responses regarding the helpfulness of the teacher plans during the mentoring activities.

Mentors (n=82) found teacher lesson plans **very helpful during mentoring activities**



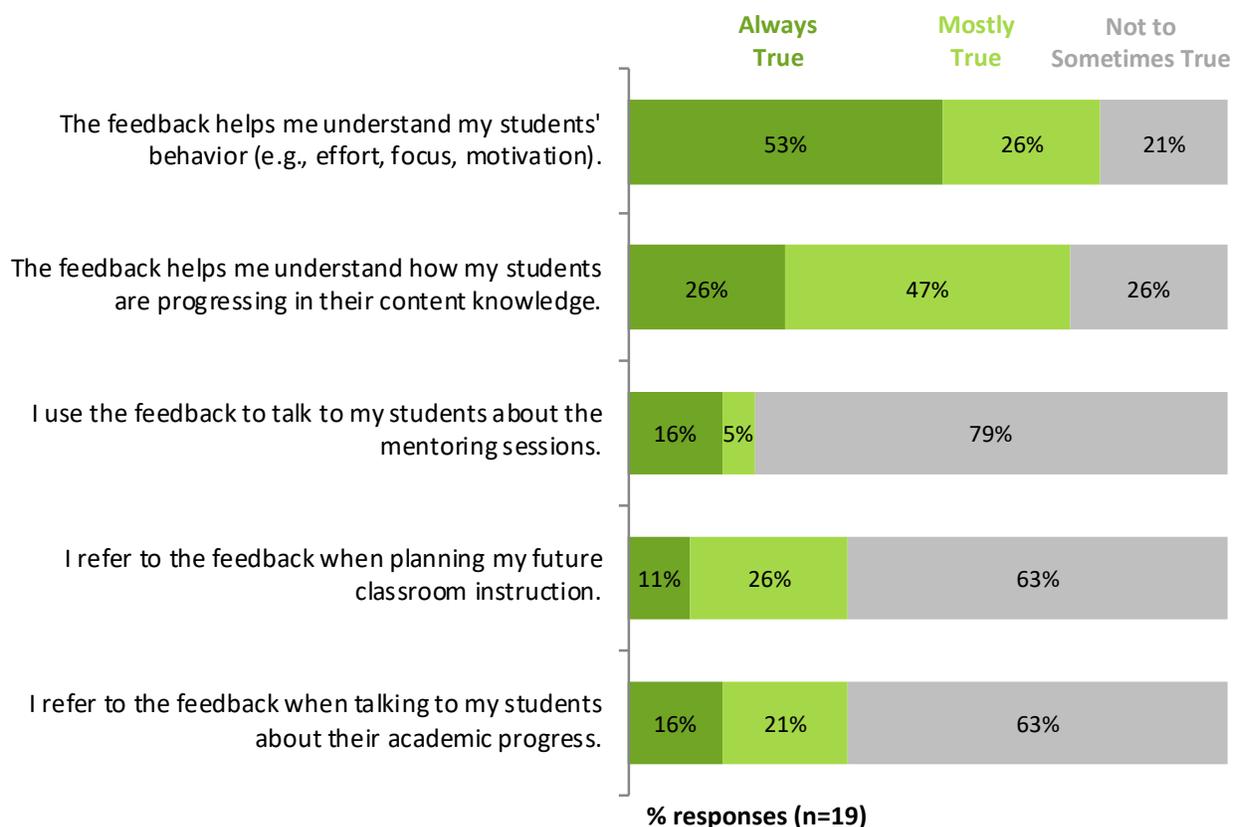
Feedback and Communication

After each mentoring session, mentors provide feedback to the teachers about their interactions with students. During the 2017-18 school year, most mentors (86%) completed the feedback form electronically. More than half the mentors (69%) believed the feedback form was “very easy” to complete. Very few mentors (1%) thought the forms were difficult to complete.

All of the teachers who completed the survey reported reading the mentors’ feedback at least “sometimes.” Please note: The teachers were evenly split in their responses of reading the feedback “every time it is provided,” “almost every time it is provided,” and “sometimes.” Teachers mostly agreed that the mentors’ feedback was sufficient for classroom planning and instruction (i.e., there is no other information the mentor could provide that would be helpful). Teachers and mentors agreed on the sufficiency of the feedback form—mentors believed the feedback form included the information necessary to accurately describe the mentoring session.

Teachers were asked to respond to several statements about their thoughts uses of the mentoring feedback. Their responses suggest that teachers believe the feedback is useful in understanding their students’ academic and behavioral progress, but less useful in informing discussions with students and classroom instruction. The figure on the next page illustrates teachers’ responses.

Mentoring feedback helped teachers understand their students' academic and behavioral progress



The feedback represents the communication between mentors and teachers. Another important avenue of communication for the program is that between mentors and site coordinators. Mentors were asked about three aspects of this communication, and their responses are included in the table below. These ratings are consistent with those from the 2016-17 school year.

Communication with site coordinators was mostly rated as “Excellent”

Aspect of communication	% of “Excellent” Ratings (n=110)
Frequency of communication	84%
Support for physical needs (e.g., supplies, lesson plans)	64%
Support for mentoring needs (e.g., suggestions, advice, training)	70%

Conclusions and Recommendations

The findings of the program evaluation for 2017-2018 MITS outcomes are overwhelmingly positive. Feedback from mentors, teachers, and site-coordinators, indicates strong stakeholder and participant satisfaction for all program components. Moreover, the investigation of MAP RIT scores suggest that MITS has the potential to positive reading outcomes for the students it serves. Our suggestions for the upcoming year of MITS implementation are:

1. Provide training for mentors on how best to deal with students who are either misbehaved or uninterested in the mentoring activities. Specifically, if teachers have any strategies that work well in their classrooms with a particular student, the mentors might benefit from knowing this information.
2. The evaluation team would like to secure winter 2018 MAP data so that growth curves can be fit for data modeling. Given the very promising reading outcomes demonstrated thus far, there is good reason to expect that more data points may help refine our understanding of how well MITS is working to improve students' reading outcomes.
3. The program staff should consider standardizing the way in which mentors enter student names when documenting mentoring sessions. If the names entered are different (even slightly) from time to time, it becomes more difficult to accurately monitor and analyze the mentoring data. Also, adding 900 numbers to the total student roster (participating in the program) would improve the accuracy and efficiency of the outcome analyses. Without these numbers, data loss becomes more likely.
4. Some site coordinators reported challenges associated with the program location (e.g., in the cafeteria or room under a stairwell). The MITS leadership may consider discussions with building administrators in participating elementary schools to see if the location of the program services can be moved to a space that allows for less disruption during tutoring.

Appendix A: School-specific changes in mentoring activity from 2014-15 to 2016-17

Key Result	School	2014-15	2015-16	2016-17	2017-18	% Change
Mentored Students	DeVeaux	---	84	99	105	+6%
	Larchmont	67	64	80	89	+12%
	Marshall	--	--	--	65	--
	McKinley	91	82	54	55	+1%
	Old Orchard	42	50	75	74	-2%
	Sherman	56	60	65	74	-2%
Mentoring Sessions	DeVeaux	---	1,661	2,117	1,810	-15%
	Larchmont	1,480	1,641	2,033	2,234	+9%
	Marshall	--	--	--	860	--
	McKinley	1,926	2,159	2,023	1,341	-34%
	Old Orchard	229	2,004	2,163	1,947	-10%
	Sherman	1,576	1,919	2,050	1,944	-6%
Average Sessions per Student	DeVeaux	---	20	21	17	-19%
	Larchmont	22	26	25	25	0%
	Marshall	--	--	--	13	--
	McKinley	21	26	37	24	-36%
	Old Orchard	5	40	29	26	-11%
	Sherman	28	32	32	26	-19%