

iMentor's College Ready Program

Examining Implementation and Impacts for 10th Graders



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APPENDIX A: BACKGROUND CHARACTERISTICS AND BASELINE EQUIVALENCE

Table A-1: Demographic Profile of iMentor Evaluation Schools and All Other NYC High Schools, 2011-2012

	Evaluation Schools	Other NYC High Schools ^a
Gender (%)		
Female	54.0	51.3
Male	46.0	48.7
Race (%)		
Latino	55.0	43.3
Black	38.4	38.4
White	2.4	7.5
Asian	2.7	9.5
English Language Learners (%)	19.7	12.7
Poverty^b (%)	81.1	72.0
8th Grade Academic Performance		
Math scaled score ^d	663.6	670.6
English Language Arts scaled score ^e	641.9	647.4
Chronic absentees (%) ^f	31.0	26.4
Students per school	326.5 ^g	553.7
Total number of schools	8	460
Total number of students	2,612	254,706

Source: Research Alliance calculations using data provided by the NYC DOE.

Notes: ^a Any school serving students in grades 9-12, other than those in District 79 or District 75 and specialized high schools. ^b Includes students who turned in their free or reduced price lunch form and those who did not turn in their form but attend a school that receives universal free lunch. Many students who are eligible for free or reduced lunch do not turn in their forms, therefore including universal programs is a more accurate measure of poverty ^d Math Scaled Scores range from 430 to 790 with a standard deviation of 58. ^e ELA Scaled Scores range from 480 to 775 with a standard deviation of 47. ^f Chronic absentees are students who are absent for more than 10 percent of the school days in a year. ^g Based on size of 9th grade during the 2011-2012 school year. The other characteristics in the table represent school-wide measures.

We tested for baseline equivalence between the treatment and control students to assess if the two groups were similar enough to test the effect of iMentor. If the groups were very different, then we could not be confident that any differences we saw between the two groups could be attributed to iMentor. We used the What Works Clearinghouse (WWC) standard for baseline equivalence for a lagged cohort model with a baseline predictor. The standard is that there must be less than a .25 standard units difference on background characteristics between the treatment and comparison groups. Table A-2 shows the baseline equivalence for the outcomes based on the student survey such as the college and career activities and non-cognitive skills. Table A-3 shows the baseline equivalences for outcomes based on administrative data such as attendance and GPA. Both Table A-2 and A-3 show that the treatment and control groups are similar—they have a smaller than .25 difference on Hedge’s G—the preferred standard unit of comparison by WWC.

Table A-2: Baseline Equivalence and Covariates for Survey Respondents

	iMentor	Comparison	Difference	Pooled SD	ESD
Female	48.0%	52.7%	-4.7%	50.0%	0.09
Ethnicity					
Asian	2.5%	2.5%	0.1%	15.6%	0.01
Black	30.6%	33.9%	-3.3%	46.5%	0.07
Latino	64.2%	61.0%	3.1%	48.2%	0.07
White	1.3%	1.3%	0.0%	11.3%	0.00
Poverty^a	93.9%	94.3%	-0.4%	23.7%	0.02
ELL	26.6%	23.4%	3.2%	43.6%	0.07
Prior Achievement^b					
ELA NYS (8th Grade), Z	-0.53	-0.46	-0.06	0.85	0.07
Math NYS (8th Grade), Z	-0.36	-0.37	0.01	0.87	0.01
Attendance, 8th Grade	90.0%	90.0%	0.0%	0.1%	0.01
Number of Students	1262	611			
Number of Schools	8	8			

Source: Research Alliance calculations based on data obtained from the NYC Department of Education.

Notes: ESD: Effect Size Difference: Less than 0.25 indicates equivalence (with statistical control). ^a Includes students who turned in their free or reduced price lunch form and those who did not turn in their form but attend a school that receives universal free lunch. Many students who are eligible for free or reduced lunch do not turn in their forms, therefore including universal programs is a more accurate measure of poverty. ^b Z scores are standardized scores. The average city-wide test score is zero, and one unit is equivalent to a standard deviation. Negative z scores indicate that the group is below the city-wide average.

Table A-3: Baseline Equivalence for iMentor and Comparison Students for Academic and Attendance Analysis (Covariates)

	iMentor	Comparison	Difference	Pooled SD	ESD
Female	45.7%	53.4%	-7.7%	49.9%	0.15
Ethnicity					
Asian	2.8%	6.0%	-3.2%	22.0%	0.14
Black	32.9%	37.1%	-4.2%	48.0%	0.09
Latino	61.7%	52.4%	9.4%	49.6%	0.19
White	1.6%	2.9%	-1.3%	15.7%	0.08
Poverty^a	94.5%	89.7%	4.8%	28.7%	0.17
ELL	25.9%	16.1%	9.8%	38.7%	0.25
Prior Achievement^b					
ELA NYS (8th Grade), Z	-0.56	-0.45	-0.11	0.85	0.13
Math NYS (8th Grade), Z	-0.48	-0.43	-0.05	0.78	0.06
Attendance, 8th Grade	91.6%	90.8%	0.8%	9.8%	0.08
Number of Students	831	2386			
Number of Schools	8	16			

Source: Research Alliance calculations based on data obtained from the NYC Department of Education.

Notes: ESD: Effect Size Difference: Less than 0.25 indicates equivalence (with statistical control). ^a Includes students who turned in their free or reduced price lunch form and those who did not turn in their form but attend a school that receives universal free lunch. Many students who are eligible for free or reduced lunch do not turn in their forms, therefore including universal programs is a more accurate measure of poverty. ^b Z scores are standardized scores. The average city-wide test score is zero, and one unit is equivalent to a standard deviation. Negative z scores indicate that the group is below the city-wide average.

APPENDIX B: METHODS FOR CALCULATING I MENTOR'S EFFECTS ON NON-COGNITIVE SKILLS

10th Grade Survey Constructs and Items

Non-Cognitive Skills

Internal Resilience

1. I can work out my problems.
2. I can do most things I try.
3. There are many things I do well.
4. I can work with someone who has different opinions than mine.
5. I feel bad when someone gets their feelings hurt.
6. I try to understand what other people go through.
7. I try to understand what other people feel and think.
8. When I need help, I find someone to talk with.
9. I know where to go for help with a problem.
10. I try to work out my problems by talking or writing about them.

Scholastic Efficacy

1. I feel that I am very good at my school work
2. I feel that I am just as smart as other kids my age.
3. I have trouble figuring out the answers in school. (Reversed)
4. I'm pretty slow in finishing my school work. (Reversed)
5. I often forget what I learn. (Reversed)
6. I do very well at my classwork.

Goal-Setting Behavior

1. My mentor and I spend time working on how I can improve as a person.
2. My mentor helps me to set and reach goals.
3. My mentor and I work on projects together.
4. My mentor and I accomplish a lot of things together.
5. My mentor and I talk about how to solve problems.

6. Learning new things together is an important part of our relationship.

Perseverance

1. If something looks too hard, I will not even bother to try it. (Reversed)
2. Failure just makes me try harder.
3. If I can't do a job the first time, I keep trying until I can.
4. I handle unexpected problems very well.
5. I give up easily. (Reversed)
6. I can depend on myself.
7. I am unsure about my ability to do things. (Reversed)
8. I give up on things before finishing them. (Reversed)

Critical Thinking

1. I can easily express my thoughts on a problem.
2. I usually use more than one source of information before making a decision.
3. I compare ideas when thinking about a topic.
4. I keep my mind open to different ideas when planning to make a decision.
5. I am able to tell the best way of handling a problem.

Self-Advocacy

1. I talk proudly about my experiences
2. I let people know about things I do well.
3. I let others know that I am valuable to groups I belong to like my school, club, or team.
4. I let people know about my accomplishments.

Confidence about College/Career

Career Confidence

1. I know what kind of job or career I want as an adult.
2. I have thought a lot about the kind of job I want when I am an adult.

College Confidence

1. I am confident that I can do all of the things I need to do to go to college.
2. I am confident that I can do all of the things I need to do to graduate from college.

Lagged Cohort Model

We designed a lagged cohort study to test if students eligible to receive¹ the iMentor intervention had better outcomes at the end of 9th grade than comparison students who did not. The analytic model we used to test this statement is a student-level fixed effects model. In this model, the comparison and treatment students are enrolled in the same school—the comparison students entered 9th grade in the year prior to the treatment students. We use school fixed effects to control for differences between the eight evaluation schools. We also control for additional student characteristics enumerated below using variables from the NYC Department of Education administrative data as well as other measures from the iMentor survey. Most importantly, we control for their baseline status on each survey outcome. The variable TREAT below equals 1 if a student was enrolled in 9th grade when iMentor was implemented and 0 if a student was enrolled prior to implementation. The coefficient on the treatment indicator is the effect of iMentor.

Model:

$$\begin{aligned} Outcome_i = & INT + BL_i + SCH_i + TREAT_i + ELAG08_i + MTHG08_i + \\ & Female_i + FstGEN_i + ABSPCTRL_i + Race_i + SelfEff_i + \\ & FREDLUNCH_i + SPED_i + ELL_i + OVAGE_i + e_i \end{aligned}$$

Outcome_i = Student spring score on non-academic outcome construct

BL_i = Student fall (baseline) score on non-academic outcome construct

SCH_i = School fixed effect

TREAT_i = Indicator of being eligible to participate in iMentor (1 = treatment)

ELAG08_i = Percentile score (0-100) for 8th grade ELA Achievement Score

MTHG08_i = Percentile score (0-100) for 8th grade Math Achievement Score

Female_i = Indicator of being female

FstGEN_i = Indicator of being a potential first generation college student, defined as having a mother/sibling who has not attended any college

ABSPCTRL_i = Indicator of being chronically absent in the 8th grade year

Race_i = Indicator of race/ethnicity category from follow-up survey (i.e. Asian, Black, Latino, White, or Other), the reference group is Black

SelfEff_i = Measure of student self-efficacy as determined from the baseline study

FREDLUNCH_i = Indicator of receiving Free or Reduced priced lunch

SPED_i = Indicator of having a related service in 8th grade

ELL_i = Indicator of having an ELL designation in 8th grade

$OVAGE_i$ = Indicator of being 15 at the start of 9th grade

e_i = error

For students with an outcome variable, any missing predictor variables were imputed using a multiple imputation process based on all remaining variables. No outcome variables were imputed.

Sensitivity Tests

Before conducting these analyses, we conducted a sensitivity test to assess if being a member of the treatment cohort was predictive of having higher baseline scores. We found that for three outcome variables, participating in iMentor was predictive of higher baseline scores. However, once other student characteristics were incorporated into the model, the association between participating in iMentor and baseline scores were no longer statistically significant. This suggests that there were differences between cohorts in the same school on the outcomes of interest, but that these differences could be controlled for using other student-level characteristics.

Table B-1: Effects on Survey Responses, Regression Adjusted, iMentor 10th Grade

	iMentor	Comp	Difference		p-value
Student Experiences					
I have a mentor	89%	19%	70%	*	<.0001
College and Career Activities					
Researched possible career paths	52%	45%	7%	*	0.0354
Developed a resume	49%	29%	21%	*	0.0039
Researched colleges	58%	55%	3%		0.4747
Participated in a program on a college campus	37%	37%	0%		0.8738
Visited a college campus in NYC	69%	63%	6%		0.0854
Visited a college outside NYC (but in NY)	38%	45%	-8%		0.0519
Visited an out-of state college campus	25%	26%	-1%		0.7399
Sat in on a college-level course	15%	18%	-3%		0.2109
Reviewed PSAT results with an adult	31%	32%	-1%		0.822
Participated in an ACT/SAT prep class	17%	20%	-4%		0.3812
Taken a practice ACT/SAT test	35%	41%	-6%		0.0695
Spent time on your own studying for the ACT or SAT	17%	22%	-5%	*	0.0241
College Aspirations					
"I want to go to a 2/4 year college."	92%	89%	3%	*	0.04
"I think I will go to a 2/4 year college."	86%	83%	4%	*	0.03
"I need a 2/4 year college to live the life I want."	90%	88%	3%		0.09
Academic and Personal Behaviors and Attitudes					
Internal Resilience (1-4)	3.16	3.09	0.07	*	0.01
Scholastic Efficacy (1-4)	3.11	3.13	-0.03		0.50
Goal and Goal-Setting Behavior (1-4)	2.91	2.96	-0.06		0.45
Perseverance (1-4)	3.17	3.19	-0.02		0.40
Confidence about College/Career (1-4)	3.14	3.17	-0.03		0.52
Self-Advocacy (1-5)	3.73	3.66	0.06		0.14
Critical Thinking (1-4)	3.05	2.99	0.06	*	0.02
Sample Size	1278	604			

Source: Research Alliance calculations based on data obtained from the iMentor spring survey and data from the NYC Department of Education.

APPENDIX C: METHODS FOR CALCULATING iMENTOR'S EFFECT ON ACADEMIC OUTCOMES AND ATTENDANCE

Comparative Interrupted Time Series (CITS) Model

The CITS procedure involves multiple comparisons but is run as a single equation regression (Bloom, 2003). The regression equation models the academic outcome on a set of dummy variables with interactions designed to isolate the treatment effect (at the cohort level). The model is written as follows, with the subscripts i for student, j for school, and t for relative year (where the first treatment year is $t = 0$):

$$\text{Outcome}_{ijt} = \beta_0 + X_{it}\beta_{1-9} + t\delta_1 + iMentor_{ijt}\delta_2 + iMentor_{ijt} \cdot t\delta_3 + \underline{TreatYr_{it}\delta_4} \\ + \underline{iMentor_{ijt} \cdot TreatYr_{it}\delta_5} + \sigma_j^{school} + \gamma_{jt}^{cohort} + \varepsilon_{ijt}$$

- X : a vector of student characteristics (i.e. gender, race/ethnicity, 8th grade test scores, 8th grade attendance, and free/reduced price lunch);
- $iMentor$: equals 1 when student i in school j is enrolled in an iMentor school in year t , otherwise equals 0;
- $TreatYr$: equals 1 when year t is a year in which iMentor was offered, otherwise equals 0
- σ : school random effect; and
- γ : cohort-school random effect.

No student in the sample is missing all variables when outcomes are available. Missing variables are imputed using a multiple imputation process based on all remaining variables carried out separately by race and gender.

The underlined term indicates the impact of iMentor, based on the following:

- δ_1 is the slope parameter (for the outcome variable with respect to year) for comparison schools, over the three years of pre-treatment and one year of treatment;
- δ_2 is the difference in intercepts (for the outcome variable with respect to year) between iMentor and comparison schools;
- δ_3 is the difference in slopes between iMentor and comparison schools, over the entire time period;
- δ_4 is the difference in expected (conditional) outcome for all students in the treatment year; and
- δ_5 is the additional difference in expected outcome for iMentor students in the treatment year.

Matching Procedure

As described in Chapter 2 of the full report, we selected schools similar to those in our evaluation to serve as a comparison group for iMentor schools, which allows us to differentiate the effect of iMentor from other factors that are simultaneously influencing schools district-wide.

We used Euclidian Distance Matching to select 16 comparison schools that are statistically similar to the eight iMentor schools in terms of the demographic characteristics and prior performance of incoming 9th graders, as well as the academic trajectories of prior cohorts of 9th graders. Below, we describe the pool of schools from which we selected comparison schools, define the characteristics by which we matched, and specify the model we used to conduct the match. We then briefly assess the quality of the match between the iMentor and comparison schools.

Comparison Pool

We selected comparison schools from a pool of 356 potential matches that met the following criteria:

- Grade 9-12 high school;
- Not a District 75 (special education), District 84 (charter), or specialized high school;
- Began enrolling students in or before October 2009;
- Has only one admissions method (e.g., screened or limited unscreened, not both); and
- Had at least three years of consecutive cohorts enrolled between 2009 and 2013.

Matching Characteristics

We measured the similarity of iMentor and potential comparison schools along the following characteristics:

- Four-year high school graduation rate, measured at the school level (weighted by a factor of 2);
- Percentage of students who meet the Research Alliance’s definition of being “on-track” for high school graduation, as defined passing at least one Regents Exam and earning at least 10 course credits in the 9th grade (weighted by a factor of 4);
- The percentage of incoming 9th grade students classified as English Language Learners in the eighth grade;
- The percentage of incoming 9th grade students who qualified for reduced priced lunch in the 8th grade (a measure of poverty);
- The percentage of students grades 9 through 12 with an Individualized Education Plan;
- The total number of students enrolled in the school;
- The percentage of students deemed chronically absent (missing at least 20 days of school);
- The percentage of students who are Asian or White;
- The slope of grade 8 English and Language Arts (ELA) scale scores in the three years prior to iMentor’s implementation;

- The intercept of grade 8 ELA scale scores corresponding to the ELA score slope defined above;
- The slope of grade 8 math scale scores in the three years prior to iMentor’s implementation; and
- The intercept of grade 8 math scale scores corresponding to the math score slope defined above.

Matching Method

Comparison schools were selected using the Euclidian Distance Matching method, as described in Chapter 32: The DISTANCE procedure of the SAS 9.2 User’s Guide (SAS, 2008).

Match Quality

Because the CITS estimate is largely based on schools’ academic trajectories in the three years before iMentor was first implemented, assessing the equivalency of iMentor and matched comparison schools also requires comparing their pre-iMentor trends. Schools with similar trajectories—i.e., schools with similar rates of change in both their student population and in the academic outcomes of their 9th grade students—are likely to be subject to a similar set of policy influences. They are also likely to respond to any future policy shocks in similar ways (Somers et al, 2013).

In our study, matched comparison schools demonstrated similar trends to iMentor schools in terms of prior student performance and student background characteristics. Schools were more difficult to match on credits and on-track rates (of which credits are a component), in part because some of these schools are unique (e.g., offer CTE programs, or perform better or worse than other schools with demographically similar student populations). Overall, we think that the matched comparison schools are fairly similar to the evaluation schools.

Table C-1: CITS Results, iMentor 10th Grade

	iMentor - Projected	iMentor Change	Comp. Change	Impact
OnTrack for Grad. (%)	59.19	2.96	7.23*	-4.27
Standard Error		(3.65)	(2.56)	(4.46)
GPA (weighted)	71.81	-0.45	0.13	-0.58
Standard Error		(1.07)	(0.75)	(1.31)
Credits Earned (Academic)	10.84	-0.08	0.1	-0.19
Standard Error		(0.75)	(0.52)	(0.91)
Credits Earned (Total)	12.69	0.04	0.02	0.02
Standard Error		(0.65)	(0.46)	(0.80)
Chronic Absenteeism (%)	35.80	-0.41	-3.12	2.71
Standard Error		(3.33)	(2.34)	(4.07)
Attendance (%)	85.72	0.34	0.55	-0.2
Standard Error		(1.08)	(0.76)	(1.32)
Number of Students		1636	3137	
Number of Schools		8	16	

Source: Research Alliance calculations based on data obtained from the NYC Department of Education.

Note(s): Sample includes only students in the 9th grade for the first time. Standard errors are clustered at the school level.

* Denotes statistical significance at the 5% level. ^a Chronic absentees are students who are absent for more than 10 percent of the school days in a year. ^b On-track for graduation is defined as students that have passed at least one Regents Exam and earned at least 10 course credits in the 9th grade (weighted by a factor of 4).

Table C-2: CITS Results, iMentor 10th Grade, Excluding Two Schools With Lower Quality Matched Comparisons

	iMentor - Projected	iMentor Change	Comp. Change	Impact
OnTrack for Grad. (%)	53.13	2.18	3.59	-1.41
Standard Error		(4.22)	(2.97)	(5.16)
GPA (weighted)	71.10	-0.85	-0.06	-0.8
Standard Error		(1.13)	(0.79)	(1.37)
Credits Earned (Academic)	11.19	-0.4	-0.28	-0.12
Standard Error		(0.92)	(0.62)	(1.11)
Credits Earned (Total)	12.71	-0.07	-0.21	0.13
Standard Error		(0.74)	(0.50)	(0.89)
Chronic Absenteeism (%)	40.84	-0.73	-1.96	1.24
Standard Error		(3.96)	(2.78)	(4.84)
Attendance (%)	83.54	0.78	0.13	0.65
Standard Error		(1.28)	(0.90)	(1.57)
Number of Students		1249	2457	
Number of Schools		6	12	

Source: Research Alliance calculations based on data obtained from the NYC Department of Education.

Note(s): Sample includes only students in the 9th grade for the first time. Standard errors are clustered at the school level.

* Denotes statistical significance at the 5% level. ^a Chronic absentees are students who are absent for more than 10 percent of the school days in a year. ^b On-track for graduation is defined as students that have passed at least one Regents Exam and earned at least 10 course credits in the 9th grade (weighted by a factor of 4).

APPENDIX D: EXPLORATORY ANALYSIS

Table D1: Closeness of Mentor-Mentee Relationships and Student Characteristics

	“Very Close”	Not “Very Close”
Gender		
Female	53.7%	47.9%
Race		
Asian	2.3%	2.9%
Black	31.2%	30.5%
Latino	64.0%	64.1%
White	1.6%	1.0%
Other	0.9%	1.6%
Academics (G08)		
ELA Scaled Score	-0.5%	-0.5%
Math Scaled Score	-0.3%	-0.4%
Attendance (G08)		
Chronic absentee	12.0%	17.5%
Severe chronic absentee	2.2%	3.8%
Characteristics (G09)		
Foreign Born	33.7%	28.9%
Poverty	94.0%	93.5%
English Learner	27.7%	24.9%
Special Education	14.4%	16.2%
Overage	30.5%	30.3%
Baseline survey^a		
Adult Social Supports (0-5 adults)	2.53	2.36
Extracurricular Activities - all (sum)	3.45	3.43
Sense of Social Competence (1-4)	2.88	2.77
Communication Skills (1-5)	3.86	3.68
Effective Leadership (1-4)	3.28	3.15
Interpersonal Support (1-4)	2.82	2.70
Career Importance & Planning (1-7)	5.90	5.68
College Attendance & Persistence (1-4)	3.30	3.13
Culture (1-4)	3.31	3.15
School Connectedness (1-4)	3.29	3.14
Personal Initiative (1-4)	3.08	3.02
Scholastic Efficacy (1-4)	3.08	2.96
Locus of Control - (1-4)	3.64	3.53
Task Persistence (1-4)	3.26	3.16
Optimism (1-4)	3.38	3.26
Impression Management (1-5)	3.74	3.59

Help-seeking/Avoidance (1-5)	3.89	3.73
Problem Solving - (1-5)	3.87	3.67
Sample size	382	678

Source: Research Alliance calculations based on data provided by iMentor.

Notes: Data are for 1,110 10th grade students in iMentor schools during years of study treatment. "Very close" indicates students that answered very close to the questions: "Think about the adult mentor who you were matched with through a program. How close do you feel to your mentor?" Missing data is due to multiple responses, non-response, and skipping the question after reporting they do not have a mentor. ^a The baseline survey had a more comprehensive set of constructs than the subsequent spring 9th grade and 10th grade surveys under the assumption that not all non-cognitive outcomes will change every year.

Table D-2: Intensity of Participation and Student Characteristics

	Intense Participation	Non-Intense Participation
Gender		
Female	56.1%	45.5%
Race		
Asian	3.8%	1.7%
Black	34.7%	27.5%
Latino	58.6%	68.6%
White	0.8%	1.5%
Other	2.1%	0.7%
Academics (G08)		
ELA Scaled Score	-0.4%	-0.6%
Math Scaled Score	-0.2%	-0.4%
Attendance (G08)		
Chronic absentee	11.0%	18.7%
Severe chronic absentee	1.8%	4.2%
Characteristics (G09)		
Foreign Born	30.8%	30.9%
Poverty Status	93.1%	94.2%
English Learner	23.8%	27.8%
Special Education	14.0%	16.7%
Overage	28.5%	32.0%
Baseline survey		
Adult Social Supports (0-5 adults)	2.41	2.44
Extracurricular Activities - all (sum)	3.40	3.47
Sense of social competence (1-4)	2.80	2.83
Communication Skills - POSITIVE (1-5)	3.78	3.73
Effective leadership (1-4)	3.21	3.20
Interpersonal Support (1-4)	2.79	2.71
Career Importance & Planning (1-7)	5.77	5.77
College Attendance & Persistence (1-4)	3.24	3.17
Culture (1-4)	3.25	3.18
School Connectedness (1-4)	3.23	3.18
Personal Initiative (1-4)	3.04	3.05
Scholastic Efficacy (1-4)	3.04	2.99

Locus of Control - INTERNAL (1-4)	3.61	3.55
Task Persistence (1-4)	3.21	3.19
Herth Hope Index (1-4)	3.33	3.29
Impression Management (1-5)	3.66	3.64
Help-seeking/Avoidance (1-5)	3.85	3.75
Problem Solving - POSITIVE (1-5)	3.77	3.74
Sample size	478	582

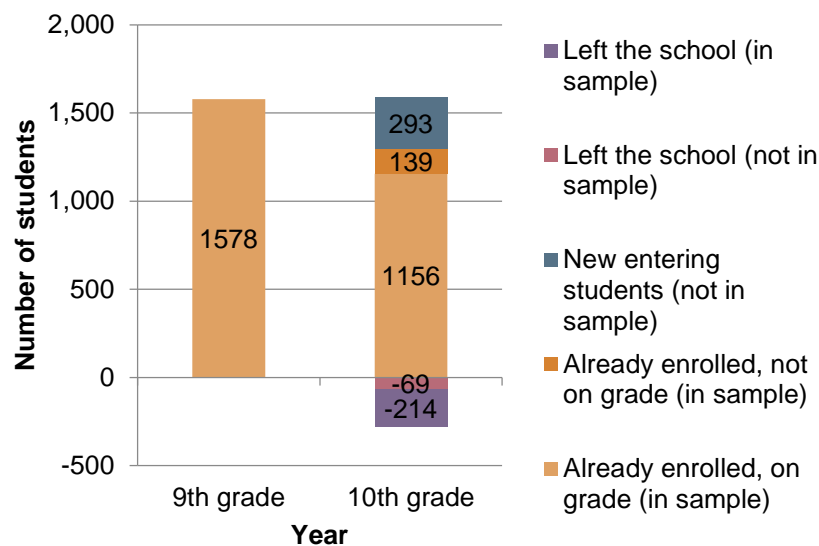
Source: Research Alliance calculations based on data provided by iMentor.

Notes: Data are for 1,110 10th grade students in iMentor schools during years of study treatment. Overall fidelity benchmark based on percent perfect sessions of 55% or greater and 4 or more events attended and were matched or maintained by December 31st of the school year.

Sample of 10th Grade Treatment Students

Figure D illustrates how the sample of students identified as treatment students differs from the sample of students who were in the iMentor schools' 10th grade classrooms. Along with iMentor, we identified the treatment student sample as students who were enrolled in an iMentor school during the first year of the program. Because this is a four year treatment, we agreed that it was important for students to have the opportunity to experience all four years of the program to be included in our treatment sample. Students who entered an iMentor school in 10th grade were not included in the sample because they did not receive any iMentor programming in 9th grade.

Figure D-1: Students Entering and Leaving iMentor Program Schools



Source: Research Alliance calculations based on data obtained from the NYC Department of Education.

References

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Endnote

¹ All students in a treatment cohort who were on the school roster as of October 20th are considered eligible for iMentor.

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