

MEMORANDUM

October 11, 2019

TO: Board Members

FROM: Grenita Lathan, Ph.D.
Interim Superintendent of Schools

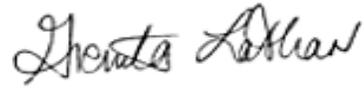
SUBJECT: **ASCENDING TO MEN (ATM) REPORT, 2018–2019**

Ascending to Men (ATM) is a three-prong program strategy designed to address the factors associated with male underachievement, particularly among students of color. The program is designed to provide connections and student support through mentoring, academic support and tutoring, and summer and yearlong workforce participation to prepare ATM students for college and careers. The report outlined the ATM experiences and perceptions of key stakeholders and evaluated the program's impacts on students' learning using site visits, focus groups, a survey, and the 2019 STAAR 3–8 and End-of-Course (EOC) results.

Key findings include:

- ATM implementation included a mentoring component as well as several support activities and events, including college visits, field trips, a Winter Ball, and Youth Summit.
- By the end of the 2018–2019 school year, about 118 or 95.9 percent of registered external mentors provided support and mentoring services to ATM students in 47 schools.
- On average, 874 ATM students attended weekly ATM mentoring sessions during the 2018–2019 school year.
- During the 2018–2019 school year, ATM students had, on average, 779.9 weekly mentoring contact hours.
- ATM students had positive feedback about the ATM program, including the mentoring sessions, activities and events, and discussed its positive effects on school attendance, disciplinary issues, academic performance, and their future.
- Close monitoring, reporting, student tracking, and consistent programming may have contributed, substantially, to the effectiveness of ATM.
- Mentors provided positive feedback on students' satisfaction with the program, and most met at least once per week in group settings with their ATM students.
- Fourth-, fifth-, seventh- and eighth-grade ATM students showed statistically significant gains on the 2019 STAAR 3–8 reading and math assessments. More than half of these ATM students also met expected or accelerated progress on the STAAR 3–8 reading and math progress measure.
- Using Fryer's (2012) measure of 0.08 standard deviations (SDs) as equivalent to one month of schooling, the gains resulted in approximately 6 to 12 months of reading improvement and 7 to 16 months of math improvement for ATM students.
- A higher percentage of ATM students compared to the district met the Approaches Grade Level Student standard on the 2019 STAAR Algebra I, Biology, and U.S. History End-of-Course (EOC) assessments.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.

A handwritten signature in cursive script, appearing to read "Cheryl Adams". The signature is written in black ink on a white background.

GL

Attachment

cc: Superintendent's Direct Reports
Area Superintendents
Kenneth Davis
Silvia Trinh



RESEARCH

Educational Program Report

**ASCENDING TO MEN:
IMPLEMENTATION, PERCEPTIONS,
EXPERIENCES, AND
PARTICIPANTS' ACADEMIC
PERFORMANCE, HISD, 2018-2019**



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Ascending to Men: Implementation, Perceptions, Experiences, and Participants' Academic Performance, HISD, 2018–2019

Executive Summary

Program Description

The purpose of this evaluation was to determine the effectiveness of the Ascending to Men (ATM) program using ATM students', mentors', and program managers' perceptions and experiences and ATM students' academic performance on the State of Texas Assessments of Academic Readiness (STAAR). ATM is a mentoring-based program designed to support boys of color in the Houston Independent School District (HISD) for college and career readiness. The premise of this program is that mentoring is a viable intervention and support option for effecting changes in the behavior, attitudes, and academic performance of underachieving students (Converse & Lingnugaris/Kraft, 2009; DuBois, Nelson, Rhodes, Silverthorn, & Valentine, 2011). ATM also includes academic coaching and tutoring, and workforce participation. This evaluation is focused on the mentoring component, which was implemented during the 2018–2019 school year. The other components will be implemented in subsequent years.

ATM recruited external mentors and appointed program managers for program delivery. Student participants were identified using an algorithm. Signed parental and student consent forms confirmed students' participation in ATM. A total of 47 schools were targeted for the program implementation. These included 16 high schools and their 16 middle and 15 elementary feeder schools. Seven program managers supervised by a senior program manager were assigned to these schools. Program managers were responsible for implementation and logistics and served as the first line of mentors or as full mentors until external mentors were recruited.

Highlights

- The ATM program was designed, originally, to include 28 schools, but the actual implementation involved 47 schools.
- ATM implementation included a mentoring component as well as several support activities and events including college visits, field trips, a Winter Ball, and Youth Summit.
- By the end of the 2018–2019 school year, about 118 or 95.9 percent of registered external mentors provided support and mentoring services to ATM students in 47 schools.
- On average, 874 ATM students attended weekly ATM mentoring sessions during the 2018–2019 school year.
- During the 2018–2019 school year, ATM students had, on average, 779.9 weekly mentoring contact hours.
- ATM students had positive feedback on the ATM program, including the mentoring sessions, activities and events and discussed its positive effect on school attendance, disciplinary issues, academic performance, and outlook.
- Close monitoring, reporting, student tracking, and consistent programming may have contributed substantially to the effectiveness of ATM.

- Mentors provided positive feedback on students' satisfaction with the program; most met at least once per week in group settings with their ATM students.
- Fourth-, fifth-, seventh-, and eighth-grade ATM students showed statistically-significant gains on the 2019 STAAR 3–8 reading and math assessments. More than half of these ATM students also met expected or showed accelerated progress on the STAAR 3–8 reading and math progress measure.
- Using Fryer's (2012) measure of 0.08 SD as equivalent to one month of schooling, the gains resulted in approximately 6 to 12 months of reading improvement and 7 to 16 months of math improvement.
- A higher percentage of ATM students compared to the district met the Approaches Grade Level Student standard on the 2019 STAAR Algebra 1, Biology, and U.S. History End-of-Course (EOC) exams.

Recommendations

- ATM external mentors offered nine suggestions for improving the ATM program. These included (i) increasing session times, (ii) extension of the program beyond school hours, (iii) allowing for one-on-one mentoring in public spaces, (iv) more training for mentors, and (v) spending time recruiting male college students as mentors.
- The same intensity and involvement of program managers must continue. Care should be taken to avoid burnout and to provide continued support for these program managers.
- The plans to expand the program should be pursued but additional program managers and mentors may be required given the multiple roles and responsibilities ATM implementation imposed on managers. The program may have to decide how to address the paucity of mentors in some geographical areas and locations.
- Since topics for session discussions were mostly determined by mentors and program managers, more of the discussion content must be ATM student-driven to ensure that the mentoring program meets the academic and psychosocial needs of ATM students in accordance with prior research findings.
- Greater school buy-in is required to incorporate the ATM principles and strategies as part of the school support services and operations to address ATM students' expressed opinions of others' misunderstanding of students' experiences and perspectives and to ensure that dedicated spaces for mentoring sessions are provided.
- The close monitoring of the program should continue to include data collection, student tracking, and reporting. Formative ATM students' feedback should be sought to make the necessary adjustments to the program and to ensure it meets ATM students' emerging needs.
- Expansion of the ATM program should include the other two key components as stipulated in the project documents, the conceptual framework and logic model, which included academic support and tutoring, and workforce participation.

Introduction

The academic performance of African American and Hispanic ATM students has been a perennial issue in the Houston Independent School District (HISD) and nationwide. In HISD, the White-African American reading gaps for grades 3–8 was 31 percentage points in 2017 and 2018 in favor of White students. The White-Hispanic reading gap was 26 and 23 percentage points in 2017 and 2018, respectively, in HISD, again in favor of White students (HISD Research and Accountability, 2018). The research confirms this disparity, nationally (Gordon, Iwamoto, Ward, & Potts, 2009). While HISD's race and ethnicity reading data have not been disaggregated by gender, research confirms that, nationally, male students of color fare even worse, academically. They have higher rates of disciplinary infractions, graduate at lower rates, and drop out of school at higher rates (Converse & Lingnugaris/Kraft, 2009; Watson, Sealey-Ruiz & Jackson, 2016; Wimer & Bloom, 2014).

HISD is committed to addressing these disparities through its vision, mission, policies, and program initiatives, which are designed to educate the whole child through equal access to effective and personalized education in a nurturing and safe environment (HISD, 2018). To meet this mission, the district focused on students' access to wraparound services under its Every Community, Every School initiative implemented in collaboration with the City of Houston and the Houston Endowment. This initiative connects schools to the non-academic support required to improve students' well-being and academic achievement. Ascending to Men (ATM) is one program being implemented in HISD to connect wraparound services to academic achievement and college and career readiness. It is consistent with the HISD Board of Education's belief that the "district must meet the needs of the whole child, providing wraparound services and emotional support" (HISD, 2018).

The ATM program targets predominantly male students of color in ten school feeder patterns in HISD (**Table A1, Appendix A**, p. 33). This program is designed to provide mentoring, academic support and tutoring, and workforce participation for student participants. The program's action theory posits that these interventions and support will provide young men of color with the skills, attitudes, and behaviors for college and careers. The program began implementation in the 2018–2019 academic year, with a target of 1,400 students. Students were identified for participation in the project activities using an algorithm. Participation was optional and dependent on signed parental and student consent forms.

Program managers were each assigned schools based on the feeder pattern¹. External volunteer mentors were recruited and allocated to or invited to mentor groups² of ATM students by school. Program managers also provided a first line of mentoring services to ATM students. The program design also made provisions for academic support and tutoring and provided students with work access in either yearlong or summer arrangements. **Figure A1** (Appendix A, p. 34) shows the conceptual framework for the project developed from reviewing project documents and related research literature. Year 1 focused on initial program implementation and mentoring. ATM implementation involved 16 high schools and their 16 middle schools and 15 elementary feeder schools for a total of 47 schools.

This report is an evaluation of ATM program implementation and its early effects on ATM students' perceptions, experiences, and achievement. The evaluation also investigates the perceptions and experiences of program managers and mentors. The evaluation was guided by the following questions:

¹ A feeder pattern consists of a high school and the middle and elementary schools from which its students are drawn or to which these students are zoned.

² Group mentoring refers to "a broad array of "natural" programmatic contexts in which mentoring activity takes place involving one or more mentors and least two students" (Kuperminc, 2016, p. 2).

1. What was the demographic and educational composition of the students in the 2018–2019 ATM participant sample?
2. What were the key program components and activities associated with the implementation of ATM for the 2018–2019 school year?
3. How did student participants perceive and experience the ATM mentoring program during the 2018–2019 school year?
4. How did mentors and program managers experience the ATM program during the 2018–2019 school year?
5. How did ATM impact the academic performance of ATM students in the 2018–2019 sample?

Literature Review

The literature review focused on the three components of the ATM project as an overview of the research on how these components are associated with, contribute to, or affect student academic performances: These components are mentoring, academic support and tutoring, and workforce participation. While the evaluation focused on the mentoring component of ATM, the literature review includes all three components to meet the full scope of the project design and establish a foundation for future evaluations.

Mentoring

Mentoring is defined as the relationships that “occur over time between a mentor and students consisting of an emotional bond founded on mutual trust and respect.” The relationship also “functions as a resource for support and guidance intended to facilitate the students’ health development” (Black, Grenard, Sussman, & Rohrback, 2010, p. 892–893). Mentoring is either formal or natural. The former is set in place by a school or an external agency, while the latter exists authentically without the assistance of the school or outside agency (Black et al., 2010). Huizing (2010) identified several variants of mentoring arrangements which he describes as group mentoring, namely, peer group mentoring (PGM), one-to-many mentoring (OTMM), many-to-one mentoring (MTOM), and many-to-many mentoring (MTMM). ATM is using an OTMM group mentoring design.

Much of the research on mentoring has focused on the deficit model (Black, et al., 2010) and/or emphasized the developmental model (DuBois, Nelson, Rhodes, Silverthorn, & Valentine, 2011). Deficit models focus on academic differences between minority and majority ethnic or racial groups. Developmental models are premised on an interconnected set of socioemotional, cognitive, and identity processes through which “caring and meaningful relations with nonparental adults can promote positive development” (Rhodes as cited in Dubois et al., 2011, p. 62). This premise was confirmed through a meta-analysis of 73 independent evaluations of mentoring programs involving young people and published between 1999 and 2010 (Dubois et al., 2011). The research confirmed the effectiveness of mentoring programs in improving behavioral, emotional, and academic outcomes for young people (DuBois et al., 2011). Mentored youth tended to demonstrate positive gains on these outcome measures while their non-mentored counterparts showed declines. However, those gains have been modest at 9 percentile points above the scores of non-mentored youth. Studies, however, did not determine whether those gains persisted, longterm.

Mentoring studies show a direct relationship with youth development or achievement outcomes (Converse & Lingnugaris/Kraft, 2009), however, studies also demonstrated indirect relationships mediated by intervening variables that include school attachment (Black et al., 2010), or improved parental relationships

(Rhodes, Grossman, & Resch, 2000; Rhodes & DuBois, 2008,). The effectiveness of mentoring programs is determined by the strength of the bonds between mentor and youth, the duration of the relationships, frequency of visit, mutual trust, culturally relevant care, and the extent to which activities reflect the expressed needs and preferences of students (Shlafer, Poehlmann, Coffino, & Hanneman, 2009; Watson, Sealy-Ruiz, & Jackson, 2016). Most evaluations used mentor logs, interviews, and questionnaires in which mentors and students self reported on the benefits and challenges of the relationship and used statistical analyses to measure effectiveness and impact (Converse & Lingnugaris/Kraft, 2009). None of these studies appeared to include direct observations of the mentoring relationships or the identification of participants' perceptions and experiences using focus groups.

Research on group mentoring (OTMM), though sparse, showed little difference in effectiveness compared to one-to-one mentoring (Kuperminc, 2016). OTMM studies focused on college students (Challis, Mathers, Howe, & Field cited in Huizing, 2010), teachers (Nussbaum & Beach as cited in Huizing, 2010), and high school Chinese students (Yeh, Ching, Okubo, & Luthar as cited in Huizing, 2010). Of the 12 studies reviewed by Kuperminc (2016), 10 reported "significant positive effects on at least one youth outcome including healthy attitudes/motivation/skills, behaviors, emotional wellbeing, and academic achievement" (Kuperminc, 2016, p. 3).

Academic Support and Tutoring

One-to-one tutoring has been found to be the most effective way to increase student achievement, particularly students who have been identified as at risk for school failure or students with reading or learning disabilities (Elbaum, Vaughn, Hughes, & Moody, 2000). When combined with mentoring, tutoring has also been effective in the improvement of student outcomes (Somers, Wang, & Piliawsky, 2016). In a quasi-experimental study designed to examine the effectiveness of a combined tutoring and mentoring intervention among urban, low income black youth transiting to high schools, Somers, et al. (2016) found that students benefited through increased graduation rates and by helping them to adjust to the ninth grade. A review of literature on the academic intervention targeting low-socioeconomic students in elementary and middle schools had average effect sizes that were educationally important. Academic tutoring had an effect size of 0.36. The review included 101 studies conducted between 2000 and 2014, of which 75 percent were randomized controlled trials (Somers, et al., 2016).

Workforce Participation

The relationship between high school student workforce preparation and/or participation and their academic performance is still unclear because of the scarcity of related research. Warren, LePore, and Mare (2000) found that there were no short or long-term effects of student employment on their academic performance. Preexisting differences were responsible for difference in work intensity associated with employment and students' academic performance. The National High School Center identified several promising initiatives for preparing high school students for successful transition to postsecondary education and employment (Bangser, 2008). Initiatives that promote acquisition of "better job skills through collaboration between public schools and businesses" were recommended. This included utilization of "summer jobs, workshops, classes that assists juniors and seniors...with their career plans (Bangser, 2008, p. 7).

Method

This is a convergent mixed-method³ study designed to describe the implementation of ATM among students in HISD, identify ATM students' and mentors' perceptions and experiences with the mentoring program, and determine the preliminary effects of ATM on ATM students' academic performance for the 2018–2019 school year. Students were selected for participation in ATM using an algorithm based on key academic and non-academic factors including race and ethnicity, at risk for school dropout, economically-disadvantaged status, and academic performance for the 2017–2018 school year. Once identified, students were recruited into the program and confirmed their interest through active voluntary consent. Parents and guardians also provided written consent for their students' participation in the ATM program. ATM students who were identified but who did not complete consent forms did not participate in the program. ATM students who expressed interest but who were not preselected were recruited into the programs. A logic model was developed from the reading of the project documents to help guide the evaluation (**Table A2**, Appendix A, pp. 35–37)

Data Collection

The updated list of students who participated in ATM mentoring program was obtained from the ATM program managers. ATM students' 2018 and 2019 State of Texas Assessments of Academic Readiness (STAAR) performance data and their demographic and educational data from the Chancery Demographics were linked using unique student IDs. These were linked to ATM students in the updated list. Data were also collected from focus groups, site visits, and an online survey.

Focus Group

Focus groups were conducted with ATM students from four elementary, middle, and high schools. Focus group schools did not receive a site visit. Program managers were present during all focus groups because ATM students were minors, which made it comfortable for them to share their perspectives. Focus groups were also conducted with all six program managers and the senior program manager. Focus group is a conversational approach to data collection involving 8–10 or even 4–6 people guided by open-ended questions and probes to better understand programs and participants' program experiences and perspectives (Babbie, 1990; Cresswell & Cresswell, 2018). It captures the authentic voices of the participants and helps to improve the validity of the findings. Verbal consent and permission to audio-record focus group discussions were sought and received. Discussions were transcribed using an online web-portal, <https://www.temi.com> at 10 cents per minute. Transcripts were reviewed, cleaned, and revised to ensure accuracy and to compensate for difficult audio quality such as heavy background noise, crosstalk, and strong accents, which are often common in focus groups with children. With little background noise, clear speaker(s), and minimal accents temi.com claims a 90–95% accuracy.

Site Visits and Exit Interviews

Site visits were made at six schools involving three program managers. The visits were designed to observe the ATM at various stages of implementation including recruitment, group mentoring, and photoshoots, and to further improve the validity of the findings. None of the field trips were observed. An ethnographic approach to the observation from the perspective of a non-participant observer was taken. Field notes were taken of observed behaviors, conversations, and settings related to the ATM mentoring only from an observer's point of view. The Youth Summit, which was organized to culminate the first year's program, was also observed and brief exit interviews were conducted with the ATM students using snowball sampling. Students were polled by program manager.

³ Both qualitative and quantitative data were collected over the same period to provide a comprehensive analysis of the evaluation by integrating both data types in the interpretation of the overall results (Cresswell & Cresswell, 2018).

Online Survey

An online survey was administered to mentors using SurveyMonkey™; a web-based, online platform for developing and administering surveys. A link to the survey was emailed to the senior program manager who in turn emailed it to the mentors for completion. Twenty-four (34.3%) of the seventy mentors completed the survey questionnaire. A comparative analysis of online and paper survey response rates found an average online response rate of 33 percent (Nulty, 2008). Nulty (2008) reviewed eight publications for his analysis. The University of Texas at Austin Center for Teaching and Learning suggested an acceptable average online response rate of 30 percent (Saldivar, 2012). The response rate for the mentor's survey (34.3%) was well within the acceptable response rates for online surveys.

Data Analysis

The analyses of the ATM students' and managers' focus groups utilized a grounded theory approach. Emergent themes were derived from reading the focus group transcripts and guided by the key words and concepts in the guiding questions. Student focus group data were analyzed to determine key themes using both latent and semantic themes, to highlight their perceptions of the program and how they benefited from the program. Thematic analyses were conducted by the reading and rereading of the transcripts and by working, reworking, and reviewing the themes (Maguire & Delahunt, 2017). Themes were characterized and categorized by their significance to the research questions and evaluation (Clarke & Braun, 2013). The objective was to identify ATM students' perceptions and experiences through their own authentic voices and to ensure the representativeness of these perceptions and experiences for validity. Quotes have been masked using school-based codes (SO1, SO2, and so on) to protect the identity of respondents in keeping with the ethical responsibility to protect minors as research subjects (Protection of Human Subjects/Title 45, Part 46, Subpart D, 2018), and italicized for easy identification.

SurveyMonkey™ analytical tools were used to collate the ATM mentors' survey data for analysis. The data were analyzed using quantitative descriptions like percentages and frequency of responses. Closed-ended and open-responses were used. Closed-ended responses were unweighted, so the percentage of responses were reported. Charts and graphs were used for data presentation. Open-ended questions were subject to semantic thematic analyses.

Finally, ATM students' test scores, STAAR 3–8 reading and math, were subject to paired sample t-tests to determine any reading and math gains made as a result. The paired samples use the same group of ATM students for time 1 (2018 STAAR scores) and time 2 (2019 STAAR Scores) to calculate the gains and Cohen's *d* to calculate the effect size (Pallant, 2013). Only ATM students who recorded scores on both the 2018 and 2019 STAAR 3–8 reading and math tests were included in the sample. Paired samples or repeated measures designs are more sensitive to detecting treatment effects because it eliminates problems related to individual differences (Gravetter & Wallnau, 2013). In addition, where data were available, STAAR progress measures were used to determine if individual ATM students made any improvement in their reading and math scores. The Institute of Education Sciences What Works Clearinghouse recommended a substantively important effect size in education of 0.25 regardless of statistical significance (IES WWC, 2019) and Fryer's (2012) estimates that a 0.08 standard deviation is equivalent to one month of schooling. These were used as benchmarks to further assess the program effects.

Student's STAAR Algebra I, Biology, English I, English II, and U.S. History End-of-Course (EOC) test scores were subjected to means tests to determine the association between ATM and ATM students' academic performance. The percentage of ATM students who met Approaches Grade Level Student standard on the 2019 STAAR EOC exams was also presented. District data was used for comparison. The ATM sample were included in the district sample.

Limitations

- The 2018–2019 school year marked the initial implementation of the ATM program. Most of the year was spent recruiting ATM students and getting the program off the ground. The analysis included, therefore, qualitative data to measure key stakeholder perceptions and experiences with the implementation, which introduced the potential for researcher’s bias. The authentic voices of participants and data triangulation was used to substantially reduce any potential bias.
- Because ATM recruitment went well into the second semester of the 2018–2019 school year, some ATM students did not have a full year’s exposure to mentoring and program events and activities, as a result school attendance and disciplinary data was not included in the analyses. However, research has confirmed the positive relationships between mentoring and student academic performance (Converse & Lingnugaris/Kraft, 2009) but did not determine the length of exposure required to observe program effects.
- Other programs might have been implemented simultaneously with ATM that could have impacted student performance. This evaluation did not control for these programs, but using repeated measures designs like a paired sample for elementary and middle school participants, which restrict analyses to a similar group of ATM students, limits the effect of these extraneous programs and variables, and increases the likelihood that the changes or effects observed were due to ATM.
- ATM students were preselected using an algorithm, which was not available as a basis for selecting a control group for this evaluation. Moreover, some ATM students who were preselected opted out of the program while others who were not preselected volunteered to participate in the ATM project, which likely introduced selection bias. Again, the repeated measured design was used to reduce that bias.

Results

What was the demographic and educational composition of students in the 2018–2019 ATM participant sample?

Table A3 (Appendix A, p. 38) shows the demographic and educational composition of the ATM students in the ATM sample for the 2018–2019 school year.

- All ATM students in the sample were male and were either predominantly African American or Hispanic.
- Only between 3.8 and 17.1 percent of ATM students by grade identified as gifted and talented (G/T) comprised the sample.
- Between 67.9 and 80.9 percent of ATM students in the ATM sample by grade were at-risk⁴ for school dropout.
- The ATM sample by grade was comprised of between 5.8 and 11.7 percent of special education ATM students.

⁴ At-risk indicates whether a student is at-risk for dropping out of school. The indicator covers 13 criteria, which include: Students must be under 21 years of age, was not advanced from one grade level to the next in one or more school years; is pregnant or a parent; is an English learner; is homeless; has been expelled in the current or preceding year, and so on (2015–2016 PEIMS Data Standards).

- Most ATM students in the ATM sample came from homes where English was the predominant language spoken (51.3–71.3%), followed by Spanish (26.4–44.2%).
- Most ATM students in the ATM sample were non-LEP (61.8–96.9%) and economically disadvantaged (at least 86.2%).

What were the key program components and activities associated with the implementation of ATM for the 2018–2019 school year?

Site visits and data from ATM weekly reports were used to observe and identify ATM mentoring sessions and other related events and activities. Activities included mentoring sessions, photoshoots, field trips, and college visits.

Site Visits

Six schools were visited in February 2019 to observe the ATM program roll out and implementation. The visits were timed to coincide with the continued program implementation. The full day's visits shadowed three program managers through those six assigned high schools and feeder schools. Based on the observations, program managers focused on recruitment, site preparation and implementation, initial contact with ATM students, and icebreaking activities during those visits.

By the time of these visits, ATM students who were identified for participation in the program were already given information brochures and a consent letter for their parents. Forty ATM students were screened to select 25 participants per school. Some ATM students already had their initial contact with program managers. Recruiting ATM students required more time and effort than anticipated. The focus group with managers would later confirm the extended time and effort expended in recruiting these ATM students.

While most ATM students returned their signed consent forms in a timely manner, others were still outstanding by the time of the visits. ATM students reported that they were either lost or misplaced. In some cases, new consent forms had to be issued. During the visit, program managers were observed contacting parents by phone to inform them of the program and the consent letter to be signed. Contacting parents appeared to be challenging. Managers often left phone messages. Program managers would confirm this challenge during their focus group.

Once the student list was verified, ATM students with signed consent forms were ready to begin the program. As observed, with the help of student office workers and school officials, often the wraparound officer, counselor, or teachers, ATM students were identified and directed from their classrooms to ATM meeting sites. The site was often a vacant classroom or office, library, open space within the building or in one case, the textbook storeroom. Program managers kept class schedules for tracking students. Sessions occurred during elective time and lasted about 30 minutes each. In some cases, there were multiple sessions with different ATM students based on the size of the school and the number of participants.

The initial contact with program managers involved introductions, ice breakers, and discussions. In one case, a program manager used cards to get to know ATM students and for ATM students to know each other. ATM students drew cards whose numbers corresponded with numbered questions on a sheet of paper about hobbies, favorite academic subjects, movies, places they'd like to visit, favorite memories with family, animals, and so on. ATM students appeared to be tentative at first, but gradually opened-up even talking about personal experiences and issues they were facing. One ATM student spoke about his anger issues and suggested what he thought were the sources of the issues during the conversation with his program manager. The conversation included ways in which the issues could be addressed. The conversation was triggered when attention was brought to one of the student's observed behavior.

Another group of ATM students was asked to draw a coat of arms or heraldry that best represented them. ATM students were then asked to explain the symbols and the reason for their selections. This opened-up the opportunity for these ATM students to talk about their favorite sports, and their life experiences, and expectations for the program.

Photoshoots were taken at three of the sites visited. ATM students were dressed in business casual attire. They were shown how to tie their ties if they had difficulty. They were escorted outside. Group photos were taken with the ATM logo screen to the side. Snacks were provided after the photoshoots at two of the sites. School personnel were present at two of the photoshoots, while the senior program manager was present at one photoshoot.

Two mentoring sessions conducted by external mentors were observed: one high school and one middle school. Mentors were introduced, and they told their life stories or stories about their educational journeys, their challenges and how they overcame them. ATM students asked questions during those sessions.

Several initiatives and activities were undertaken to supplement and support the implementation of ATM. Two major activities were the Winter Ball and the Youth Summit. **Table A4** (Appendix A, p. 39) shows some of the other activities that were held in support of ATM. A synopsis of the Youth Summit follows.

Youth Summit, 2018–2019

To mark the end of the first year of ATM program implementation, a Youth Summit was held at the Kingdom Builders facilities on 3 May 2019 under the theme, *Changing the Narrative of our Story*. About 1000 ATM students were in attendance along with program managers, directors, the Interim Superintendent, board member, volunteers, teachers, and speakers. The program included keynote addresses, performances, and breakout sessions for elementary, middle, and high school students. ATM students were given a colored wristband affixed with the room numbers where their assigned breakout sessions were held for easy transition. ATM students also sat at tables with Chinese lanterns matched to their wristband colors. Breakout sessions for elementary students included: (1) developing meaningful relationships, (2) taking care of your whole self, (3) fast anger management solutions, and (4) knowledge of self. Middle school students were exposed to breakout sessions on: (1) how to win friends and influence people, (2) positive living: promoting your purpose, (3) physical health and hygiene, (4) knowledge of self, and (5) developing meaningful peer relationships. Breakout sessions for high school students included: (1) what is your plan, clarifying your future, (2) college admission, (3) money management, (4) developing meaningful relationships, (5) prevailing against all odds, (6) set apart: finding purpose and choosing one's directions, (7) entrepreneurship 101, (8) mind-full-ness, (9) SMART goals, (10) goal setting and strength-based growth, and (11) making the right college and career choices.

Three keynote speakers addressed the attendees. They gave their life stories, experiences, challenges, and how they overcame those challenges. Two special keynote speakers addressed the elementary and high school ATM students during the breakout sessions. One memorable aspect of the summit was the spontaneous standing ovation and applause program mentors received from ATM students when they were recognized on stage as a group.

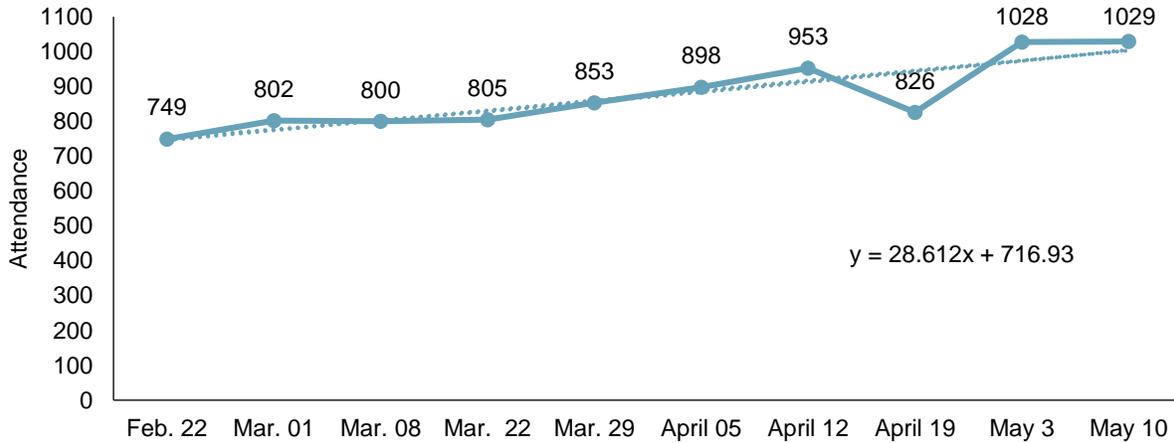
Using a snowball approach, ATM students were asked to identify their biggest takeaways, what stood out for them, or what would they remember most from the day's activities. ATM students polled had only positive feedback on the experience. Details of their responses are in **Table A5** (Appendix A, p. 40).

Data Trends and Trajectories

During the 2018–2019 school year, program managers collected tracking data on the implementation of ATM. The data were used to produce weekly reports. The reports were disseminated to key HISD officials

and were also used for monitoring ATM implementation. The data included weekly ATM student sessions, attendance, contact hours with ATM students, and the number of mentors. **Figure 1** through **Figure 3** show ATM data trends and trajectory on session attendance, contact hours, and mentors.

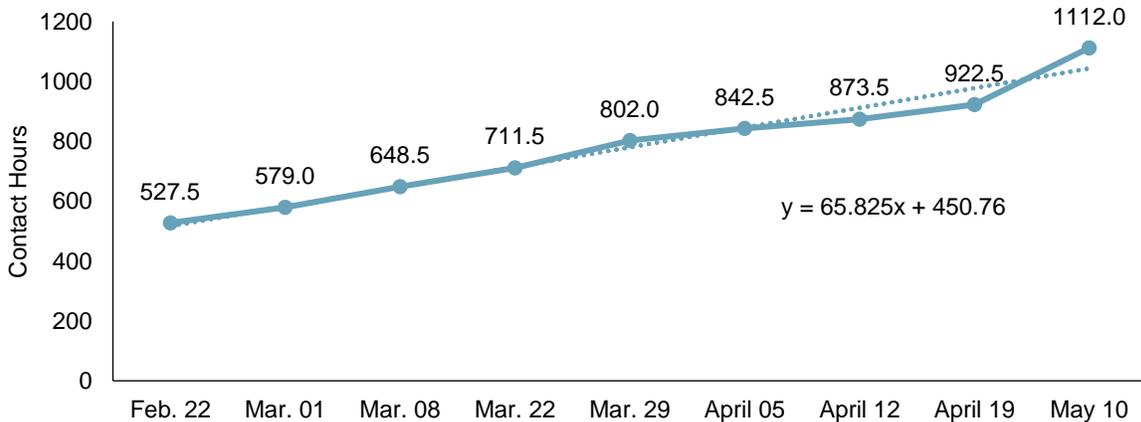
Figure 1. Trajectory of ATM Student Attendance at ATM Sessions, February–May 2019



Source: ATM weekly reports (data only), 2018–2019.

- The number of ATM students who attended ATM sessions increased from 749 for the week ending February 22, 2019 to 1,029 for the week ending May 10, 2019, indicating continued recruitment.
- The trajectory of ATM attendance increased for the period of the evaluation. On average, 874 ATM students attended sessions, weekly.
- The decline in attendance for the week ending April 19, 2019, marked the period for STAAR testing and testing preparations.

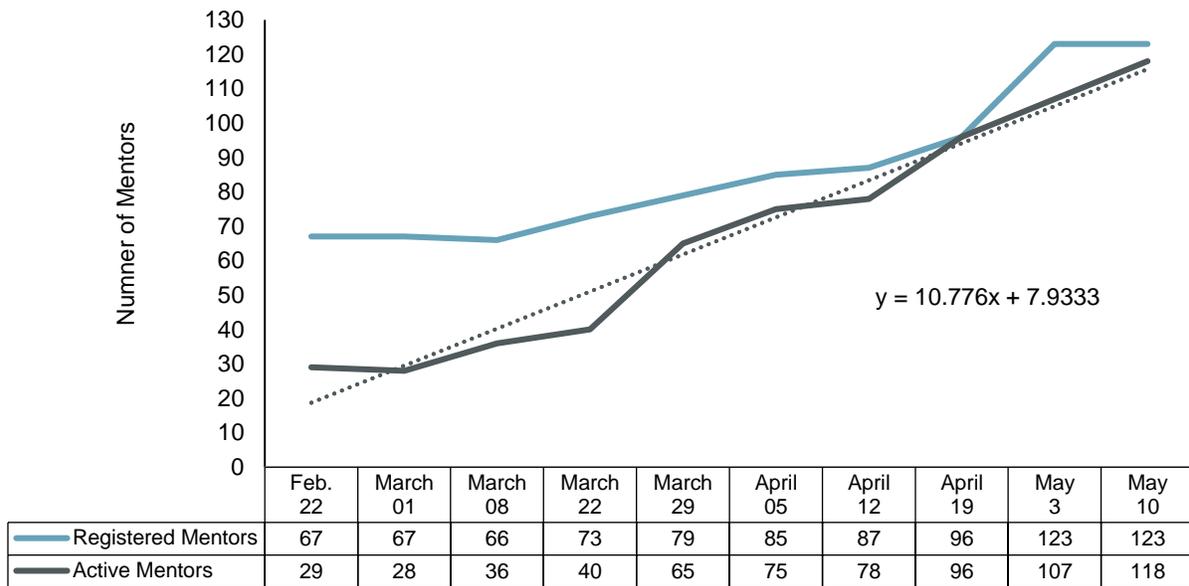
Figure 2. Weekly Totals for ATM students’ ATM Contact Hours, February–May 2019



Source: ATM weekly reports (data only), 2018–2019.

- The total number of ATM students’ contact hours increased by almost 66 hours per week for the evaluation period.
- The average weekly ATM contact hours was 779.9 hours for the evaluation period.
- The total number of contact hours with ATM students more than doubled (110.8%) between February 22 and May 10, 2019, from 527.5 to 1,112 weekly contact hours.

Figure 3. Relationship Between ATM Registered and Active Mentors, 2019



Source: ATM weekly reports (data only), 2018–2019

- The number of registered ATM mentors increased from 67 to 123 during the reporting period.
- The number of active ATM mentors increased, on average by 10 mentors per week from 29 to 118 during the reporting period.
- The gap between registered and active mentors gradually closed to zero by the end of the week ending April 19, 2019, but increased as the number of registered mentors increased by May 10, 2019.
- By the end the 2018–2019 school year, about 96.0 percent of mentors (118) were active.

How did student participants perceive and experience the ATM mentoring program during the 2018–2019 school year?

This section addresses four key aspects of ATM students’ perceptions and experiences that emerged from the focus groups. These were recruitment, ATM students’ initial perceptions, changes in ATM students’ perceptions, benefits of ATM to program participants, student challenges, and outlook.

Recruitment

ATM students in the focus groups confirmed the recruitment process outlined by the program managers. Students were preselected and identified. Once identified, consent and media release forms were sent to parents for signature. One student stated that he had to convince his parents to let him participate and to sign the forms.

ATM Students' Initial Perceptions

Generally, ATM students' initial perceptions of ATM were positive although some claimed that they were apprehensive because of prior experiences with Child Protection Services (CPS) and law enforcement. This stemmed from the perception that the "well-dressed" program managers were CPS personnel. In describing their initial perceptions one student added, *"The first time I saw Mr...., I thought...it's probably CPS."* Program managers had to adjust their dress code. Another student added, *"My friend told me that that was for anger management"* (S03). Still another student added *"I told one of them, they (ATM students) were being picked up because they were doing bad"* (S03). The use of law enforcement language, in this latter instance, seems obvious. According to another ATM student, ATM *"was going to help us," "show us how to be young men," "teach us life's lessons," and "it will help me set my goals"* (S01). ATM students also believed that ATM would help to prepare them for life and as one noted, *"helping us make better choices"* (S02).

Changes in ATM Students' Perceptions

ATM students were probed to determine how their perceptions had changed because of their participation in the program. One student explained the process.

"The only thing that made me come to school was what I did after school... but when he (PM) came, we started talking about, I guess, real life, and how the world is, and stuff like that. I told myself, you know, you got something to look forward to every day you come here, and I guess it kinda help me, like everything is gonna be alright if you try. Don't act dumb and stuff" (S02).

"Every Wednesday, I get up and I am like, I am gonna come here. I do not have to stay in class. I am someone they picked; they chose. They could have picked anyone else, but they chose me, so you know what I mean? It shows me, I have success in my life" (S02).

Just being identified and chosen for ATM participation meant a lot to the student and raised questions about the frequency with which this student was singled out, was selected for participation or involved in sessions. The accounts showed the effects of ATM in motivating students' attendance. For this, it was something to look forward to during the school day. Why they were selected into the program was not as significant as the positive experiences from participation in the program sessions and activities. Students were part of something significant. Students believed ATM was being treated by school personnel as a viable alternative to being in class. The ATM students elaborated on their classroom experiences that lead to that belief, and why ATM was a welcome classroom break. One student gave the assurance that he was not trying to use ATM to skip classes, *"I am not trying to skip class"* (S02).

ATM was also changing the way ATM students thought about their surroundings and what was happening in their environments.

"It helped me to think differently about what is happening...before I came here, I did not think about anything like the news and stuff. And then we came here and started bringing up stuff that was happening in real life, like real-life topics. So, it does help me to think differently about that because in the beginning, I though it really didn't matter. Like I wasn't paying attention to that stuff" (S03).

ATM was creating a type of consciousness about real-life events and their implications for that student. The student was beginning to care more about real-life issues and events and now believed that they mattered.

Benefits of ATM to Participants

ATM students were also asked to outline how they benefited or what they learned from ATM. Some of the responses included:

- *In the beginning I got into a lot of trouble, but now, since I am in the program, I do not get into trouble anymore (SO3).*
- *If they want to fight me, I just walk away, run, or find an adult to talk to them (SO1).*
- *Getting to know each other and knowing our backgrounds. I was able get some weight off my shoulders, and it helped me, to like, fix my plans, and that kind of affected my actions to try to do better (SO2).*
- *It made me, showed me, it helped me to see, to think outside the box from what I used to think. We talked about stuff and I have seen a different picture based on what they showed (SO3).*
- *Well, I have gotten into trouble only three times this school year, but it has given me something to, like, fall back on just in case I do get in trouble (SO3).*
- *How to be a gentleman, how to work with people, to hold the door for other people, and how to help other people (SO4).*
- *How to lead, and we learn how to live right not wrong... cause we, men, want to lead a good path (SO4).*
- *Ask someone if you need help like getting something off a high shelf (SO4).*

ATM was changing the behavior of these student participants and providing strategies to both avoid and deal with disciplinary issues. The accounts showed that ATM students were also beginning to forge relationships with each other by getting to know each other, how to work with people, assist others, and seek assistance when they need it. They were learning how to be gentlemen or men and how to be leaders.

One group of ATM students was particularly open about the significance of ATM to them. They spoke about their challenging relationships with parents, teachers, and peers. When asked where they would turn if ATM was not here? One ATM student responded, *“my dad, that’s all. I mean, that’s all I’ve got”* (SO3). I asked about his mom, *“She is not in the picture...”* He provided details about that relationship. He continued, *“I mean, like I said, the only people I have in my life is my dad and my two brothers, that all I’ve got, that all I’ve got”* (SO3). ATM students described the difficulties they had building trust and used several experiences and anecdotes to explain. One ATM student in the group offered:

You can’t trust nobody...You meet friends and then they leave you. It’s a selfish world, nobody is going to care about anybody. Let me tell you, in 20 years, I feel we won’t know each other. We’re all

going to split apart. We all going to drift apart. Whatever you want to call it. I can't worry about them. I have to worry about what I need to be, where I want to be, and where I have to be (SO3).

The results of the lived experience of this group of ATM students has been a “distancing,” “aloneness,” and alienation in their relationships with others except for their kin. They talked about how others misunderstood their lived experiences and their reasons for attending ATM. This alienation and misunderstanding seem to be reinforced outside of the school. However, schools need to recognize and help to address students’ concerns by using life stories and the personal experiences of teachers and other school officials, for example.

I keep my distance. This is what my dad told me and my brother. Keep our distance from people; try not to, try not to get involved in things; the bad things they are doing. So, that's why you got to try and distance yourself, otherwise they will turn on you like that. That's the way I think. I do not know about you all but that's the way I think (SO3).

Nobody cares, it's like my dad said, nobody cares. I mean the teachers, like, you will talk to them...but they're not really your family. Their lives, probably, when they were kids, it must have been hard...but that's like probably two of the whole school and most of them have had a good life. They do not understand what a kid's life is like growing up, especially a kid like you (SO3).

*What I am trying to say is I'm coming here to become a success. I'm not trying to come here to skip class. I do not want to be one of the people over there on ***, (he names the street) selling dope, and whatever you call it...I do not want to get killed. I just want to become somebody in life. You know what I mean? I'm trying to have a good life (SO3).*

The notion of “not wanting to be killed” (SO3) captured the fear and concerns of the ATM students and revealed some of the risks to which they are exposed, including drugs and violence. Possibly, it is these experiences that generate the distancing and the notion that “nobody cares,” even those who should have had caring roles in their lives. It also showed, as well, how ATM is creating the space for students to articulate fears and at the same time help put schooling in the appropriate perspective. It seems that ATM is also providing opportunities for participants to begin to see schooling, not drugs, as an alternate route to success.

Student Challenges and Outlook

Students were asked to identify challenges they experienced with participation in ATM. They could not identify any but requested more outdoor activities and field trips. Most said they would recommend the program to their friends although one had reservations, thinking that some students, if allowed into the ATM, would disrupt the program. All students said that they would like to continue participation in the program.

How did program managers and mentors experience the ATM program during the 2018–2019 school year?

The objective of the focus group and survey was to determine the experiences of program managers and mentors, respectively, in their implementation of ATM. Their experiences are outlined in the accounts which follow.

Program Managers Focus Group

ATM appointed seven program managers and one senior program manager to implement the program across seven school feeder patterns that included 16 high schools, 16 middle schools, and 15 elementary schools. A one-hour focus group discussion was conducted with all program managers.

Student recruitment

Program managers confirmed that ATM students were preselected for participation in ATM based on an HISD risk factor study that included poverty among schools. Two tier levels were considered using a point system assigned to campuses that was also based on first-hand knowledge of HISD schools. Schools were categorized and tiered based on those points. The schools with the least points were given priority, which meant their needs were higher for ATM. The ATM team developed a student enrollment and parent information package to “*make it as easy as possible for parents and ATM students to understand what we do*” (PM8). The “Golden” package, as it is called, contained an overview of the ATM program, as well as information regarding parental consent. Both parents and ATM students signed and dated the agreement form. A media release form was also sent to parents for signature. Additionally, the information was delivered, and consent and media release forms were signed during face-to-face contacts with parents. Once completed and returned, ATM students were considered enrolled in the program.

Program managers laughed when asked about their experiences in obtaining parental consent.

The reason why I laughed it's because I think everyone of us faced the same hurdles. Initially, it was a tug-of-war. You give them the packages to go home, they came back...after many days and weeks and they will forget to give them to their parents, and you ended up giving them another, and another, and another. So, it was kind of hard to get the consent in the first place... it was really hard to get that consent in the first place (PM2).

Based on observations of the process, parents had to be telephoned, but reaching parents by phone to inform them of the consent and to sign them was often impossible. ATM students were also offered small incentives to encourage students to return the forms. In response, the ATM team developed a protocol system to address the challenges with obtaining consent and to institute a standard approach across all the ATM campuses. This included a timeline from program introduction to copying and collating forms, enveloping the forms, making phone calls to parents, and an attendance sheet. The protocol also identified a contact person on each campus to assist in receiving the forms from ATM students; it became a requirement.

[Program adjustments and adaptations](#)

Based on the focus group with program managers, ATM was designed as an intervention project to address and disrupt the notion of the “school-to-prison pipeline”⁵ to which boys of color may have been exposed. However, it quickly became a program of support for helping boys of color (Black or African American and Hispanic) to be successful in society. The support focused on ATM students’ academic progress along with their social development.

I think both are important, especially the social development, which provides ATM students participating in the program with the social skills needed to ensure that once they graduate from high school, once they transition to college, they are going to be able to survive with the needed social skills to be successful citizens (PM3).

ATM was also designed to provide mentorship for these ATM students and exposure to college options, people, and environments, “*so they can add to their toolkits, a diverse set of skills or thinking.*” ATM students also had a chance “*to experience their lives in ways that they never knew was available to them*” (PM8).

The program also provided boys of color with mentors through local community partnerships and services and wraparound specialists. “*...I think this has been a need for some of our boys... They are the lowest performing groups in HISD.*” The program managers also advocated for ATM students.

⁵ The School-to-Prison pipeline refers to the pattern of tracking ATM students through zero tolerance policies from school disciplinary systems directly or indirectly into the juvenile or adult criminal justice system (Wald & Losen, 2003).

The biggest thing is advocacy. I want the mentors to really focus on this because a lot of ATM students, you know, go through life thinking that they know everything, but, in reality, no, they hardly know. So, the mentors must be advocates for them. The program managers must be advocates for them too, to go out there and get the resources for things that they need, that they do not realize that they actually need (PM8).

While the initial program targeted boys of color, the recruitment and level of interest necessitated a rethinking of the target population for the future.

The need is so much. So, we want to be able to serve every child in this district, so now we've changed the language from these two subgroups into a broader spectrum, and we want to be able to serve all students, but the program as it is now is not being offered to all students (PM8).

The overriding focus during this initial year of implementation appeared to be on “building meaningful relationships with ATM students.”

Whether it is managers or the mentors who became involved, we see a model of a very good relationship developing and how they (ATM students) enjoyed coming to the sessions and listening to their mentors, and that has been some of the highlights and possibly unforeseen goals, maybe, that we are seeing now (PM8).

Roles and responsibilities

According to the managers, their title was program manager, but it included recruiting mentors and ATM students. Program managers also served as mentors, went on campuses to work with kids until external mentors were recruited. *“We helped work on the curriculum, we were facilitators. We were supermen. We did pretty much everything along the way.”* They also worked with administrators to raise program awareness since it was the first year of program implementation.

PMs also spoke to parents to inform them of what was going on and why their kids were selected for the program. They were disciplinarians, too. *“Some of us were probably disciplinarians. So many young men in our program did get into trouble, some administrators would probably send them to us, allowed us to intervene or step-in and advocate for them”* (PM5). *“Many times, we were going on behalf of the ATM students to speak to their teachers”* (PM5).

PMs also took on the role of “big brother” with respect to ATM students’ behavior and academics. Beyond their expected roles as program managers, ATM students sought PMs’ assistance with their schoolwork and assignments. For example, ATM students sought assistance for writing introductions to compositions or simply to ask questions.

PMs described their roles as also being “father figures” and “family members” based on their interactions with parents and because of parental expectations. Parents also gave PMs permission to intervene, if required, to assist their children.

I would say some sort of a father figure, in a sense as well, especially when we did our push to call home and the parents would share so much information about themselves, that we felt honestly, as though we were a part of the family (PM2).

PMs also took on the responsibilities as role models. One PM offered, *“So, we are not only managing a set of schools for ATM...we are at the same time operating as role models for them.”* The PMs were also mentors as they stood in for mentors during the program implementation until mentors were found. Site observations confirmed that PMs provided a consistent first line of mentoring, reinforcement, and support to students.

Support

When asked about the kind of support that was available during the implementation of ATM, PMs were emphatic about the support they received from parents and their schools. *“More often than not, parents*

were supportive” (PM3). One PM noted that in his experience, fathers become more involved once they recognized what was going on at the school with ATM.

School support was based on trust and confidence building. That support was also demonstrated in ATM students’ willingness to talk about their home experiences and their struggles, and they seemed comfortable discussing them with the PM. Evaluation visits and student focus groups confirmed these interactions. Some schools were apprehensive about ATM based on past experiences with programs that promised much and either did not deliver or were transient. In explaining the apprehension, one program manager noted.

I found out the reason...They said we have seen these programs before. They come to our schools and abandon the schools and abandon our children. Are you going to do that? And I said, no. I am not going to do that. The other programs might have been community projects, but this is an HISD program (PM3).

Implementation

Initially, ATM implementation was met with uncertainty particularly for program managers who began during the fall semester. Managers spoke about the “steep learning curve” since ATM was a new program, there were no clear blueprints, and the work of getting familiar on the campuses and with the communities was challenging. *“It was more than just have a list of ATM students and then, you just show up. You had to build rapport and things like that” (PM4).*

“The implementation process was extremely challenging for us,” (PM8) another program manager asserted. ATM was new to everyone. Parents, ATM students, and even communities had to be educated with respect to ATM’s vision and mission. *“The work had a lot to do with relationships, building relationships at any and all levels” (PM8).* The intention was to have systems in place from the onset. This included introductions to principals, setting up face-to-face meetings with them and other campus support personnel, completing campus information forms that provided information on the rooms assigned for ATM activities and sessions, and determining access to printers, copiers, and telephones (PM8). Further, ATM students had to be familiarized with ATM to get them excited and motivated to participate in the program.

Challenges

As noted already, commencing ATM implementation was considered “extremely challenging” because it was a new program with mostly unknowns. There was nothing to fall back on and so the approach was to trust in what needed to be done on paper, but, according to program managers, things appeared to be different, in reality:

As we moved forward, it has been better because we now have “a name.” We have done so many activities and the kids have witnessed that there has been a change not just in their lives, but everyone around them. So, of course, it’s has been easier for us as we moved forward, but I think, we are thankful for what we accomplished, considering the number of roadblocks we had to overcome in the last few months (PM8).

Program managers who were hired for the spring semester indicated that they had fewer challenging experiences because ATM procedures and protocols were already in place, However, recruiting ATM students, particularly obtaining parental consent, was still challenging. The senior manager provided guidance on protocols and procedures after his observations of ATM implementation.

Settling on a meeting space was also challenging. Sometimes, assigned rooms would change and so PMs had to adapt to those changes on short notice. In some cases, ATM was assigned multipurpose rooms and sometimes ATM activities did not appear to be a priority for schools. Pods became easy alternatives. The newer recently constructed schools have pods that made it easier to find spaces to meet, often open spaces but enclosed within the building structure. High schools appeared to be more flexible in terms of rooms and available space for ATM sessions and activities (PM7).

Another challenge for program managers was getting access to ATM students and having them released in time for ATM sessions and activities. Although ancillary time was targeted for conducting sessions and activities, program managers had to resort, in some cases, to the time available at and allotted by schools or whatever times schools could offer (PM). Venue assignment were left to school administrators and timely requests did not guarantee assigned rooms, initially. *“They don’t mind putting you in the kitchen, this is how it worked then”* (PM3). One program was implemented as an after-school program because of the time and space constraints. One student focus group raised the teachers’ attitudes toward their late arrival to class from ATM sessions (SO3). *“They do not understand that I am really coming here (ATM sessions) because I want to become something in life, man... Like ..., get off my back. I am doing something here (ATM)”* (SO4).

Program monitoring

Program managers were asked to indicate how they managed the program. The senior program manager conducted walkthroughs, observed ATM sessions and activities, and provided on the spot feedback to program managers. Program managers submitted weekly individual reports to the ATM office, which were used to generate weekly overall reports. These were shared with the Office of the Superintendent and other key offices. ATM weekly reports highlighted crucial information and monitored student ATM enrollment per campus and attendance, number of mentors, number of mentors per campus, and the number of contact hours. Performance was compared against each of the program managers. The information provided a districtwide overview of the program.

In addition, ATM conducted weekly Friday meetings with managers and supervisors using an approved agenda for items scheduled for discussion: important goals, scheduled events, special events, invitations from organizations, and sponsorships. Important information was included in these agenda-based meetings. Minutes of meetings were recorded and disseminated to all team members and the Office of the Superintendent.

ATM had access to Copilot as a data management platform used by the HISD College and Career Readiness Department. College and Career Readiness created an ATM field that allowed for tracking attendance to the mentoring sessions and contacting ATM students through a messaging feature in Copilot called Mogli. ATM students in-turn could reply via the feature. Notes regarding ATM students’ college or career decisions were affixed. New ATM students were added as they enrolled. Mogli also provided an updated list of ATM students. ATM data and information were provided and available by noon Friday of each week (PM8).

Impact evidence

Program managers were asked for their own indications that ATM was working. It was an opportunity for them to reflect on their own practices with ATM, and whether the desired changes in ATM students were occurring. Based on their responses, they used observations, teacher and parent feedback, and feedback from student peers as evidence that ATM was working. *“I have seen something that caught my attention. In the months I have been with the project, I have seen the student’s personality getting more mature and their behavior as well”* (PM6). This was particularly true for schools that had implemented the program over the two semesters.

And there is another aspect and it is their self-confidence. When we started working with new ATM students, I had the opportunity to see ATM students who were timid, very introvert. They attended a few sessions to begin with, but they stuck with the program, and I have seen their personalities flourish. They appear to be more secure, are reasonable, have overcome their inhibitions, and are able to speak, participate, and demonstrate increased attention and focus (PM6).

One PM described a student whose attitude changed over the course of one session once he began listening during a mentoring session, instead of questioning why he was selected for the program. During that session, the mentor shared his own personal experience with ATM students and *“immediately the student became completely engaged. So, it is developing not only their self-esteem but the opportunity*

for the student’s personality to flourish and for their attention span to improve... it is developing their personality and their academics” (PM6).

Program managers consulted teachers and parents for feedback on ATM students as evidence of the program’s impact. Accompanied by the ATM students, they asked multiple teachers about individual ATM students’ progress and performance and believed the teachers were honest in their assessments. *“I get many more good reports than negative” (PM4).* Teachers would say, *“I do not know what you all are working on, but he turned it around. Parents say the same thing” (PM04).* Program managers spoke with parents who came to pick up their ATM students after school, particularly elementary ATM students. These parents often expressed their gratitude for the work program managers and mentors had been doing with their children. PM5 also received feedback from teachers and described the small incremental changes that teachers reported that they observed in their ATM students, which, according to PMs resulted in other changes.

Managers also used their interactions and conversations with ATM students to gauge the program effects. They observed ATM students and the students’ self-reflections on those interactions and conversations. *“Mr..., I was going to skip school, but I thought about what you said, or the guy did this to me. I was going to fight, but I thought about what we discussed and things like that. So, this lets me know that they are benefitting from these sessions...both in their behavior and their decision-making” (PM4).*

Peer-to-peer interactions also provided opportunities to observe and assess the effect of ATM (PM5). *“I have witnessed the boys where they have started interacting with each other in a way where they act like brothers, or true friends. They shared that they hung out with each other more than they used to” (PM5).* These ATM students who interacted had diverse backgrounds, ages, and situations and came from different neighborhoods, *“which in a lot of cases wouldn’t normally happen” (PM5).* Even the feedback appeared to have had reciprocal effects on the PMs. *“When ATM students gave their feedback after the Youth Summit, I felt very important. After that event, they felt appreciated, that we care for them and that itself is evidence that this is helping the individual” (PM6).*

Mentors’ Survey

Twenty-four mentors completed the online survey. Between 22 and 24 mentors responded to the open-ended questions. The results of the survey are presented in this section and cover program awareness, training, contacts with ATM students, ATM students’ satisfaction and challenges, and suggestions for ATM improvement.

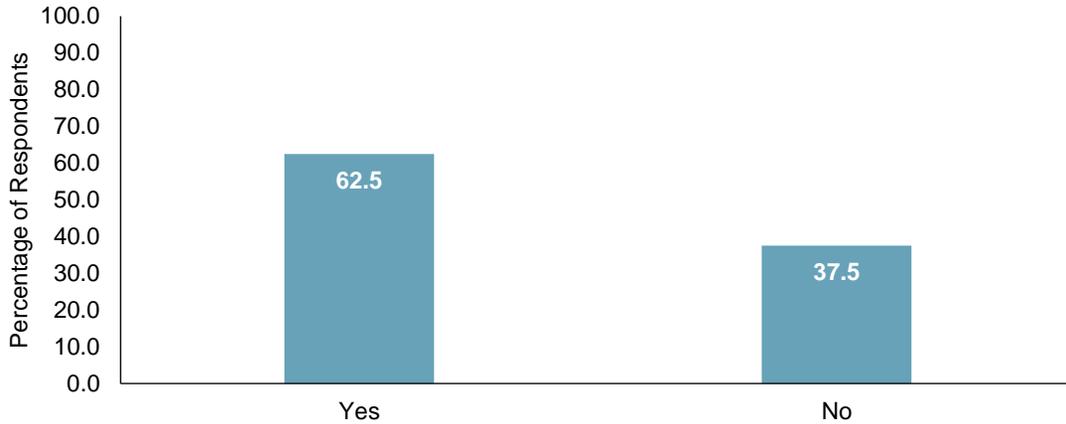
Program awareness

Of the mentor survey respondents, 50 percent became aware of ATM through word-of-mouth, 20.8 percent became aware through the HISD website, and 29.2 percent through other sources that included program managers, interim superintendent of schools, or through local business events.

Training

Mentors were asked to indicate whether they received ATM organized training in preparation for mentoring ATM students. All 24 respondents answered this question. **Figure 4** shows the frequency of the responses.

Figure 4. Mentor Training in Preparation for Mentoring ATM Students, 2018–2019

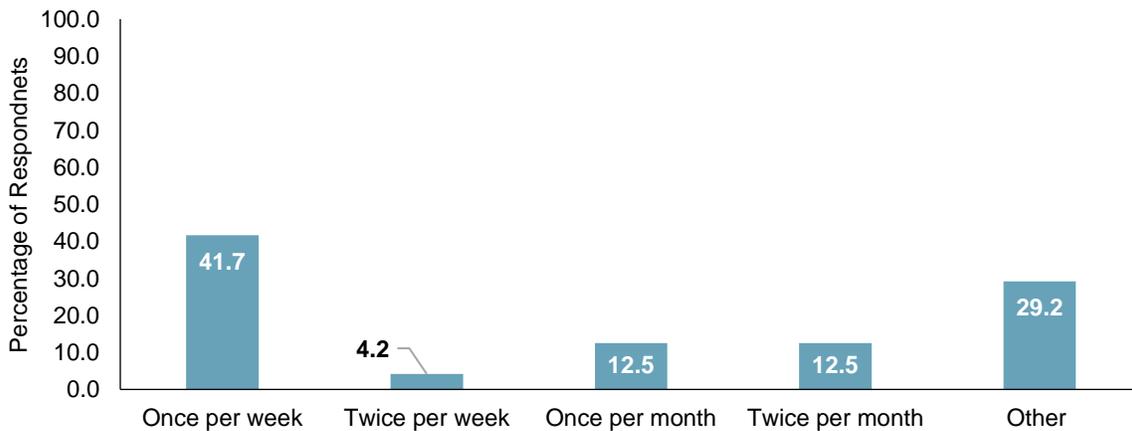


- Over sixty (62.5%) percent of mentors indicated that they were trained in preparation for ATM mentoring and 37.5 percent indicated that they did not receive ATM organized training.
- Mentors who were not trained either had prior training, consulted google on how to support at-risk children, or talked with program managers about best practices.
- Of the mentors who were trained, 89.5 percent believed that they were adequately prepared for ATM mentoring.
- Mentors who did not feel adequately prepared suggested better scheduling and communication. One respondent recommended a 30-minute training session. Other respondents said they were satisfied with or gave positive feedback on the training they received.

Contacts with ATM students

Mentors were asked to indicate the frequency with which they met their ATM students. **Figure 5** shows the distribution of their responses. All 24 mentors responded to this question.

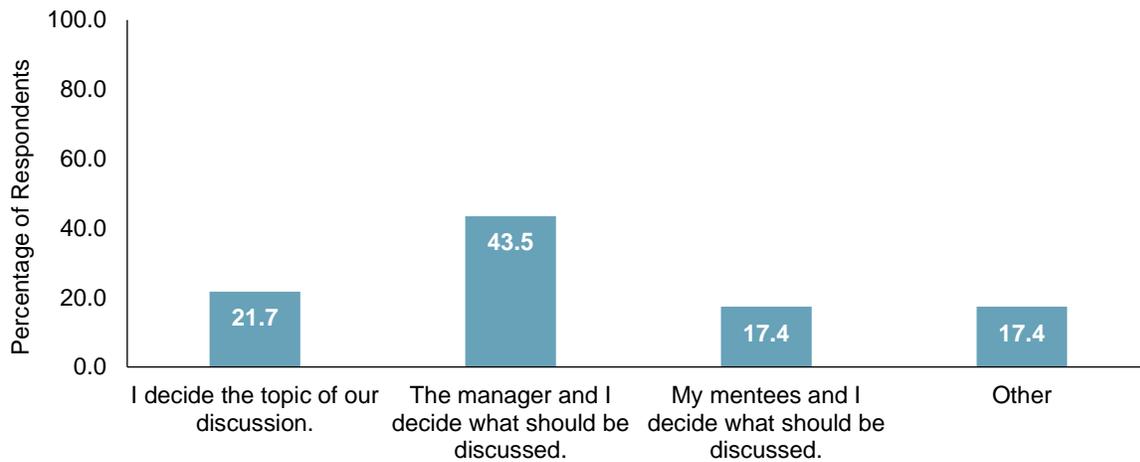
Figure 5. Frequency of Sessions Between ATM Mentors and ATM Students, 2019



- Most mentors (41.7%) met with their ATM students once per week, followed by some other frequency at 29.2 percent. 12.5 percent each noted they met once or twice monthly and a small percentage (4.2%) indicated they met twice per week.
- Mentors who selected “other” said that they met with their mentees twice during the spring semester, or three times per month, and one said he never had the chance to meet.

Mentors were also asked to indicate how they decided on the topic to be discussed during mentoring. Twenty-three mentors responded to this question. **Figure 6** shows the distribution of their responses.

Figure 6. Mentors Responses on How ATM Discussion Topics Were Decided, 2019

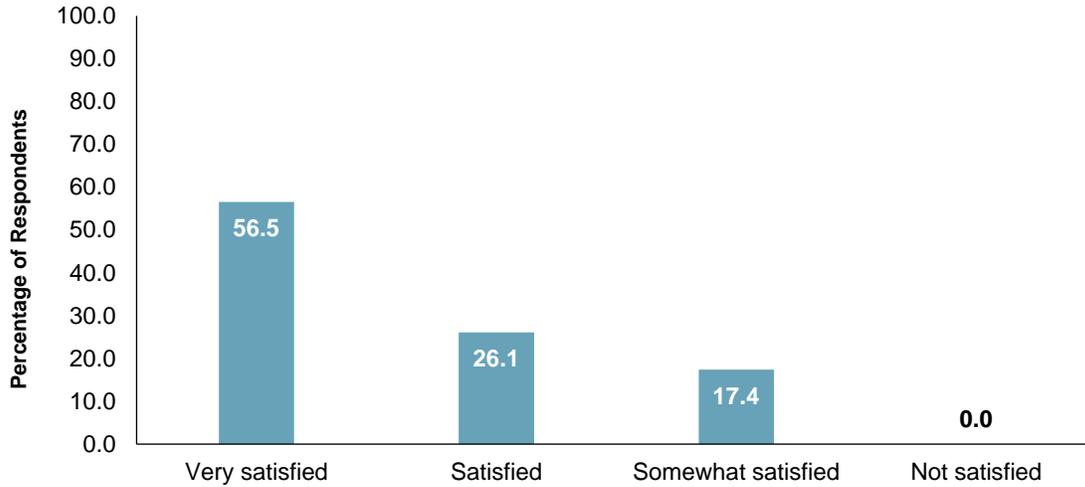


- Most mentors, together with their program managers (43.5%), decided on the topics to be addressed during mentoring sessions.
- About 22 percent of mentors decided on the topic of discussion alone, while 17.4 percent each decided with the ATM students or used some other method. Mentors who chose “other” used a combination of all three strategies or the manager to decide on discussion topics.

[ATM students’ satisfaction](#)

Mentors were asked to assess the degree to which their ATM students were satisfied with their mentoring sessions. Twenty-three mentors responded to this question. **Figure 7** display the distribution of their responses.

Figure 7. Mentor’s Assessments of ATM Students’ Satisfaction with ATM Mentoring, 2018–2019



- A total of 82.6 percent of mentors perceive that their ATM students were either satisfied or very satisfied with the ATM mentoring sessions, while 17.4 percent believed that their ATM students were somewhat satisfied with the sessions.
- According to the mentors, no ATM students appeared to be dissatisfied with the mentoring sessions.

Mentors were asked to indicate what they liked about ATM, any challenges they encountered, and to offer suggestions for improving ATM using three open-ended questions. All twenty-four mentors described their likes.

- Most respondents (8) liked the opportunity to work with and influence the young men. According to mentors, *“I get an opportunity to mentor young males and guide them in the right direction. It is great to speak positive things into the ATM students’ lives”* (ME14). *“I enjoyed sharing my personal experiences with the scholars. It was a great way to build upon our relationships”* (ME18).
- Four mentors, each, liked the relationships they were able to establish with the ATM students and the impact ATM was having on the ATM students. Mentors liked *“the relationship between mentor and ATM students”* (ME10); *“watching the young men get excited to have something they belong to”* (ME03), *“hearing the ATM students tell you what they want to do in the future and hearing positive words”* (ME15), and *“letting the ATM students be themselves, as they open up to you”* (ME09).
- Mentors also liked the overall communication and feedback like *“giving the student a chance to speak on the things they struggle with”* (ME16) and *“listening to ATM students and what is important to them”* (ME02).

Challenges

Mentors were asked to indicate any challenges they may have encountered with ATM. Twenty-one mentors responded to this question.

- Nine of the respondents did not identify any challenges. Those who did, identified scheduling issues and inadequate time for meeting with ATM students. *“My work schedule did not permit enough time*

with the ATM students” (MEC06). “Didn’t have enough visits to establish a consistent group. I started in April” (MEC21).

- One mentor believed that the challenge was in building relationships with the ATM students. “I think it’s hard to talk to kids without having a relationship with them. It is hard for them to know that you care if you don’t know them” (MEC15).

Mentors’ suggestions for ATM improvement

Finally, mentors were asked to offer suggestions for improving the ATM. The following suggestions were made:

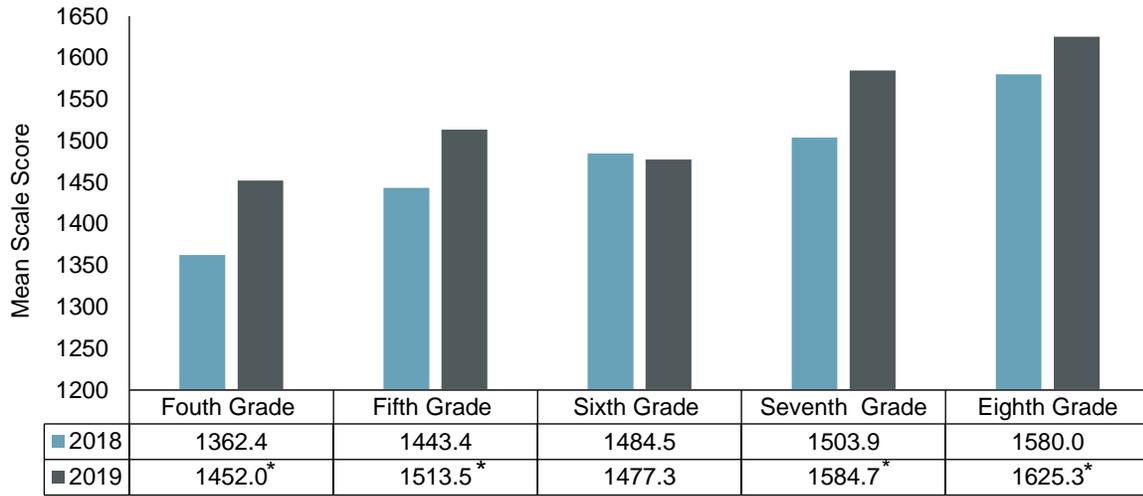
- Increase the session times and work with PTO and feeder pattern community councils to encourage more parents to participate (MEA01, MEA15).
- Continue to push the young men (MEA02).
- More circle discussions (MEA03).
- Spend the summer recruiting college males to serve as mentors especially those who need community service hours. Offer these college males incentives or stipends to be a mentor (MEA04). It should be noted that one of the mentors observed during the site visits was a college male majoring in clinical pharmacy.
- More communication. Provide more details on events the ATM students undertake. It allows mentors to align their schedules (MEA07).
- More time and being able to participate away from school (MEA11).
- More training for the mentors to be better equipped to understand this generation better (MEA12).
- Allow for one-on-one time in a public setting so that the boys feel comfortable sharing their stories (MEA14).
- Managers need to own the program, negotiate with resistant principals, and train and observe rookie mentors (MEA21).

How did ATM impact the academic performance of ATM students in the 2018–2019 sample?

STAAR 3–8 Fourth- Through Fifth-Grade Reading and Math

Figure 8 and **Figure 9** display the pre- and post-test mean reading scale scores for ATM students from fourth through eighth grades. Details are in **Tables B1–B10 (Appendix B, pp. 41–43)**. **Tables C1–C2 (Appendix C, pp. 44–45)** show the mean scale score gains for STAAR 3–8 reading and math by school.

Figure 8. Comparative Pre- and Post-Test STAAR 3–8 Mean Reading Scores for ATM Students by Grade, 2018–2019



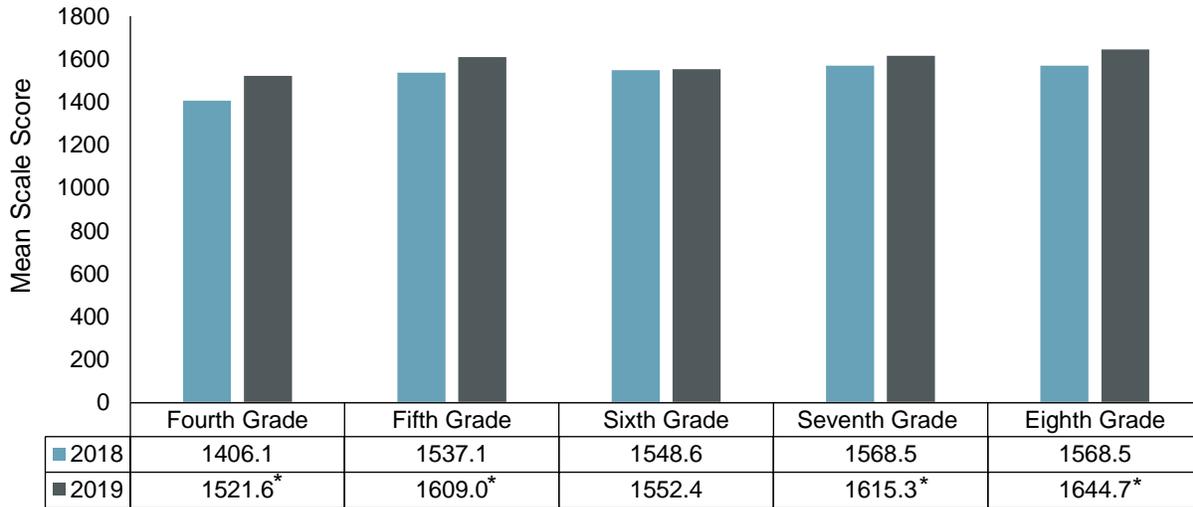
*p. < .001 (two-tailed)

Source: STAAR 3–8 test results archived in the Research & Accountability Microsoft Access Database, 2019.

Note: STAAR regular; English version; online and paper mode; first-time testers only; Spring.

- ATM fourth-grade students performed better on the 2019 STAAR reading test (M = 1452.0, SD = 129.9) compared to their performance on the 2018 STAAR reading test (M = 1362.4, SD = 137.5). The difference was statistically significant $t(106) = 9.64, p < .001$ (two-tailed). The scale of the difference was large ($d = 0.93$). Details are in **Table B1** (Appendix B, p. 41).
- ATM students in the fifth grade scored better on the 2019 STAAR reading test (M = 1513.5, SD = 139.8) than they did on the 2018 STAAR reading test (M = 1443.4, SD = 136.3). The difference was statistically significance $t(133) = 9.40, p < .001$ (two-tailed). The scale of the difference was large ($d = 0.81$). Details are in **Table B2** (Appendix B, p. 41).
- The mean scale score for ATM sixth-grade students on the 2019 STAAR reading test (M = 1477.3, SD = 106.4) was only slightly lower than their mean scale score on the 2018 STAAR reading test (M = 1484.5, SD = 110.4). The difference was not statistically significant $t(101) = -0.74, p > .001$ (two tailed). The scale of the difference was small ($d = -0.07$). Details are in **Table B3** (Appendix B, p. 41).
- Seventh-grade ATM students performed better on the 2019 STAAR reading test (M = 1584.7, SD = 136.6) compared to their performance on the 2018 STAAR reading test (M = 1503.9, SD = 121.8). The difference was statistically significant $t(94) = 7.94, p < .001$ (two-tailed). The scale of the difference was large ($d = 0.81$). Details are in **Table B4** (Appendix B, p. 41).
- ATM students in the eighth grade scored higher on the 2019 STAAR reading test (M = 1625.3, SD = 121.4) compared to their performance on the 2018 STAAR reading test (M = 1580.0, SD = 123.8). The difference was statistically significant $t(103) = 4.71, p < .001$. The scale of the difference was small ($d = 0.46$). Details are in **Table B5** (Appendix B, p. 42).

Figure 9. Comparative Pre- and Post-Test STAAR 3–8 Mean Math Scores for ATM Students by Grade, 2018–2019



* $p < .001$ (two-tailed)

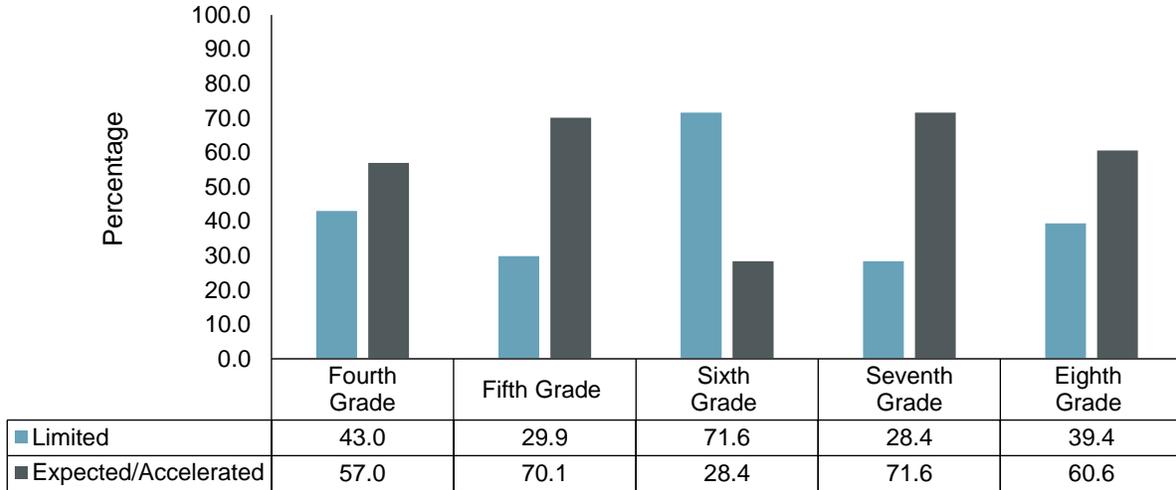
Source: STAAR 3–8 test results archived in the Research & Accountability Microsoft Access Database, 2019

Note: STAAR regular; English version; online and paper mode; first-time testers only; Spring.

- Fourth-grade ATM students performed better on the 2019 STAAR math test ($M = 1521.6$, $SD = 140.3$) compared to their performance on the 2018 math test ($M = 1406.1$, $SD = 139.2$). The difference was statistically significant $t(249) = 19.5$, $p < .001$ (two-tailed). The scale of the difference was large ($d = 1.24$). Details are in **Table B6** (Appendix B, p. 42).
- ATM students in the fifth grade scored higher on the 2019 STAAR math test ($M = 1609.0$, $SD = 154.7$) than they did on the 2018 STAAR math test ($M = 1537.1$, $SD = 137.8$). The difference was statistically significant in favor of the 2019 mean scale score $t(143) = 8.10$, $p < .001$ (two-tailed). The scale of the difference was medium ($d = 0.74$). Details are in **Table B7** (Appendix B on p. 42).
- Sixth-grade ATM students performed only slightly better on the 2019 STAAR math test ($M = 1552.4$, $SD = 101.4$) compared to their performance on the 2018 STAAR math test ($M = 1548.6$, $SD = 89.5$). The difference was not statistically significant $t(203) = 0.68$, $p > .001$ (two-tailed). The scale of the difference was small ($d = 0.05$). Details are in **Table B8** (Appendix B, p. 42).
- Seventh-grade ATM students did better on the 2019 STAAR math test ($M = 1615.3$, $SD = 124.4$) compared to how they did on the 2018 STAAR math test ($M = 1568.5$, $SD = 115.6$). The difference was statistically significant $t(165) = 7.33$, $p < .001$ (two-tailed). The scale of the difference was medium ($d = 0.57$). Details are in **Table B9** (Appendix B, p. 43).
- Eighth-grade ATM students performed better on the 2019 STAAR math test ($M = 1644.7$, $SD = 155.4$) than they did on the 2018 STAAR math test ($M = 1568.5$, $SD = 82.0$). The difference was statistically significant $t(83) = 6.63$, $p < .001$ (two-tailed). The scale of the difference was medium ($d = 0.72$). Details are in **Table B10** (Appendix B, p. 43).

Figure 10 and **Figure 11** show the percentage of ATM students by grade who made progress on the 2019 STAAR 3–8 reading and math tests.

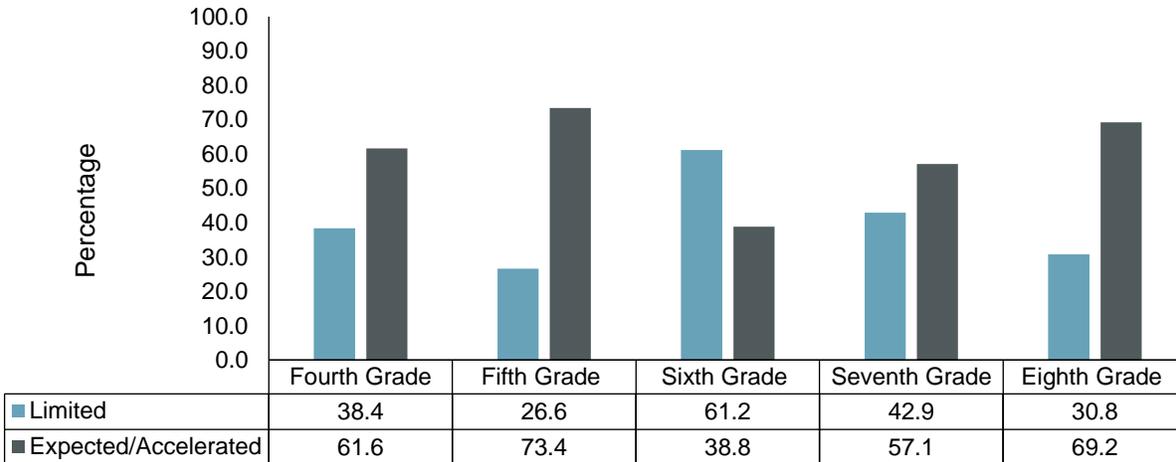
Figure 10. Percentage of ATM Students by Grade Who Met STAAR 3–8 Reading Progress Measure, 2018–2019



Source: STAAR 3–8 test results archived in the Research & Accountability Microsoft Access Database, 2019
 Note: STAAR regular; English version; online and paper mode; first-time testers only; Spring.

- Between 57.0 and 71.6 percent of fourth-, fifth-, seventh-, and eighth-grade ATM students in the sample met Expected or Accelerated progress on the 2019 STAAR 3–8 reading test (Figure 10).
- Most sixth-grade ATM students (71.6%) made Limited reading progress on the 2019 STAAR 3–8 test (Figure 10).

Figure 11. Percentage of ATM Students by Grade Who Met STAAR 3–8 Math Progress Measure, 2018–2019



Source: STAAR 3–8 test results archived in the Research & Accountability Microsoft Access Database, 2019
 Note: STAAR regular; English version; online and paper mode; first-time testers only; Spring

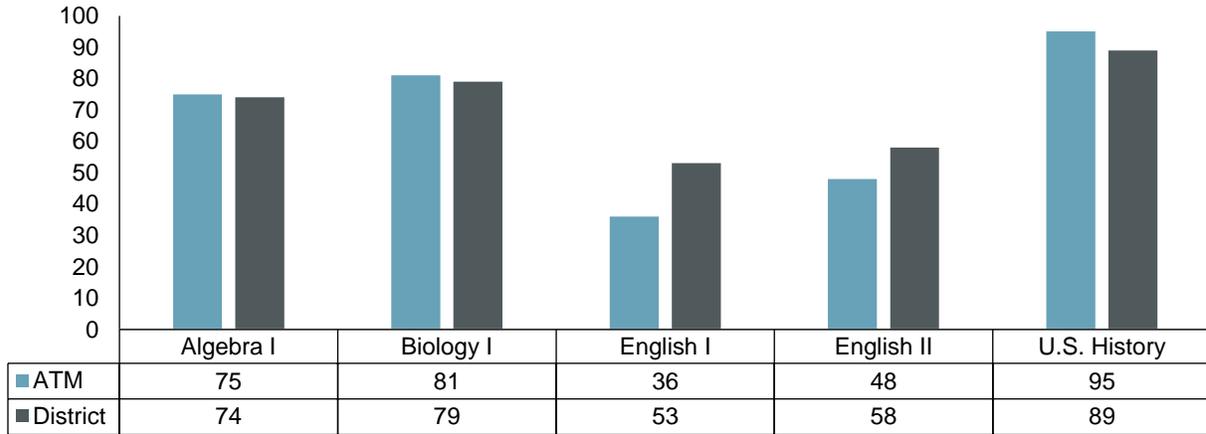
- Between 57.1 and 73.4 percent of fourth-, fifth-, seventh-, and eighth-grade ATM students in the ATM sample met Expected or Accelerated progress on the 2019 STAAR 3–8 math tests (Figure 11).

- Most sixth-grade ATM students (61.2%) made Limited progress on the 2019 STAAR 3–8 math test (Figure 11).

STAAR END-OF-COURSE (EOC)

Figure 12 shows the proportion of ATM students who performed at or above the Approaches Grade Level Student standard on the 2019 STAAR Algebra I, Biology, English I, English II, and U.S. History EOC exams. **Table C3** and **Table C4** (Appendix C, pp. 46–47) provide details by school.

Figure 12. Percentage of ATM Students Met STAAR Approaches Grade Level Student Standard on the STAR EOC Exams, 2018–2019



Source: STAAR 3–8 test results archived in the Research & Accountability Microsoft Access Database, 2019; HISD Research and Accountability (2019). District School and State of Texas Assessments of Academic Readiness (STAAR) End-of-Course, Spring 2019

Note: STAAR regular; English version; online and paper mode; first-time testers and retesters.

- A higher percentage of ATM students compared to the district’s mean performance met the Approaches Grade Level Student standard on the 2019 STAAR Algebra I (75% vs.74%), Biology (81% vs. 79%), and U.S. History (95% vs. 89%) End-of-Course exams.
- A lower percentage of ATM students compared to the district’s performance met the Approaches Grade Level Student standard on the 2019 STAAR English I (36% vs. 53%) and English II Exams (48% vs. 58%).

Discussion

The ATM program was designed to address the academic underperformance of boys of color in HISD by addressing the underlying but often invisible causes and correlates. ATM was also designed to interrupt the impacts of the “School-to-Prison” pipeline to which, it is argued, students of color have been subjected to (Barnes & Motz, 2018; Wald & Losen, 2003).

Site visits and focus groups with program managers outlined the challenges of rolling out the ATM program because of its novelty and the initial absence of a clear blueprint. A conceptual framework and logic model, developed based on the reading of the project documents, were presented to the ATM team during the initial meeting to discuss the scope and approach to the evaluation. According to managers, these concept tools were extremely useful in informing ATM implementation. Logic models are considered important first

steps in designing evaluations since they depict the program theory and change or the means through which the stipulated interventions, are believed, will attain their targeted outcomes (Reschovsky, Heeringa, & Colby, 2018). However, overtime, blueprints, protocols, monitoring, and self-assessment strategies and reporting protocols and tools were established. Managers are confident that they have the tools and experience to continue to implement the program with fidelity and replication.

Based on the voices of ATM students in the program, ATM was effective in getting student participants to recognize their worth and in helping them begin to succeed in school and in life. ATM students provided positive feedback on the impacts the program had on their behavior, academic outlook, and perceptions. ATM students revealed that the program was helping them to stay out of trouble or had given them the tools to “fall back on” in the event of trouble. Such feedback was consistent with research findings. The program motivated or gave ATM students reasons to attend school and classes and it provided a meeting space for peer interactions and mentoring. The program included several support activities, field trips, and site visits which culminated in a Youth Summit. Elementary students remembered the visit to the Bluebell Creamery with fondness. The exit survey revealed that ATM students also had positive feedback on the Summit and demonstrated their appreciation for the work and influence of the program managers. They were able to provide several positive takeaways from their interactions with guest speakers and the breakout sessions.

The number of students who attended ATM sessions increased between February 22 and April 29, 2019, the period for which data were reported. The program recorded a steady increase in the number of mentors (123), 95.9 percent of whom were actively involved in mentoring at the end of the year. The number of contact hours more than doubled over the period for which mentoring data were available. Most mentors were trained and most discussed with program managers what should be addressed during mentoring sessions. Most mentors met with their group ATM students once per week, and according to mentors, over 80 percent of ATM students were either satisfied or very satisfied with the mentoring.

Fourth-, fifth-, seventh-, and eighth-grade ATM students had statistically significant gains on their STAAR 3–8 reading and math scores. Those gains resulted in program effect sizes that ranged from 0.46 to 0.93 standard deviations (SD) for reading and 0.57 to 1.24 SD for math. These were substantially important educational effects based on the U. S. Department of Education Institute for Education Sciences (IES) benchmark of 0.25. Using Fryer’s (2012) measure of 0.08 SD which is equivalent to one month of schooling, the gains resulted into approximately 6 to 12 months of reading improvement and 7 to 16 months of math improvement. The improvement was confirmed using the STAAR progress measures. Except sixth grade, most ATM students (between 57 and 71.6%) demonstrated expected or accelerated progress in reading and between 57.1 and 73.4 percent demonstrated expected or accelerated progress in math on the 2019 STAAR 3–8 exams. When compared to the district, a higher percentage of ATM students met the Approaches Grade Level Student standard on the 2019 STAAR Algebra I, Biology, and U.S. History. DuBois, et al. (2011) confirmed, although modest, there are academic gains made as a result of mentoring programs. The evaluation supported findings from the literature that mentoring had measurable and observable positive effects on ATM students’ academic performance and improvements and well as their psychosocial and emotional skills (Converse & Lingnugaris/Kraft, 2009; DuBois, et al., 2011; Kuperminc, 2016).

Consistent with the definition and purpose of mentoring, connecting with adults in their lives appeared to be important to ATM students. ATM students appeared to connect, specifically, with the life stories and experiences of their mentors and featured speakers, which was confirmed from the observations of program managers, and the disconnect they experienced with other adults including their teachers. While long-term mentoring contact may be required to show more long-term effects (Shlafer, Poehlmann, Coffino, & Hanneman, 2009; Watson, Sealy-Ruiz, & Jackson, 2016), the substantially important ATM short-term effect is commendable. These effects may be explained by several factors: the persistent and consistent presence of program managers dedicated to ATM, its purpose and objectives, and who serve as a first line of mentors, reinforced by external mentors and other actors. The consistent monitoring of the program supported with

weekly meetings and reports, student and attendance tracking, and the evaluation of the program concurrently with its roll-out and implementation may have resulted in increased accountability. The value of including external partners and their resources may have also established another layer of accountability. A possible factor that contributed to the effectiveness of the program was that the Office of the HISD Superintendent was an active stakeholder in the program development, design, and monitoring. Education reform research in New Zealand confirmed that where programs fall under the portfolio of institutional heads, program effectiveness and success is more likely (Perris, 1998). The program managers took on multiple roles, which demonstrated their commitment to the program and its effectiveness. While the program may have been novel, and no clear blueprint existed for the roll out and initial implementation, the willingness of the ATM team to learn and adjust and put in place procedures and protocols for ongoing implementation is commendable and may have contributed to the program's effectiveness and replication as well, particularly during phase two. During phase two, the program was expanded to include 37 schools instead of the planned 19 schools.

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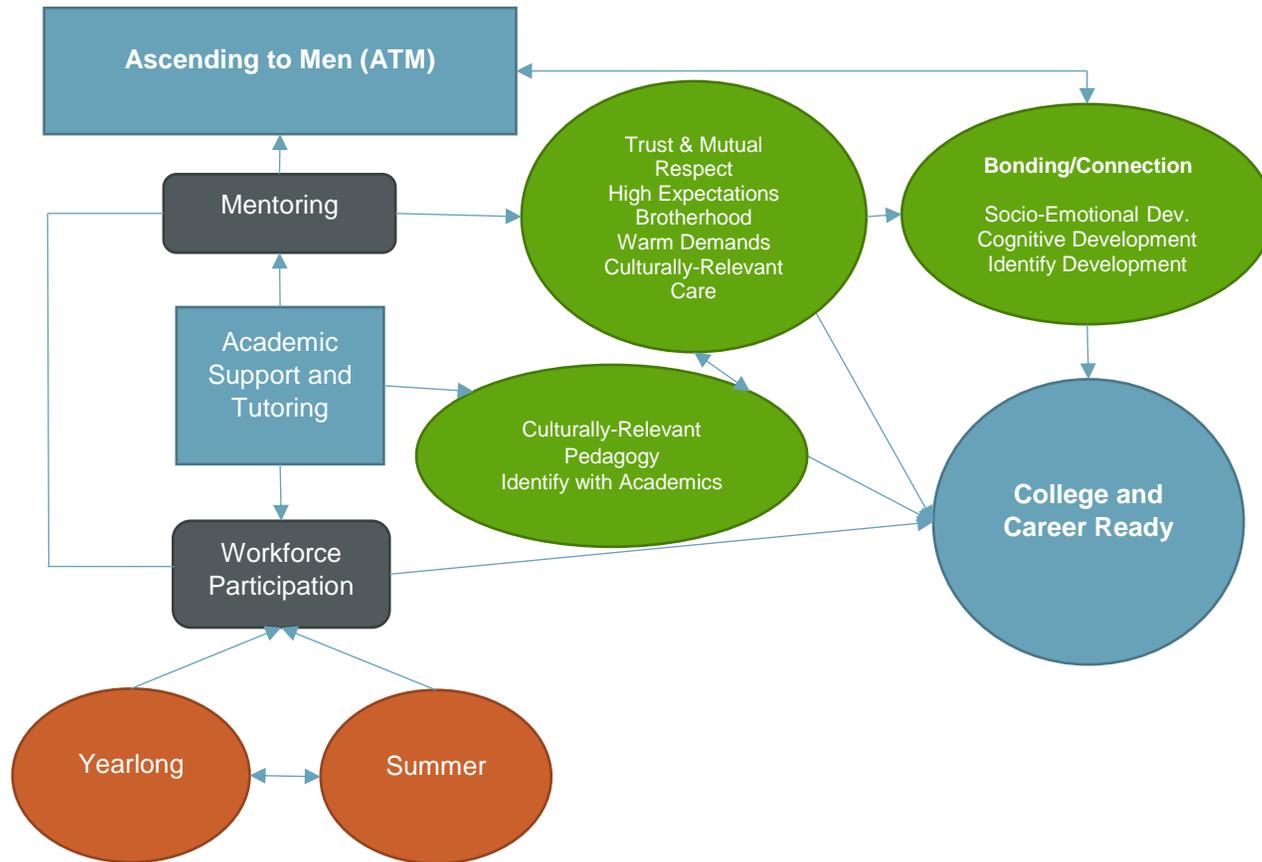
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Appendix A

Table A1. Ascending to Men Feeder Pattern Schools, 2018–2019

High School	Chavez	Sam Houston					
	Milby	Westbury	Sharpstown	Bellaire	Yates	Austin	Wisdom
	Wheatley	Worthing	Sterling	Lamar	Madison	Washington	Kashmere
Middle School	Stevenson	Burbank	Sugar Grove	Fondren	Cullen	Pershing	Key
	Navarro	Lawson	Welch	Deady	Attucks	Pilgrim	Fleming
	Thomas					M.C. Williams	
Elementary School	Cornelius	Herrera	Bonham	Elrod	Lockhart	Highland Heights	Cook
	Franklin	Crespo	Woodson	Gross	Grissom	Longfellow	Dogan
	Mading						

Figure A1. ATM Project Conceptual Framework (including program theory)



Based on the reading of the project documents and research literature on mentoring

Table A2. Logical Framework for the Evaluation of Ascending to Men Program, HISD, 2018–2019				
<p style="text-align: center;">HISD RESEARCH AND ACCOUNTABILITY DEPARTMENT PROGRAM EVALUATION BUREAU ASCENDING TO MEN (ATM) PROJECT LOGICAL FRAMEWORK (For Program Evaluation)</p>				
	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Objective	To improve the postsecondary educational and job prospects of minority males in the Houston Independent School District (HISD).	By the end of 2019, all eligible project participants are enrolled to attend college or have job offers.	A federally-funded project being implemented in the HISD to provide academic support and job access assistance.	Effective partnership among the Federal agencies, community organizations, parents, and HISD.
Project Purpose	To work with a cohort of male ATM students to build their future postsecondary educational and career prospects through academic, social emotional, and workforce interventions	<ul style="list-style-type: none"> • 100% percent of program participants have mentors and interact with them in accordance with project guidelines and procedures by June 2019. • 100% of participants meet their postsecondary aspirations. 	<ul style="list-style-type: none"> • Project records. • Program Mangers' records. • Student and mentor surveys and accounts. • Observation. • Focus groups • Assessment data 	<ul style="list-style-type: none"> • Mentors are trained and committed • Guidelines and procedures exist, and participants are aware of these. • Project is monitored, and data and records are maintained.

Table A2. Logical Framework for the Evaluation of Ascending to Men Program, HISD, 2018–2019 (continued)

<p>Results</p>	<ol style="list-style-type: none"> 1. Establish a 1:1 mentoring program 2. Improved school attendance. 3. Improved academic performance. 4. Reduced incidence of disciplinary infractions. 5. Increased community involvement. 6. Increased graduation rates. 7. Increased workforce participation. 8. Increased postsecondary enrollment. 	<ol style="list-style-type: none"> 1. % reduction in absenteeism among participants. 2. % of ATM students meet benchmarks on the STAAR, GPA, PSAT/SAT. 3. % reduction in participants with disciplinary infractions. 4. % of participants involved in community activities and organizations. 5. % of participants met graduation eligibility. 6. % of participants completed postsecondary applications. 7. % of participants completed workforce applications. 	<ol style="list-style-type: none"> 1. Mentor and ATM students' records. 2. Chancery attendance data files. 3. STAAR, school, PSAT/SAT assessment data files. 4. Student disciplinary data files. 5. Survey responses and membership cards and records. 6. Graduation data files. 7. Copies of workforce applications. 8. Postsecondary application stubs or records. 9. Focus group and interview transcripts 	<ol style="list-style-type: none"> 1. HISD will leverage community partners for career-appropriate mentors. 2. HISD will leverage existing workforce partnerships and programs. 3. Complete records and data are maintained and are up-to-date. 4. Participants are committed and actively involved in project activities.
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Table A2. Logical Framework for the Evaluation of Ascending to Men Program, HISD, 2018–2019 (continued)

Activities		<u>Project Cost Estimates</u>		
<ul style="list-style-type: none"> 1.1 Identify, recruit, and train mentors. 1.2 All participants are assigned mentors. 1.3 Participants meet and interact with mentors. 1.4 Connect participant to wraparound and other social services. 2.1. Establish attendance honor roll and recognition program 3.1. Provide need-based academic support and tutoring. 4.1 Conduct workshops on conflict resolution and peer arbitration. 5.1. Establish access to and promote participation in community groups and associations. 6.1. Conduct credit monitoring training for project participants 7.1. Provide job application assistance. 7.2. Conduct resume writing workshop and training. 7.3. Participants complete apprenticeship and work attachment. 8.1 Identify scholarships and provide scholarship application assistance. 8.2 Provide college application assistance. 			<ul style="list-style-type: none"> 1.1 List of trained mentors 1.2 List of student participants 1.3 Mentor and ATM students records and journal 1.4 List of ATM students who received services. 2.1. School attendance record 3.1 List of ATM students tutored 3.2. Academic data files 3.3. Workshop attendance records 4.1. School discipline data files 5.1. Community organizations membership records 6.1. Graduation data files 7.1. Job application assistance records 7.2. Resume-writing workshop records 7.3. Work and apprenticeship records 8.1 Scholarship applications and assistance records 8.2. College application records 	<ul style="list-style-type: none"> 1. Mentor guidelines and procedures 2. Records of student attendance maintained and up-to-date 3. Competent tutoring 4. Effective conflict resolution workshop 5. Community organizations exist and accept high school ATM students' participation 6. ATM students are on track for graduation (requisite courses) 7. Workforce vacancies exit 8. ATM students are aware of scholarship opportunities and college options

Table A3. Demographic and Educational Composition of Students in the ATM Sample by Grade, 2018–2019																							
Demographic and Educational Attribute		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade		Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Ethnicity	African American	74	59.2	72	55.0	51	33.6	57	50.0	56	55.4	62	56.4	34	39.5	52	55.3	73	52.9	53	54.1	585	50.8
	Hispanic	51	40.8	57	43.5	96	63.2	56	49.1	45	44.6	46	41.8	51	59.3	41	43.6	63	45.7	45	45.9	552	48.0
Gifted and Talented	No	117	93.6	126	96.2	126	82.9	110	96.5	90	89.1	102	92.7	78	90.7	91	96.8	131	94.9	91	92.9	1064	92.4
	Yes	8	6.4	5	3.8	26	17.1	4	*	11	10.9	8	7.3	8	9.3	3	*	7	5.1	7	7.1	87	7.6
At Risk	No	27	21.6	42	32.1	43	28.3	29	25.4	29	28.7	23	20.9	21	24.4	18	19.1	44	31.9	27	27.6	304	26.4
	Yes	98	78.4	89	67.9	109	71.7	85	74.6	72	71.3	87	79.1	65	75.6	76	80.9	94	68.1	71	72.4	847	73.6
Special Education	No	113	90.4	119	90.8	142	93.4	102	89.5	92	91.1	102	92.7	81	94.2	83	88.3	126	91.3	89	90.8	1051	91.3
	Yes	12	9.6	12	9.2	10	6.6	12	10.5	9	8.9	8	7.3	5	5.8	11	11.7	12	8.7	9	9.2	100	8.7
Home Language	English	82	65.6	86	65.6	78	51.3	77	67.5	72	71.3	76	69.1	47	54.7	61	64.9	89	64.5	65	66.3	733	63.7
	Spanish	41	32.8	41	31.3	67	44.1	33	28.9	28	27.7	29	26.4	38	44.2	32	34.0	46	33.3	30	30.6	386	33.5
	Other	2	*	4	*	7	4.6	4	*	1	*	5	4.5	*	1.2	1	*	3	*	3	*	32	2.8
Limited English Proficiency	No	84	67.2	94	71.8	94	61.8	84	73.7	82	81.2	92	83.6	66	76.7	85	90.4	128	92.8	95	96.9	905	78.6
	Yes	41	32.8	37	28.2	58	38.2	30	26.3	19	18.8	18	16.4	20	23.3	9	9.6	10	7.2	3	*	246	21.4
Economically Disadvantaged	No	11	8.8	4	*	6	3.9	3	*	7	6.9	4	*	6	7.0	13	13.8	11	8.0	8	8.2	73	6.3
	Yes	114	91.2	127	96.9	146	96.1	111	97.4	94	93.1	106	96.4	80	93.0	81	86.2	127	92.0	90	91.8	1078	93.7

Source: Research and Accountability Specialist Archived Data, Chancery Demographics (Data only)

Table A4. Selected Activities Designed to Support the Implementation of Ascending to Men Project	
Date	Event
February 22, 2019	ATM Team supported the Texas Alliance of Black School Educators (TABSE) Youth Symposium by presenting two sessions to over 500 ninth and twelfth grade ATM students. ATM students learned about the importance of having a mentor and financial literacy skills.
February 23, 2019	<p>More than ten ATM students from Wisdom, Chavez, Bellaire and Washington high schools visited Stephen F. Austin (SFA) State University and University of Texas at Dallas and toured their academic and residential facilities, and the recreational center, as well as had lunch in the cafeteria. Student provided their impression of these campuses:</p> <p><i>“It’s (SFA) a small campus, but everyone seems so happy!”</i></p> <p><i>“It is rewarding to observe ATM students enjoying the visit to Stephen F. Austin University, and how they may learn more information about attending college”.</i></p> <p><i>“I had the opportunity to receive valuable information about University of Texas at Dallas registration and enrollment process. In the presentation offered, the university representative gave me clear admission steps with deadlines, academic standards, and tuition fees for different career programs”.</i></p> <p><i>“I enjoyed learning about University of Texas Dallas campus architectural design tendencies, as I was very engaged learning about University of Texas Dallas history and academic background, I like UT Dallas”</i></p>
March 29, 2019	During the week 52 ATM students from Sharpstown, Wisdom, Bellaire, Yates, Madison, and Westbury schools visited Texas A&M University at College Station. ATM students had the opportunity to tour academic facilities, receive information about the admissions process and various majors, as well as experience eating in the dining hall.
February 28, 2019	ATMP hosted it’s first roundtable discussion at Jack Yates High School. The roundtable panel included Houston ISD ATM students, Houston ISD Police, a representative from Houston Police Department, a local business owner, a college student, leaders at both Houston Community College, and The University of Houston Downtown. The panel discussed challenges young men of color face in the City of Houston. More than 50 participants attended this event.
March 1, 2019	ATM Team supported the Annual Boys Day at Atherton Elementary by presenting two sessions to over 200 third through fifth grade ATM students. Scholars learned about the importance of finding their purpose and power by rediscovering their superhero self.
March 29, 2019	Professional Dress Day Celebration: Over 44 ATM students from Wheatley, Stevenson, and Chavez schools participated in a professional dress day celebration. ATM students learned how to appropriately dress for job interviews and other important occasions; how to prepare an effective resume. They were also able to identify important skills they needed to consider after receiving job offers.
	ATM Team supported the Parent University event at Furr, Westside, Northside, and Madison schools by welcoming parents and their children, facilitating question and answer sessions, and providing other support as needed.
	Seventeen ATM boys from Chavez and Stevenson schools visited two local businesses, Uptown Sushi and Preminant Homes. ATM students had the opportunity to meet the business owners and learn about the world of entrepreneurship. Entrepreneurs provided the ATM students with the fundamentals skills to effectively plan, communicate, and execute a business plan that is both profitable and sustainable.
April 5, 2019	ATM Collaboration: The Ascending to Men project started a collaboration with the Gathering of Eagles American Veterans to strengthen our efforts of adding more mentors to our program. This new collaboration will help prepare our youth to be good American citizens and motivate them to pursue skilled jobs.
	During the week, The Southwestern Region of Alpha Phi Alpha Fraternity, Inc., held a news conference to announce a dynamic partnership with the Houston Independent School District’s innovative Ascending to Men Project (ATMP). Alpha Phi Alpha has a long-standing history of community service, education, voter engagement, elder care and mentoring. United States Congresswomen representing the Houston region, HISD Interim Superintendent, Wheatley High School Principal; Assistant Superintendent of Equity & Outreach; HISD School Support Officer and Alpha Southwestern Regional Vice President; Alpha Phi Alpha General President; Ascending to Men Project ATM students and staff attended this important event.
April 18, 2019	ATM Team supported the Annual Male Summit at Dr. Shirley J Williamson Elementary in Galena Park ISD by presenting various sessions to over 300 third through fifth grade ATM students. Scholars learned about the importance of developing meaningful relationships, health and hygiene, listening skills, and character education.

Source: ATM weekly reports (Information only), 2018–2019

Table A5. ATM Students’ Takeaways From the ATM Youth Summit, 2018–2019

PM Masked Code	Student Responses
E001	To think of the reasons why I love my family. Do not give up. Follow your dreams. Always be true to yourself. Work hard and never give up. Be yourself and express it. The past is history, tomorrow is a mystery, and today is a gift from God.
E002	Respect people. Be nice to everybody. Make everyone you meet comfortable.
N003	They gave away \$20 and I cannot forget it. Remember who you meet. Get up and meet somebody; find out who they are. Be a great listener.
K004	Make someone feel important. To always smile. Be happy about what you do.
RO05	Be accountable, honest, and persistent. Follow your dreams. Achieve your dreams. Set some new goals after you have achieved old ones.
A006	Know yourself. Know how to control yourself and your anger issues. We are all one and should be united.

Source: ATM field notes, May 2, 2019

Appendix B

Table B1. Pre and Post STAAR 3–8 Reading Performance for ATM Fourth-Grade ATM Students, 2019						
STAAR Reading	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	107	1452.0	12.6	129.9	1427.1–1476.9	
2018	107	1362.4	13.3	137.5	1336.1–1388.8	
Difference	107	89.6	9.3	96.1	71.2–108.0	
					t = 9.64	p. < .001
					df = 106	d = 0.93

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B2. Pre and Post STAAR 3–8 Reading Performance for ATM Fifth-Grade ATM Students, 2019						
STAAR Reading	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	134	1513.5	12.1	139.8	1489.6–1537.4	
2018	134	1443.4	11.8	136.3	1420.1–1466.7	
Difference	134	70.1	7.5	86.3	55.3–84.8	
					t = 9.40	p. < .001
					df = 133	d = 0.81

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B3. Pre and Post STAAR 3–8 Reading Performance for ATM Sixth-Grade ATM Students, 2019						
STAAR Reading	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	102	1477.3	10.5	106.4	1456.4–1498.2	
2018	102	1484.5	10.9	110.4	1462.9–1506.2	
Difference	102	-7.4	9.89	99.5	-26.8–12.3	
					t = -0.74	p. > .001
					df = 101	d = -0.07

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B4. Pre and Post STAAR 3–8 Reading Performance for ATM Seventh-Grade ATM Students, 2019						
STAAR Reading	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	95	1584.7	14.0	136.6	1556.9–1612.6	
2018	95	1503.9	12.5	121.8	1497.1–1528.7	
Difference	95	80.8	10.2	99.2	60.6–101.0	
					t = 7.94	p. < .001
					df = 94	d = 0.81

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B5. Pre and Post STAAR 3–8 Reading Performance for ATM Eighth-Grade ATM Students, 2019						
STAAR Reading	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	104	1625.3	11.9	121.4	1601.7–1648.9	
2018	104	1580.0	12.1	123.8	1555.9–1604.1	
Difference	104	45.3	9.6	98.0	26.2–64.3	
					t = 4.71	p. < .001
					df = 103	d = 0.46

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B6. Pre and Post STAAR 3–8 Math Performance for ATM Fourth-Grade ATM Students, 2019						
STAAR Math	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	250	1521.6	8.9	140.3	1504.1–1539.1	
2018	250	1406.1	8.8	139.2	1388–1423.4	
Difference	250	115.5	5.9	93.5	103.8–127.1	
					t = 19.5	p. < .001
					df = 249	d = 1.24

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B7. Pre and Post STAAR 3–8 Math Performance for ATM Fifth-Grade ATM Students, 2019						
STAAR Math	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	144	1609.0	12.9	154.7	1583.5–1634.5	
2018	144	1537.1	11.5	137.8	1514.4–1559.8	
Difference	144	79.3	10	106.7	79.4–99.2	
					t = 8.10	p. < .001
					df = 143	d = 0.74

Effect size = Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B8. Pre and Post STAAR 3–8 Math Performance for ATM Sixth-Grade ATM Students, 2019						
STAAR Math	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	204	1552.4	7.1	101.4	1538.4–1566.4	
2018	204	1548.6	6.3	89.5	1536.3–1561	
Difference	204	3.7	5.5	77.9	-7.0–14.5	
					t = .68	p. > .001
					df = 203	d = .05

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B9. Pre and Post STAAR 3–8 Math Performance for ATM Seventh-Grade ATM Students, 2019						
STAAR Math	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	166	1615.3	9.7	124.4	1596.2–1634.3	
2018	166	1568.5	9.0	115.6	1550.8–1586.1	
Difference	166	46.8	6.4	82.2	34.2–59.4	
					t = 7.33	p. < .001
					df = 165	d = 0.57

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Table B10. Pre and Post STAAR 3–8 Math Performance for ATM Eighth-Grade ATM Students, 2019						
STAAR Math	n	Mean	Std. Err	Std. Dev	[95% Conf. Interval]	
2019	84	1644.7	12.6	155.4	1619.6–1669.7	
2018	84	1568.5	8.9	82.0	1550.7–1586.3	
Difference	84	76.2	11.5	105.3	53.3–99.0	
					t = 6.63	p. < .001
					df = 83	d = 0.72

Effect size = Cohen's d = d: large = 0.8; medium = 0.5; small = 0.2.

Appendix C

Table C1. STAAR 3–8 Reading Scale Score Gain by ATM School and Grade, 2019

ATM School	N	Fourth Grade				Fifth Grade				Sixth Grade				Seventh Grade				Eighth Grade			
		n	2018	2019	Diff.	n	2018	2019	Diff.	n	2018	2019	Diff.	n	2018	2019	Diff.	n	2018	2019	Diff.
Attucks Middle School	36									13	1499.6	1473.6	-26.0	12	1569.9	1725.5	155.6	11	1662.0	1712.2	50.2
Bonham Elementary School	27	14	1364.2	1385.3	21.1	13	1345.2	1405.4	60.2												
Burbank Middle School	10									0	-	-	-	6	1483.8	1536.2	52.3	4	*	*	*
Cook Elementary School	8	8	1498.8	1537.5	38.8	0	-	-	-												
Cornelius Elementary School	6	4	*	*	*	2	*	*	*												
Crespo Elementary School	20	5	1364.8	1531.4	166.6	15	1471.9	1590.6	118.7												
Cullen Middle School	16									13	1531.6	1491.5	-40.2	1	*	*	*	2	*	*	*
Deady Middle School	12									3	*	*	*	5	1442.2	1505.4	63.2	4	*	*	*
Dogan Elementary School	14	7	1333.3	1454.9	121.6	7	1384.0	1491.6	107.6												
Elrod Elementary School	9	1	*	*	*	8	1516.4	1595.9	79.5												
Fleming Middle School	14									3	*	*	*	4	*	*	*	7	1709.3	1689.4	-19.9
Fondren Middle School	19									6	1515.3	1558.0	42.7	5	1473.6	1526.0	52.4	8	1550.6	1586.0	35.4
Franklin Elementary School	12	3	*	*	*	9	1423.2	1461.8	38.6												
Grissom Elementary School	11	6	1380.8	1462.0	81.2	5	1457.6	1518.4	60.8												
Gross Elementary School	15	7	1369.1	1506.3	137.1	8	1404.5	1453.8	49.3												
Herrera Elementary School	14	1	*	*	*	13	1538.5	1569.5	30.9												
Highland Heights Elementary School	18	8	1277.6	1379.9	102.3	10	1403.3	1493.4	90.1												
Key Middle School	21									8	1482.6	1476.0	-6.6	7	1503.3	1515.6	12.3	6	1520.2	1601.0	80.8
Lawson Middle School	20									8	1486.5	1537.4	50.9	4	*	*	*	8	1532.5	1639.3	106.8
Lockhart Elementary School	15	8	1357.0	1457.8	100.8	7	1480.9	1503.1	22.3												
Longfellow Elementary School	18	9	1371.6	1458.2	86.7	9	1468.8	1528.2	59.4												
Mading Elementary School	18	10	1393.6	1502.9	109.3	8	1483.8	1574.3	90.5												
Navarro Middle School	20									8	1477.3	1446.0	-31.3	8	1518.6	1636.3	117.6	4	*	*	*
Pershing Middle School	25									12	1480.6	1500.1	19.5	11	1550.8	1585.6	34.8	2	*	*	*
Pilgrim Academy	30	8	1283.6	1413.5	129.9	10	1471.9	1522.7	50.8	5	1520.6	1473.8	-46.8	4	*	*	*	3	*	*	*
Stevenson Middle School	14									5	1385.2	1409.6	24.4	0	-	-	-	9	1588.8	1585.7	-3.1
Sugar Grove Academy	20									3	*	*	*	8	1536.1	1600.9	64.8	9	1571.0	1637.4	66.4
Thomas Middle School	22									3	*	*	*	6	1432.8	1460.7	27.8	13	1535.5	1565.8	30.4
Welch Middle School	15									4	*	*	*	3	*	*	*	8	1607.0	1653.0	46.0
Williams Middle School	24									8	1463.5	1427.3	-36.3	10	1450.9	1541.1	90.2	6	1620.0	1683.3	63.3
Woodson Elementary School	15	8	1260.8	1375.6	114.9	7	1367.4	1425.0	57.6												
Grand Total		107	1362.4	1452.0	89.6	134	1443.4	1513.5	70.1	102	1484.5	1477.3	-7.2	95	1503.9	1584.7	80.8	104	1580.0	1625.3	45.3

Source: 2018 & 2019 STAAR 3–8 results & 2019 Chancery Ad hoc dataset archived in R&A Microsoft Access database.

Note: English version, STAAR regular. Diff = Difference

Green indicates an increase and red indicates a decrease.

*N < 5 students

Table C2. STAAR 3–8 Math Scale Score Gain by ATM School and Grade, 2019																					
ATM School	N	Fourth Grade				Fifth grade				Sixth Grade				Seventh Grade				Eighth Grade			
		N	2018	2019	Diff	N	2018	2019	Diff	N	2018	2019	Diff	N	2018	2019	Diff	N	2018	2019	Diff
Attucks Middle School	34									26	1565.7	1563.8	-1.8	6	1497.0	1548.0	51.0	2	*	*	*
Bonham Elementary School	52	38	1396.8	1485.5	88.7	14	1484.6	1510.9	26.4												
Burbank Middle School	16									0	-	-	-	12	1579.8	1604.0	24.2	4	*	*	*
Cook Elementary School	18	18	1513.3	1665.1	151.8	0	-	-	-												
Cornelius Elementary School	12	8	1438.3	1520.3	82.0	4	*	*	*												
Crespo Elementary School	26	10	1425.2	1590.6	165.4	16	1548.4	1663.8	115.4												
Cullen Middle School	30									26	1566.8	1548.8	-18.1	2	*	*	*	2	*	*	*
Deady Middle School	20									6	1570.0	1507.7	-62.3	10	1533.4	1529.4	-4.0	4	*	*	*
Dogan Elementary School	22	14	1394.1	1470.1	76.0	8	1472.0	1446.8	-25.3												
Elrod Elementary School	23	14	1407.3	1588.1	180.9	9	1635.3	1703.2	67.9												
Fleming Middle School	19									6	1467.7	1441.7	-26.0	8	1537.5	1571.8	34.3	5	1609.0	1817.8	208.8
Fondren Middle School	29									12	1563.8	1544.7	-19.2	10	1539.2	1584.8	45.6	7	1577.9	1647.7	69.9
Franklin Elementary School	23	12	1412.5	1425.0	12.5	11	1529.5	1673.8	144.4												
Grissom Elementary School	21	16	1441.8	1549.5	107.8	5	1566.2	1770.0	203.8												
Gross Elementary School	22	14	1371.0	1539.9	168.9	8	1546.3	1533.1	-13.1												
Herrera Elementary School	17	2	*	*	*	15	1595.1	1634.3	39.2												
Highland Heights Elementary School	27	18	1330.4	1425.4	95.0	9	1473.1	1610.6	137.4												
Key Middle School	35									16	1510.4	1533.5	23.1	14	1533.6	1513.1	-20.4	5	1542.6	1627.2	84.6
Lawson Middle School	30									16	1610.3	1633.6	23.4	8	1769.0	1798.0	29.0	6	1548.0	1649.2	101.2
Lockhart Elementary School	23	16	1409.5	1550.1	140.6	7	1531.6	1559.6	28.0												
Longfellow Elementary School	27	18	1380.0	1529.1	149.1	9	1529.3	1599.0	69.7												
Mading Elementary School	28	20	1490.8	1554.2	63.4	8	1537.0	1636.6	99.6												
Navarro Middle School	36									16	1536.3	1513.9	-22.4	16	1601.9	1652.9	51.0	4	*	*	*
Pershing Middle School	48									24	1528.7	1578.4	49.8	22	1572.9	1655.7	82.8	2	*	*	*
Pilgrim Academy	46	16	1441.4	1489.1	47.8	10	1614.5	1647.3	32.8	10	1601.0	1641.0	40.0	8	1667.3	1719.5	52.3	2	*	*	*
Stevenson Middle School	17									10	1512.8	1479.2	-33.6	0	-	-	-	7	1586.3	1586.6	0.3
Sugar Grove Academy	28									6	1516.0	1567.3	51.3	14	1584.6	1665.9	81.3	8	1542.8	1658.0	115.3
Thomas Middle School	31									6	1524.0	1478.7	-45.3	12	1504.5	1553.0	48.5	13	1547.5	1556.4	8.9
Welch Middle School	17									8	1575.0	1626.5	51.5	2	*	*	*	7	1588.6	1730.7	142.1
Williams Middle School	42									16	1519.0	1515.8	-3.3	20	1543.2	1610.9	67.7	6	1552.8	1643.0	90.2
Woodson Elementary School	23	16	1240.5	1477.9	237.4	7	1438.1	1525.7	87.6												
Grand Total	848	250	1406.1	1521.6	115.5	144	1537.1	1609.0486	71.9	204	1548.6	1552.4	3.8	166	1568.5	1615.3	46.8	84	1568.5	1644.7	76.2

Source: 2018 & 2019 STAAR 3–8 results & 2019 Chancery Ad hoc dataset archived in R&A Microsoft Access database.

Note: English version, STAAR regular. Diff = Difference

Green indicates an increase and red indicates a decrease.

*N < 5 students

Table C3. STAAR End of Course Mean Scale Scores for ATM Schools, 2019											
ATM School	# of Tests	Algebra I		Biology		English I		English II		U.S. History	
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Attucks Middle School	25	14	4391.7	11	4284.5						
Austin High School	46	9	4207.3	12	4396.3	14	4011.9	6	3571.7	5	4028.8
Bellaire High School	32	5	3883.8	8	4068.9	7	4070.1	7	3987.6	5	4849.4
Chavez High School	40	3	*	6	3378.0	7	3450.0	8	3649.0	16	3995.1
Fleming Middle School	2	2	*								
Fondren Middle School	1	1	*								
Houston Center for Math, Science & Technology	28	3	*	3	*	4	*	4	*	14	4623.7
Kashmere High School	19	4	*	2	*	4	*	6	3888.2	3	*
Key Middle School	1	1	*								
Lamar High School	44	6	3999.5	8	4300.3	12	3918.3	12	4011.5	6	4063.0
Madison High School	38					6	3572.7	18	3873.4	14	4084.1
Milby High School	14	2	*	3	*	4	*	3	*	2	*
Pilgrim Academy	1	1	*								
Sharpstown High School	38	6	3497.8	5	3736.0	9	3523.0	7	3400.3	11	3976.4
Sterling High School	68	12	3619.1	12	3665.5	16	3330.2	16	3504.3	12	4236.4
Stevenson Middle School	2	2	*								
Sugar Grove Academy	1	1	*								
Washington High School	25	2	*			7	3444.4	13	3772.7	3	*
Welch Middle School	3	3	*								
Westbury High School	28	4	*	5	4013.2	5	3972.2	2	*	12	4206.4
Wheatley High School	25	2	*	2	*	5	3605.2	7	3940.7	9	4315.1
Williams Middle School	1	1	*								
Wisdom High School	51	11	4018.8	10	3812.4	12	3560.9	8	3906.9	10	4186.5
Worthing High School	52	5	3719.6	5	3785.8	13	3557.7	17	3643.7	12	3966.7
Yates High School	30	1	*	2	*	5	3615.4	13	3737.5	9	4337.0
Grand Total	615	101	3984.9	95	3987.6	131	3653.8	147	3763.5	143	4206.5
Satisfactory Standard, 2012–2015			3500–3525		3500		3750		3750		3500
Approaches Grade Level Standard			3550–3961		3550–3966		3775–3945		3775–3966		3550–3980
Meets Grade Level Standard			4000–4288		4000–4495		4000–4603		4000–4730		4000–4375
Masters Grade Level Standard			4333–6181		4576–6299		4691–6367		4831–6416		4440–6609

Source: 2019 STAAR 3–8 results & 2019 Chancery Ad hoc dataset archived in R&A Microsoft Access database.

Note: STAAR regular. First-time testers and re-testers; Middle schools are included

Green indicates performance at or above Approaches Student Standard.

Red indicates performance below Approaches Student Standard.

*N < 5 students

Table C4. ATM School Performance by STAAR End-of-Course Exams and Approaches Student Standard, 2019													
ATM School	# of Tests	Algebra I		Biology		English I		English II		U.S. History		Total Approaches	% Approaches
		N	# Approaches	N	# Approaches	N	# Approaches	N	# Approaches	N	# Approaches		
Attucks Middle School	25	14	14	11	11							25	100.0
Austin High School	46	9	8	12	11	14	9	6	2	5	5	35	76.1
Bellaire High School	32	5	3	8	8	7	4	7	5	5	5	25	78.1
Chavez High School	40	3	*	6	3	7	0	8	4	16	13	22	*
Fleming Middle School	2	2	*									2	*
Fondren Middle School	1	1	*									1	*
Houston Center for Math, Science & Technology	28	3	*	3	*	4	*	4	*	14	14	20	71.4
Kashmere High School	19	4	*	2	*	4	*	6	3	3	*	14	73.7
Key Middle School	1	1	*									1	*
Lamar High School	44	6	5	8	7	12	8	12	8	6	6	34	77.3
Madison High School	38					6	3	18	12	14	14	29	76.3
Milby High School	14	2	*	3	*	4	*	3	*	2	*	12	85.7
Pilgrim Academy	1	1	*									1	*
Sharpstown High School	38	6	3	5	3	9	3	7	2	11	10	21	55.3
Sterling High School	68	12	6	12	7	16	2	16	5	12	12	32	47.1
Stevenson Middle School	2	2	*									2	*
Sugar Grove Academy	1	1	*									1	*
Washington High School	25	2	*			7	0	13	5	3	*	8	32.0
Welch Middle School	3	3	*									3	*
Westbury High School	28	4	*	5	4	5	3	2	*	12	11	22	78.6
Wheatley High School	25	2	*	2	*	5	3	7	4	9	9	19	76.0
Williams Middle School	1	1	*									1	*
Wisdom High School	51	11	8	10	7	12	2	8	4	10	9	30	58.8
Worthing High School	52	5	3	5	5	13	4	17	5	12	11	28	53.8
Yates High School	30	1	*	2	*	5	2	13	7	9	9	19	63.3
Grand Total	615	101	78	94	77	130	47	147	71	143	136	407	66.2

Source: 2018 & 2019 STAAR 3–8 results & 2019 Chancery Ad hoc dataset archived in R&A Microsoft Access database.

Note: STAAR regular. First-time testers and re-testers; Middle schools are included

Green indicates above 50 percent and red indicates below 50 percent.

* N < 5 students