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ABSTRACT Evaluated is an educational program, funded by the Elementary and Secondary Education Act, Title I, at a rehabilitative school for delinquent adolescent girls in Baltimore, Maryland. Both the regular school year and the summer programs are directed toward development of ability to adjust in society. The school offers an academic curriculum as well as special emphasis on home economics and business education. Evaluation was based on interviews with staff and on the California Test of Personality administered to the girls. Findings show that the institution has "an excellent record of success" with the girls. Title I funds enabled the school to enrich its program. Test results indicate that the girls are probably more asocial than antisocial and therefore capable of change. Suggestions for improvement, most of which would involve increases in funds, are included. A policy of pre- and post-testing in areas of academic achievement and personal and social adjustment is recommended. For other evaluations in this series see UD 007 956, 007 957, and 007 959. (NH)			

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Evaluation of

ESEA Title I Project for Fiscal Year 1968

HOUSE OF THE GOOD SHEPHERD

School Year 1967-68 and Summer 1968

of the

BALTIMORE CITY PUBLIC SCHOOLS  
3 East 25th Street  
Baltimore, Maryland 21218

October, 1968

Performed under contract by

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## CHAPTER I

### INTRODUCTION

The following report is an evaluation of the use and effect of Title I funds in the educational program of the House of the Good Shepherd in Baltimore. Of necessity, it encompasses more than the specifics of the use of Federal funds, since isolating the effects of such monies from the total educational program of the school would be a somewhat useless task. Therefore, the total educational program was studied and evaluated, and an assessment was made as to how well the Title I funds implemented the program.

The House of the Good Shepherd is a rehabilitative school for troubled adolescent girls whose emotional problems have resulted in delinquent behavior. Referrals are generally made through the City or County Juvenile Courts, although social agencies or individual parents may contact the Superintendent or the Director of Social Service to discuss the placement of a girl. Since July 1967, the State Department of Juvenile Services has had an administrative relationship with the House of the Good Shepherd. Prior to July 1967, it was the State Department of Public Welfare which maintained this relationship.

Girls of any race or creed are accepted subject to the following requirements:

1. She must be in good physical health (not admitted are children who have cardiac conditions, communicable diseases, or uncontrolled epilepsy; those who are psychotic and needing intensive psychiatric care or who are excessively assaultive or destructive).

2. She cannot be accepted if pregnant.
3. A summary of psychiatric, psychological, medical, and social history material is required for admission.

The school program offers a regular nine-months curriculum as well as a summer program. The individual girl is housed and educated for an average period of twelve to fourteen months, until such time that the administrative personnel feel she is prepared to cope effectively with the outside world.

Since June 1967, when the House of the Good Shepherd became a fully accredited secondary school, certified by the State Department of Education, the school has been eligible for, and has received Title I funds. For the period from September 1, 1967 through August 31, 1968, a total of \$19,484 was provided for the educational program. Of this amount, \$11,484 was allocated to the regular school year program, and \$8,000 to the summer program.

## CHAPTER II

### OBJECTIVES OF THE PROJECT

The current Title I project at the House of the Good Shepherd is entitled Comprehensive Program Emphasizing Learning Related to the Needs of Troubled Teen-age Girls. The primary objectives of the program are therefore directed toward the specific needs of the disadvantaged children involved -- the long-range aim being development of the ability to adjust competently to the demands of daily living.

As steps on the way to meeting this primary objective, there is recognized the need to emphasize those studies which will aid in making the necessary adjustment to society:

1. To develop techniques and skills necessary to attain an adequate reading vocabulary.
2. To acquire skills to use a reading vocabulary to comprehend material read, thus increasing knowledge in all subject areas.
3. To develop an interest in good literature and the arts.
4. To develop competence in homemaking skills.
5. To provide vocational training in the field of business education.
6. To teach the student to dress tastefully on low-income budget and to make the student aware of and give experience in creative and healthful cookery.

Further, by affording experiences of worthwhile achievement, the program aims at raising the level of self-image and aspirations of these emotionally and educationally disadvantaged teen-agers.

## CHAPTER III

### DESCRIPTION OF THE PROJECT

For 75 years, the House of the Good Shepherd has been operating at its present location at 301 North Calverton Road in Baltimore. The buildings, though old, are immaculately cared for and are utilized to their full capacity. Up to 120 girls can be accommodated at the home. The group-living situation, which includes new experiences in adult and peer relationships as well as a therapeutically-oriented program, constitutes the core of the project.

#### Description of the Students

The students range in age between 14 and 18 years. Many of the girls are from low-income families who live in deprived areas where opportunities are limited. They come from homes in which there is usually an unhappy family relationship.

Records of the House of the Good Shepherd show that 55 to 60 percent of the school population has failed one or more grades. Further, 58 percent of the students are two years or more below grade level in vocabulary; 20 percent are from one month to two years below grade level. In reading comprehension, 56 percent are two years or more below grade level while 22 percent are from one month to two years below. A number of students are unable to attack subject matter in science, social studies, etc., because of reading difficulties.

Most of the girls entering the House of the Good Shepherd are reported to have a poor self-image and little aspiration or expectation of success. Their mal-adjusted personalities are greatly in need of therapeutic treatment.



## Allocation of Title I Funds

Table 1 shows the amounts of Title I funds allocated to various areas as specified in the applications of the House of the Good Shepherd for a project under Title I.

### Academic Program

Various aspects of the program at the House of the Good Shepherd include the offering of academic subjects from grades 8 through 12, as well as Business Education and Home Economics courses. Classes do not exceed the maximum of 20 students.

Reading. Priority was given to the Reading Program during the 1967-68 year because the supervisory staff of the institution recognized that "diagnostic testing and summer experimentation have proved this to be an area of greatest need."

During the regular school year, three English classes were held five days a week for fifty-minute periods with classes of twelve girls each. The primary direction of the course was in terms of raising the level of reading competence. There was much use of reading materials such as the S.R.A. phonetics aids on an individual basis, as well as class work in developing skills of word analysis, etc., to raise the level of the students' vocabulary and comprehension. There was sufficient material available, except for a need for supplementary texts and reading material for the slower learners. A record player and tape recorder were available and were used. Only the basics of grammar were presented in order to concentrate on alleviating reading difficulties. Appreciation of literature was encouraged with supplemental reading material and encouragement in use of the library.

Table 1

ALLOCATION OF TITLE I FUNDS FOR THE  
HOUSE OF THE GOOD SHEPHERD

September 1, 1967 through August 31, 1968

Item	Amount	Percent of total
<u>Regular School Year</u>		
Instructional Personnel	\$ 9,884	50.7
Educational Supplies	1,200	6.2
Field trips, movie rentals	400	2.1
Subtotal	\$11,484	58.9
<u>Summer Program</u>		
Instructional Personnel	\$ 6,885	35.3
Educational Supplies	615	3.2
Field trips, including food	500	2.6
Subtotal	\$ 8,000	41.1
Grand Total	\$19,484	100.0

In the summer Reading Program, the Remedial Reading teacher (whose salary was Title I - funded) held classes three days a week, with two classes of 13 to 14 girls. (All summer classes were two-hour sessions.) Practically all of the girls elected this course without coercion. The teacher estimated that all of the children were at least two years below grade reading levels.

The teacher stated that the purpose of the course, "in its simplest terms," was to "diagnose the individual reading problem and move from there." She used a phono-visual method of phonics as her basic and essential technique. She built upon strengths in word analysis to increase abilities to "attack" words. Supplementary to these was the inculcation of dictionary skills. In both classes, the teacher made use of the Science Research Associates Reading Lab - Series 2A and 3A. She also used a "Listen and Think Series" of 15 tapes with concomitant "Listening Post and Tape Recorder."

Library Science. The summer 1968 program offered a class in Library Science which met once a week in the library, for a two-hour period. The teacher's salary of \$810 was paid through Title I funds. Seventeen girls, selected from those interested, were enrolled in the class. All of them had been selected by the principal who believed that each girl could benefit from such an exposure.

The teacher of this course was the librarian who served during the regular school year. During the summer program, she was in attendance three days a week, working a six-and-one-half hour day.

The course content embraced the following areas: techniques of library use for general readers, techniques of library use for specific purposes (study assign-

ments), the uses of card indexing of books and other publications (an introduction to Library of Congress methods -- given only to several girls whose level of intelligence was adequate to understand the process), controls over the use of a library (borrowing books), general rules and regulations governing the use of a library, introduction to the gamut of services offered in a library, use of dictionaries, encyclopedias and atlases.

The staff of the House of the Good Shepherd is cognizant of the importance of a good library, as evidenced by the following statement by the former principal, which continues to guide the direction of the library:

"If the school library is a vital part, the touchstone of any dynamic education program, its place in our setting is of unqualified impact. Academic excellence and achievement cannot be attained without access to an adequate library. The library of the House of the Good Shepherd must be equipped to meet the educational standards of any secondary school library. It must meet the needs of a diverse student body with varying levels of intelligence and reading ability. The cultural and experiential background of our students are even more variant. Our staff recognizes the library as a resource for stimulating the potential of every student, and of utilizing quiet hours to place these young minds in contact with a world of realities they have perhaps not known before." 1/

Speech, Drama, Contemporary Literature. In the summer 1968 program, a course was offered in creative dramatics and one in contemporary literature. Salaries of both teachers (totaling \$810) were funded by Title I; each teacher was half-time. Sixteen girls (grades 10 through 12) enrolled in the dramatics course which was held two hours a day three days a week. The approach was largely unstructured, therapeutically-oriented, its goals being to develop self-expression and to aid in placing the girls' individual problems in proper perspective.

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1/ "An Evaluation of the House of the Good Shepherd Program Under the Elementary and Secondary Education Act, Title I," Summer, 1967.

The Contemporary Literature course was attended in summer by ten girls (ninth through eleventh grade) selected for their higher level of reading ability. Contemporary fiction, in novels and short stories, (also a part of the regular school year program) had great acceptance by the students. The girls also did writing in the class in connection with their reading.

Social Studies. The school offers a diversified program in Social Studies. This is not, however, an area funded by Title I. On the ninth-grade level, Civics is taught; on the tenth, World History; eleventh, American History; and on the twelfth, Problems of Democracy. Classes do not exceed 20 students. All texts are of fairly recent publication, and these are supplemented by pamphlets, films, and TV. Current events are introduced and discussed in all classes.

Home Economics. This subject is especially emphasized at the House of the Good Shepherd because of the particular needs of the girls involved. Prior to the fall of 1967, budgetary limitations permitted only a part-time Home Economics teacher. Through Title I funds, it was possible to have the services of a full-time teacher during the 1967-68 year and the summer of 1968, thus enabling a greater number of students to share in the program. Supplies, budgeted at \$700 for the entire year were funded by Title I.

During the regular school year, non-graded classes of 12 to 15 students met for 50-minute periods 5 days a week. Foods and cookery were taught the first semester; the second semester concentrated on clothing. All material was geared to the student body in that great use was made of visual aids to augment the learning

process of slow learners, and ways in which clothing and nutritional meals could be prepared economically were emphasized. The following areas were encompassed:

**Foods:**

- Basic facts of nutrition
- Planning well-balanced meals on low budget
- Economic availability of various foods
- Practical experience in diverse kinds of cooking

**Clothing:**

- Selection of clothing styles in relation to the individual
- Correct dress for particular occasions
- Low-budget wardrobes
- Fabric selection
- Basic techniques in cutting and sewing
- Practical experience in making garments
- Care of clothing

In addition, instruction was given in personal grooming, home management, and consumer education for use in furnishing and equipping a home, and planning for the future in terms of money management.

In the summer program, separate classes in foods and in clothing were held for two-hour sessions three days a week. Because of the longer class periods, it was possible to prepare foods that could not be completed in the regular school year sessions. Otherwise, the course content followed, in general, the goals of the regular school year Home Economics program.

Business Education. Previous to the 1967-68 school year, there were insufficient funds for a full-time Business Education teacher. It was pointed out in the report on the summer program of 1967 that this was a serious lack. A full-time teacher was employed in the fall of 1967.

Supervisory personnel at the institution are aware of the need for such education for the girls under their care. As expressed in the proposal for Title I funds, it was stated:

"For those students who show an aptitude for the subject matter included in our Business Education Program we feel that there is possibly no better rehabilitative school than one centering around the girl's vocational choice. There are two major reasons for the effectiveness of such a program: (1) The girls experience the sense of accomplishment that comes from progress made in shorthand, typing and the various business machines. (2) From the day a girl begins such a program she is aware that she is preparing herself to return to the community, secure in the knowledge that she has a means of earning a respectable livelihood." 2/

During the regular school year of 1967-68, six classes (four of typing, one of shorthand, and one of office practice) were held five days a week for fifty-minute periods. These were non-graded classes of eighth-grade through twelfth-grade girls, grouped according to individual abilities.

During the summer of 1968, classes in Business Education were held, accommodating 30-35 girls. These were not financed by Title I funds.

Art. During the summer program, two classes of 15 to 18 girls met three days a week. The curriculum was similar in both classes, but geared to the learning abilities of the girls.

A wide range of media was explored, ranging from scribble drawings to oil paintings and including such things as mobiles and collages. The teacher had special training in art therapy and was able to adapt the program to fit the needs of these

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2/ "Application for Project Under Title I Elementary and Secondary Education Act, September 1, 1967 thru August 31, 1968," House of the Good Shepherd, July 1967.



girls. The teacher's salary and art supplies were supplied by Title I funds.

Science. Four classes in science are offered during the regular school year, including three in Biology and one in General Science. Average class size was 15. In Biology, most were tenth-grade students; in General Science, they were divided fairly evenly between eighth- and ninth-grade students.

The Biology curriculum included the standard Botany and Zoology, while the General Science course was concerned with the earth and its atmosphere. Texts (budgeted at \$200 of Title I funds) were supplemented with audio-visual material -- slides, movies, tapes, charts, and models. The students were responsible for maintaining individual lab workbooks which were graded four times a year. They were also responsible for an average of three reports on subjects selected by themselves relating to units under examination; the slow learners were assigned subjects according to their abilities.

Music. One two-hour class in Music, held three days a week, was offered in the summer program. Between nine and twelve girls enrolled, mostly 14 to 16 year-olds, who ranged from seventh through twelfth grades. The approach was largely therapeutic in that the teacher attempted to get the girls to work together as a group. She indicated that girls at the House of the Good Shepherd, because of their emotional problems, tend to be very self-centered, and that working as a group engenders cooperation and communication. An item of \$215 was requested in the proposal for the summer program for music supplies.

Physical Education. Two classes of 20 girls each met three days for Phys-



ical Education instruction in the summer program. In the summer and during the regular school year, girls are transported once a week to private pools for swimming.

Special Classes for Slow Learners. During the regular school year, a teacher whose salary was entirely funded by Title I was employed to conduct classes for slow learners. The following subject areas were encompassed: Biology, English and Reading, Civics, Remedial Mathematics. Girls were placed in these classes as teachers felt they needed them.

Classes never exceeded 18, and during the course of the year from 63 to 73 girls were given special help. They were assigned to regular classes when it was felt that they were able to cope with them.

Mathematics. This subject was not funded by Title I except in the Remedial Mathematics classes taught by the special teacher for slow learners.

### Therapeutic Services

Since there is a situation of what may be described as a "captive audience" at the House of the Good Shepherd, it is possible to encompass many more aspects of the students' lives than would be the case in a day school situation. They are living in a controlled environmental situation.

Varying degrees of emotional disturbance are present among the entering girls. The girls are psychologically assessed prior to admission, and there is an initial psychiatric interview given on admission. Psychiatric and psychological diagnoses and treatment are available to them at the home, as are medical and dental care. About 15-20 girls are seen weekly or bi-weekly by one or another of four psychiatrists and two psychologists (largely part-time) available at the House of the Good Shepherd

## Clinic.

In addition, eight social workers (part-time except for the Director of Social Service, who is a Sister) work with the girls and their families. None of the above services are funded by Title I funds.

## Cultural Enrichment

Various outings and trips are planned regularly for the girls, to whom these are particularly important and pleasurable in their committed situation. Title I funds for transportation make this possible. A trip to Washington was an especial treat for them during the current year.

Outstanding movies are shown and discussed in the school and are greatly enjoyed and discussed by the students. Renting of these movies is made possible also by Title I funds.

## CHAPTER IV

### METHODOLOGICAL AND STATISTICAL CONSIDERATIONS

The logical method of evaluation of the educational advancement of the students at the House of the Good Shepherd would be a pretest-posttest design which would measure amounts of progress, not only in basic reading and mathematics skills, but also achievement in other subject matter areas as well as changes in motivation and social adjustment implied in the objectives of the program. It was not possible for the evaluation team to use this method for various reasons.

In the first place, testing done at the beginning and end of the school year is impractical because it does not take into consideration the fact that girls enter and leave the institution during the course of the year. Testing would have to take place at the time of the individual girl's entrance into the House of the Good Shepherd and prior to leaving it. Such testing is being done currently upon a girl's entrance into the school, but the difficulty of using the data derived lies in the fact that not the same tests were given to all the girls. (The tests used were changed during the 1967-68 year so that a test which had different forms could be used for a pretest-posttest.)

It would have been possible to retest 25 girls on a Gates Reading Test. However, this was an inadequate sample, particularly in view of the fact that, since most of these pupils were those who had recently been admitted, too small an amount of time would have elapsed to expect evidence of important development. Moreover, no pretest information was available for other dimensions relevant to

expected outcomes of the project.

In regard to IQ levels, tested on entrance, the staff of the school feel that these are also inaccurate due to the emotional instability of the girls at the time they are admitted.

It was necessary to resort to extensive in-depth interviews with the staff in order to properly assess the educational program. All persons interviewed were most cooperative with the evaluation team.

## CHAPTER V

### EVALUATION PROCEDURES

The evaluation procedures utilized in this project included interviews with the principle personnel of the House of the Good Shepherd related to the educational operation of this project and an analysis of available test and other evaluative material, supplemented by the administration of personality tests by the evaluation team.

The sources of information involved in the evaluation include the following:

- a. Interviews with:
  - Principal
  - Art teacher
  - Home Economics teachers (2)
  - Music teacher
  - Social Studies teacher
  - English teacher
  - Science teacher
  - Business Education teacher
  - Remedial Reading teacher
  - Librarian
  - Director of Social Service
  - Group Mothers (4)
- b. Analysis of existing reading and mathematics test materials
- c. Examination of evaluation report by the House of the Good Shepherd for the Maryland State Department of Education
- d. Administration of California Test of Personality

The evaluation procedures also include observation and analysis of professional staff of evaluation team as a jury in judging the quality of the educational operation and the identification of needs of the girls in this institution.

## CHAPTER VI

### FINDINGS

There can be no doubt that there is considerable accomplishment in the rehabilitative objective of the House of the Good Shepherd, although the extent of permanent rehabilitation would be extremely difficult or impossible to determine. Records are not available on how many of the girls repeated delinquent behavior after leaving the school. However, from interviews with many of the school personnel, and particularly with the Group Mothers, all evidence indicates that there is an excellent record of success.

A great many of the girls keep in touch with the Sisters after leaving the school, many by phone or letters, others by visits. The Sisters estimate that as many as a thousand girls who have been released are still in contact with the institution. They are encouraged to do so by an "alumnae" reunion held at the school every year.

The interest in and the commitment to the individual girls under their care by the Sisters and the teachers, combined with the controlled environmental conditions and good educational and therapeutic programs, create an obvious impact on the girls. For many of them, this is the first experience in their lives in which they could feel that someone was actively interested in solving their problems.

#### Use of Title I Funds

With Federal funds provided under Title I of the Elementary and Secondary Education Act, the House of the Good Shepherd has been able to expand and

enrich its program in ways which would not have been possible without these additional monies.

The greater part of the funds was expended on instructional staff (see Table 1), with lesser amounts for educational supplies, field trips, and movie rentals.

Reading. The program was entirely geared to slow learners. A Reading Consultant (salaried through Title I funds) was available the first three months of the school year. He tested slow learners in reading problems related to the summer 1967 follow-up, advised and worked with teachers during this period of time.

Reading materials (funded by Title I at \$500 for the entire year) were reported in adequate supply with the possible exception of appropriate supplemental reading material geared to the abilities of the very slow learners.

The teacher of the summer Remedial Reading classes had had training in remedial reading and was able to diagnose and treat reading problems on an individual basis. Progress and improvement in reading skills from a state of indifference to one of pronounced readiness and active interest was reported. The girls began to volunteer to read and became competitive in the lab work. It also became obvious that there was an increase in reading ability and interest by the increased use of library materials by the girls and progression from lower level reading matter to higher level.

In the Contemporary Fiction course, the teacher felt that her students' levels of appreciation and understanding improved, and she noted that they asked for additional recommended reading material.

Library Science. As evidence of general acceptance of and benefits

derived from this course, the librarian stated that most of the 17 girls in the class voluntarily told her that they were enjoying this new learning experience; that new interests were being created. She was able to assess the quality and amount of absorption of instruction from the several written assignments turned in by the girls.

Home Economics. This is an area in which these girls, mostly from deprived socio-economic backgrounds, are apparently eager to learn, since it relates directly to their problems and needs. They can readily see the results of their learning and appreciate their value. It was reported that discipline problems are of a minimum.

Physical equipment and supplies for teaching both cooking and sewing are somewhat inadequate. Stoves and refrigerators are in good condition, but small equipment (pots, pans, etc.) is old and inadequate in amount. In the clothing classes, there is also inadequate small equipment (shears, tape measures, etc.) to allow each girl a set of equipment with which to work. (Some of these items were purchased during the summer, however.) Sewing machines are insufficient in number and often in poor repair. The total allotment of Title I funds for Home Economics equipment for the entire year was \$700 (including ingredients for foods classes).

Business Education. Title I funds for a supplementary salary to bring the Business Education teacher's services up to full time were requested and granted. However, supplies and equipment are inadequate to fill the need. The typewriters, all manual, were of different makes and vintages, and were largely old and in poor condition. Two additional typewriters were secured with Title I funds. Supplies such as typewriter ribbons and typing charts were in short supply.



In a situation (during the regular school year) where a teacher of Business Education is teaching six classes five days a week, many made up of girls who were beginning typists, there can be little time given to individualized instruction. The typing texts were on one level only, with no supplementary texts to differentiate among the competence and skill level of the girls. There was therefore a need for more personal attention than it was possible for the teacher to give.

Art. The summer art program was evidently a well-rounded one which not only taught a variety of techniques using a variety of media, but also was planned around the particular needs of the students at the House of the Good Shepherd. It was therapeutically-oriented in that it offered a means of self-expression through art, and it allowed each individual to work at her own intelligence level. The teacher had had special training in art therapy. There was some evidence of a lack of sufficient materials.

Music. New equipment and materials for teaching music did not arrive until after the summer program was over. The piano was not in condition to be used. The teacher was able to secure material from Pratt Library for the brighter girls, and she also supplied recordings and scores from her own library. Group choral efforts were undertaken and were to be presented before the school.

Physical Education. Although some equipment was available at the beginning of the summer program, much of it disappeared because of inadequacy of safekeeping storage space. Mats were available for teaching of acrobatics. Movies were obtained to supplement the teaching of various kinds of sports. The teacher also attempted to influence the girls in good sportsmanship and courtesy.

Mathematics. As previously stated, Title I funds provided the services of a special teacher for slow learners during the regular school year. One of her classes was in Remedial Mathematics wherein between 16 and 18 girls were given special attention and individualized instruction.

### Intelligence and Achievement Levels

From basic records maintained on individual pupils, it was possible to tabulate the distribution of IQ's and the distribution of achievement levels in mathematics and reading based on the various tests used in the institution. As may be seen from Table 2, the median IQ reported for the students is 93.2. It is possible that, because of the disadvantaged backgrounds of the students, this represents a low figure because of known effects of environment upon intelligence test results. As a matter of fact, it is reported in the institution that, where measures of intelligence have been repeated after the initial test at admission, very frequently it is observed that IQ's increase. This seems to indicate the possibility that the population approaches normal as to intelligence.

Because of the variation in age levels of the group, it is expected that there would be a wide range in levels of achievement. Although we see in Table 3 that reading averages are on an average of eighth grade, and math an average of sixth grade, there is considerable variation in levels of achievement -- ranging over a span of approximately nine years. The implications of this are of some import, since this shows a thorough justification of the use of funds aimed towards improving opportunities for individualizing instruction in the school.

Table 2

DISTRIBUTION OF IQ OF STUDENTS AT THE HOUSE OF THE GOOD SHEPHERD  
AS OF JULY 1968

IQ	Number of students
135 and over	1
130 - 134	1
125 - 129	1
120 - 124	3
115 - 119	4
110 - 114	4
105 - 109	5
100 - 104	14
95 - 99	9
90 - 94	15
85 - 89	16
80 - 84	7
75 - 79	7
70 - 74	3
65 - 69	1
60 - 64	1
Total	92
Median	93.2

Table 3

DISTRIBUTION OF MATH AND READING GRADE SCORES  
FOR THE HOUSE OF THE GOOD SHEPHERD STUDENTS AS OF JULY 1968

Grade score	Math <sup>a/</sup>	Reading <sup>b/</sup>
12.0 and over	1	14
11.0 - 11.9	-	2
10.0 - 10.9	2	4
9.0 - 9.9	1	8
8.0 - 8.9	8	9
7.0 - 7.9	8	11
6.0 - 6.9	27	6
5.0 - 5.9	19	12
4.0 - 4.9	12	2
3.0 - 3.9	4	4
2.0 - 2.9	2	2
Total	84	74
Median	6.1	8.0

<sup>a/</sup> Wide Range Achievement Test.

<sup>b/</sup> Gates-MacGinitie Reading Test, Gates Reading Test, Gates Reading Survey, and Wide Range Achievement Test.

### Findings from Administration of California Test of Personality

As might be expected, the girls residing at the House of the Good Shepherd have significantly poorer personality adjustments than the general population, according to the findings on the California Test of Personality (elementary and secondary forms) administered to a total of 108 students there. (See Table 4.) The total adjustment average percentile rank for these girls is 25, meaning that their average total scores are exceeded by 75 out of 100 other children within their age range.

Personal Adjustment average percentile is 26, while Social Adjustment average percentile is 25. These areas are each broken down into six sub-scales. The House of the Good Shepherd girls are seen to be much withdrawn and to have many more "nervous symptoms" than do girls in general. They lack a sense of personal freedom (which may be partly related to their commitments to the institution). They also strongly feel that they do not belong. Despite these problems these girls seem still to have an almost average sense of personal worth and considerable self-reliance, though somewhat less than the average.

In the social-adjustment area, the girls show a great deal more anti-social tendencies, as defined in the test, than does the general population. Their relationships with their families and with school are poor. But their own social standards are close to the average, so that their anti-social trends must of necessity set up internal conflicts. Even if the relatively high (47 percentile) social standards sub-score represents only superficial continuity, there is a rather sharp dislocation between expectation and action. Their social skills are poorer than those of children in general, though not extremely so, and this is also true of their relations with the community.

Table 4

SUMMARY OF SCORES ON CALIFORNIA TEST OF PERSONALITY,  
108 STUDENTS, HOUSE OF THE GOOD SHEPHERD, AUGUST 1968

Test and Component		Average percentile rank
1.	Personal Adjustment (Total)	26
	A. Self-reliance	44
	B. Sense of Personal Worth	42
	C. Sense of Personal Freedom	29
	D. Feeling of Belonging	30
	E. Withdrawing Tendencies	27
	F. Nervous Symptoms	33
2.	Social Adjustment (Total)	25
	A. Social Standards	47
	B. Social Skills	39
	C. Anti-social Tendencies	23
	D. Family Relations	36
	E. School Relations	32
	F. Community Relations	41
TOTAL ADJUSTMENT		25

The overall picture of the girls at the House of the Good Shepherd is that they are (as a group) more emotionally disturbed than the general population of their age range, but that they are aware of social demands, have internal resources for making better adjustments, and may very well be more asocial than anti-social. They feel excluded and probably are responding to this with anger-motivated actions characterized by the community as "delinquent." They indicate the presence of conflict, tension, and anxiety, so are apparently not "hardened" delinquents but rather are capable of change.

## CHAPTER VII

### RECOMMENDATIONS AND SUGGESTIONS

From the previous descriptive materials and findings, it clearly appears that the population served in the House of the Good Shepherd is one which has been in great need of the contributions of ESEA Title I for implementing the educational and rehabilitation program of the institution. There are evidences of improvements which can be made. Most of these, however, appear to be those which can be effected only with increases of funds. The following paragraphs have a bearing on possible ways in which the program, at least insofar as it relates to the contribution of Title I, might be redirected.

Reading. Since both teachers and students in the summer Remedial Reading classes noted marked improvements in reading abilities, it is unfortunate that the year-round services of a Remedial Reading teacher are beyond budgetary limitations. Advantage should be taken of any opportunities for the regular teachers to attend workshops on alleviating reading problems.

Library Science. Perhaps more important than the benefits accrued by the 17 girls who took this course during the summer was the fact that the librarian was in attendance at the library three days a week on a six-and-one-half hour day. It was noted that, while the girls were allowed to use the library at all times, they did not do so to any great extent during the time it was unattended by the librarian. It was therefore a worthwhile service in that it encouraged reading by the students.

Speech, Drama, Contemporary Literature. The Speech and Drama course had obvious therapeutic benefits as a means of attaining self-expression. The Contemporary



Literature course, rather than being geared to the slow-learners (as is most of the reading program), provided an opportunity for some of the brighter girls to be exposed to good literature. Both are recommended for inclusion in future summer programs.

Home Economics. Both the winter and summer programs in Home Economics were well-tailored to fit the needs of the girls they served. The students were encouraged to improve their appearances by good grooming and clothing selection, and they were given a sense of accomplishment in acquiring basic homemaking skills. It would be most desirable to supplement and improve the equipment, as previously detailed.

Business Education. The House of the Good Shepherd is to be commended for acting upon the suggestion of the evaluator of last summer's program to increase instruction in this area. <sup>3/</sup> It would seem that there was indeed a need for this implementation, since there was evidence of a good deal of interest on the part of the girls during the 1967-68 school year.

It is understood by the evaluation team that new office machines have been purchased for additional instruction (adding machine, comptometer, etc.), but that there is insufficient space for this instruction until the move into new quarters (expected to take place during the 1969-70 school year).

Business Education was included in the summer program. Approximately 30 to 35 girls studied this subject. Title I funds were not received during the summer for Business Education, however.

The classroom in which Business Education is taught is next to the laundry -- with constant noise and vibration. This situation will be alleviated by the new buildings

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<sup>3/</sup> "An Evaluation of the House of the Good Shepherd Program Under the Elementary and Secondary Education Act, Title I," Summer, 1967.

now under construction. Supplies, as noted previously, need to be supplemented currently.

Music. If this subject is to be included at all in the summer program, an effort should be made to secure suitable equipment and provide a piano which is in good condition. Otherwise, it would seem to be a waste of this teacher's salary.

Testing. The most serious handicap in evaluating the educational program at the House of the Good Shepherd was the testing situation. The present principal, Sister Mary Judith, who assumed the position in January of 1968, recognized the fact that the tests which had previously been administered to measure abilities in reading, mathematics, and spelling had no alternate form with which to posttest. She therefore began using the Gates-MacGinitie Tests which are available in different forms. Henceforth, the girls who have been pretested with this test will be posttested before leaving, thus enabling hard data to be collected on academic progress in the above areas. At the present time, this information does not exist.

It is recommended that the institution follow a procedure of pretesting at the time of admission or soon thereafter, and posttesting near the time of release of students. This should include not only the academic areas of mathematics and reading as noted above, but also measures on some of the other expected outcomes related to personal and social adjustment. It is quite clear from the information provided by the California Test of Personality that there are, on the whole, serious emotional and social adjustments pertinent to the objectives of the institution relating not only to the rehabilitation of the individual, but also relating to the individual's needs for the academic and how the academic is related to the total adjustment.

It is not simply because of the interests of the evaluation that this recommendation is made. The stated concern of the institution is one which both the affective as well as cognitive objectives of the rehabilitative experience are of importance. In a sense, the educative process cannot be separated from the total process of rehabilitation, and, as the great span of variations among individuals indicates, must be very much an individual undertaking in which achievement must be looked upon with reference to improvement of "self-image," "aspiration or expectation of success," etc.

One step in this direction might be to take full advantage of complete clinical diagnoses of individuals along with more sensitive measures than the California Test, for example, that would provide bench mark information for use of teachers and others in understanding individual differences and needs, and would yield information subsequent to the initial measurement showing rather definitively the character of changes in the state of rehabilitation of students.

CHAPTER VIII  
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