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ABSTRACT

Holland House is a residential program for neglected and delinquent youth in Saginaw (Michigan). In 1993-94, the program received Education Consolidation and Improvement Act Chapter 1 funding that was used toward the purchase of materials and toward teacher and aide salaries for a reading skills tutorial program in a special classroom at a Catholic high school and in the evenings at Holland House. This product review focused on the degree to which participants achieved the major program objectives. Ten of the program's 24 participants were considered in this study of reading achievement. Measurement with the Woodcock-Johnson Tests of Achievement indicated that 6 of the 10 students evidenced gains in both basic and advanced reading, 2 gained in 1 area and lost in the other, and only 1 demonstrated losses in both areas. These results support the contention that the program achieved its objectives in basic and advanced reading, since the defined performance criterion specified that they would show gains in the aggregate over and above the Michigan standard gain of three normal curve equivalents. Recommendations are offered for program improvement. Four appendixes present a weekly evaluation form and information about disbursements, teacher inservice attendance, and reading gains. (Contains three tables and two references.) (SLD)

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EVALUATION REPORT

HOLLAND HOUSE/BOYSVILLE
CHAPTER 1 NEGLECTED AND DELINQUENT PROGRAM

PRODUCT EVALUATION REPORT
1993-94

DEPARTMENT OF EVALUATION SERVICES
- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

UD 030605

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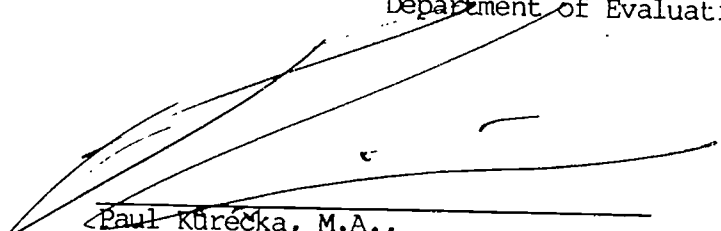
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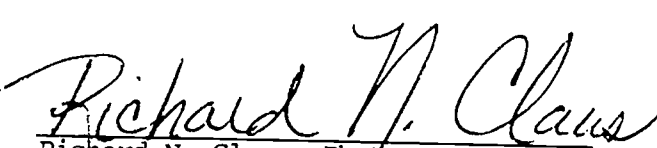
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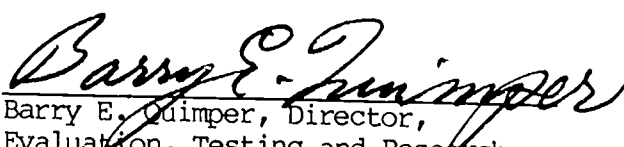
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INTRODUCTION

Holland House is a residential program designed for neglected and delinquent youths. During 1993-94, the program received Education Consolidation and Improvement Act (ECIA) Chapter 1 funding. This funding was used toward the purchase of materials for a reading skills tutorial program and to reimburse the program for salary paid to a teacher and a part-time aide. As well, the supervisor and two staff members attended Chapter 1 sponsored inservice sessions.

The majority of the program's instruction occurred at Nouvel Central Catholic High School located in Saginaw Township. During the day, students attended classes in a classroom specifically set aside for the use of this program. Some students, depending upon their needs and abilities, also took classes in the regular Nouvel program. The remainder of the instruction occurred at the Holland House group home (614 East Holland Avenue, Saginaw, Michigan). During the evening, students attended additional sessions of study and instruction which varied from one to two hours in length.

Student progress was monitored on weekly evaluation sheets. Each student received a weekly description of his behavior and participation and a letter grade reflecting his academic performance. Appendix A contains a blank copy of this evaluation form.

The remainder of the text of this report will present the procedures and findings of the 1993-94 product review. The program's 1993-94 Chapter 1 expenditures are detailed in Appendix B and a list of Chapter 1 inservice sessions attended by the staff is in Appendix C.

PROCEDURES

A product evaluation focuses on the degree to which participants achieve the major objectives of the program. This evaluation consisted of comparing students' entry and exit normal curve equivalent (NCE) scores on the Woodcock-Johnson Tests of Achievement - Standard Battery (WJ-R-ACH) Form A against the success criterion (specifically, an average gain in excess of three NCE's in basic and advanced reading scores). This test is not on the Michigan Department of Education's (MDOE) list of approved tests nor is it the test specified in the funding grant; however, it was nationally normed 1986-1988 (Woodcock and Mather, 1989) and, according to the program supervisor, is widely used in the Michigan Boysville Program.

PARTICIPANTS

During 1993-94, 24 students were served by the program.¹ Of these, 14 (58.3%) were Black, 8 (33.3%) were White, and 2 (8.3%) were Hispanic. They ranged in age from 13 to 17 years.

Ten of the 24 (41.7%) program participants were considered in this study. Of the other 14, 9 (37.5%) entered the program with less than five months remaining in the school year, and 5 (20.8%) left the program without taking a post-test.

METHOD

In late August, 1993 (or upon entry to the program), the students were pre-tested and in May, 1994 (or just before exiting the program), the students were post-tested using the reading subtests of the WJ-R-ACH.

¹Although 24 students were served by the program throughout the year, there were at most 13 students in the program at one time. Students were released from and admitted to the program over the course of the year.

FINDINGS

Student performance was examined to determine whether the program attained its standard.

ATTAINMENT OF THE STANDARD

The performance criterion specified in the grant was that students would, in aggregate, evidence gains over and above the Michigan standard (more than three NCE's) in basic and advanced reading skills. Operationally, this was defined as growth in NCE units on, respectively, the broad reading and reading comprehension subtests of the WJ-R-ACH.

Table 1, below, presents the average gains, in NCE's, in basic and advanced reading evidenced by the students during 1993-94. Table D-1, in Appendix D, presents the actual pre- and post-test NCE scores, and change, for each of the 11 students considered in the study.

Table 1

Attainment of the Performance Standard^a

Reading skill	Mean gain in NCE's	Standard attained
Broad reading (basic)	3.6	Yes
Passage comprehension (advanced)	8.6	Yes

Note. N=10 students.

^aStandard: Post-test NCE scores will on average exceed three NCE's greater than pre-test scores.

Based upon the data contained in Table 1, it can be concluded that the program attained its objective in both advanced and basic reading.

Also from Table D-1, one can find that 6 (60.0%) of the 10 students evidenced gains in both basic and advanced reading, 1 (10.0%) experienced a gain in basic but a loss in advanced reading, and 2 (20.0%) experienced a loss in basic but a gain in advanced reading and 1 (10.0%) demonstrated losses in both reading areas.

SUMMARY

During 1993-94, the Holland House program provided classroom and tutorial instruction as well as guidance and counseling to 24 youths.

The program received Chapter 1 funding to purchase instructional materials and help defray the salaries of a teacher and a part-time aide for a tutorial reading program.

The aim of this evaluation review was to examine the amount of growth in reading skills evidenced by the participants. An average gain in excess of three normal curve equivalents (NCE) units in both basic and advanced skills as measured by the WJ-R-ACH was set as a standard for the program. This standard was attained for advanced and basic reading.

Beginning on the next page, recommendations will be offered.

RECOMMENDATIONS

Prior to offering recommendations, it should be noted that the program is attaining its primary goals. It is providing a remedial program to delinquent youth, only one aim of which is to improve those students' reading skills. These recommendations are presented with the intention of enhancing an already effective program's approach to that one aim.

It should also be noted that the recommendations below are not meant to be exhaustive; the enhancements they suggest may be attainable through other means. The supervisor and staff may want to consider what other means are available and should seek assistance from the district's Compensatory Education and/or Evaluation, Testing, and Research departments.

- The staff should continue, where possible, to attend inservices offered through the Saginaw Public Schools' Instructional and Staff Development Center. Further, they should maintain dialogue with local Chapter 1 personnel. Both of these vehicles provide a profitable interchange of ideas.
- The supervisor should try to determine the reason for the success in student performance (whether it was due mostly to individual differences, program priorities [directly related to student need], instructional changes, or student attitude during the test) and what could be done to maintain gains - program wide - in both basic and advanced reading.
- Student performance should be assessed by the test specified on the funding grant (e.g., the Woodcock Reading Mastery Tests - Revised, 1987).

REFERENCES

Woodcock, R.W. and Johnson, M.B. (1989). WJ-R-tests of achievement, standard battery, form A. Allen, TX: DLM Teaching Resources.

Woodcock, R.W. and Mather, N. (1989). WJ-R-tests of achievement: examiner's manual. In: R.W. Woodcock and M.B. Johnson, Woodcock-Johnson psycho-educational battery - revised. Allen, TX: DLM Teaching Resources.

APPENDICES

WEEKLY EVALUATION FORM - HOLLAND HOUSE

STUDENT _____ DATE _____

PERIOD	SUBJECT	WEEKLY GRADE	COMMENTS	NO. MISSED ASSIGNMENTS	TEACHER	REQUEST MEETING	
						NO	YES

- COMMENTS:
1. NEEDS TO PARTICIPATE MORE
 2. DISRUPTIVE IN CLASS
 3. FAILS TO KEEP UP WITH ASSIGNMENTS
 4. GOOD STUDENT
 5. HELPS OTHERS IN CLASS
 6. PARTICIPATES WELL IN CLASS

APPENDIX B

DISBURSEMENT RECORD OF CHAPTER 1 FUNDS FOR
THE HOLLAND HOUSE PROGRAM DURING 1993-94.

<u>ITEM</u>	<u>COST</u>
<u>Capital/Supplies</u> ¹	7,787.95
<u>Salary Reimbursement</u>	1,020.00
<u>Conferences</u>	603.00
<u>Total Expenditure</u>	\$ 9,410.95 ²

¹ These supplies included:

- Supplemental and summer school textbooks
- Resource books (e.g., encyclopedia, dictionaries)
- Magazines and newspapers
- Maps
- Paperback books
- Lab equipment
- Computer supplies
- Office furniture and supplies
- Testing materials.
- Classroom supplies (e.g., pencils, pens, paper, folders, notebooks, and calculators).

² The total allocation for the program was \$13,982.00, which left \$4,571.05 unspent as of the time this report was written. Plans for the expenditure of these funds during Summer, 1994, have already been made.

APPENDIX C

Table C-1

Chapter 1 Inservice Attendance

Inservice Session	Staff Attending			Count
	A	B	C	
How to Achieve Maximum Success in the Classroom	x	x	x	3
Chapter 1 Update	x			1
Whole Language	x			1
Understanding and Reading		x		1
Succeeding with Difficult Students		x	x	2
Playground Emergencies		x		1
Tourette Syndrome		x		1
Vision Oculomotor Dysfunction		x		1
Higher Order Thinking Skills			x	1
Math Number Sense			x	1
Building Childrens Self-Esteem			x	1
Math Basics			x	1
Invitation to Whole Language			x	1
Secondary Content Literacy			x	1
Exploring Writing Strategies Are Successful With Diverse Learners			x	1
Afrocentric-Multicultural Literature for Children			x	1
Teaching for Independent Use of Cues			x	1
View from the Mesa			x	1
Cooperative Discipline: A Positive Management Approach for Children with Diverse Needs			x	1
Literacy and the At-Risk Learner			x	1
Creating Active Learners in Social Studies Classes			x	1

APPENDIX D

Table

D-1 Broad Reading and Passage Comprehension NCE Gains

Student	Broad reading (Basic)			Passage comprehension (Advanced)		
	Pre	Post	Gain	Pre	Post	Gain
A	46	46	0	49	47	- 2
B	44	52	8	50	75	25
C	13	23	10	28	37	9
D	1	7	6	1	15	14
E	7	19	12	19	32	13
F	62	54	- 8	59	58	- 1
G	54	52	- 2	50	57	7
H	17	25	8	28	34	6
I	41	46	5	34	44	10
J	47	44	- 3	54	59	5
M	33.2	36.8	3.6	37.2	45.8	8.6
(SD)	(20.5)	(15.9)	(6.2)	(17.5)	(16.3)	(7.4)

Note. Maximum score = 99. N=10 students.