


**"AN ACHIEVABLE DREAM":  
A PROGRAM FOR AT RISK ELEMENTARY SCHOOL STUDENTS  
IN NEWPORT NEWS, VIRGINIA**

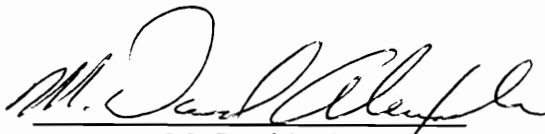
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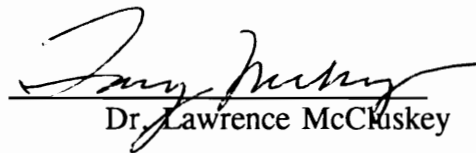
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**"An Achievable Dream":  
A Program for At Risk Elementary  
School Students in Newport News, Virginia**

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(ABSTRACT)

The purpose of this study was to determine the effectiveness of "An Achievable Dream" (AAD), a program developed for at risk elementary students in Newport News, Virginia, in improving academic achievement, self concept, and school attendance. One hundred rising fourth grade students were identified in 1992 to participate in the pilot year of this program. Eighty-four students completed the entire year and were included in this study.

A review of effective programs currently operating throughout the country examined other programs with similar goals. A case study detailed the history of the program, the adaptations made since the program's inception, and a summary of baseline data on the students. A program evaluation validated the structure of AAD, assessed the impact of AAD as it related to achieving the stated goals, and served as the foundation for a decision model for program continuation. Data was obtained

through individual interviews, a review of written program materials, attendance records, and from individual student scores on the Iowa Test of Basic Skills (ITBS) reading comprehension subtest, the Degrees of Reading Power (DRP), and the Piers-Harris Children's Self Concept Scale (PHCSCS).

All AAD program components were validated except student selection procedures. Many students were selected for inclusion into the program who did not fit the criteria for selection. Results of the evaluation showed little change in school attendance patterns and a decline in reading achievement percentile scores on both the ITBS and the DRP. Scores on the PHCSCS indicated that the majority of the students had an average to above average self concept. The decision model for program continuation included recommendations for consideration in program continuation.

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## CHAPTER 1

### INTRODUCTION

School systems throughout the nation are searching for more effective ways to meet the educational needs of children who are not succeeding in our regular education programs. This search is evidenced by:

The listing of 116 district Chapter I programs that were judged to be effective by the Northwest Regional Laboratory in Effective Compensatory Education Sourcebook by Griswold, Cotton, and Hansen in 1986 (Slavin, Karweit, & Madden, 1989, p. 25).

The listing of over 400 programs that passed review by the Joint Dissemination Review Panel (JRDP), a U.S. Department of Education panel that reviews programs originally supported by federal funds. The programs whose effects are found valid by the JRDP are eligible for funding and dissemination by the National Diffusion Network (NDN) (Slavin, Karweit & Madden, 1989, p. 42).

The listing of 31 Curriculum-Related Programs, 42 Alternative Educational Programs, 19 Student Assistance Programs, eight Vocational and Work/Study Programs, three Family Support Programs, nine Attendance/Truancy Prevention Programs, and five Business and Community-Related Programs that were submitted by local school districts for effectiveness (Wells, 1990, pp. 46-140).

A 260 percent increase since 1976 in the number of students being served under the label of "learning disabled" (Slavin, Karweit & Madden, 1989, p. viii).

Funding for Chapter I programs has increased from \$4.3 billion in 1988-89 to \$6.2 billion in 1991-92 (Madden, 1991).

"An Achievable Dream" (AAD) is an intervention program for identified at risk students in the Newport News Public School System (NNPSS) that includes academic instruction paired with tennis instruction. The program, piloted during the

1992-93 school year, is composed of an eight week summer program and an after school support program during the school year. Students who are determined to be educationally or socially at risk of school failure are recommended for inclusion in the program at the end of third grade. The program is designed to offer services to selected students through grade twelve and to provide for their education beyond high school.

### Statement of the Problem

Currently, the NNPSS provides transportation services to AAD students for the summer and the after school program. They also make school facilities available for both AAD programs. The question being addressed by this study is whether or not AAD is a program that the NNPSS should support through the allocation of additional resources.

### Purpose of the Study

Although numerous programs like AAD are being developed and implemented, very few programs have been formally evaluated. Even when evaluations are completed, the quality and focus of the evaluations vary so widely that it is difficult to make comparisons to add to the body of knowledge on what programs are successful (Clark, 1991). Further program evaluation on at risk programs is critical to assess the impact programs have on students (Wells, 1990). The purpose of this study was to determine the effectiveness of AAD in improving the academic achievement level,

self concept, and school attendance of an identified group of at risk fourth grade students in the NNPSS.

### Definitions

#### **At Risk Students**

Students are considered to be at risk of school failure if they are receiving free or reduced lunch and have one or more of the following additional qualifications in their profile:

1. Over age for their grade level;
2. Living in a single parent home or with someone other than their natural parents; or,
3. Their educational success is impaired by problems with peer relationships, aggression, and/or decision making.

#### **Self Concept**

Self concept is defined as a person's feeling about his own self worth. For the purpose of this study, self concept was measured by scores on the Piers-Harris Children's Self Concept Scale.

#### **Reading Achievement**

Reading achievement is defined as gains or losses in reading comprehension scores. For the purpose of this study, reading achievement was measured by scores on the Degrees of Reading Power (DRP) Test and the

reading comprehension subtest of the Iowa Test of Basic Skills (ITBS).

### **School Attendance**

School attendance is defined as being present at school.

For the purpose of this study, school attendance was measured by counting the number of days a student is absent.

### **Significance of the Study**

AAD is a non-profit organization working in cooperation with the NNPSS, the Newport News Parks and Recreation Department, and the local business community. AAD desired to have the NNPSS contribute additional funding to their program. The NNPSS needed to determine if the program was effective in increasing student achievement before considering increased financial support. This study provided the NNPSS with that achievement data. Additionally, it was intended that the results of this evaluation would be made available to the AAD staff to use in securing additional funding through grants and private donations.

### **Procedures**

This study is composed of four sections: (1) a review of current practices considered to be effective for teaching at-risk students; (2) a case study; (3) a program evaluation; and, (4) a decision model for program continuation.

### Effective Practices

A review of the literature was conducted to determine the components of effective programs designed to meet the needs of at risk students at the elementary level. This review provided information which formed the foundation for the program evaluation.

### Case Study

A case study was completed to describe the history of AAD. The case study focused on describing the initiation of the program, the baseline characteristics of students before the program was in place, the components of program implementation, and the adaptations that have been made since the program began. These data were collected by reviewing AAD written program materials (WPMs) and through interviews with members of the AAD executive committee.

### Program Evaluation

The program evaluation: (1) attempted to validate the AAD program structure; (2) assessed the impact of the program as it related to achieving the stated goals of increased academic achievement, improved attendance, and increased self concept; and, served as the foundation for the decision model for program continuation. The data for the program evaluation were collected by reviewing the student records of AAD students and through interviews with program participants and planners.

### Decision Model for Continuation

A decision model for continuation translated the information gained from the effective practices and the program evaluation into a list of areas for the NNPSS to consider in determining their level of involvement with the AAD program. The data for the Continuation Model were collected from previous sections and written program materials from the NNPSS.

### Limitations

This study was limited to the evaluation of one program designed for at risk elementary students in the NNPSS. The data used included information only from the pilot year and the second summer of the program. Standardized student outcomes from students who participated in the AAD program were not compared to standardized student outcomes from a control population.

### Chapter Summary

Effective programs must be developed to address the needs of students not finding success in the regular education programs.

While the problems of low achievement are not new, the consequences of this problem are becoming more serious. The U.S. economy no longer has large numbers of jobs for workers lacking basic skills. Recent studies of cities experiencing very high growth rates find that even when entry level jobs (such as fast food jobs) are plentiful, there is a substantial core of workers who cannot qualify for them because of poor basic skills. Allowing large numbers of disadvantaged students to leave schools with minimal skills ensures them a life of poverty and dependence - the consequences of which are disastrous to

the social cohesiveness and well being of our nation (Slavin, Karweit & Madden, 1989, p. 4).

Structured evaluations, both short and long range, must be conducted to determine the effectiveness of the programs being developed. According to Wells (1990) locally-developed programs are generally more precise and effective because they include only those components designed specifically to address the needs of local populations. School systems, therefore, need to have specific information regarding the outcomes of locally-developed programs.

This study identified effective programs for at risk students, described and validated one program for at risk students, evaluated that program, and provided guidelines for a decision model for program continuation.

## **CHAPTER 2**

### **METHODOLOGY**

#### **Introduction**

This study consisted of four components: (1) a review of current practices considered effective for teaching at risk students; (2) a case study; (3) a program evaluation; and, (4) a decision model for program continuation. A description of information to be included and data collection procedures for each section follows.

#### **Effective Practices**

Literally thousands of programs designed to meet the needs of at risk students have been implemented over the past decade. Determining which programs are truly effective in accomplishing this task requires a detailed analysis of those programs. A review of the literature was conducted on programs implemented since 1983 to determine the components of effective programs for at risk students at the elementary level. For the purpose of this study, a program is defined as a set of procedures intended to be implemented as a total package and capable of being replicated by others (Slavin, Karweit & Madden, 1989, p. 24). Effective programs were determined by modifying criteria set by Slavin, Karweit & Madden, 1989):

1. The program must have stated goals and objectives.
2. The program must have an established criteria for participant selection.
3. The program must have been evaluated for a duration of at least one semester.

4. Evaluations must use standardized measures of participant outcomes.
5. The program must present convincing evidence of effectiveness through documented achievement of participant outcomes on standardized measures.

#### Data Collection for Effective Practices Component

Effective practices data will include the following information:

1. goals and objectives of the program;
2. selection procedures for inclusion of at risk students into the program;
3. duration of the program;
4. standardized measures used to evaluate student outcomes; and,
5. evidence of success based on those standardized measures.

The Educational Resources Information Center (ERIC) files for 1982 through March, 1993 served as the source for locating effective programs. An ERIC search (Appendix A) using the descriptors "at risk programs", "elementary students", "evaluation", and "academic achievement" was conducted to identify the entries for review. In order to have been considered an effective practice, the ERIC entry must have included information on all five of the previously stated criteria for effective programs.

#### Case Study

The case study provided an historical view of the An Achievable Dream (AAD) program by describing the following:

1. initiation of the program;
2. baseline information on the students being served by the program;
3. components of program implementation; and,
4. adaptations that have been made since the program began.

### Data Collection for the Case Study

#### Program Initiation

Initiation of the program included the actions that occurred prior to the onset of the program, such as whose idea it was to begin the program, the impetus for program initiation, financing for the program, need for program initiation, the organization for program initiation, and the timeline for initiation. Data were obtained from the AAD written program materials (WPMs) and interview protocols (IPs) - (Appendix B) with the four members of the AAD program executive committee. Data on the need for program initiation were obtained from: (1) WPM; (2) demographic information - including gender, race, age, previous retentions, low achievement test scores on the ITBS, attendance concerns, and discipline concerns - on students who fit the at risk definition in the program available from the NNPSS Data Processing Office (Appendix C); and, (3) the availability of existing programs in the NNPSS for the students who fit the at risk definition in the program available through WPMs on at risk programs offered in the NNPSS.

### Baseline Information

Baseline information included background information on the students prior to their being selected to participate in the AAD program. Age, family structure, previous ITBS reading comprehension scores, previous DRP scores, previous retentions, and previous attendance levels were obtained from the Teacher Nomination Form (Appendix D) and from the data processing student records (Appendix E).

### Program Implementation

Program implementation described the ways in which the components of the program were put into place. The stated mission, goals and objectives of the program were obtained through WPM and IP with the four members of the AAD executive committee. Summer program components, after school components, student selection criteria, and student selection procedures were obtained through WPM and IP with the four members of the AAD executive committee, three AAD staff members (Appendix F), six students (Appendix G), and six parents (Appendix H). Staff members interviewed included one teacher, one coach, and one teaching assistant chosen at random from the staff list. Students interviewed included six students chosen randomly from the student list. Parents interviewed included six parents chosen randomly from the parent list.

### Adaptations

Adaptations described the changes to the program that were instituted since the pilot was initiated. The stated mission, goals and objectives, components of the

summer program, components of the after school program, student selection criteria, and student selection procedures were all examined for adaptations. Adaptation information in all areas were obtained from WPM and IP with the four members of the AAD executive committee.

### Program Evaluation

The program evaluation attempted to validate the AAD program structure; assess the impact of the program as it related to achieving the stated goals of increased academic achievement, improved attendance and increased self concept measures; and, serve as the foundation for recommendations regarding program continuation.

#### Data Collection for Program Evaluation

Program evaluation data included:

1. ITBS reading comprehension scores;
2. DRP scores;
3. Piers-Harris Children's Self Concept scores;
4. school attendance levels;
5. student evaluations;
6. parent evaluations;
7. staff evaluations; and,
8. executive committee evaluations.

Standardized measures of student outcomes were obtained from the data processing files of the NNPSS (Appendix I). School attendance levels were obtained from the school attendance records (Appendix J). Student, parent, staff, and executive committee evaluations were obtained from an IP with the six students, six parents, three members of the AAD program staff, and four members of the AAD executive committee identified in the Case Study.

### Decision Model for Continuation

Developing a decision model for continuation translates the information gained from the effective practices and the program evaluation into areas for the Newport News Public School System to consider in determining their level of involvement with An Achievable Dream. The Decision Model for Continuation will provide answers to the following questions:

1. Are the goals and objectives of the AAD program consistent with the goals and objectives of the NNPSS?
2. Does the AAD program meet identified needs of the NNPSS?
3. Does the AAD program take appropriate steps to obtain the desired student outcomes?
4. What are the total costs and the per pupil expenditures of the AAD program?
5. How many students are projected to be served by the "An Achievable Dream" program?

### Data Collection: Decision Model for Continuation

In addition to the information obtained in the program evaluation and effective practices sections, the goals, objectives, and identified needs of the NNPSS were obtained from written program materials available through the NNPSS. Costs of the programs and per-pupil expenditures were obtained from the operating budgets.

### Chapter Summary

This study attempted to determine the effectiveness of the AAD program in improving the academic achievement level, self concept, and school attendance of an identified group of at risk fourth grade students in the NNPSS. A decision model for continuation translated the information gained into a list of areas for the NNPSS to consider in determining their level of involvement with the AAD program.

Qualitative research methods, descriptive statistics, and correlations were the primary means of presenting the data. The steps involved in this study were:

1. Reviewing the literature to locate effective programs implemented since 1982 for at risk students.
2. Completing a case study of the ADD program by reviewing written program materials and interviewing program participants.
3. Evaluating the ADD program by reviewing student outcomes and by interviewing program participants.

4. Designing a model for continuation which includes guidelines to use as decision points for the NNPSS.

## CHAPTER 3

### EFFECTIVE PRACTICES

#### Introduction

The purpose of this review of effective practices was to examine similar programs designed for elementary at risk students that have documented success in the areas measured in this evaluation. The components of these effective programs were detailed in an effort to identify programmatic similarities.

#### Effective Programs

Most programs developed for at risk students claim to be successful; however, finding concrete evidence of that success is problematic. A search of the Educational Resources Information Center (ERIC) files for 1982 through March, 1993 was conducted using the descriptors "at risk programs", "elementary students", and "evaluation". Forty entries were located using those descriptors. A second search, using the descriptors "at risk programs", "elementary students", and "academic achievement" yielded fifteen additional entries.

These entries were reviewed to determine if the program described in the entry met the following criteria:

1. The goals and objectives of the program were clearly stated.
2. The program had been evaluated for a duration of at least one semester.
3. Characteristics of the at risk students served in the program were specified.

4. A procedure was in place to select students for inclusion into the program.
5. The program components were described in a manner that permitted replication.
6. Specific instructional strategies, if any, were described in a manner that they could be replicated.
7. Student outcomes had to be measured using standardized measurement instruments.
8. The program had to present convincing evidence of effectiveness through documented achievement of participant outcomes on those standardized measures.

Based on the established criteria, only nine of the fifty-five entries contained the necessary information to be considered an effective program: two of the entries described the same program implemented under different circumstances. Table 1 summarizes the reasons for rejection of the remaining forty-six entries.

A description of the ten programs considered effective based on the stated criteria follows.

#### The ScholarshipBuilder Program

The ScholarshipBuilder Program (Ruffin, 1991) was implemented in 1988 by Merrill-Lynch, Incorporated in ten urban cities throughout the nation. The National Urban League affiliates were chosen to administer the program. The Second Annual Report of the program operating in Atlanta, Georgia was reviewed.

The goal of the program was to encourage selected first grade students to graduate from high school in the year 2000. Merrill-Lynch agreed to provide

Table 1

Reasons for Exclusion of Programs from Category of Effective Programs  
for At Risk Students

---

| Reason for Exclusion                          | N  |
|---|----|
| No standardized data was presented            | 15 |
| Entry included only descriptive information   | 6  |
| Entry did not describe a program              | 5  |
| Program not evaluated                         | 5  |
| Entry described substance abuse/AIDS program  | 4  |
| Program was implemented prior to 1983         | 4  |
| Entry listed effective programs               | 3  |
| Program duration was less than one semester   | 2  |
| Program could not be replicated               | 1  |
| Program could not provide evidence of success | 1  |

---

scholarships for students who go on to college and a one-time stipend to students who enter the military or become employed.

Twenty-five first grade students were randomly selected as the target population from Capitol View Elementary School, the target school in Atlanta. All of the students were characterized as educationally at risk, based on low standardized test scores in the spring of 1989.

Components of the program included monthly activities for the students and their families planned by the Urban League and a social worker from the Atlanta Public Schools. Activities included a celebration of the summer reading program held for the students, a parenting conference, a trip to the Atlanta Botanical Gardens, and a trip to the Atlanta Tribute for Nelson Mandela. Social workers also provided social services to the families, including transportation as needed. Tutorial assistance for students, provided by the Atlanta University Center, was the only instructional strategy listed.

Student outcomes were measured by the reading and math subtests of the Iowa Test of Basic Skills (ITBS) administered during the spring of 1990. Test results were compared to the reading and math scores for the nonprogram students at Capitol View Elementary School.

Increases in mean normal curve equivalent (NCE) scores demonstrated evidence of effectiveness. There was a one point gain in the mean NCE scores for reading and a two point gain in the mean NCE scores for math for the target students.

Mean NCE scores for the nontarget students decreased ten points in reading and seven points in math.

Three recommendations were made in the report for program adaptations: (1) continue to provide instructional tutoring to the students with a NCE score below 35; (2) provide coordinated instructional support to all students; and, (3) formulate a ScholarshipBuilder Support Group to address ongoing concerns with the students.

### The Attendance Improvement Dropout Prevention Program

The Attendance Improvement Dropout Prevention Program (AIDPP) (Soloman & Yacker, 1989) was a state funded, multi-faceted program in the New York Public School System. AIDPP was implemented in five elementary schools in the fall of 1986. The goal of the program is to provide intensive services to students considered to be at risk of dropping out of school.

School personnel selected approximately 75 students from each of the five participating schools based on specifically stated criteria. Criteria for selection included:

1. Students had to be one or two years away from entrance into the middle school.
2. Students had demonstrated significant attendance problems during the 1986-87 school year.
3. Students had one of the following high risk indicators during the 1986-87 school year:
  - a. reading one or more years below grade level;

- b. two or more major subject failures;
- c. twenty or more latenesses;
- d. twenty or more half day absences;
- e. over age for grade; or
- f. limited English Proficiency (LEP) entitlement.

Six program components were implemented at each site. These were: facilitation; attendance outreach; guidance and counseling services; health services; school-level linkage; and, extended school day.

A facilitator was allocated two periods a day to administer the program and maintain the records. The facilitator acted as a liaison between the school staff and program personnel. It also included a Pupil Personnel Committee (PPC) that met every two weeks to provide a forum for discussing common concerns, problems, and strategies.

A full-time family assistant was responsible for most attendance record-keeping and outreach services. This person initiated virtually all home contacts, including written contacts to parents regarding absences, wake-up calls, and home visits. A school aide position was funded for two periods a day to assist the facilitator and family assistant with home contacts and clerical work.

Guidance and counseling services provided an array of counseling services and parent involvement workshops. Personnel monitored referrals to outside agencies,

discussed student needs with AIDPP staff and instructional personnel, and maintained regular communication with parents.

Health services personnel were responsible for developing and implementing a health plan that would include health record reviews, vision and hearing screenings, physicals, referrals for health care and documentation of service delivery. Health services personnel also followed up on record keeping.

Facilitators were required to arrange visits to middle schools for the students. Arrangements were also made for the students to participate in the extracurricular activities offered at the middle school. Parent/student orientations with the middle school were conducted.

Teacher-mentors met with students either before or after the school day to provide academic and emotional support. Recreational activities were a part of the after school program. Tutorial assistance was the only instructional strategy described.

The Degrees of Reading Power (DRP) and the math section of the Metropolitan Achievement Test (MAT) were used to measure student outcomes. A spring to spring comparison of scores was reported. Attendance information was also reported.

Increases in achievement measures were used as the evidence of success. Mean DRP mid-instructional level scores increased from 31.4 to 37.5 in grade four; from 36.7 to 49.7 in grade five; and, from 44.6 to 54.8 in grade six. While fourth

grade students still had scores below the national average, fifth and sixth grade scores were above the national average.

Mean MAT scores increased from 575 to 602 in grade four; from 599 to 627 in grade five; and, from 612 to 635 in grade six. Fourth grade scores were above the national average of 600; fifth grade scores were above the national average of 624; and sixth grade scores were below the national average of 639.

Over two-thirds (69.3%) of AIDPP students improved their attendance level from the previous year. This increase surpassed the fifty percent criterion stipulated in the guidelines.

Recommendations for adaptations mainly centered around increased staffing and training. Other recommendations were to provide remedial educational services to designated students and to make the eligibility criteria more flexible to allow services to focus on preventative rather than remedial services.

#### The Elementary At Risk Program

The Elementary At Risk Program (Opuni, 1991) was implemented during the 1989-90 school year in the Houston Independent School District. The goal of the program was to provide a supportive and nurturing home and school environment in which the academic and affective needs of at risk students could be effectively addressed. The model was designed to be preventative through resolving dysfunctions within the home simultaneously with school-based curricular strategies.

Students were placed into the program on the basis of a four-tiered pyramid of criteria developed by the Texas Education Agency (TEA) for identifying students at risk. Specific procedures were implemented to move children from Level one at the base of the pyramid to Level four at the top. The educational programs for Level four students are managed by social workers. Specific characteristics of Level four students include a two year deficit in reading on a standardized test, over age for grade level, high absentee/tardy rates, and LPE.

For the purpose of this program, several other characteristics were added. Low school motivation, referral to but not qualifying for special education, drug and alcohol program involvement, adverse changes in family circumstances, a sudden drop in grades, qualifying for free or reduced lunch, behavior/discipline problems, low kindergarten screening results, and reported or suspected suicidal tendencies were also considered. Sixty Level four students were selected as the target group for this program. Level three students were used as the comparison group.

School social workers and counseling services were the two components of the program. Social workers made weekly visitations with each Level four student either at school, at home, or by telephone. They also provided individual support such as referrals to private agencies and transportation to families. School counselors provided individual counseling services, support groups, and classroom presentations. No instructional strategies were described.

The Coopersmith Self-Esteem Inventory (CSEI) and the Metropolitan Achievement Test (MAT) were the standardized measures of student outcomes. Additionally, attendance levels, student attitude surveys, teacher perception surveys, social worker surveys, and counselor interviews were conducted to provide additional information.

Evidence of success was found only in the results of the CSEI. The mean CSEI score for Level four students increased from 60.3 in 1990 to 70.5 in 1991. The mean CSEI score for Level three students remained at 58.9 for both years. A paired t-test revealed that there was a statistically significant improvement in the self esteem of Level four students (t-value, 4.69;  $p < .001$ ).

Students in the Level three group had statistically higher attendance rates. No statistically significant differences resulted between the academic achievement of the two groups.

Several recommendations were listed for adaptations:

1. Hire more social workers to increase the amount of contact between social workers and students.
2. Provide student incentives throughout the year.
3. Give school administrators the freedom to apply for participation in the program.
4. Provide inservice training for school personnel and social workers.
5. Assure that new social workers have the appropriate background training.

### Partners for Valued Youth

Partners For Valued Youth (PVY) (Robledo, 1990) is an instructional cross-age tutoring program implemented in San Antonio, Texas during the 1987-88 school year. The goal of the program is to reduce the dropout rates among at risk, Hispanic, LEP middle school students.

Seventy-four Hispanic, LEP, middle school students, reading below grade level, were selected by school personnel to serve as tutors. Characteristics and procedures for selection of the tutees is not included.

Classes for student tutors were planned and taught by the teacher coordinator once a week to develop and enhance the students' tutoring skills. The middle school students began tutoring sessions with the elementary students after an initial classroom observation period. Tutoring sessions lasted a minimum of four hours weekly. No specific instructional strategies were described. Student tutors received Federal minimum wages for their efforts and were expected to adhere to the employee guidelines of their host school.

Two field trips were taken to expose the tutors to economic and cultural opportunities in the broader community. Adult mentors were identified to serve as role models for the tutors. A tutor incentive program was implemented to

acknowledge the effort of the tutors. Parents of tutors were provided information about the program through a parent meeting.

The Piers-Harris Self Concept Scale (PHSCS) and the Texas Educational Assessment of Minimal Skills (TEAMS) were used as the standardized measures of student outcomes. NCE scores for a standardized achievement test were provided; however the specific test is not identified. Outcomes for both measures were provided for tutors, and TEAMS outcomes were provided for tutees. Only results of outcomes for tutees are included in this review.

Increased results on the TEAMS and achievement test scores for the tutees are provided as evidence of success. During the 1988-89 school year, pre- to post-test scores were significantly lower in math (-4.37), reading (-4.00) and language (-4.89) achievement tests. Increased scores were reported for the TEAMS writing test (+7.50), science (+.12), and social studies (+.22) achievement tests. During the 1989-90 school year, scores for tutees increased in every area: reading (+2.64), math (+4.91), language (+4.47), science (+4.65), and social studies (+1.75). No significant differences were found concerning PHSCS results.

#### Success For All (two entries)

Success For All (SFA) was evaluated in Maryland and Pennsylvania (Madden, 1991) and with Asian students in Philadelphia, Pennsylvania (Slavin & Yampolsky, 1992). For the purpose of this review, student outcome results are provided for Abbottston Elementary School in Baltimore, Maryland, (the pilot school in 1987-88)

and Francis Scott Key Elementary School in Philadelphia, Pennsylvania, (the Asian-populated school evaluated in 1990-91).

SFA is a school-wide program designed to ensure that every student in a high-poverty school will succeed in acquiring basic skills in the early grades. Success is defined as performance in reading, writing, languages arts, and mathematics at or near grade level by the third grade. Additionally, students must maintain this performance throughout elementary school and avoid retention and special education placement.

Reading tutors are utilized to support student success in reading by providing one-to-one instruction in place of Chapter I and special education resource programs. Students are pulled from their regular classroom for twenty minute sessions during times other than reading and math periods. Tutoring sessions are coordinated with the lessons presented in the regular classroom. Tutors also work in the regular classroom during the reading period to reduce the class size for that instructional block.

A Program Facilitator works at the school to oversee the program. The facilitator visits classrooms, offers instructional strategies, deals with any behavioral problems, and coordinates the activities of the Family Support Team. The Family Support Team consists of at least one social worker and one paraprofessional parent liaison worker. The Team provides parenting education and assistance to families whenever needs in the home are indicated. An Advisory Committee composed of the

building principal, the Program Facilitator, teacher representatives, and Johns Hopkins staff members meets weekly to review the progress of the program.

Instructional strategies are specific in this program. Students are assigned to heterogeneous, cross-age groups for reading instruction. During the ninety minute reading block, students are reorganized according to reading performance levels into reading classes of about fifteen students. Whole group reading instruction, as opposed to reading groups, is employed. The reading program emphasizes development of basic language skills, auditory discrimination, and sound and letter recognition skills in kindergarten. An approach based on sound blending and synthetic phonics starts in first grade. Peabody Language Development Kits are used in grades pre-kindergarten, kindergarten, and one to build language concepts. Oral reading to partners and to the teacher is emphasized. Story structure, specific comprehension skills, and integration of reading and writing is included. Cooperative Integrated Reading and Composition (CIRC) is the program for grades two through five.

Language arts and writing instruction are given in the homeroom class. Students are taught to write using a writing process which includes planning, drafting, revising, editing, and publishing. Language skills are taught through the writing process as the need arises in the student's individual writing.

Reading assessments are administered every eight weeks to determine student progress and for the purpose of regrouping for instruction. Individual academic assessments are administered to target specific areas of need as they arise.

Entire schools, not individual students, are included in this program. Abbottston Elementary School, the school in Baltimore receiving the highest Chapter I resources, had a student body comprised of a majority of African American students. Seventy-six percent of the students received free lunch. Sixty-two percent of the students at Francis Scott Key Elementary School were Asian. Ninety-six percent of the students qualified for free lunch. Schools, with matched populations, were selected for comparisons in both evaluations.

Standardized measures of student outcomes included:

1. The picture vocabulary and sentence imitation scales of the Test of Language Development (TOLD) were individually administered to all pre-kindergarten and kindergarten students.
2. The comprehension scale of The Merrill Language Screening Test (MLST) was individually administered to all pre-kindergarten and kindergarten students.
3. The Woodcock Language Proficiency Battery (WLPB) was individually administered to all students in grades kindergarten through two.
4. The oral and silent reading scales of The Durrell Analysis of Reading Difficulty (DARD) was individually administered to all students in grades one through three.

Increased student achievement on the standardized measures were used as the evidence of success in both programs. Results were reported in effect size. Effect

sizes are the differences between the mean pre- and post-test scores divided by the standard deviation. Grade level results are summarized:

|              |   |
|--------------|---|
| Kindergarten | Effect sizes for all kindergarten students in Abbottston exceeded effect sizes for control students on every measure. Effect sizes for all kindergarten students in Key exceeded effect sizes for control students on every measure except the TOLD sentence formation scale. |
| First grade  | Effect sizes for all first grade students in both target schools exceeded the effect sizes for control students on all measures.  |
| Second Grade | Effect sizes for second grade students in Abbottston exceeded effect sizes for control students on every measure except the DARD scales. Effect sizes for all second grade students in Key exceeded the effect sizes for control students on all measures.                    |
| Third Grade  | Effect sizes for all third grade students in both target schools exceeded the effect sizes for control students on all measures.  |

### Reading Recovery

Reading Recovery (RR) (Pinnell, 1989) is an early intervention program designed to help young, at risk students become readers. It requires extensive teacher training for implementation. Reading Recovery was piloted in Columbus, Ohio during the 1984-85 school year and evaluated throughout the 1987-88 school year.

Six urban schools with high populations of low income families were included in the project. Two classrooms were selected by school personnel in each school to participate in the program. Target students were the lowest readers in one class and nontarget students were the lowest readers in the other class.

RR focuses on individual teacher assistance to identified students for a period of thirty minutes a day for ten to twenty weeks. Through specially designed instructional strategies, students are taught to operate on print, monitor their reading, cross check information, and self-correct their mistakes. Lessons frameworks include daily oral reading, silent reading, and writing. Students are dismissed from the program once objectives are met.

The Stanford Achievement Test (SAT) was the standardized measure of student outcomes. The SAT was administered in October, 1984 and in May, 1985 for the pilot students. The Comprehensive Test of Basic Skills (CTBS) was used for the 1986-87 and 1987-88 school years to evaluate the success of students released from the program.

Evidence of success was determined from increases in scores on the SAT during the pilot year. The mean score for RR students was 35.99 on the post-test and the mean score for the nontarget students was 25.89. Specific information is not provided for pre-test scores.

Scores of students who completed a RR cycle (mean = 16.71) were compared in 1987 with average levels for second grade classrooms (mean = 18.60). Scores of the same students (mean = 23.99) were compared in 1988 with average levels for third grade classrooms (mean = 23.50).

### Stay In School Partnership Project

The Fordham University's Stay In School Partnership Project (SSPP) (Baecher, 1989) was implemented in the New York City School District No. Four during the 1986-87 school year. The goal of the program was to allocate resources of the university to help the public school staff in their efforts to keep students in school.

Fordham University's Graduate Schools of Education and Social Services became partners with a heavily-populated minority public school district. Program components included assessment, record keeping, play therapy, tutoring, program coordination, and family problem-solving.

Standardized measures of student outcomes included the Coppersmith Self Esteem Inventory (CSEI) and the brief forms of the Kaufman K-TEA reading and math subtests. Attendance records were also evaluated.

Evidence of success was determined by interquartile range scores on the CSEI. The mean CSEI scores for the total population was 48.5. A score falling within the interquartile range of 26 to 74 was viewed as being indicative of "medium self esteem". Ninety-five percent of the individual scores fell within this range.

No statistically significant differences were found in examining the National Curve Equivalent score differences on the Kaufman Test of Educational Achievement, although positive differences were found in two schools. Absenteeism decreased significantly, from a mean of 38 days to a mean of 28 days within the two year period.

### Developmental Kindergarten

A Developmental Kindergarten (DK) program (Phillips, 1992) was piloted in seven Chapter I elementary schools located in Virginia. The goal of the program was to provide an effective program to students not developmentally ready for first grade rather than retaining them in kindergarten.

Students for the DK program were selected through screening tests in May 1985 using the combined Z scores on the Primary Mental Abilities Test (PMAT). Selected students scored in the lowest third of the tested group. A control group of matched students was identified and divided into two smaller groups: those students retained in kindergarten (RT), and those students not retained in kindergarten (NRT).

The DK program was described as using a developmentally appropriate curriculum than the traditional academic kindergarten. No specific instructional strategies were included.

Standardized measures of student outcomes included the reading, math, and composite raw scores on the Iowa Test of Basic Skills (ITBS) and the Harter Self-Perception Profile (HSPP). The ITBS was administered in March 1989 and the HSPP was administered in the fall of 1989. Comparisons were made between the three groups.

Differences favoring the DK group on the standardized measures was used as evidence of success. On the ITBS reading subtest, the mean raw score was 51.38 for the DK students, 25.39 for the RT students, and 43.87 for the NRT students.

Differences were significant at  $p \leq .01$ . On the ITBS math subtest, the mean raw score was 43.58 for the DK students, 44.95 for the RT students, and 44.97 for the NRT students. The ITBS composite mean score was 53.10 for the DK students, 25.62 for the RT students, and 47.43 for the NRT students.

The HSPP results favored the DK students over the RT and NRT students in all four areas evaluated. The global self worth raw score was 3.28 (out of a possible score of 4) for the DK students, 3.09 for the RT students, and 3.11 for the NRT students.

### Chapter Summary

Eight elementary school programs for at risk students were reviewed in terms of their goals, student selection procedures, program components, specific instructional strategies, and results of standardized measures of student outcomes. The programs were implemented after 1982 in locations throughout the country, and all were evaluated for a duration of at least one semester. The goals of all programs were similar in that they were implemented with the intent of providing success for students at risk of school failure.

There was a large difference in how students were selected to participate in the programs. One program (AIDD) identified specific student characteristics and had a detailed procedure for selection in place. Two programs (PVY and EARP) listed general characteristics of students for inclusion. Two programs (DK and RR) selected

students based on the results of an administered screening. One program (ScholarshipBuilder) randomly selected students from a larger identified population. Two programs (SFA and SSPP) focused on entire school populations rather than individual students.

Two similarities were noted among program components. Six of the programs included academic tutoring and four programs included a parent involvement component. Other program components included mentoring, health services, social services, an extended school day, and curriculum alterations.

All programs used standardized achievement tests to measure student outcomes; however, the results of those tests were presented in a variety of ways. Normal curve equivalent scores, raw scores, percentile scores, and effect sizes were all reported. Four programs also measured self concept and two reported attendance levels.

Five programs reported gains in student achievement scores. There appeared to be a relationship between the gains in student achievement and program components. Programs including both tutoring and parent involvement components appeared to result in greater achievement gains for students. Both of these program components are indicated as being effective throughout the literature. Parent involvement is seen as one of the major keys to affecting students' success in school (Bernard, 1990; Comer, 1986; Lehr & Harris, 1988; Swanson, 1991).

Previous research has indicated that the most effective strategy for preventing early reading failure is intensive one-on-one tutoring (Slavin, Karweit, & Wasik, 1992/93). This appeared to hold true for the programs reviewed. More intensive tutoring components, such as those in Reading Recovery and Success For All, appeared to produce greater achievement gains than programs with less intensive tutoring components.

There also appeared to be a relationship between student achievement gains and the initial grade level utilized for program implementation. Three of the programs began interventions during the kindergarten year, one program began interventions at first grade, and four programs began interventions at other elementary grade levels. Previous research indicates that the best solution to both student alienation and students' learning deficiencies is early intervention (Gittman, 1989; Hagin, 1983; Morris, 1992). The programs that began implementation during the kindergarten year appeared to produce greater achievement gains, thus supporting this belief.

In summary, the review of these eight programs appeared to support previous findings regarding the effectiveness of early intervention, individual tutoring, and parent involvement. The method used to select students for inclusion into programs and the criteria used in that selection process did not appear to relate to the outcomes achieved.

## CHAPTER 4

### CASE STUDY

#### Introduction

The purpose of the case study was to detail the history of An Achievable Dream (AAD) through a description of the initiation of the program, adaptations that have been made since the program began, and the baseline characteristics of the students before the program was in place. AAD written program materials (WPMs), student data processing records, and interview protocols (IPs) constituted the data sources for locating the information to be included. Direct quotes from IPs are in bold print for easy reference. Appendix K provides a key to citations for interview protocols and written program materials.

#### Program Initiation

According to Aristotle, explanations of phenomena should include four specific causality factors: final causes, efficient causes, material causes, and formal causes. Final causes are the reasons for the phenomenon's initial occurrence; efficient causes include the persons who shape the phenomenon; material causes are physical resources, such as money and supplies; and, formal causes are the designs and structures of the phenomenon. These four causality factors can be detailed for the initiation of the AAD program.

## Final Causes

The Israel Tennis Centers were developed in an attempt to address some of the social problems identified with children in inner city areas of the country. The centers focus on helping children develop social skills, self esteem, self sufficiency, and academic skills through combined tennis and academic instruction. Emphasis is placed on cooperation and respect among many different nationalities.

**They work on acceptance of each other to merge and meld the society. They have programs in the summer and after school for students in the inner city areas. It is a haven for kids to get their homework done as well as tennis instruction (IP, Executive Committee1).**

The eight centers, in operation since 1976, have provided services to over 85,000 children. According to the Executive Director of the Israel Tennis Association, The Israel Tennis Centers have been viewed as a revolutionary tool in promoting social integration and assimilation of youngsters from all socioeconomic and national backgrounds. He further feels they have assisted youngsters in setting and developing goals that have the potential to lead to success in life rather than continuing the cycle of poverty and low expectations (Schmerler, 1988).

The belief that these centers have dramatically improved the quality of life for children in economically disadvantaged neighborhoods in Israel became the final cause for the initiation of AAD in Newport News, Virginia. If at risk children could find success through the combination of tennis and academic instruction in another

country, it was believed a similar program might hold great possibilities for at risk children in this country.

### Efficient Causes

AAD began as the vision of a businessman and citizen of Newport News, Virginia. He had observed the Israel Tennis Centers in operation and decided to see if he could find others who were willing to consider the idea for children in his city. During the winter of 1992, he formed a committee of educators, business leaders, and community leaders to begin working on the idea. Together, they planned and launched an eight week pilot summer program based on the Israeli model.

The committee adopted the name, The Dream Team. They held weekly meetings to formulate their plans. As the plans developed, The Dream Team grew in size and scope. Several subcommittees, composed of community volunteers, were formed to address program components. A Child Find Committee defined the children to be served. The Education/Recreation Committee planned the curriculum and field trips. The Fund Raising Committee outlined the budget and funding needs, as well as the public relations plan. The Guidance and Life Skills Committee coordinated staff development for teachers, developed guidance activities, the parental involvement activities, and the mentorship program.

The project director of the pilot program was the Recreation Administrator for the City of Newport News Department of Parks and Recreation. She had been with the department for 23 years and had been in charge of all programming for eighteen

years. The principal of Sedgefield Elementary School in Newport News was the co-director. Other members of The Dream Team included the principal of Riverside Elementary School in Newport News and the then chairman of the NNPSS School Board. Two Dream Team members were minorities who had attended college with tennis scholarships; another had a child in college on a tennis scholarship. The members of The Dream Team were the efficient cause for the initiation of AAD.

#### Material Causes

Material causes came from various sources. The 1992 summer pilot program was funded by a \$73,368 grant under the Urban Parks and Recreation Recovery Act through the National Park Service, with \$31,444 in matching money raised from business and private donations. An additional grant was secured to fund a year-round administrative staff and programming costs for the following school year. The services of the director and co-director were contributed by the City of Newport News and the NNPSS respectively. Additionally, the NNPSS provided program transportation and classroom space.

#### Formal Causes

Formal causes include the structure and design of the program. AAD has the following structure: (1) a mission statement; (2) goals and objectives; (3) specific criteria for identifying students; (4) a summer session; and, (5) a winter session.

## 1. Mission Statement

The Student Selection Survey Forms for the first year of AAD included the following mission statement:

An Achievable Dream Tennis - Academic Achievement Enhancement Program is designed to introduce selected students to tennis instruction in a structured formalized program. Equally as important, the program boasts a unique math and language arts enhancement component, as well as motivational and self-esteem activities (WPM8; Spring, 1992).

## 2. Goals and Objectives

The overall goal of AAD was listed in the Pilot Description as follows:

The goal of this program is to perform a social revolution, to break the cycle of poverty and despair. The program will give children from disadvantaged sectors of the community a more positive self image by giving them a set of skills and social behaviors and a sense of direction. The program will cultivate their values and instill them with hope (WPM9; February 6, 1992).

Dream Team members expressed the overall goal in their own words:

**My goal is that they begin to see themselves as winners with lots of possibilities. They will make good choices (IP, Executive Committee1).**

**We want them to leave high school with marketable skills, go into the work force or go to college...I want to build character, self respect, and respect for adults (IP, Executive Committee2).**

The following long range objectives were listed in the Pilot Description:

1. To increase the number of participants each year.  
1st year - 100  
2nd year - 250 to 500  
3rd year - 500 to 1000
2. To serve as a pilot program for a national program.
3. To improve grades and decrease dropout rates.

4. To increase the pool of potential college participants from low income neighborhoods.
5. To link this college-bound population with a state funded scholarship program similar to the Taylor Plan.
6. To decrease crime rates and juvenile delinquency (WPM9; February 6, 1992).

### 3. Criteria for Student Selection

According to the pilot description, criteria for selection of the first students should "ensure that those who are most at risk be included. These should be inner city children from public housing projects" (WPM9; February 6, 1992). Students were identified as candidates for the program by their teachers and principals. A Student Selection Survey (WPM8; Spring, 1992) was completed for each child nominated for inclusion in the program by the child's third grade teacher.

**We took third graders based on a gut feeling that it was a good age. Fourth grade is still a good age to influence. They can make choices. Plus, tennis is hard physically (IP, Executive Committee1).**

The survey required the teachers to rate the students in several categories: self-esteem, decision making skills, ability to relate to adults, ability to relate to peers, presence or absence of problems with home or school adjustment, and goal orientation. Additional information was gathered on lunch status, previous retentions, demographic data, and instructional levels. The Child Find Committee utilized the Student Selection Surveys to select students for the program. Due to transportation logistics, the students were selected from four elementary schools in the NNPSS:

Riverside Elementary, South Morrison Elementary, Sedgefield Elementary, and Hidenwood Elementary.

**We wanted 100 kids that were on level, but at risk of eventually dropping out. At risk was not defined...We looked at less than one year below grade level, free/reduced lunch, discipline, ability to make choices, parent support, self esteem, confidence, and adjustment...I wanted to put kids in the program that were summer school kids, but summer school planning was already underway, so I couldn't (IP, Executive Committee1).**

#### 4. Components of the Summer Session

During the 1992 pilot year, the summer session was eight weeks in duration and was composed of the following: tennis instruction, academic instruction, cultural field trips, guidance activities, a mentorship program, and a parental involvement program.

##### Tennis instruction.

Students were involved in tennis instruction for two to three hours each day, Monday through Thursday. Ten experienced tennis instructors and twelve aides worked under the direction of a certified tennis professional for this instruction. The tennis program was based on The Munchkin Tennis program and included a sequence of skill instruction and drills. Actual tennis games were used to teach techniques and game procedures. Munchkin Tennis is designed to develop self esteem, teach sportsmanship, and increase fitness. All children received free membership in the United States Tennis Association and all clothing needed for tennis play.

**We picked tennis because you have to work hard at tennis to succeed. You stand alone. It is not a team. It gives a place to go in the summer**

**that is constructive...name went to college on a tennis scholarship. He was basically a have not kid. He thought tennis was an equalizer for him. When he was playing tennis, his background left him (IP, Executive Committee3).**

Academic instruction.

Students were involved in academic instruction for three hours each day, Monday through Thursday for the eight week summer session. One certified teacher and one aide worked with each group of ten students. Each teacher was an employee of the NNPS. The curriculum was composed of eight integrated units of instruction centering around a transportation theme. Classroom activities included reading chapter books, writing journals and short papers, and math problem solving skills. Students had access to the library and computers one day each week.

**We started with the trips, then logistics, and then worked strategies around them to form the curriculum for the summer. We developed thematic units around the trips. There were projects not skills sheets (IP, Executive Committee2).**

**Integrated Language Arts was the thrust. It is not a skill based program. There is lots of reading and writing. They had to read at least two chapter books. There was a computer component, but it was mostly keyboarding and word processing (IP, Executive Committee1).**

Cultural field trips.

A cultural field trip was the culminating activity for each unit of instruction. Each Friday, the children went a different place related to the transportation theme. Trips were taken to a working farm, the Virginia Marine Science Museum, Washington, D.C.; the Richmond Science Museum, and Water Country U.S.A.

### Guidance activities.

Teachers were trained in and were expected to utilize activities that promote social skills, goal orientation, problem solving, and decision making. Each day began with an opening ceremony which included a flag raising, the Pledge of Allegiance, the National Anthem, and the Achievable Dream theme song. Ten different children would then stand before the group and explain what the thought for the day meant to them. Another ten children would then describe their dream to the group.

### Mentorship program.

Adults from the community met with the children once a week during the eight week session. Most of the mentors were African American community leaders, including the Commonwealth's Attorney, the fire chief, the police chief, the city attorney, an electrical engineer, a Drug Abuse Resistance Education Officer, an aerospace scientist, a military nurse, and two state senators. The mentors gave presentations to the students on staying in school, resisting drugs and alcohol, goal setting, and how they became successful.

### Parent involvement.

Parents received a weekly newsletter produced by volunteers at an area business. The newsletter contained information about program activities, suggestions for parents on working with their child at home, and photographs of summer activities. Parents were encouraged to participate in specified activities throughout the summer.

## 5. Components of the Winter Session

The winter session for the 1992-93 school year was in operation four days a week for a total of twenty-nine weeks. AAD centers were located at Riverside Elementary, Sedgefield Elementary, and South Morrison Elementary. Beginning in October and ending in May, students remained after school for two to three hours each day depending on their location. Additionally, some tennis instruction was offered on Saturday mornings. The winter session was composed of an academic program, tennis instruction, cultural field trips, guidance activities, and parent involvement activities.

### Tennis instruction.

The tennis program offered during the winter session was similar to the tennis instruction offered during the summer session. Experienced tennis coaches traveled from school to school to work with each group of children twice a week for approximately one hour. The Munchkin Tennis program continued to be the model used.

### Academic instruction.

Students were involved in academic instruction each afternoon for one hour. A certified teacher and an aide worked with the students on completing homework assignments, class projects, research assignments, and any other identified academic problem. If additional time was available, focus was placed on math drill and practice, reading comprehension, word study, vocabulary building, and integrated

language arts activities. A computer teacher circulated among the three sites to teach word processing and keyboarding.

#### Cultural field trips.

Cultural field trips were planned for the students on a weekly basis.

Additionally, area museums brought presentations to the individual school sites. Field trips during the winter were not tied to an instructional theme as they were during the summer. Students participated in the Drug Abuse Resistance Education Run, attended a semi-professional football game, listened to the Virginia Symphony, and toured the Hampton University campus.

#### Guidance activities.

Guidance activities during the winter session mirrored the activities utilized in the summer session. The major focus was on developing study skills, building self-esteem, decision making, anger management, social skills, manners, and relating to others. The mentorship program was continued under the guidance umbrella.

#### Parent involvement.

An Active Parenting course began during the winter program. Parents received training in parenting skills from one of the school guidance counselors. The training utilized a series of small group sessions which focused on developing positive relationships within families, understanding children, discipline, self-esteem, communication, setting limits, dealing with anger, instilling courage, developing responsibility, and behavior management. Activities were given to parents to try at

home once they received the training. A parent telephone chain was developed to increase communication between the parents.

### Initiation Summary

AAD is an intervention program developed for identified at risk elementary students in the NNPSS that features tennis instruction paired with academic instruction. The program, based on a similar model used in Israel, was developed under the leadership of a Newport News businessman and piloted during the 1992-93 school year. During the pilot year, AAD was funded primarily through grants and private donations. The program consists of a summer session and an after school winter session. Students who are determined to be educationally or socially at risk of school failure can be recommended for inclusion into the program at the end of third grade.

### Program Adaptations

Many adaptations have been made in the AAD program since the pilot year. The mission statement, overall goals of the program, and the specific objectives have been refined and reworded several times. Student selection criteria have become more specific. A detailed policy manual has also been formulated.

The current mission statement is as follows:

An Achievable Dream is committed to enhancing the academic success of children in grades four through eight who are at risk of school failure. An Achievable Dream strives to replace hopelessness with dreams by providing a social, emotional, and academic support system

enabling students to take full advantage of educational opportunities leading to success as educated, employable, and responsible citizens of the 21st century (WPM10; Summer, 1993).

The overall goal of AAD on the Student Selection Survey for 1993 is as follows:

The overall goal of An Achievable Dream is to develop in children at risk of school failure the motivation and skills to become productive adults. Ultimately, the self-esteem, aspirations, and skills they develop will lead the children to stay in school and pursue their education beyond high school. We also expect that as the children develop respect for themselves, for the value of their education, and the value of others, they will develop responsible behavior and will be less likely to become involved in crime, delinquency, and substance abuse (WPM11; Spring, 1993).

The original grant proposal listed eleven objectives for AAD.

1. To develop in students the motivation and ability to pursue post-secondary education, so that a higher proportion continue their education into college or vocational training.
2. To lower the drop-out rates for the students served.
3. To improve academic skills for the students served.
4. To assure that student achievement in school stays on grade level and is consistent with potential as measured by aptitude scores and teacher observation.
5. To improve student problem solving skills, goal setting, and planning skills.
6. To enhance self-esteem among the students.
7. To improve the parenting skills among the parents of the students and greater involvement of the parents in their children's education.

8. To lower the rate of involvement in crime and juvenile delinquency for the students served.
9. To develop in students more positive attitudes towards society and less alienation.
10. To lower in students the rates of drug abuse.
11. To provide the students with better nutritional and fitness levels (WPM12; Summer, 1992).

These objectives were revised again at the end of the 1992-93 school year. The current eight objectives of the program are as follows:

1. To provide a creative, motivating and exciting program to enhance academic success.
2. To provide a social bridge through the sport of tennis.
3. To provide social skills training and to expect appropriate behavior to demonstrate this training.
4. To help students develop a positive and realistic self concept.
5. To increase student awareness of career opportunities.
6. To expand student aspirations and instill a belief that these aspirations are achievable.
7. To develop positive attitudes about school and the relationship education plays in success.
8. To strengthen parents' involvement in their children's education (WPM10; Summer, 1993).

The rewording of the program objectives maintained a focus on academic success, improved self concept, positive student attitudes, parent involvement, and career awareness. Objectives that were more difficult to measure, such as reducing

drug abuse and juvenile delinquency, were dropped. Objectives relating to tennis as a social bridge and achieving aspirations were added.

Student selection procedures were also altered. For the pilot year, only rising fourth grade students were considered. For the 1993 summer session, twelve rising fifth grade students were selected from the three current schools. These twelve students replaced students who had dropped the program and brought the count of students entering the fifth grade to ninety-nine.

The selection criteria became more specific. Although it was always the intent of the program to work with students who were not more than one year below grade level in reading achievement, this specific criteria was included in the written Selection Criteria for 1993. According to the Selection Criteria for 1993, students were considered to be at risk of school failure if they were no more than one year below grade level in reading, receiving free or reduced lunch and had one or more of the following additional qualifications in their profile:

1. Over age for their grade level
2. Living in a single parent home or with someone other than their natural parents
3. Their educational success is impaired by problems exhibited in one or more of the following:
  - a. Difficulty with peer relationships
  - b. Difficulty with adult relationships
  - c. Verbally or physically aggressive
  - d. Poor self -esteem or self concept

- e. Has poor decision making skills (WPM13; Spring, 1993).

The student/teacher ratio was also altered for the 1993 summer program. Instead of the 10:2 ratio used in the pilot year, a 12:2 ratio was used in the 1993 summer program. The transportation theme was utilized again for the new fourth grade students in 1993, and a new theme focusing on the Chesapeake Bay was developed for the fifth grade students. Cultural field trips relating to the study of the Chesapeake Bay were included for fifth grade students.

The mentorship program was also altered. Instead of weekly class presentations by leaders in the community, a Sponsor Day was held during the summer of 1993. Successful members of the community spent one day visiting and making presentations to the children.

A Policies and Procedures Manual was developed by the start of the 1993-94 school year. The manual included the mission statement, goals and objectives, and a list of the Dream Team members and the administrative staff. Full time salaried positions were listed as an executive director, a program coordinator, and a logistics coordinator. Job descriptions were included for the summer positions of tennis coach, program aide, teachers, and a facility site manager. Specific procedures and rules were outlined for areas such as handling student discipline, reporting accidents, work hours, dress and attire, and transportation of students.

## Program Adaptations Summary

In summary, AAD has undergone many adaptations since beginning in the summer of 1992. The mission statement, goals and objectives of the programs, student selection criteria, the instructional program, and the mentorship program have all undergone alterations. Policies and procedures have been developed to acquaint and inform each AAD employee of expectations.

### Baseline Data

The 1992 pilot summer program began with 100 rising fourth grade students, and eighty-four of those students completed the entire eight week session. It was the intention of the program to serve students who were considered to be at risk of school failure and who were no more than one year below grade level in reading. Not enough students could be found in the targeted schools that met both categories, so some students were accepted into the program that did not meet all criteria.

**We had trouble getting enough kids. We never had a big pool to pull from. Not that many kids were on level. One principal would not move. Another principal got extra kids from the summer school list. Twenty-five were on grade level and twenty-five were below grade level. They got the same program (IP, Executive Committee1).**

Seventy-three (87%) of the students who completed the pilot session were African American, nine (11%) were Caucasian, one was Asian, and one was Hispanic in ethnic origin. The majority (55%) of the students were male. Fifty-nine (70%) of the students lived in a single parent household, with the largest number (63%) living

with the mother only. Sixty-six (79%) of the students qualified for free or reduced lunch. Table 2 summarizes the demographic information on pilot students.

Thirty-nine (46%) of the students had previously been retained in school, and were therefore over age for their grade placement. Fifty-nine (70%) had not missed more than ten days of school during the 1991-92 school year. Twenty-three (27%) missed between eleven and twenty days of school; six (7%) missed between twenty-one and thirty days of school; and, one student missed in excess of thirty days of school.

Original Student Survey Forms, completed by third grade teachers, were available for sixty-two of the pilot students. These forms indicated that twenty-six (42%) of the students had poor decision making skills; eighteen (29%) had difficulty relating to others; thirteen (21%) had difficulties adjusting to school; and, nineteen (31%) had low self-esteem or lacked self confidence. Table 3 summarizes the at risk factors of pilot students.

The percentile scores on the Iowa Test of Basic Skills (ITBS) reading comprehension subtest and the Degrees of Reading Power (DRP) instructional score were used as baseline data for academic achievement. The mean percentile score on the ITBS was 47.79 with a standard deviation of 21.38. Scores ranged from a low of the first percentile to a high of the ninety-seventh percentile. The mean percentile score for the DRP was 46.30 with a standard deviation of 25.58. Scores ranged from

Table 2

Baseline Demographics for Students Participating in An Achievable  
Dream from 1992 to 1993

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| Demographic                      | Group Size | Percent |
|----------------------------------|------------|---------|
| <b>Ethnicity (N = 84)</b>        |            |         |
| Caucasian                        | 9          | 10.7    |
| African American                 | 73         | 86.9    |
| Asian                            | 1          | 1.2     |
| Hispanic                         | 1          | 1.2     |
| <b>Gender (N = 84)</b>           |            |         |
| Female                           | 38         | 45.2    |
| Male                             | 46         | 54.8    |
| <b>Family Structure (N = 84)</b> |            |         |
| Two parent household             | 25         | 29.7    |
| Mother Only                      | 53         | 63.1    |
| Father Only                      | 4          | 4.8     |
| Legal Guardian                   | 2          | 2.4     |

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Table 3

Baseline At Risk Factors for Students Participating in An  
Achievable Dream from 1992 to 1993

| At Risk Factor                       | Group Size | Percent |
|--------------------------------------|------------|---------|
| Previous Retentions (N = 84)         |            |         |
| No                                   | 40         | 46.4    |
| Yes                                  | 44         | 53.5    |
| Lunch Status (N = 84)                |            |         |
| Free Lunch                           | 55         | 65.5    |
| Reduced Lunch                        | 11         | 13.1    |
| Paid Lunch                           | 18         | 21.4    |
| Attendance Problems (N = 84)         |            |         |
| Yes                                  | 25         | 29.7    |
| No                                   | 59         | 70.2    |
| Social Problems                      |            |         |
| Poor Decision Making Skills (N = 62) |            |         |
| Yes                                  | 26         | 41.9    |
| No                                   | 36         | 58.1    |
| Problems Relating To Others (N = 62) |            |         |
| Yes                                  | 18         | 29.0    |
| No                                   | 44         | 71.0    |
| Problems Adjusting (N = 62)          |            |         |
| Yes                                  | 12         | 20.6    |
| No                                   | 50         | 79.4    |
| Low Self Esteem (N = 62)             |            |         |
| Yes                                  | 19         | 30.6    |
| No                                   | 43         | 69.4    |

a low of the sixth percentile to a high of the ninety-ninth percentile. Quartile distributions and percentages for both academic measures are detailed in Table 4.

### Chapter Summary

AAD, a program for identified at risk elementary students in the NNPS, began operation during the summer of 1992. Developed under the direction of a community business leader, AAD was modeled after a similar program in Israel. The pilot year of the program was funded primarily through grants and private donations.

Program components included academic instruction centered around cultural field trips, tennis instruction, a guidance program, a mentorship program, and a parent involvement program. These components, along with the mission statement, goals, objectives, and procedures for selecting students went through continuous revisions throughout the pilot year. A policies and procedures manual for ADD staff members was developed during the course of the pilot year in an effort to provide consistent information and expectations for the program.

One hundred rising fourth grade students were selected for the program, and eighty-four of those students completed the pilot year. The majority of the students were African American males living in households headed by females. Most students were from low socioeconomic status families as determined by lunch status. Many students had previously been retained in school.

Table 4

Baseline Achievement Scores for Students Participating in An  
Achievable Dream from 1992 to 1993

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| Achievement Score Range | Group Size | Percent |
|-------------------------|------------|---------|
|-------------------------|------------|---------|

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ITBS Reading Comprehension Percentile Scores (N = 82)

|                 |    |      |
|-----------------|----|------|
| First Quartile  | 10 | 12.2 |
| Second Quartile | 35 | 42.7 |
| Third Quartile  | 29 | 35.4 |
| Fourth Quartile | 8  | 9.8  |

DRP Instructional Percentile Scores (N = 83)

|                 |    |      |
|-----------------|----|------|
| First Quartile  | 21 | 25.3 |
| Second Quartile | 33 | 39.7 |
| Third Quartile  | 16 | 19.2 |
| Fourth Quartile | 13 | 15.6 |

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Baseline data was collected on reading achievement and school attendance.

The mean reading score for AAD students was slightly below the national average on two different standardized measures. School attendance was generally good for most AAD students. A self concept measure was administered at the end of the first year to provide a baseline. Most AAD students had an average to above average self concept based on this measure.

## **CHAPTER 5**

### **PROGRAM EVALUATION**

#### **Introduction**

The purposes of the evaluation were to: Validate the structure of An Achievable Dream (AAD); assess the impact of AAD as it relates to achieving the stated goals of increased academic achievement, improved attendance, and increased self concept; and, serve as the foundation for developing the recommendations regarding program continuation. Data were collected through a review of student records available through the data processing office of Newport News Public School System (NNPSS), written program materials (WPMs), and protocols from individual interviews (IPs) with students, parents, AAD staff members, and AAD executive committee members. The evaluation includes validation of the formal causes for AAD program initiation, measures of school attendance, and the results of the three standardized evaluation measures: the Piers-Harris Children's Self Concept Scale (PHCSCS), the Iowa Test of Basic Skills (ITBS) reading comprehension subtest, and the Degrees of Reading Power (DRP).

#### **Validation of Formal Causes**

Formal causes include the structure and design of the program. AAD has the following structure: (1) a mission statement, goals and objectives; (2) specific criteria for identifying students; (3) a summer session; and, (4) a winter session.

### (1) Mission Statement, Goals and Objectives

The mission statement, goals, and objectives went through several adaptations during the pilot year. Evidence of two mission statements, two major goal statements, and three lists of objectives are detailed in the case study. The adaptations were finalized through the AAD executive committee. In a memo to the AAD executive committee, the chairman stated:

Attached is a draft of a mission statement, goals and objectives for AAD. These are very important; when final, they will serve as the guideline for all our plans and decisions. Please review this material carefully and spend some time thinking about what it is we want to accomplish through AAD (WPM1; November 25, 1992).

The memo then listed the original mission statement, goals, and objectives.

### (2) Criteria for Student Selection

Student Selection Surveys were completed by third grade teachers and used by the AAD Child Find Committee to identify students for inclusion in the program. The surveys requested demographic information and teacher opinions regarding the academic and social skills of the students. The survey format was a checklist that required the teacher to answer "yes" or "no" to a series of questions about the student being recommended.

No specific information was requested to support the teachers' responses. For example, the survey asked if the student being recommended was a competent reader. The teacher completed the survey by responding "yes" or "no", but was not asked to support that response with any of the available reading test scores, reading grades, or

specific reading levels. In another example, the survey asked if the student was over age for grade level, but did not specify if the child was over age due to a late birthday, previous placement in a transitional first grade (T-1) program, or a previous retention.

Criteria for student selection were not fully determined prior to distributing the surveys to teachers, and therefore were not stated on the surveys. This omission, paired with the lack of specificity cited above, led to many students being recommended and accepted for AAD that did not meet the intended criteria. The program was intended to serve students from low income families. This criterion was not defined, and eighteen students (21%) were accepted that did not qualify for the free or reduced lunch program. The program was also intended to serve students who were no more than one year below grade level in reading. Third grade ITBS reading grade equivalent scores indicated that nine students (11%) were reading more than one year below grade level as evidenced by scores below a 2.7. Seven of these same nine students also had third grade DRP scores below the twentieth percentile.

Evidence of student selection criteria could be found throughout the WPMs.

Minutes from an executive committee meeting address student selection:

Children with ability that are not performing would represent the prime candidates for this program...Survey for teachers/administrators would be the best way to locate prime candidates. Survey to have forced choices. Children must fit a specified number of selected criteria statements. Criteria would exclude EMR and ED students...Best age group to work with is rising fourth graders (WPM2; March 8, 1992).

The AAD Parent Information Packet provides the following information about student selection:

Youngsters were identified by their teachers and principals. Selection criteria included math and reading competency, physical condition and overall school recommendation. Due to the fact that AAD is a school and community based program, the selection and retention of participants in the program is dependent upon acceptable school and community behavior (WPM5; Summer, 1992).

Although a great deal of written information could be found on student selection criteria, AAD staff members did not appear to know how or why students were selected for the program.

**They are selected through their potential. They are considered at risk kids. I guess they go through the teachers at the different schools to see what kids have the potential to achieve more if they were in this program. Not the kids who are doing exceptionally well, but the ones who have the potential and need an extra push. So I guess they are selected that way (IP, StaffG).**

**I know that the principals screen them through test scores and home evaluations. I know that much about it but I have not been involved with it (IP, StaffH).**

Parents of AAD students knew that students were selected by school personnel, but did not appear to know the reasons for selection.

**They were selected through the school. Whenever they send things home, I read them and I usually let them participate. It keeps them out of the street. The principal at their old school, name, started it (IP, Parent5).**

**No, I really don't know (why she was selected). She has always been a motivated child. Always on top. She never misses the honor roll. Maybe she was picked to motivate other kids...(IP, Parent2).**

**I have two children in the program. Name was selected by his principal. After we saw how great it was we spoke with our other son's principal (IP, Parent1).**

### (3) Components of the Summer and Winter Session

Tennis instruction, academic instruction, cultural field trips, guidance activities, a mentorship program, and a parental involvement program were the components of both the summer and the winter program during the pilot year.

#### Tennis Instruction

Summer session. Students were supposed to be involved in daily tennis instruction for two to three hours, four days a week, during the summer program.

All students interviewed talked about playing tennis during the summer:

**We played tennis...I learned my forehand and my backhand. I learned my serve. I learned my bounce and hit (IP, StudentB).**

**We played tennis each morning....(IP, StudentA).**

**We always take showers after we play tennis. We play tennis for about two hours (IP, StudentC).**

AAD staff members also discussed the summer tennis program:

**We've gone through a lot of tennis drills, strokes, forehand, backhand, serve, volley. Playing a lot of games teaching the kids the lines on the court, discipline games, good sportsmanship activities....(IP, StaffG).**

Winter session. Tennis instruction during the winter session was on a weekly basis. Parents of AAD students discussed tennis during the winter session:

**On Wednesday each week, and some Saturdays, they play tennis if the weather permits (IP, Parent1).**

Information about the tennis component could also be found in WPMs. A memo from the chairman of AAD to Friends of AAD states:

One day each week the children practice tennis and then each Saturday our Tennis Camp program takes place at Huntington Park Tennis Center (WPM3; November 4, 1992).

AAD Visions, the weekly newsletter for parents and students, lists the fall tennis schedule. Four Saturdays in October and November were included on the list (WPM4; October 22, 1992).

### Academic Instruction

Summer session. Students were supposed to be involved in academic instruction for three hours a day, four days a week during the summer session. All students interviewed talked about academic instruction during the summer:

**We come to school and learn how to read and do math. We learned a lot about transportation. We learned how to do things, like when we did math, we played Around The World. Then we did plus, subtraction, and division (IP, StudentA).**

**...and when you're in the classroom, you like have a regular day at school. Reading and math and we always do our journals. The first thing we do is our journals (IP, Student C).**

AAD staff members discussed the summer academic program:

**In the classroom we work with the math, the spelling, the grammar, sentence structure...reading, your journal...(IP, StaffG).**

**Basically, the academic time in the afternoon for the fourth graders centered around the theme of transportation...We are to read a novel to them and we are to read a novel together, and all of those are tied in with the transportation theme...We do enrichment activities on the side...(IP, Staff H).**

WPMs described the summer academic programs:

Participants will be instructed in both math and reading daily. Each group of ten students will be assigned to an instructor and an assistant. Educational activities will be centered around weekly themes derived from weekly field trip experiences...All materials will be provided for each participant (WPM5; Summer, 1992).

Winter session. Academic instruction during the winter session was conducted four days a week for two hours a day. WPMs described the winter academic program:

The Fall Program begins with a Monday through Thursday after school program with our kids having a mandatory study hall to do their homework (WPM3; November 4, 1992).

Parents of AAD students also described the winter academic program:

**They help them with their homework...They do little projects like special holiday cards...Anything in school they are having problems with - they'll help them...The after school tutoring is important. Lots of parents work and don't have time. It helps the parents out as well (IP, Parent1).**

**During the after school program, she does her homework. If they need help with something, they'll tutor them (IP, Parent2).**

### Cultural Field Trips

Summer session. Students were supposed to take a weekly field trip related to the transportation theme being taught in the summer academic program. All students interviewed talked about the summer field trips:

**We went on field trips. Water Country, a farm, we're going to Busch Gardens, we went to Langley Air Force. We're going to Washington, D.C. tomorrow (IP, StudentB).**

**We went to Water Country...We went to a farm...We went to the Air Museum and we saw a lot of airplanes. They told us about the first person who went out in space. They also told us about rockets (IP, StudentC).**

**We went on field trips on Fridays and one day we went on a field trip on Saturday (IP, StudentD).**

Staff members also discussed the field trips:

**Oh, we've gone on field trips. We've gone to the Ft. Eustis Transportation Museum, a farm outside of town, we went to the Langley Air Show...Richmond Space and Science Center...we're going to the Smithsonian tomorrow (IP, StaffG).**

The Parent Information Packet listed the dates and locations of all field trips for the 1992 summer session (WPM5; Summer, 1992). An advertising pamphlet on AAD also provided information about the field trips:

Weekly Friday field trips will round out the program week. Trips for the Summer '92 program include a working farm, the Virginia Marine Science Museum, Virginia Air and Space Museum, a train trip to Richmond and a trip to the nation's capitol. The field trips form the focal point of weekly instruction. The classroom activities and experiences for the week will be "theme directed" to culminate in the field trip experience (WPM6; Spring, 1992).

Winter session. Cultural field trips during the winter session were not held on a regular basis or centered around a theme. AAD Visions listed the field trips for the 1992 winter session (WPM4; October 22, 1992). Parents of AAD students discussed the winter field trips:

**They take them to concerts, the ballet, things at the Hampton Coliseum, Poseidons' football games, college games, and lots of museums (IP, Parent5).**

## Guidance Activities

The guidance component included both classroom activities and daily opening ceremonies. AAD students discussed the opening ceremonies:

**We said the pledge every day. We did our opening ceremonies. We sang the national anthem (IP, StudentB).**

**We always have a morning ceremony and some people tell their dream and what they want to be when they grow up (IP, StudentC).**

The Awards Ceremony Program for the 1992 summer session included the regular opening in the agenda:

...9:15...Opening/Welcome...Pledge/Anthem..."Our Dreams" (WPM7; Summer, 1992).

The structure of the guidance program is outlined in the Policies and Procedures Manual:

The AAD Guidance Counselor is responsible for assisting in the training of all staff. She will be positioned at the Sedgefield site on a regular basis to assist both students and staff and will direct the conflict resolution and discipline components of the program under the Site Director. The Guidance Counselor will have available under her direction, guidance interns to assist at the tennis site as well as the educational site (WPM10; Summer, 1993).

Parents of AAD students discussed the guidance program:

**We had just lost a small baby in our family and my kids were in a shell. The program opened name up. The counselors and everybody was great. They helped name to talk about it. I don't know what would have happened to them without this program (IP, Parent1).**

**They keep wanting them to succeed. They talk to them. Keep their heads in it. My children are doing good. The counselors are great. They believe (IP, Parent5).**

## Mentorship Program

The mentorship program included presentations to the students by successful community members during the pilot year. WPMs described this component:

An especially unique aspect of the program is the mentoring phase. Successful and prominent people from all walks of life have agreed to come into the classrooms and spend time talking with and interacting with the children. These people will have an opportunity in a small group setting to share their experiences with the children and to encourage them to pursue their goals and dreams (WPM6; Spring, 1992).

The program was consolidated to a one day presentation as an adaptation during the second year. AAD students discussed "Sponsor Day":

**Sponsor Day is like when a lot of people come and, if they would like to, you get to play tennis with them. And you talk about things you do and sometimes when your sponsor comes you ask them a lot of questions. Not everybody has their own sponsor, some sponsors have two...(IP, StudentC).**

AAD staff members also discussed "Sponsor Day":

**When it was Sponsor Day all the professionals, the lawyers, and big time government Richmond people came down and talked with the kids (IP, StaffG).**

**I think it worked very well the way they did it this year with the mentorships being a career day. Last year, the mentors came every so often to talk to the children...maybe once a week. This year, they kind of incorporated that into a career day (IP, StaffH).**

## Parent Involvement Activities

Parent involvement activities were supposed to include training in parenting skills, weekly newsletters, and special interest meetings. Parents were encouraged to help with field trips and other AAD activities.

WPMs described parent involvement activities:

To keep the parents involved, we are also starting a Parent Volunteer Group as well as a Parent Advisory Committee....(WPM1, November 25, 1992).

...We recently held the first meeting of the AAD Parent Advisory Committee. We discussed ways in which parents can participate in the program and got some ideas from the parents of how they would like to participate...We have developed a parent telephone chain to quickly notify parents of changes...We are asking parents to volunteer for field trips...(WPM4; October 22, 1992).

Parents of AAD students discussed the parent involvement

program:

**They have programs. There is one coming up next month. I have a paper about it somewhere. Oh, it is a Valentine's dinner. A family get together night...Parents can go on trips. The bus even picks you up and brings you home (IP, Parent5).**

**They have luncheons to get sponsors. I have been involved in them as a spokesperson for the parents. To let the sponsors know the program is working...There is a newsletter for parents...There is a program this month...There was a program right before Christmas. The parents and the kids sang together (IP, Parent1).**

**When it first started...two parent workshops. I went to them. Name asked us to make a list of what a lot of single parents need, like rearing your kids. Name always calls and wants my opinions on parents. She wants my viewpoints...We need those workshops back. Kids today are hurting each other. Twelve year olds are pregnant. AAD should address everything (IP, Parent2).**

### Summary

In summary, all formal causes, with the exception of student selection criteria, could be validated through triangulation from WPMs and IPs. The criteria used for identifying students and the process for initial student selection were unclear, based

on teacher opinion and observation, and not communicated to staff members.

Standardized reading test results available for the students did not always support the teacher's judgement of the student's reading level. At least 21% of the pilot AAD students did not qualify for the program based on socioeconomic status, and additional 11% did not qualify based on reading achievement as evidenced by standardized test scores.

## Self Concept Evaluation

### Instrument

The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself) (PHCSCS) was selected by AAD as the measure to evaluate self concept. PHCSCS, developed in the 1960s, consists of eighty first-person declarative statements that a child answers to obtain an overall self-concept score and six cluster scores. Cluster scores are in the areas of Behavior (BEH), Intellectual and School Status (INT), Physical Appearance and Attributes (PHY), Anxiety (ANX), Popularity (POP), and Happiness and Satisfaction (HAP). The scale, written at a third grade reading level, is intended for use with children in grades four through twelve.

Self concept is defined as "a relatively stable set of self attitudes reflecting both a description and an evaluation of one's behavior and attitudes" (Piers, 1984). A high total raw score on the scale suggests a positive evaluation, and a low total raw

score suggests a negative evaluation. Raw scores can be converted to percentile scores, stanines, and t-scores using a table provided in the examiner's manual.

Several limitations of the test are described by Piers (1984). First, the scores are subject to conscious and unconscious distortions by children, usually in the direction of the more socially desirable response. Second, the PHCSCS was standardized on 1,183 children in grades four through twelve in one school district in Pennsylvania. The authors of the scale caution against using those norms with different populations and suggest ways to develop local norms in the manual.

The present norms for the PHCSCS are based on 1,183 public school children in grades four through twelve. The mean total raw score for the group was 51.84 and the standard deviation was 13.87. The authors indicate that scores which deviate 1.5 or more standard deviations in a positive directions should be interpreted cautiously. Although a score this high may reflect a child's self evaluation, it may also reflect a need to appear supremely self confident. Negative distortions are viewed as rare, so a low score on the PHCSCS generally reflect low self esteem.

The PHCSCS was reviewed by Epstein and Jeske in The Ninth Mental Measurements Yearbook (1985). According to both reviewers, it is a psychometrically adequate instrument whose results have been sufficiently documented in research for two decades. It is highly recommended for use as a classroom screening device, as an aid to clinical assessment, and as a research tool.

The scale appears to be moderately reliable with test-retest reliability coefficients ranging from .42 to .96 with a mean of .73. Internal consistency measures for the total score range from .88 to .93. Estimates of content, criterion-related and construct validity were also given. Moderate relationships were reported with other measures of self-concept and with personality and behavioral measures.

### Test Administration

PHCSCS was administered to sixty-three of the original eighty-four pilot students in June, 1993 following one complete year in AAD. Six students were absent on the testing date and an additional fifteen students were no longer in the program at the time of testing. Both total and subscale percentile scores were used for the evaluation.

### Results

The mean total percentile score for the group was 67.98 with a standard deviation of 23.07. Individual scores ranged from a low of the second percentile to a high of the ninety-ninth percentile. Table 5 summarizes the mean scores, standard deviations and ranges for the total score and each of the six subscales.

The examiner's manual provides descriptors to be used with ranges of scores. According to these descriptors, four (6%) of the students fell in the below average ranges; twenty-four (38%) fell in the average range; and, thirty-five (56%) fell in the above average range. Table 6 summarizes the descriptors for each subscale of the PHCSCS.

Table 5

Piers-Harris Children's Self Concept Scale Descriptive

Statistics for Students Participating in An Achievable Dream from

1992 to 1993

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(N = 63)

| Scores      | Mean  | S.D.  | Range | Min | Max |
|-------------|-------|-------|-------|-----|-----|
| BEH         | 54.27 | 27.31 | 94    | 1   | 95  |
| INT         | 64.97 | 24.08 | 97    | 1   | 98  |
| PHY         | 75.37 | 23.04 | 86    | 11  | 97  |
| ANX         | 64.19 | 26.74 | 94    | 3   | 97  |
| POP         | 61.62 | 28.73 | 93    | 4   | 97  |
| HAP         | 67.78 | 27.74 | 89    | 1   | 90  |
| Total Score | 67.98 | 23.07 | 97    | 2   | 99  |

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Table 6

Piers-Harris Children's Self Concept Scale Descriptors for

Students Participating in An Achievable Dream from 1992 to 1993

|              | 71-99 Percentile<br>Above<br><u>Average</u> |    | 31-70 Percentile<br><u>Average</u> |    | 1-30 Percentile<br>Below<br><u>Average</u> |    |
|--------------|---|----|------------------------------------|----|--|----|
|              | n   | %  | n                                  | %  | n  | %  |
| Behavior     | 17  | 27 | 36                                 | 57 | 57   | 10 |
| Intelligence | 25  | 40 | 35                                 | 56 | 3  | 5  |
| Physical     | 44  | 70 | 16                                 | 25 | 3  | 5  |
| Anxiety      | 28  | 44 | 27                                 | 43 | 8  | 13 |
| Popularity   | 23  | 37 | 27                                 | 43 | 5  | 8  |
| Happiness    | 42  | 67 | 15                                 | 24 | 6  | 9  |
| Total        | 35  | 56 | 24                                 | 38 | 4  | 6  |

Appendix L provides a detailed summary of each of the subscales. The summary includes the number of items, what is being measured, the mean subscale score, the standard deviation and the range of scores. The BEH subscale had the lowest mean score and the PHY had the highest mean score.

### Self Concept Summary

The majority of AAD students (56%) scored in the above average range on the total self concept measure, and a large number (38%) scored in the average range. These scores either indicate truly high self evaluations or they may indicate a need to appear extremely self confident.

## Reading Comprehension Evaluation

### Degrees of Reading Power (DRP)

#### Instrument

The DRP is a measure of reading comprehension at primarily a literal, text-specific level where scores are directly linked to the readability ratings of a large body of text materials. It is intended for use with students in grades three through twelve. A DRP score is reported in DRP units that relate to the readability of text material rather than in grade equivalents. DRP instructional scores may be converted to percentile scores.

Each DRP test consists of prose passages that are ordered by increasing difficulty. Each passage has seven deleted words. For each deleted word, five

plausible response options are given. Students must select the correct response through passage-level comprehension.

The DRP was reviewed by Bruning in The Ninth Mental Measurements Yearbook (1985). Bruning reported that the reliability of the DRP to be generally good, with KR-20 coefficients ranging from .93 to .97 for various forms of the test. The standard error of measurement decreases systematically from a range of 3.3 to 4.0 DRP units in grade four to a low of 2.2 DRP units in grade twelve.

Bruning also reports that the validity of the DRP is documented in the technical manual. Correlations with the California Achievement Test-70 (CAT-70) reading comprehension test ranged from .77 at grade three to .85 and grade eight for an urban school sample. Scores on the Word Completion Test (WCT) were found to correlate around .90 with DRP performance for a sample of fifth grade students from one urban and one suburban school district.

Norming of the DRP was questionable to Bruning due to the lack of information about the norming sample. The norms were based on a sample of 34,000 students in grades four through twelve; however, no information is provided on the source of the sample to assure its representativeness.

In summary, Bruning judged the DRP to be among the best constructed measures of reading comprehension available. He cautioned users about problems with directions for test administration and the norming sample.

Hanna also provided a review of the DRP (1985) that went into greater detail regarding the format of the test. He expressed great concern that the test content only included nonfiction and prose selections and omitted fictional selections. He also echoed the concern for the omission of information on the norming sample, but agreed that reliability was adequate. Serious problems were expressed for criterion-related validity in a domain as complicated as reading comprehension.

### Test Administration

The DRP was administered to AAD students as part of the regular testing program for students in NNPSS. The test was administered in whole class groups in March, 1993 by classroom teachers. Scores from both the baseline measure and the evaluation measure were available for eighty-two AAD students.

### Results

The mean percentile score on the DRP for AAD students was 44.42 with a standard deviation of 25.58. Scores ranged from a low of the second percentile to a high of the ninety-ninth percentile. Twenty-six students (32%) scored in the bottom quartile; twenty-one students (26%) scored in the second quartile; twenty-three students (28%) scored in the third quartile; and twelve students (15%) scored in the top quartile.

Table 7 summarizes the quartile movement for AAD students between the 1992 baseline testing and the 1993 evaluation testing. The majority of the students (51%) remained in the same quartile range on both measures.

Table 7

Degrees of Reading Power Quartile Movement for Students

Participating in An Achievable Dream from 1992 to 1993

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| Number of Quartiles Moved | Group Size | Percent |
|---------------------------|------------|---------|
| Plus Two Quartiles        | 3          | 4       |
| Plus One Quartile         | 15         | 18      |
| Same Quartile             | 42         | 51      |
| Minus One Quartile        | 20         | 24      |
| Minus Two Quartiles       | 2          | 2       |

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Thirteen students scored in the top quartile on the baseline DRP measure. Eight of those thirteen students (62%) remained in the top quartile on the evaluation DRP measure. Twenty students scored in the bottom quartile on the baseline DRP measure. Thirteen of those twenty students (65%) remained in the bottom quartile on the evaluation DRP measure.

### The Iowa Test of Basic Skills

#### Instrument

The purpose of the Iowa Test of Basic Skills (ITBS) is to provide a measurement of growth in specific skill areas: vocabulary, reading, the mechanics of writing, study skills, and mathematics. Optional tests are available in the areas of science, social studies and listening. Levels of the test are available for students in kindergarten through ninth grade. Norms for the test are available in many forms including large city norms, Catholic norms, high socioeconomic norms and low socioeconomic norms.

Linn reviewed the ITBS in The Tenth Mental Measurements Yearbook (1986). He found the test battery to have a high level of content validity based on an analysis of textbooks and other instructional materials, judgements by curriculum experts, frequency of occurrence of vocabulary, and reviews by professionals from diverse cultural groups for fairness and appropriateness of content. He indicates, however, that potential users should consider the content coverage in relation to the appropriateness of the objectives for the students being served.

The test reliability was also judged to be high. Internal consistency and equivalent forms reliability coefficients are in the mid .80 to low .90 range. Standard errors of measurement are reported in the manual for up to as many as nine grade equivalent score intervals. This allows users to identify the grade equivalent score ranges where each level of the test provides the most reliable measurement.

Wilson (1986) provided a similar review of the ITBS. He listed nine purposes of the test, focusing on the reporting of performance of basic skills as the primary purpose. His review also judged test reliability and content validity to be high, but he included additional information on criterion-related validity that compared scores on the ITBS with scores on the Cognitive Abilities Test.

### Test Administration

The ITBS was administered system-wide to all fourth grade students in the NNPS in March, 1993. Eighty-one AAD students were present for both baseline ITBS testing and evaluation ITBS testing.

### Results

The mean ITBS percentile score was 43 with a standard deviation of 20.73. The scores ranged from a low of the second percentile to a high of the ninety-second percentile. Sixteen students (20%) scored in the bottom quartile; thirty-seven students (46%) scored in the second quartile; twenty-three students (28%) scored in the third quartile; and five students (6%) scored in the top quartile.

Table 8 summarizes the quartile movement for AAD students between the 1992 baseline testing and the 1993 evaluation testing. The majority of the students (57%) remained in the same quartile on both the baseline and the evaluation ITBS measure. Fourteen students (17%) made quartile growth, and twenty-one students (25%) made quartile losses on the ITBS.

Eight students scored in the top quartile on the baseline ITBS measure. Two (20%) of those students remained in the top quartile on the evaluation ITBS measure. Ten students scored in the bottom quartile on the baseline ITBS measure. Eight (80%) of those students remained in the bottom quartile on the evaluation ITBS measure.

#### Relationship Between At Risk Factors and Academic Achievement

Five at risk factors were considered for AAD students: socioeconomic status as determined by free or reduced lunch status, over age for grade placement as determined by data processing records, poor social skills as determined by student selection surveys, reading more than one year below grade level as determined by third grade ITBS scores, and living with someone other than two natural parents as determined by data processing records. The results of both the ITBS and the DRP were disaggregated to define the relationship between the at risk factors and the evaluation measures.

Table 8

Iowa Test of Basic Skills Quartile Movement for Students

Participating in An Achievable Dream from 1992 to 1993

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| Number of Quartiles Moved | Group Size | Percent |
|---------------------------|------------|---------|
| Plus Two Quartiles        | 0          | 0       |
| Plus One Quartile         | 14         | 17      |
| Same Quartile             | 47         | 57      |
| Minus One Quartile        | 15         | 18      |
| Minus Two Quartiles       | 6          | 7       |

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### Socioeconomic Status

A weak relationship was found between socioeconomic status (SES) and reading achievement on both the ITBS ( $r = .05$ ) and the DRP ( $r = .11$ ). Students who qualified for free lunch (coded 1) and reduced lunch (coded 2) had the same mean percentile score on both the ITBS ( $\bar{x} = 42$ ) and the DRP ( $\bar{x} = 43$ ). Students who did not qualify for free or reduced lunch had a higher mean percentile score on both the ITBS ( $\bar{x} = 47$ ) and the DRP ( $\bar{x} = 52$ ). Only students who did not qualify for free or reduced lunch showed gains on both measures from the baseline to the evaluation measure. See Table 9 for summary of SES data on the DRP and Table 10 for summary of SES data on the ITBS.

### Over Age for Grade Placement

A mild positive relationship was found between reading achievement and the over age at risk factor on both the ITBS ( $r = .23$ ) and the DRP ( $r = .19$ ). Students were grouped into three over age categories: those who had never been retained (coded 3); those who were placed in a T-1 class or who were retained in first grade (coded 2); and, those who were retained in grade two or three (coded 1). The students who had not been retained had the highest mean percentile score on both the ITBS ( $\bar{x} = 48$ ) and the DRP ( $\bar{x} = 52$ ). The students who were T-1 or first grade retentions had the next highest mean percentile score on both the ITBS ( $\bar{x} = 41$ ) and the DRP ( $\bar{x} = 42$ ). Students who were retained in grade two or three had the lowest

Table 9

Degrees of Reading Power Reading Comprehension Scores and  
Socioeconomic Status for Students Participating in An Achievable  
Dream from 1992 to 1993

| Lunch Status            | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| Paid                    | 17 | 47.06 | 25.31 | 87    | 99  | 12  |
| Reduced                 | 11 | 41.27 | 27.84 | 83    | 92  | 9   |
| Free                    | 55 | 47.07 | 26.89 | 93    | 99  | 6   |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| Paid                    | 17 | 51.76 | 29.26 | 95    | 99  | 4   |
| Reduced                 | 11 | 42.63 | 28.11 | 81    | 84  | 3   |
| Free                    | 54 | 42.48 | 23.88 | 91    | 93  | 2   |

Table 10

Iowa Test of Basic Skills Reading Comprehension Scores and  
Socioeconomic Status for Students Participating in An Achievable  
Dream from 1992 to 1993

| Lunch Status            | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| Paid                    | 16 | 46.18 | 16.14 | 51    | 78  | 27  |
| Reduced                 | 11 | 48.09 | 30.72 | 88    | 97  | 9   |
| Free                    | 55 | 48.20 | 20.92 | 96    | 97  | 1   |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| Paid                    | 16 | 46.81 | 20.32 | 78    | 86  | 8   |
| Reduced                 | 11 | 42.09 | 26.98 | 90    | 92  | 2   |
| Free                    | 54 | 42.05 | 19.72 | 72    | 80  | 8   |

mean percentile score on both the ITBS ( $\bar{x} = 34$ ) and the DRP ( $\bar{x} = 31$ ). See Table 11 for summary of over age data on the DRP and Table 12 for summary of over age data on the ITBS.

### Social Skills

Whether or not a student had poor social skills appeared to be related to reading achievement. A mild relationship was found between the social skills at risk factor and reading achievement on both the ITBS ( $r = .26$ ) and the DRP ( $r = .26$ ). Students were identified as either having or not having problems relating to peers, problems relating to adults, and/or problems adjusting. Students were grouped into four groups according to the number of social problems identified: no social problems (coded 4), one social problem (coded 3), two social problems (coded 2), and three social problems (coded 1).

Students with no social problems had the highest mean percentile score on both the ITBS ( $\bar{x} = 46$ ) and the DRP ( $\bar{x} = 48$ ). Students with three social problems had the lowest mean percentile score on both the ITBS ( $\bar{x} = 31$ ) and the DRP ( $\bar{x} = 30$ ). See Table 13 for summary of social skills on the DRP and Table 14 for summary of social skills on the ITBS.

### Below Grade Level

Whether or not a student was no more than one year below grade level on the 1992 ITBS baseline measure appeared to be related to percentile scores on the 1993 ITBS evaluation measure. Students were placed into four on level categories based on

Table 11

Degrees of Reading Power Reading Comprehension Scores and Over  
Age for Grade Placement for Students Participating in An  
Achievable Dream from 1992 to 1993

| Grade Retained          | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| None                    | 39 | 54.53 | 27.09 | 90    | 99  | 9   |
| T-1/Grade 1             | 27 | 38.96 | 21.96 | 90    | 99  | 9   |
| Grade 2/3               | 17 | 39.05 | 27.32 | 93    | 99  | 6   |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| None                    | 38 | 51.97 | 27.28 | 96    | 99  | 3   |
| T-1/Grade 1             | 27 | 42.40 | 20.42 | 80    | 84  | 4   |
| Grade 2/3               | 17 | 30.76 | 23.94 | 77    | 79  | 2   |

Table 12

Iowa Test of Basic Skills Reading Comprehension Scores and Over  
Age for Grade Placement for Students Participating in An  
Achievable Dream from 1992 to 1993

| Grade Retained          | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| None                    | 38 | 50.20 | 23.86 | 96    | 97  | 1   |
| T-1/Grade 1             | 26 | 47.96 | 15.78 | 57    | 84  | 27  |
| Grade 2/3               | 17 | 42.00 | 22.86 | 65    | 74  | 9   |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| None                    | 38 | 47.97 | 21.52 | 80    | 92  | 12  |
| T-1/Grade 1             | 26 | 41.38 | 19.08 | 72    | 80  | 8   |
| Grade 2/3               | 17 | 34.35 | 19.12 | 62    | 64  | 2   |

Table 13

Degrees of Reading Power Reading Comprehension Scores and Social Skills for Students Participating in An Achievable Dream from 1992 to 1993

| Number of Problems      | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| 0                       | 36 | 50.05 | 22.51 | 87    | 99  | 12  |
| 1                       | 15 | 43.86 | 29.76 | 87    | 99  | 12  |
| 2                       | 6  | 44.33 | 24.14 | 71    | 80  | 9   |
| 3                       | 10 | 28.10 | 22.56 | 61    | 67  | 6   |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| 0                       | 36 | 48.25 | 24.34 | 91    | 93  | 2   |
| 1                       | 15 | 38.40 | 23.28 | 74    | 77  | 3   |
| 2                       | 6  | 36.50 | 29.20 | 75    | 79  | 4   |
| 3                       | 10 | 30.00 | 20.17 | 55    | 68  | 13  |

Table 14

Iowa Test of Basic Skills Reading Comprehension Scores and Social Skills for Students Participating in An Achievable Dream from 1992 to 1993

| Number of Problems      | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| 0                       | 36 | 52.58 | 17.41 | 84    | 97  | 13  |
| 1                       | 14 | 47.78 | 20.71 | 70    | 78  | 8   |
| 2                       | 6  | 46.33 | 24.99 | 61    | 74  | 13  |
| 3                       | 10 | 33.10 | 20.16 | 65    | 66  | 1   |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| 0                       | 36 | 45.69 | 17.59 | 64    | 80  | 16  |
| 1                       | 14 | 42.42 | 16.25 | 55    | 67  | 12  |
| 2                       | 6  | 39.00 | 27.32 | 60    | 69  | 9   |
| 3                       | 10 | 31.30 | 21.32 | 62    | 64  | 2   |

their 1992 ITBS scores: students scoring above a grade equivalent score of 4.0 were considered above grade level (coded 4); students scoring between 3.5 and 3.9 were considered on grade level (coded 3); students scoring between 3.0 and 3.4 were considered below grade level (coded 2); and, students scoring below 3.0 were considered more than one year below grade level (coded 1). A moderate to strong relationship was found between reading achievement and the on level at risk factor for the ITBS ( $r = .64$ ) and the DRP ( $r = .51$ ). See Table 15 for summary of on level data for the DRP and Table 16 for summary of on level data for the ITBS.

### Family Structure

Due to the coding used, a weak negative relationship was found between the family structure and reading achievement on the ITBS ( $r = -.18$ ) and the DRP ( $r = -.17$ ). Students were grouped into four categories: those living in a home with two parents (coded 1); those living in a home with the mother only (coded 2); those living in a home with the father only (coded 3); and, those living in a home with a guardian (coded 4).

Students living in households with a father only had the highest mean scores on both the ITBS ( $\bar{x} = 47$ ) and the DRP ( $\bar{x} = 59$ ). Students living with guardians only had the lowest mean scores on both the ITBS ( $\bar{x} = 19$ ) and the DRP ( $\bar{x} = 12$ ). The mean percentile difference between the baseline and the evaluation measure was positive only for students who lived with both parents on the DRP and only for

Table 15

Degrees of Reading Power Reading Comprehension Scores and On  
Level Status for Students Participating in An Achievable Dream  
from 1992 to 1993

| 1992<br>Level Status | n  | 1993<br>Mean | SD    | Range | Max | Min |
|----------------------|----|--------------|-------|-------|-----|-----|
| Above Grade Level    | 22 | 61.40        | 24.00 | 86    | 99  | 13  |
| On Grade Level       | 23 | 47.65        | 23.04 | 80    | 93  | 13  |
| Below Grade Level    | 23 | 35.86        | 22.50 | 75    | 77  | 2   |
| > One Year Below     | 14 | 26.50        | 20.20 | 74    | 77  | 3   |

Table 16

Iowa Test of Basic Skills Reading Comprehension Scores and On  
Level Status for Students Participating in An Achievable Dream  
from 1992 to 1993

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| 1992<br>Level Status | n  | 1993<br>Mean | SD    | Range | Max | Min |
|----------------------|----|--------------|-------|-------|-----|-----|
| Above Grade Level    | 22 | 58.36        | 17.81 | 60    | 92  | 32  |
| On Grade Level       | 23 | 48.13        | 15.85 | 60    | 76  | 16  |
| Below Grade Level    | 23 | 37.43        | 16.61 | 66    | 74  | 8   |
| > One Year Below     | 13 | 17.76        | 10.53 | 41    | 43  | 2   |

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students who lived with guardians on the ITBS. See Table 17 for summary of family structure data on the DRP and Table 18 for summary of family structure data on the ITBS.

### Reading Comprehension Summary

Reading achievement was measured by percentile scores for the reading comprehension subtest of the ITBS and the instructional level of the DRP. Baseline testing was completed in March, 1992 and evaluation testing was completed in March, 1993. There was a strong positive relationship between the results from the two instruments on both the baseline measure ( $r = .73$ ) and the evaluation measure ( $r = .70$ ). There was only a two point difference between the mean percentile scores of the two instruments on the baseline measure and a one point difference between the mean percentile scores of the two tests on the evaluation measure.

More students scored in the top two quartiles on the baseline ITBS (45%) than the DRP (35%), but more scores were in the top two quartiles on the DRP (43%) than the ITBS (34%) in the evaluation measure. Little quartile movement was noted. Approximately half of the students scored within the same quartile range on both measures of each test. Percentile gains were made by 41% of the AAD students on both instruments.

A mild positive relationship was found between reading achievement and both social skills and whether or not a student was over age. Students who were not retained had the highest mean percentile score and students who were retained in

Table 17

Degrees of Reading Power Reading Comprehension Scores and Family Structure for Students Participating in An Achievable Dream from 1992 to 1993

| Family Structure        | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| Both Parents            | 25 | 38.72 | 24.84 | 83    | 92  | 9   |
| Mother Only             | 52 | 49.34 | 26.45 | 93    | 99  | 6   |
| Father Only             | 4  | 66.00 | 27.26 | 59    | 97  | 38  |
| Guardian                | 2  | 22.50 | 7.77  | 11    | 28  | 17  |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| Both Parents            | 24 | 47.70 | 26.16 | 89    | 93  | 4   |
| Mother Only             | 52 | 43.07 | 25.03 | 97    | 99  | 2   |
| Father Only             | 4  | 58.50 | 25.35 | 55    | 93  | 38  |
| Guardian                | 2  | 12.00 | 11.31 | 16    | 20  | 4   |

Table 18

Iowa Test of Basic Skills Reading Comprehension Scores and Family Structure for Students Participating in An Achievable Dream from 1992 to 1993

| Family Structure        | n  | Mean  | SD    | Range | Max | Min |
|-------------------------|----|-------|-------|-------|-----|-----|
| 1992 Baseline Measure   |    |       |       |       |     |     |
| Both Parents            | 24 | 45.16 | 21.01 | 88    | 97  | 9   |
| Mother Only             | 52 | 49.15 | 21.05 | 89    | 97  | 8   |
| Father Only             | 4  | 60.75 | 18.24 | 43    | 78  | 35  |
| Guardian                | 2  | 18.00 | 24.04 | 34    | 35  | 1   |
| 1993 Evaluation Measure |    |       |       |       |     |     |
| Both Parents            | 23 | 44.56 | 24.99 | 90    | 92  | 2   |
| Mother Only             | 52 | 42.96 | 19.09 | 78    | 86  | 8   |
| Father Only             | 4  | 46.75 | 13.57 | 29    | 67  | 38  |
| Guardian                | 2  | 18.50 | 13.43 | 19    | 28  | 9   |

grades two or three had the lowest mean percentile score on both measures. Students with better social skills generally scored higher.

A moderate positive relationship was found between reading achievement and whether or not a child was on grade level in reading prior to starting the program. The students who were more than one year below grade level in reading prior to becoming involved with AAD had the lowest mean reading achievement scores on both tests. Students who were on or above grade level in reading prior to becoming involved with AAD had the highest mean reading achievement scores on both tests.

#### Attendance Evaluation

##### Measure and Time Frame

Attendance in school was measured by the number of days a student was absent during the school year. Baseline attendance was obtained from data processing records for the 1991-92 school year. Evaluation attendance was obtained from data processing records for the 1992-93 school year.

##### Results

AAD students were absent an average of 8.31 days in 1993. The majority of AAD students (69%) missed fewer than ten days; many (23%) missed between eleven and twenty days of school; and few (7%) missed more than twenty days. Thirty-eight (45%) students missed fewer days in 1993 than 1992; seven (9%) had the same attendance level; and thirty-nine (46%) missed more days.

The attendance patterns of AAD students showed little change between the two years. Sixteen (72%) of the students who missed more than ten days in 1992 also missed more than ten days in 1993. Forty-nine (80%) of the students who missed fewer than ten days in 1992 also missed fewer than ten days in 1993.

There was a weak negative relationship between the number of days students missed in 1993 and scores on the ITBS ( $r = -.12$ ) and the DRP ( $r = -.18$ ). Students who were absent more than ten days in 1993 had a mean percentile score on the DRP of 37.92 and a standard deviation of 26.06. The scores ranged from a high of the ninety-ninth percentile to a low of the second percentile. Students who were absent less than ten days had a mean percentile score of 47.61 and a standard deviation of 24.96. The scores ranged from a high of the ninety-third percentile to a low of the third percentile.

Similar results were found on the ITBS. Students who were absent more than ten days had a mean percentile score of 41.29 and a standard deviation of 22.22. Scores ranged from a high of the eighty-sixth percentile to a low of the second percentile. Students who were absent less than ten days had a mean percentile score of 43.85 and a standard deviation of 20.10. Scores ranged from a high of the ninety-second percentile to a low of the eighth percentile.

#### Attendance Summary

The majority of AAD students attended school regularly as evidenced by fewer than ten days absence during a school year. There was a mild relationship between

attendance and reading achievement on both the ITBS and the DRP. Students who attended school on a more regular basis generally had higher percentile scores on both the ITBS and the DRP.

### Evaluation Summary

AAD students were evaluated in three categories: reading achievement, school attendance, and self concept. Reading achievement was measured by scores on the ITBS and the DRP. School attendance was measured by days absent from school. Self concept was measured by scores on the PHCSCS. The relationship between five at risk factors and reading achievement were also explored. Those factors were socioeconomic status, over age for grade placement, social skills, whether or not a student was on grade level when starting AAD, and family structure.

There was a decline in the mean percentile reading comprehension scores for AAD students on both the DRP and the ITBS. For the purpose of this study, an AAD student was considered to be successful on the reading achievement measure if they:

1. Scored above the fiftieth percentile on the 1993 DRP;
2. Scored above the fiftieth percentile on the 1993 ITBS reading comprehension subtest; or,
3. Made at least ten months growth on the ITBS reading comprehension subtest between 1992 and 1993 as evidenced by grade equivalent scores.

Thirty-five students (43%) scored above the fiftieth percentile on the DRP. Twenty-eight students (35%) scored above the fiftieth percentile on the ITBS. Thirty-three students (39%) made at least ten months growth.

The relationship between reading achievement and the at risk factors were all weak or mild with the exception of whether or not a student was no more than one year below grade level when they began AAD. Students beginning the program more than one year below grade level had the lowest percentile scores on the 1993 evaluation measures. Students beginning the program at or above grade level had the highest percentile scores on the 1993 evaluation measures.

Attendance levels for AAD students were essentially the same in both 1992 and 1993. For the purposes of this study, students were considered to be successful on the attendance measure if they were absent fewer than eleven days during the 1993 school year. Fifty-four students (64%) met the attendance criteria.

The PHCSCS was administered in 1993 after the students had completed one year in AAD. For the purposes of this study, success on the self concept measure was determined by average to above average scores on the PHCSCS. Seventy-nine students (94%) had average to above average scores on the PHCSCS.

Thirty-two students (39%) met all three success categories. It is important to consider that not all of the successful students actually qualified for AAD based on the intended selection criteria. Fifty-five (66%) of the AAD students met all of the

intended selection criteria, including qualifying for free or reduced lunch and not being more than one year below grade level in reading. Twenty-one of those qualified students (38%) met all three success categories.

## CHAPTER 6

### DECISION MODEL FOR PROGRAM CONTINUATION

#### Introduction

The purpose of the decision model is to translate the information gained from the effective practices and the program evaluation into areas for the Newport News Public School System (NNPSS) to consider in determining their level of involvement with An Achievable Dream (AAD). The data for the model were collected from previous sections of this study, AAD written program materials (WPMs), and NNPSS WPMs. The model includes the following: (1) A summary of the research procedures; (2) findings from the program evaluation and the literature review; (3) alignment of AAD with the mission, goals, objectives, and needs of the NNPSS; (4) cost comparison of AAD with other programs in the NNPSS; (5) conclusions from the Program Evaluation; (6) recommendations for program continuation; and, (7) commentary by the researcher.

#### Overview of the Research Procedures

Estimates indicate that between thirty and forty percent of all elementary and secondary students in the United States are at risk of school failure for a variety of reasons. Those reasons range from poverty and abuse to school retention and drugs. Predictions further indicate that the number of these students will continue to rise (Frymier & Glansneder, 1989; Wells, 1990).

A variety of programs are being designed and implemented at all levels to address the needs of at risk children. Philanthropists have adopted classes of children and offered them a college education if they succeed (Koff & Ward, 1990). Colleges have used their education departments to provide intense tutoring programs (Juel, 1991). Educational systems have experimented with differing structures such as transitional first grades and developmental kindergartens (Phillips, 1992).

An Achievable Dream (AAD) is a program for at risk students operating in the Newport News (VA) Public School System. AAD is designed to provide students identified as being at risk of school failure a program of support that will assist them in becoming successful and productive citizens. Three desired outcomes for students who participate in the program are increased reading achievement, improved school attendance, and increased self concept.

Based on a similar program operating in Israel since 1976, AAD was piloted with 100 students beginning in June, 1992. Students are recommended for inclusion into the program by their classroom teacher. To be recommended, students need to qualify for free or reduced lunch and be no more than one year below grade level in reading achievement. Additionally they need to have at least one factor in their profile that make them socially or academically at risk of school failure. Examples of those factors include being overage for grade placement, having difficulty relating to adults or peers, and having problems adjusting to school situations.

The program's focus is on academic instruction and tennis instruction. Academic instruction is offered through an eight week intensive summer school session and a daily after school session throughout the school year. Tennis instruction is also provided throughout the summer and the school year. Other areas of focus include cultural field trips, a mentorship program, a guidance program, and a parent involvement program.

The purpose of this study was to assess the effectiveness of AAD in attaining the three outcomes stated. The data obtained from that assessment will be provided to the Newport News Public School System to use in their decision making process regarding continued or additional resource allocation for the program. Additionally, the data will be provided to AAD to use in program improvement. Descriptive statistics, correlations, and qualitative narratives were used to report the data.

The first section of this study includes a literature review of effective programs. The purpose for this review was to identify current programs designed for elementary at risk students that have documented success in the areas being measured in this evaluation. The programs reviewed were located through the Educational Resources Information Center (ERIC) files from 1982 to March, 1993.

The second section of this study is a case study. The purpose of the case study was to detail the history of AAD through a description of the program, the adaptations that have been made since the program began, and a summary of baseline data on the students involved in the pilot year. Data for the case study were obtained

from AAD written program materials (WPMs), student achievement and attendance records, and individual interviews with members of the AAD executive committee.

The third section of this study is a program evaluation. The program evaluation had three purposes: to validate the structure of AAD; to assess the impact of AAD as it relates to achieving the stated goals of increased academic achievement, improved attendance and increased self concept; and, to serve as the foundation for the recommendations regarding program continuation. Data for the program evaluation were obtained from AAD WPMs, student attendance and achievement records, and individual interviews with AAD staff, AAD students, and parents of AAD students.

## Findings from the Literature Review and Program Evaluation

### Effective Programs

The review of literature detailed the components and results of eight at risk programs at the elementary level. The review of these programs appeared to support the effectiveness of early intervention, individual tutoring, and parent involvement. The method used to select students for inclusion into the programs and the criteria used in the selection processes did not appear to relate to the outcomes achieved.

### Validation of AAD Program Structure

AAD has the following structure: (1) a mission statement, goals, and objectives; (2) specific criteria for identifying students; (3) a summer session; and

(4) a winter session. Each part of the AAD structure, with the exception of student selection criteria, could be validated through triangulation from WPMs and protocols from individual interviews with program participants, parents, and staff members.

The criteria used for identifying students and the process for initial student selection were unclear, based on teacher opinion and observation which often contradicted test data, and not communicated to staff members. WPMs stated that the program was intended to serve students from low income families who were no more than one year below grade level in reading achievement. Twenty-nine (34%) students were selected for inclusion into AAD that did not meet those criteria.

#### Self Concept Evaluation

The Piers-Harris Children's Self Concept Scale (PHCSCS) was used to evaluate the level of self concept of AAD students. Using descriptors provided in the examiner's manual, 56% of the students scored in the range that indicated an above average self concept and 38% of the students scored in the range that indicated an average self concept. According to Piers (1984), the scores on this scale are subject to conscious and unconscious distortions by children usually in the direction of the more socially desirable answer. These scores should be interpreted with caution since they can either reflect a truly high self concept or indicate the need to appear extremely self confident.

### Attendance Evaluation

The number of days a student was absent from school was utilized to evaluate school attendance. A comparison of school attendance levels for the two years indicates little change. The mean number of days that AAD students were absent from school was eight for both the baseline and the evaluation measure. In 1993, over half of the students (69%) missed fewer than ten days of school, yet many students (27%) missed between ten and twenty days a year, and a small percentage (7%) were absent more than twenty days. There was a mild negative relationship between days absent from school and scores on both the DRP and the ITBS. Students who attended school on a more regular basis generally had higher achievement scores.

### Reading Achievement Evaluation

The Degrees of Reading Power (DRP) and the Iowa Test of Basic Skills (ITBS) reading comprehension subtest were used to measure reading achievement. The mean percentile score for both tests declined between the 1992 baseline measure ( $\bar{x}$  ITBS = 47.79;  $\bar{x}$  DRP = 46.30) and the 1993 evaluation measure ( $\bar{x}$  ITBS = 43.00;  $\bar{x}$  DRP = 44.42). There were also more students in the bottom quartile and fewer students in the top quartile on the 1993 evaluation measure of both tests.

### Relationship of At Risk Factors to Reading Achievement

The relationship between five at risk factors and reading achievement were explored. The risk factors measured were over age for grade placement; family

structure; the presence or absence of social problems; socioeconomic status; and, reading more than one year below grade level.

### Over Age For Grade Placement

There was a mild positive relationship between reading achievement and whether or not a student was over age for grade placement. Students who had never been retained had the highest mean percentile scores on both measures of both tests (1992  $\bar{x}$  ITBS = 50.20; 1993  $\bar{x}$  ITBS = 47.97; 1992  $\bar{x}$  DRP = 54.53; 1993  $\bar{x}$  DRP = 51.97). Students who had been retained in grades two or three had the lowest mean percentile scores on both measures of both tests (1992  $\bar{x}$  ITBS = 42.00; 1993  $\bar{x}$  ITBS = 34.35; 1992  $\bar{x}$  DRP = 39.05; 1993  $\bar{x}$  DRP = 30.76). Additionally, none of the students who had been retained in grade two or three scored in the top quartile on either measure of either test.

### Social Skills

There was a mild positive relationship between reading achievement and whether or not a child had social problems. Students without social problems had the highest mean percentile score on both measures of both tests (1992  $\bar{x}$  ITBS = 56.58; 1993  $\bar{x}$  ITBS = 45.69; 1992  $\bar{x}$  DRP = 50.05; 1993  $\bar{x}$  DRP = 48.25). None of the students with three problems had scores in the top quartile on either measure of either test.

### Family Structure

Due to coding, there was a weak negative relationship between family structure and reading achievement. Students who lived in single parent households had the highest mean percentile score on both baseline measures (Fathers Only: 1992  $\bar{x}$  ITBS = 60.75; 1992  $\bar{x}$  DRP = 66.00. Mothers Only: 1992  $\bar{x}$  ITBS = 49.15; 1992  $\bar{x}$  DRP = 49.34); however, both groups showed mean percentile losses between 1992 and 1993. No students who lived in homes with fathers only scored in the bottom quartile on either measure of either test.

### Socioeconomic Status

There was a weak positive relationship between socioeconomic status and reading achievement. Students who did not qualify for free or reduced lunch made mean percentile gains from 1992 to 1993 on both tests. Students who qualified for free lunch had the highest baseline scores ( $\bar{x}$  ITBS = 48.20;  $\bar{x}$  DRP = 47.07) but the lowest evaluation scores ( $\bar{x}$  ITBS = 42.05;  $\bar{x}$  DRP = 42.48).

### On Level Status

There was a moderate to strong positive relationship between reading comprehension scores in 1993 and whether or not students were on grade level in reading when they began the program. Students who began the program more than one year below grade level in 1992 had the lowest mean percentile score in 1993. The 1993 mean percentile score for this group on the ITBS (17.76) was more than one standard deviation below the mean percentile score for all AAD students. None

of the students in the group that was more than one year below grade level scored above the fiftieth percentile on the 1993 measure. Additionally, they had the lowest mean percentile score on the DRP ( $\bar{x} = 26.50$ ) in comparison to the mean percentile score of the group who began the program above grade level ( $\bar{x} = 61.40$ ).

### Combined Outcomes

AAD students were considered to be successful only if they met certain criteria for each outcome. An average to above average PHCSCS score was used to determine success in the self concept outcome; fewer than eleven days absence was used to determine success in the school attendance outcome; and a fiftieth percentile score on either the DRP or the ITBS, or at least one year's growth between 1992 and 1993 on the ITBS grade equivalent score was used to determine success in reading achievement.

Thirty-two (39%) students enrolled in AAD met all three criteria for success. Since all of the successful students did not meet the criteria for inclusion into the program, it is important to note that of the fifty-five (66%) students who actually qualified for AAD, twenty-one (38%) met all criteria for success.

## Alignment of An Achievable Dream with the Mission,

### Goals and Identified Needs of the Newport News Public School System

#### Mission Alignment

The mission of the NNPSS is as follows:

The Newport News Public School System is committed to the academic success of all students regardless of family structure, income, gender, or ethnic origin, and its MISSION is to provide them with the opportunity to achieve full development of their potential through the acquisition of values, attitudes, knowledge, and skills that are essential to becoming confident and productive adults, enthusiastic lifelong learners, active and constructive participants in the democratic process, and contributing members of their families, communities, nation, and the world (WPM18; date unknown).

The mission of AAD is as follows:

An Achievable Dream is committed to enhancing the academic success of children in grades four through eight who are at risk of school failure. An Achievable Dream strives to replace hopelessness with dreams by providing a social, emotional, and academic support system enabling students to take full advantage of educational opportunities leading to success as educated, employable, and responsible citizens of the 21st century.

Both mission statements both address academic success as a means of enabling students to become productive future citizens. It therefore appears that there is appropriate alignment between the mission of the NNPSS and AAD.

#### Goal Alignment

Ten Organizational Goals and eleven Educational goals are stated to address the mission of the NNPSS (See Appendix M for a complete list of these goals).

There are six NNPSS goals that specifically align with AAD goals:

1. **Students At Risk of School Failure:** Through special programs and support services, identify those students who are at risk of school failure and provide them with educational opportunities throughout the curriculum that address their needs, interests, and abilities and will enable them to achieve academic success, complete school, and develop skills necessary for employment.
2. **Home-School Collaboration:** Bring into closer relation the home and school so that parents, other appropriate family members, and teachers can assume more shared responsibility for the education of children and find more effective, reasonable, and informed ways of collaborating in the personal, academic, and social development of each child.
3. **School-Community Partnerships:** Help create an environment within the community that enables the school division to take a major leadership role in coordinating the many educational and social services and resources that are provided to children and their families by public and private agencies, businesses, and organizations throughout the community.
4. **Self Concept/Self Esteem:** Provide all students with an educational environment that helps them develop a positive and realistic self concept that nurtures and reinforces their self esteem.
5. **Literacy:** Provide all students with instruction throughout the curriculum (i.E., in all subject areas and at all levels) that enables them to develop and continually refine the basic communication skills, that are essential to literacy: the ability to read, write, speak, and listen with clarity, fluency, and understanding.
6. **Making Connections:** Provide all students with a coordinated and integrated curriculum that incorporates and emphasizes the connections and interdependencies among different content areas and between the world of theory and the world of application.

#### Identified Needs Consistency

The FY94 Approved Budget of the NNPSS lists the following indicators of academic needs:

1. Thirty-nine percent of our students do not live with both parents.
2. Forty-six percent of our students in grades K-5 qualify for free and reduced lunch program.
3. A gap in standardized test scores of up to 39 points exists between economically disadvantaged and other students.
4. Twenty-one percent of our first graders did not recognize letter sounds at the end of the first quarter.
5. Forty percent of our students did not read at grade level at the end of third grade.
6. Fifty-three percent of our students did not read at grade level at the end of eighth grade.
7. Nearly 20 percent of students entering ninth grade will not finish high school (WPM19; May 19, 1994).

AAD has the structure to assist the NNPSS in addressing needs related to the gap in standardized test scores for economically disadvantaged students, the percentage of students not reading at grade level at the end of the eighth grade, and the potential drop out rate.

#### Cost Comparisons in the Newport News Public School System

The three largest year-round methods for meeting the needs of at risk students in the NNPSS are grade retention, compensatory Chapter I programs, and placement in special education programs for learning disabled students. Table 19 offers a cost comparison of these three alternatives with AAD.

Table 19

Comparison of Costs and Time Per Student for Grade Retention,

Chapter I, Special Education Learning Disabled Resource Placement, and

An Achievable Dream in the Newport News Public School System

| Intervention                   | Annual Cost Per Student | Average Years in Program | Total Costs Per Student | Total Program Time |
|--------------------------------|-------------------------|--------------------------|-------------------------|--------------------|
| Grade Retention <sup>a</sup>   | \$5,070                 | 1 year                   | \$5,070                 | 1080 hours         |
| Chapter I <sup>b</sup>         | \$2,322                 | 5 years                  | \$11,610                | 525 hours          |
| Special Education <sup>a</sup> | \$1,763                 | 6 years                  | \$10,578                | 1512 hours         |
| AAD <sup>a</sup>               | \$1,826                 | 5 years                  | \$9,130                 | 2300 hours         |

<sup>a</sup> Amounts based on 1992-93 dollar amounts.

<sup>b</sup> Amounts based on 1993-94 dollar amounts.

### Grade Retention

A demographic profile for the 1991-92 school year indicates that 1,365 students in the NNPSS were retained. (WPM21; 1991-92 school year). The cost of educating a child in the NNPSS for the following 1992-93 school year was \$5070 (WPM19; May 19, 1994). Retaining a child means adding another full year of schooling for that child at a total of 1080 hours of instructional time.

### Chapter I Services

Chapter I records indicate that 1733 students (6%) were receiving Chapter I assistance during the 1991-92 school year (WPM20, 1991-92 school year). The cost of providing Chapter I compensatory education services to a child in the NNPSS was \$2,322 (WPM20; 1991 school year). Children in the Chapter I reading program usually receive remedial reading instruction in pull out groups of five students for an average of thirty-five minutes each day, five days a week. Children typically remain in Chapter I remedial programs for an average of five years or until it is no longer available at their grade level (Dyer, 1992).

### Special Education

The number of special education students in the NNPSS rose from 245 in 1991-92 to 490 in 1992-93 (WPM19; May 19, 1994). The cost of providing special education services to a student in the NNPSS in 1992-93 was \$1,763 above the cost of providing services to a child without a disability (WPM22; 1992 school year). According to Dyer (1992), a child who is placed in a special education learning

disabled resource program spends an average of 1.4 hours a day, or 252 hours a year, in the program. A child typically receives services in the program for six years at the elementary level.

### An Achievable Dream

The total operating budget for AAD for the 1992-93 school year was \$182,614. This figure covered complete program costs for a twelve month program for 100 students. The total cost per student of \$1826 provided 460 hours of academic instruction per year (WPM17; Spring, 1993). AAD students are expected to remain in the program for a period of five years.

### Conclusions

This study attempted to validate the structure of AAD and assess the extent to which the program was successful in attaining the three stated outcomes: increased reading comprehension achievement; improved school attendance; and, increased self concept. The following conclusions were generated from the data collected:

1. AAD does not have clearly defined or adequately enforced procedure for selection of students.
2. AAD does not have a plan in place for monitoring or improving student attendance.
3. Specific expectations of student outcomes of the AAD academic program are not clearly defined.
4. The AAD taught curriculum is not aligned with the tests used for this evaluation.

5. AAD appears to have an appropriate program in place for building student self concept.
6. AAD appears to be aligned with the mission, goals, and needs of the NNPSS.

### Recommendations for Program Continuation

The purpose of a pilot evaluation is to utilize data obtained in the first years of operation to determine effective program components, identify components not working as well as anticipated, and establish plans to address identified areas of need. While there are several indicators of success from the pilot year of AAD, there are also identified areas that should lead to even greater student success in attaining stated outcomes. The following recommendations are provided by the researcher.

#### Student Selection

AAD is designed to be an academically enriching program that enables at risk students to remain on an even playing field with their peers. It is not designed to provide intense and long term remediation. The student selection criterion for AAD specifies that students identified for the program be no more than one year below reading level. Nine pilot students did not meet this criterion. This selection process resulted in lowering the mean ITBS percentile score for the group by five percentile points. It is therefore recommended that AAD strictly adhere to the stated selection procedures when accepting students into the program.

By beginning AAD at fourth grade, many students have already experienced failure through grade retention. Forty-three percent of the pilot students had been previously retained in school. Research on grade level retention indicates that retained children generally perform less well when they go on to the next grade than if they had been promoted. The probability of dropping out for students who repeat two grades approaches 100 percent (Shepard & Smith, 1990). Students who were retained in grades two or three appeared to significantly reduce AAD achievement scores. The inclusion of these students lowered the mean ITBS percentile score by 2.29 points and the mean DRP percentile score by 3.58 points.

Research on programs for at risk students further indicates that the preferred solution to both student alienation and students' learning deficiencies is early intervention (Gittman, 1989; Hagin, 1983; Morris, 1992). The NNPSS has made a firm commitment to preventing achievement problems through early intervention as evidenced through their current budget. Elementary programs in the NNPSS have been restructured to expand the four-year old program, to increase the first grade Reading Recovery program, and to phase out the transitional first grade program. The reasons stated for this restructuring is that early intervention programs are more economical and more effective than remedial efforts at ensuring success for all students, especially those at risk of school failure (WPM19; May 19, 1993). It is therefore recommended that AAD reconsider the appropriate time to start children in the program.

### Academic Program

In order to reach a goal, that goal must be defined and clarified. One of the goals of AAD is to enhance academic success. Many exciting and appropriate activities are provided for the students such as keeping journals and theme related instruction, but how academic success is defined and how it will be measured is not specified. According to English (1993) curricular quality control requires:

1. a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings;
2. a taught curriculum which is shaped by and interactive with the written one; and,
3. a tested curriculum which includes the tasks, concepts, skills, or pupil learning which are linked to both the taught and written curricula.

It is therefore recommended that AAD specifically define the outcomes of the academic program, communicate those outcomes to AAD instructional staff members, and determine the best methods for evaluating those outcomes. If AAD students are to be measured using the same instruments as the NNPSS, then the AAD academic program must be aligned with those evaluation instruments.

### School Attendance

Twenty-seven (32%) AAD students missed more than ten days of school during the 1993 school year. The mean percentile score for students with more than ten absences was 9.69 percentile points lower on the DRP and 2.56 percentile points lower on the ITBS than the mean percentile scores for the students who were absent

fewer than ten days. It is therefore recommended that AAD develop a system to closely monitor and encourage student attendance.

### Self Concept

The PHCSCS was first administered to AAD students in June, 1993. The results of that measure indicate that AAD has an appropriate program in place to nurture student self concept. Research clearly shows a persistent and significant relationship between self concept and academic achievement; however, causality is yet to be determined (Purkey, 1970). Due to the relationship between these two outcomes, it is recommended that AAD continue to develop their program for improving student self concept. It is further recommended that AAD administer the PHCSCS to develop local norms and monitor student self concept to assure that the results are valid.

### Continued Evaluation

Realizing success with this type of program may take longer than the year evaluated in this study. It is therefore recommended that AAD continue to evaluate the progress of the students throughout the time they are enrolled in the program. Since students cannot be randomly selected for inclusion into AAD, it is further recommended that a matched control group of students be identified in the NNPSS to improve the design of the evaluation.

## Commentary

"Students Targeted for Alternative Resources in Newport News Public Schools" states that 7,713 of the 16,217 (47%) elementary students in the school system were at risk of school failure in the 1991-92 school year (WPM22, 1991-92 school year). Systematic efforts to address the needs of these students are essential if the NNPSS is to provide them a meaningful education. An Achievable Dream has the potential to contribute to that goal.

One of the most significant contributions AAD makes to the at risk population in the NNPSS is the provision of a year-round program. During the school year, poor children perform at just about the same level as those who are economically better off, indicating that home disadvantages are compensated for when school is in session. It is over the summer, when school is not in session, out that poor children - regardless of race - fall behind (Entwisle & Alexander, 1992).

Prior to AAD, elementary summer programs in the NNPSS were available only to the support reading students. These students are defined as ones who encounter difficulties and need constant teacher assistance and program modifications to read grade level materials during the school year (WPM23; 1993 school year). Most AAD students do not meet this criterion, and therefore have not had access to summer programs. The summers for these children could not include a formal school experience unless it was secured through means other than the local school system.

School systems throughout our nation are struggling with a variety of problems: decreased funding for education, low student achievement, high drop out rates, and increasing violence. Solutions to these problems are diverse and often extend beyond the confines of the local school system. AAD is a cooperative venture between local government, the school system, and the business community. Perhaps this willingness to work together and share the responsibility of addressing these challenges within a city will satisfy the concerns of those who wish to move to outside alternatives such as the privatization of public schools.

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## APPENDICES

## Appendix A

### ERIC Search

SilverPlatter 3.11

ERIC 1982 - March 1993

F10=Commands F1=Help

| No.  | Records | Request              |
|------|---------|----------------------|
| #1:  | 8487    | AT RISK              |
| #2:  | 86075   | PROGRAMS             |
| #3:  | 3536    | #1 and #2            |
| #4:  | 95355   | ELEMENTARY           |
| #5:  | 117748  | STUDENTS             |
| #6:  | 5505    | ELEMENTARY STUDENTS  |
| #7:  | 103     | #3 and #6            |
| #8:  | 59887   | EVALUATION           |
| #9:  | 40      | #7 and #8            |
| #10: | 37859   | ACADEMIC             |
| #11: | 25437   | ACHIEVEMENT          |
| #12: | 13452   | ACADEMIC ACHIEVEMENT |
| #13: | 27      | #7 and #12           |

## **Appendix B**

### **Executive Committee Interview Guide**

#### **Introduction**

Thank you for taking the time to talk with me about An Achievable Dream. I am completing a research study to try and find out what makes programs, such as this one, successful or not successful. I will ask you several questions. For accuracy of response, I will be using a tape recorder. Please be assured that your responses will be kept confidential. Your name will not be identified in any publication that may be produced as a result of this study.

#### **Interview Questions**

1. Whose idea was it to start An Achievable Dream?
2. What was the impetus for starting An Achievable Dream?
3. How is An Achievable Dream financed?
4. How was An Achievable Dream organized?
5. How long did it take to plan An Achievable Dream?
6. What is the mission of An Achievable Dream?
7. Has that mission been altered? If so, how?
8. What are the goals and objectives of An Achievable Dream?
9. Have those goals and objectives been altered? If so, how?
10. What are the components of the summer program?
11. Have those components been altered? If so, how?

12. What are the components of the after school program?
13. Have those components been altered? If so, how?
14. How are students selected to be included in An Achievable Dream?
15. Have those procedures been altered? If so, how?
16. How is An Achievable Dream evaluated?
17. Has the method of evaluation been altered? If so, how?
18. What parts of An Achievable Dream should stay the same?
19. Are there parts of An Achievable Dream that should be changed? If so, what?
20. What grade, A-B-C-D-E, would you give An Achievable Dream?

## Appendix C

### At Risk Data Processing Form

ATRISK19: LIST OF STUDENTS BY GRADE WITH ONE OR MORE FACTORS.  
IN SCHOOL / GRADE / NUMBER OF FACTORS ORDER.

SCHNAME=HIDENWOOD GRADE=T1

| STUNAME                   | DIS_PROB | TRUANT | OVERAGE | IOWA_LOW | RACE_SEX | FACTORS |
|---------------------------|----------|--------|---------|----------|----------|---------|
| CROCKER VINCENT DAVID II  | NO       | YES    | YES     | NO       | BM       | 2       |
| WESTON QUANEISHA S        | NO       | YES    | YES     | NO       | BF       | 2       |
| ALLEN ROBERT DAVID        | NO       | NO     | YES     | NO       | WM       | 1       |
| ANDERSON JUSTIN PAUL      | NO       | YES    | NO      | NO       | WM       | 1       |
| CENTENO JOSE' JAVIER      | NO       | NO     | YES     | NO       | DM       | 1       |
| DARDUSE ALYSE DAWN        | NO       | NO     | YES     | NO       | WF       | 1       |
| HEDGEMOND MICHAEL DARRYL  | NO       | NO     | YES     | NO       | BM       | 1       |
| KIDD JASEN MATTHEWS       | NO       | NO     | YES     | NO       | WM       | 1       |
| LEADBETTER HEATHER NICOLE | NO       | NO     | YES     | NO       | WF       | 1       |
| WOOL JAMES C              | NO       | NO     | YES     | NO       | WM       | 1       |

## Appendix D

### Teacher Nomination Form

#### AN ACHIEVABLE DREAM STUDENT SURVEY QUESTIONNAIRE

##### MISSION STATEMENT

AN ACHIEVABLE DREAM is committed to enhancing the academic success of children in grades 4-8 who are at risk of school failure. AN ACHIEVABLE DREAM strives to replace hopelessness with dreams by providing a social, emotional, and academic support system enabling students to take full advantage of educational opportunities leading to success as educated, employable, and responsible citizens of the 21st century.

STUDENT'S NAME: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Last First MI

ADDRESS: \_\_\_\_\_  
NEWPORT NEWS, VA \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

\*\*\*\*\*  
Please answer the following to the best of your ability.

- |   |     |    |
|---|-----|----|
| 1. Student is a competent reader? (Reading less than 1 year below grade level.)       | YES | NO |
| 2. Student is functioning satisfactorily at level in math?                            | YES | NO |
| 3. Student is over-age for grade?   | YES | NO |
| 4. Student is receiving free/received meals at school?                                | YES | NO |
| 5. Student's parent/guardian would be supportive of this program?                     | YES | NO |
| 6. Parent responds to school communications?  | YES | NO |
| 7. Student is able to participate in physical activities without medical limitations? | YES | NO |
| 8. Student appears to have low self-esteem or lacks self-confidence?                  | YES | NO |
| 9. Student appears to have poor decision making skills?                               | YES | NO |
| 10. Student appears to have trouble relating to adults.                               | YES | NO |
| 11. Student has problems adjusting at home and/or at school?                          | YES | NO |
| 12. Student appears to be somewhat goal oriented?                                     | YES | NO |
| 13. Student appears to have trouble relating to peers?                                | YES | NO |



## Appendix E

### Student Data Processing Record

```

                                STUDENT MASTER FILE
                                UPDATE
                                SMSCASUE
RECORD REQUESTED NOT ON FILE
SCH: 34      STUDENT NO: 276701      **
SEX:  GRADE:      HRM:      RACE:      NAME:
DOB:  -  -  ADMIN CODE:  OTH:      LUNCH:      NEXT YEAR'S GRADE:
ENTRY: E-  R-  DATE:  -  WITHDRAWAL: W-  DATE:  -  RETENTION:
HOUSE: 00000  APT:      STREET:      ZIP:      CITY:
TRANSP CD - BUS STOP - ROUTE: AM-      PM-
HOME PHONE:  -  SSAN:  -  -
ABS PHONE:  -  NEXT SCH:
GEOGRAPHIC BLOCK:
CURRENT ZONE SCHOGL:      NEXT ZONE SCHOOL:

STUDENT LIVES WITH:  (1-M/F  2-M  3-F  4-LG  5-OTHER)
--- NAME -----  -- PLACE OF OCCUPATION -  DEPT-  -PHONE NO-  EXT-
FATHER:
MOTHER:

PERSON TO CONTACT IN AN EMERGENCY:
HOME PHONE:  -  WORK PHONE:  -  WORK EXT:

NXT STUDNT: 27670 - 1      PF1: MISC DATA
ENTER: UPDATE, GET NXT STUDNT  PF3: GET NXT STUDNT  PF11: S-MENU  PF12: MENL
[4] B JOB
```

## **Appendix F**

### **Staff Interview Guide**

#### **Introduction**

Thank you for taking the time to talk with me about An Achievable Dream. I am working on a project to try and find out what makes programs, such as this one, successful or not successful. I will ask you several questions. For accuracy of response, I will be using a tape recorder. Please be assured that your responses will be kept confidential. Your name will not be identified in any publication that may be produced as a result of this study.

#### **Interview Questions**

1. What activities did you participate in this summer?
2. Did you participate in the after school program?
3. If so, what activities did you participate in during the after school program?
4. How are children selected to be included in An Achievable Dream?
5. What parts of An Achievable Dream should stay the same?
6. Are there parts of An Achievable Dream that should be changed? If so, what?
7. What grade, A-B-C-D-F, would you give An Achievable Dream?

## **Appendix G**

### **Student Interview Guide**

#### **Introduction**

Thank you for taking the time to talk with me about An Achievable Dream. I am working on a project to try and find out what makes programs, such as this one, successful. I will ask you several questions. I will be using a tape recorder so I can remember everything you said.

#### **Interview Questions**

1. What activities did you participate in this summer?
2. Did you participate in the after school program?
3. If so, what activities did you participate in during the after school program?
4. How were you selected to be a part of An Achievable Dream?
5. What parts of An Achievable Dream should stay the same?
6. Are there parts of An Achievable Dream that should be changed? If so, what?
7. What grade, A-B-C-D-F, would you give An Achievable Dream?
8. How did you feel about being included in An Achievable Dream?

## **Appendix H**

### **Parent Interview Guide**

#### **Introduction**

Thank you for taking the time to talk with me about An Achievable Dream. I am working on a project to try and find out what makes programs, such as this one, successful or not successful. I will ask you several questions. For accuracy of response, I will be using a tape recorder. Please be reassured that your responses will be kept confidential. Your name will not be identified in any publication that may be produced as a result of this study.

#### **Interview Questions**

1. What activities did your child participate in this summer?
2. Did your child participate in the after school program?
3. If so, what activities did your child participate in during the after school program?
4. How was your child selected to be a part of An Achievable Dream?
5. What parts of An Achievable Dream should stay the same?
6. Are there parts of An Achievable Dream that should be changed? If so, what?
7. What grade, A-B-C-D-F, would you give An Achievable Dream?
8. How did you feel about having your child selected to participate in An Achievable Dream?

## Appendix I

### Student Data Processing Test Record

NEWPORT NEWS PUBLIC SCHOOLS  
NORM TESTS

SOT5A88

\*\* ALL RECORDS DISPLAYED \*\*

INDIVIDUAL STUDENT BROWSE

NAME: STUDENT NO: 86399 - 1

| TEST  | GRADE | TESTING INFORMATION |            |               |            |           |
|-------|-------|---------------------|------------|---------------|------------|-----------|
| COBAT |       | UNIVERSAL           | VERBAL:    | QUANTITATIVE: | NONVERBAL: |           |
| 10/89 | 01    | SCALE SCORE:        | 179        | 168           | 185        |           |
| DRF   |       | TYPE:               | RAW SCORE: | MID-INSTRUCT: | NFCT:      |           |
| 05/92 | 03    | F-9                 | 37         | 52            | 80         |           |
| IOWA  |       | READ COMP:          | READ VOC:  | TOT LANG.     | TOT MATH:  | TOT COMP: |
| 03/91 | 02    | 94                  | 98         |               | 97         |           |
| 03/92 | 03    | 58                  | 61         | 94            | 88         | 83        |
| 03/93 | 04    | 57                  | 49         | 93            | 98         | 82        |

## Appendix J

### Student Data Processing Attendance Record

```

                                S T U D E N T   A C T I V I T Y
BROWSE BY SCH-YEAR NAME:                                SMSCA588
                                NO: 88399  TYPE: MB YEAR: 88
*** END OF FILE / SEARCH INFORMATION REACHED ***
TF -----
YEAR SCH  STUDNO  E-R  E-R DATE  GRD  WCODE  WDATE  MBR  ABS  UAR  ADM  OTH  ESS  D1
MB 88-89  79  88399  E-1  09/06/88  0K           130   7
MB 89-90  79  88399  E-1  09/05/89  01           130   2
MB 90-91  34  88399  E-1  09/04/90  02           130  10
MB 91-92  34  88399  E-1  09/03/91  03           130   6
MB 92-93  34  88399  E-1  09/08/92  04           130  13

```

## **Appendix K**

### Key to Interview Protocols and Written Program Materials

#### Interview Protocols

|                           |  |
|---------------------------|--|
| IP, Executive Committee1: | First Member of the AAD Executive Committee  |
| IP, Executive Committee2: | Second Member of the AAD Executive Committee |
| IP, Executive Committee3: | Third Member of the AAD Executive Committee  |
| IP, Executive Committee4: | Fourth Member of the AAD Executive Committee |
| IP, StaffG:               | First AAD Staff Member                       |
| IP, StaffH:               | Second AAD Staff Member                      |
| IP, StaffI:               | Third AAD Staff Member                       |
| IP, Parent1:              | First AAD Parent                             |
| IP, Parent2:              | Second AAD Parent                            |
| IP, Parent3:              | Third AAD Parent                             |
| IP, Parent4:              | Fourth AAD Parent                            |
| IP, Parent5:              | Fifth AAD Parent                             |
| IP, Parent6:              | Sixth AAD Parent                             |
| IP, StudentA:             | First AAD Student                            |
| IP, StudentB:             | Second AAD Student                           |
| IP, StudentC:             | Third AAD Student                            |

IP, StudentD: Fourth AAD Student

IP, StudentE: Fifth AAD Student

IP, StudentF: Sixth AAD Student

### Written Program Materials

- WPM1: Memo to AAD Executive Committee (November 25, 1992)
- WPM2: Minutes from AAD Executive Committee Meeting (March 8, 1992)
- WPM3: Letter to "Friends of AAD (November 4, 1992)
- WPM4: AAD Visions (October 22, 1992)
- WPM5: AAD Parent Information Packet (Summer, 1992)
- WPM6: AAD Advertising Pamphlet (Spring, 1992)
- WPM7: AAD Awards Ceremony Program (Summer, 1992)
- WPM8: 1992 Student Selection Survey Form (Spring, 1992)
- WPM9: AAD Pilot Description (February 6, 1992)
- WPM10: AAD Policies and Procedures Manual (Summer, 1993)
- WPM11: 1993 Student Selection Form (Spring, 1993)
- WPM12: 1992 Grant Proposal (Summer, 1992)
- WPM13: 1993 Student Selection Criteria (Spring, 1993)
- WPM14: AAD Press Release (June 15, 1992)
- WPM15: AAD Visions (February 12, 1993)
- WPM16: AAD Opening Day Schedule (June 22, 1992)
- WPM17: AAD Budget for Program Year 1993-94 (Summer, 1993)
- WPM18: Forward 2000: NNPSS Mission and Goals (Date Unknown)
- WPM19: FY94 Approved Budget, NNPSS (May 11, 1993)

- WPM20: Compensatory Education Chapter I in Newport News 1991-1992 Annual Report (1991-92 school year)
- WPM21: NNPSS Division and School Demographic Profile, 1991-92 (1991-92 school year)
- WPM22: NNPSS Programs Designed to Prevent Students from Dropping Out of School (1991-92 school year)
- WPM23: Summer School Guidelines, NNPSS (1993 school year)

## Appendix L

### Piers-Harris Subscale Summary

The sixteen item BEH cluster indicates the extent to which a child admits or denies problematic behaviors. A low score on the BEH scale suggests that the student acknowledges behavioral difficulties. High scores are more difficult to interpret in that they may reflect either denial of behavioral problems or the lack of behavioral problems (Piers, 1984). The mean BEH subscale percentile score for the group was 54.27 with a standard deviation of 27.31. Individual scores ranged from a low of the first percentile to a high of the ninety-fifth percentile. According to the provided descriptors, seventeen (27%) of the students scored in the above average ranges; thirty-six (57%) scored in the average range; and, ten (16%) scored in the below average ranges.

The seventeen item INT subscale indicates a student's assessment of his or her ability with respect to intellectual and academic tasks. A low score on this subscale suggests specific difficulties with school related tasks. The mean INT subscale percentile score for the group was 64.97 with a standard deviation of 24.08. Scores ranged from a low of the first percentile to a high of the ninety-eighth percentile. According to the provided descriptors, twenty-five (40%) of the students scored in the above average ranges; thirty-five (56%) of the students scored in the average range; and, three (5%) scored in the below average range.

The thirteen item PHY subscale reflects the student's attitudes concerning his or her physical characteristics and attributes such as leadership or the ability to express ideas. The mean PHY subscale percentile score for the group was 75.37 with a standard deviation of 24.04. Scores ranged from a low of the eleventh percentile to a high of the ninety-seventh percentile. According to the provided descriptors, forty-four (70%) of the students scored in the above average ranges; sixteen (25%) of the students scored in the average range; and, three (5%) scored in the below average ranges.

The ANX subscale is fourteen items that reflects emotional disturbances such as nervousness, shyness, fear, and a general feeling of being left out of things. The mean ANX subscale percentile score for the group was 64.19 with a standard deviation of 26.74. Scores ranged from a low of the third percentile to a high of the ninety-seventh percentile. According to the provided descriptors, twenty-eight (44%) of the students scored in the above average ranges; twenty-seven (43%) of the students scored in the average range; and, eight (13%) scored in the below average ranges. The POP subscale is twelve items that indicate the student's evaluation of his or her popularity with classmates. Low scores may reflect shyness or a lack of interpersonal skills. The mean POP subscale percentile score for the group was 61.62 with a standard deviation of 28.73. Scores ranged from a low of the fourth percentile to a high of the ninety-seventh percentile. According to the provided descriptors, twenty-three (37%) of the students scored in the above average ranges; twenty-seven

(43%) of the students scored in the average range; and, five (8%) scored in the below average ranges.

The HAP subscale is a cluster of ten items that indicate a general feeling of being a happy person. The mean HAP subscale percentile score for the group was 67.78 with a standard deviation of 27.74. Scores ranged from a low of the first percentile to a high of the ninetieth percentile. According to the provided descriptors, forty-two (67%) of the students scored in the above average ranges; fifteen (24%) of the students scored in the average range; and, six (9%) scored in the below average ranges.

# Forward: 2000

## Mission Statement

The Newport News public school system is committed to the academic success of all students regardless of family structure, income, gender, or ethnic origin, and its MISSION is to provide them with the opportunity to achieve full development of their potential through the acquisition of values, attitudes, knowledge, and skills that are essential to becoming confident and productive adults, enthusiastic lifelong learners, active and constructive participants in the democratic process, and contributing members of their families, communities, nation, and the world.

## Organizational Goals

• **Early Childhood Programs:** Provide early childhood programs to ensure that those children who are at risk of school failure receive instruction and care essential to meeting basic personal and nutritional needs and develop the readiness skills necessary for subsequent academic learning.

• **Students At Risk of School Failure:** Through special programs and support services, identify those students who are at risk of school failure and provide them with educational opportunities throughout the curriculum that address their needs, interests, and abilities and will enable them to achieve academic success, complete school, and develop skills necessary for employment.

• **Home-School Collaboration:** Bring into closer relation the home and school so that parents, other appropriate family members, and teachers can assume more shared responsibility for the education of children and find more effective, reasonable, and informed ways of collaborating in the personal, academic, and social development of each child.

• **School-Community Partnerships:** Help create an environment within the community that enables the school division to take a major leadership role in coordinating the many educational and social services and resources that are provided to children and their families by public and private agencies, businesses, and organizations throughout the community.

• **Instructional Technology:** Through the use of state-of-the-art integrated instructional technologies, provide teachers and students with an educational environment that ensures delivery of quality curriculum and provides appropriate teaching aids and instructional support systems at all levels.

• **Cooperative Decision-Making:** Foster an environment within the school division in which board members, professional staff, students, parents, and community members are appropriately involved in the decision-making processes that affect the education of students.

• **Competence of Staff:** Continue to recruit, retain, and recognize the highest possible quality professional and support staff throughout the school division.

• **Professional Development of Staff:** Provide a comprehensive program of school-based and division-wide staff development activities that use the latest research on adult learning and provide professional growth opportunities for all employees.

• **School Environment:** Provide a school environment that is safe, secure, and drug-free and that is designed and maintained in a manner conducive to the organization and operation of effective education.

• **Physical Facilities:** Through carefully designed and well-financed programs for modernizing existing facilities, acquiring future school sites, and constructing new school buildings, ensure that the school division's physical facilities are adequate to meet the current and future needs of students, programs, and staff.

# Forward: 2000

## *Educational Goals*

• **Self-Concept / Self-Esteem:** Provide all students with an educational environment that helps them develop a positive and realistic self-concept and that nurtures and reinforces their self-esteem.

• **Literacy:** Provide all students with instruction throughout the curriculum (i.e., in all subject areas and at all levels) that enables them to develop and continually refine the basic communication skills that are essential to literacy: the ability to read, write, speak, and listen with clarity, fluency, and understanding.

• **Science and Mathematics:** Provide all students with a working knowledge and set of skills in various domains of science and mathematics that help them develop a sense of excitement and enthusiasm for the natural world and a desire and ability to inquire creatively about that world.

• **Fine and Performing Arts:** Provide all students with educational opportunities that enable them to learn about the fine and performing arts, become actively involved in them, and develop a rich appreciation of them.

• **Cultural Diversity / Global Education:** Provide all students with an educational environment that will develop their understanding and appreciation of the global nature and cultural diversity of today's society, including curriculum and instruction that highlight the characteristics and contributions of diverse ethnic, religious, and cultural groups; the history, geography, language, sociology, economics, and politics of different nations and peoples; and the interdependencies and shared responsibilities of an increasingly global society.

• **Social and Moral Responsibility:** Provide all students with an educational environment that helps them develop both high personal standards of moral, ethical, and responsible behavior and in-depth knowledge and appreciation of the heritage, values and ideals of America, including their ability to respect and balance individual rights and social responsibilities.

• **Wellness:** Provide all students with a variety of opportunities to develop the knowledge, skills, and values essential to understanding their own sexuality and to maintaining physical, emotional, social, and psychological well-being throughout life.

• **Decision-Making Skills:** Provide all students with a variety of opportunities to develop and practice critical thinking skills, to access information, and to solve problems independently and cooperatively in academic, social, and ethical situations.

• **Making Connections:** Provide all students with a coordinated and integrated curriculum that incorporates and emphasizes the connections and interdependencies among different content areas and between the world of theory and the world of application.

• **The World of Work:** Provide all students with an integrated continuum of academic, vocational, and counseling opportunities that prepare them to make good career decisions and that help them develop the skills required to compete and function productively in the nation's workforce of the 1990s and beyond.

• **Lifelong Learning:** Provide all students with educational opportunities that nurture their desire to learn and help them develop the knowledge, skills, and values that are essential to graduation from high school and to success in further education, employment, and lifelong learning.

## VITA

Vikki Young Maida

### Home

3616 Mill Bridge Way  
Chesapeake, VA 23323

### Work

Hiddenwood Elementary  
501 Blount Point Road  
Newport News, VA 23606

### Education

Ed.D. - Educational Administration

Virginia Tech University  
Blacksburg, VA; May, 1994

C.A.S. - Educational Administration

Old Dominion University  
Norfolk, VA; May, 1985

M.Ed. - Guidance and Counseling

Old Dominion University  
Norfolk, VA; May, 1977

B.S. - Elementary Education and  
Sociology

Madison College  
Harrisonburg, VA; May, 1972

### Experience

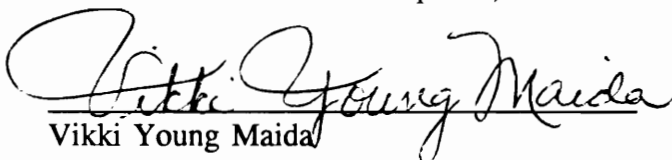
1992 - Principal, Hiddenwood Elementary School  
Newport News, VA

1985 - 1992 Principal, Park View Elementary School  
Portsmouth, VA

1979 - 1985 Assistant Principal, Chesapeake Public Schools  
Chesapeake, VA

1976 - 1979 Resource Teacher, Camelot Elementary School  
Chesapeake, VA

1972 - 1976 Classroom Teacher, Southwestern Elementary School  
Chesapeake, VA



Vikki Young Maida