

FOX, FOX and ASSOCIATES

A Sense of the Evaluation Data: How Observers and School Staff Evaluated the 1999-00 NSCC Programs

During the course of our end-of-the-year evaluation we obtained ratings about the success of the 1999-2000 NSCC program from the educator-observers we sent into the schools as well as from the principals and teachers they interview. We also have these same sources rate their sense of the impact the NSCC program and volunteers had on four dimensions: the school and staff; the children; parents; and the community. We have summarized these data below to provide you with a "sense of the data".

1. How successful were the NSCC in-school programs?

Of the 33 observers, half (56%) rated the success of the in-school programs as either "outstanding" (25%) or "substantial" (31%). The others were divided between programs considered "good" (13%) and those considered to have had a "50/50" success rate (31%).

Of the 33 principals, 54% rated success as "outstanding" (33%) or "substantial" (21%), with most of the others (30%) using the "balanced" rating.

Of the 103 teachers, 89% rated success as "outstanding" (44%) or "substantial" (44%), with the others using the "balanced" rating (10%) or seeing only some" success (1%).

2. What was the impact of NSCC programs on schools and staff?

Of the observers, half (47%) rated the over-all impact of the in-school programs as either "enormous" (30%) or "major" (30%). Another 22% were rated as having "good" impact with the final 32% rated having a "balanced" impact, some successes, some failures.

Of the principals, three-fifths (60%) rated impact on their school and staff as "enormous" (17%) or "major" (60%). Another third (30%) saw "some" impact.

Of the teachers, three-fourths (74%) rated impact as "enormous" (18%) or "major" (56%), with all others (26%) seeing "some" impact.

3. What impact was seen on children ?

Observers did not rate impact on children.

Of the principals, two-thirds (66%) rated impact on children as "enormous" (33%) or "major" (33%). The other third (33%) saw "some" impact.

Of the teachers, 87% rated impact as "enormous" (34%) or "major" (53%), with all of the others (13%) seeing "some" impact.

4. What was the impact of NSCC programs on parents?

Observers did not rate impact on parents.

The principals varied widely in evaluating impact on parents, from the two (8%) who rated impact on parents as "enormous" to the one who saw no impact, and only two (13%) rated it as "major". Half (50%) saw "some" impact, "a little" impact (6%) "no impact" (19%) or felt unable to rate this aspect (13%).

Of the teachers, half did not feel comfortable rating impact on parents. a large group (24 or 38%) did not feel able to rate impact on parents. Of those who did rate parental impact, 30% rated impact as "enormous" (8%) or "major" (22%), with most sensing "some" (42%) impact, and the others seeing "a little" impact (22%) or "no impact" (6%).

5, What was the impact of the NSCC programs on the community?

The observers showed little enthusiasm when rating the quality of community-outreach programs. Three (9%) felt there was too little going on to even provide a rating, and the other ratings ranged over our entire scale. Three used the "excellent" rating (9%), and only two (5%) the "very good" rating. Five (14%) were rated as "good", seven (23%) as "balanced" with some success and some failure and twelve (41%) as "poor" (36%) or "very poor" (5%)

As would be expected then, when observers rated the impact of the community-outreach programs, the three who used the excellent rating also rated impact as "enormous" (10%). No one used the "major" rating. Four (13%) were rated as having "good" impact, eight (26%) as "balanced" with some success and some failure, five (16%) as "limited", eight (26%) as "slight" and two (7%) as having "no impact"

The principals too, were mixed in their evaluation of community impact. Only one saw it as "enormous" but three-fifths (62%) rated it as "major" (29%) or "some" (33%). The other third included six (25%) who saw some impact on the community, and two (9%) who saw only "a little" impact.

Of the teachers, a large cluster (40%) also felt unable to rate community impact. Of those who did evaluate community impact, two-in-five (43%) reported a sense of "enormous" (11%) or "major" (32%) impact. Most of the others (47%) saw "some" impact with only a few (10%) rating community impact as only "a little" (5%) or "none" (5%).

Teachers Talk About the NSCC and Corpsmembers

At the end of the year we obtain teachers' views of the NSCC and corpsmembers in two ways. First, we ask teachers to write what we call a mini-case study, telling us about one child who the teacher believes responded very well to the interaction with, and intervention by, a corpsmember. Second, our Observers, when they visit the school at the end of the year, interview teachers asking for their impressions and opinions about the Corps, and the impact the NSCC program had during the year.

This handout includes a sample of the case studies and some of the comments teachers have made to the Observers.

Part 1

Examples of Minicase Studies Of Children Who Responded Well to the NSCC Intervention

Case A: A good student does better.

Description of Child

This child is attentive, eager to learn, had a good sense of the factors needed to complete a task. English skills were challenging as she did not have English speaking parents.

Intervention

The program was able to provide consistency and direction with homework completion and to provide academic support for this student's English language skills

Outcome

This child really blossomed as a reader. In addition, she enjoyed socializing and coloring when assignments were finished.

Case B: A poor achieving, unhappy child is turned around

Description of Child

This child suffered with very low self-esteem, impulsivity, poor concentration. In addition, the student was always in trouble. The child demonstrated poor work habits and low skill levels. The child struck the teacher as sensitive.

Intervention

The NSCC provided weekly tutoring which included academic support, homework assistance and the development of a mentoring relationship which provided the student with significant personalized attention.

Outcome

Academically, the student has just about reached grade level in all subjects, which represents two years growth in a one year period! Socially, there has been a turnaround as well: the student rarely gets into trouble, is very cooperative in class and does almost all homework assignments. The student still has trouble finishing in-class assignments.

Case C: A child with deep social and psychological problems is helped to adjust

Description of Child

This student had limited social skills, often becoming angry, confused about adults and their intentions toward her.

Intervention

The NSCCs tutoring services provided this student with many levels of support. On an emotional front, the corpsmembers served as adults who were sensitive, concerned and intelligent for the student to talk to. Secondly, they provided additional academic instruction, further explaining lessons to the student and supporting her classroom efforts. Lastly, they were a source of encouragement when she was frustrated with her own progress.

Outcome

This non-communicative, angry, confused child went from being closed off to those who were trying to educate her to a posture which was open, trusting and comfortable. She still has her days, but there is a remarkable change in her.

Case D: Working with child and parents, NSCC helps child develop and also helps bring parents and school together

Description of Child

This child lacked self-confidence and needed support developing his reading and writing skills. In addition, there was a strain in the relationship between the school and his parents.

Intervention

The NSCC provided a caring environment, academic support and outreach to the parents.

Outcome

This child reads and writes beautifully, having been very enthusiastic about the 100 Book Challenge and having done work above and beyond that required by the program. In addition, he has developed more self-confidence and the program was able to keep open communication between the school and the parents.

Case E: Immature, struggling child develops academically and psychodynamically

Description of Child

This student was very immature in handling social interaction or facing new experiences. She lacked concentration in approaching her academic assignments and coped with low self-esteem.

Intervention

The NSCC provided one on one mentoring for this student who "beams when she sees the NSCC team members".

Outcome

The NSCC's support has fostered the overall academic, social and emotional well-being of this student. The student has attacked her writing assignments with such energy and concentration that she has shown marked improvement. In addition, the child's self-esteem has blossomed in such a way that she is beginning to make her own choices rather than "following the pack". She really has learned that she is a special person.

Case F: A poor reader gets needed help to learn to read

Description of Child

This student began the year reading well below grade level, in part attributable to the fact that they receive little to no academic support at home.

Intervention

The NSCC provided one on one in class assistance and role modeling. The corpsmember supported the students both academically and emotionally. .

Outcome

After continued one on one tutoring through the NSCC programs, the student has made remarkable progress in reading and will go on to the second grade

Part 2

What Teachers Tell Our Observers About the Corps

1. Teachers' reason for rating overall success level of NSCC program as outstanding or substantial.

- a) They (Corps) have been involved with students. They are caring and supportive to very unfortunate kids.
- b) They have met the schools expectations very well. They give a lot of extra support. They go above and beyond what their normal duties are.
- c) The person in my class worked well with students. The corpsmember was organized, well prepared, and had great ideas. I think this is a great program for the school and children.
- d) The young ladies (corps) are always here. Their attendance had been phenomenal especially during the holiday time. They were busy cutting, painting, and putting together activities for classrooms. They have good attitudes, are friendly, and supportive.
- e) Corpsmembers are consistent in servicing students and working with students on one on one basis. They reinforce what teacher has taught.
- f) I have been a witness to increasing knowledge. My students' achievements, clearly demonstrate the impact of NSCC.
- g) Corpsmembers have great rapport with students. I can point to clear progress in individual students' performance and ability.
- h) Corpsmembers are reliable, caring, and go beyond what is expected- for example the corpsmember came in early on a few occasions to help prepare.

2. Teachers' examples of the impact corps had on the school and staff.

- a) For new teachers, the NSCC program has had a major impact. In-class assistance has helped new teachers handle classroom management, small group instruction and lesson planning.
- b) Their flexibility makes them effective across the board. Each has her own talents, which complement those of the others.
- c) This is a rough school and teachers (new) are not prepared by the district to handle this school. Corpsmembers offered support to these new teachers. It was a blessing, because teachers who really needed help were able to get help.

- d) NSCC offers support and a resource to the staff that would not be available if the program was not here.
- e) During the day they are an added resource that the school had available. They were available to do weekend activities that would not have taken place without them.
- f) The group is motivated and dedicated. They have motivated the teaching staff.
- g) Corpsmembers are wonderful with my children. They were an extra support for helping kids with reading problems.
- h) The NSCC motivates the kids- this is important because it is hard for us to motivate them. The homework club is very beneficial.
- i) They contribute greatly to both the learning and social environment- giving time, comfort, structure, extra hands, and creativity.

3. Teachers' examples of the impact corps had on the children.

- a) The children's self esteem has improved because of the extra help received.
- b) Children are more comfortable coming to NSCC members on a one-on-one relationship. Good mentoring.
- c) Some of the boys in my room look up to the male corpsmember as a role model. The kids want to be with, and work with, him. They often confide in him before they will confide with me.
- d) Corpsmembers are mentors to children. They built a trust, so children can confide in them during some of the programs such as TLC.
- e) During the field trips the corpsmembers have had the most impact on children. They are helpful and warm to the children.
- f) The corpsmember is extremely good with the children. She is responsible and reliable and the kids benefit from having that extra time with her. I've seen kids who are struggling in an area show substantial improvement over the course of the year which I see is directly connected to involvement with the corpsmember.
- g) Corpsmembers provide additional support in reading, help increase student self-esteem, and help lower size of reading group.
- h) Corpsmembers take on the role of teacher. They have the skills and abilities to handle the technical aspects of teaching.
- i) The clean-up project in the school yard was a great activity. The kids were involved and this helped the kids take pride in their school.
- j) Tutoring time spent with students directly after lunch was very valuable because the students were able to gain additional academic support.
- k) The talent show was very successful- got kids, teachers, parents involved. Corpsmembers helped with my rain forest unit. Even at recess they provide structure.

4. Teachers' examples of the impact corps had on the parents.

- a) Parents have commented on the improvement of their child's reading skills.
- b) Parents are happy kids are involved and they come to after school activities.
- c) Parents go right to the NSCC table during the parent / teacher conferences. Parents want to sign up their children for NSCC programs.
- d) Parents pitch in when things are needed because the NSCC is helping their children.