

EVALUATION OF DISCRETE PROJECTS

In each of the individual projects for which different goals have been set, the elements which work best must be identified so that efforts may be directed in ways that offer the most promise for raising the competencies of the children involved. Systematic observations must be made and objective evidences gathered to guide each project toward its goals while at the same time helping in adjusting instruction and services to the changing needs of individual pupils.

Plans for evaluating the discrete projects are described in separate statements of evaluation designs.

PURPOSES OF EVALUATION

The gains in educational achievements of the pupils, as measured by tests, will not be the only criteria of program success. Improved curriculum offerings, improved attendance and holding power, improved discipline and relations with others will also be studied. It may be months, or years, before some of the desired outcomes of the program become evident, but as much relevant data as possible will be gathered along the way.

ANALYSES OF DATA

Due to the nature of the data collected for evaluation of the Title I projects and for the program, it will not be possible to employ a single statistical design. Where pre and post data are available, analysis of variance-covariance designs will be employed. This will preclude the necessity of matching individuals or groups. In other instances, factorial designs will be appropriate.

The responses to questionnaires and the data secured from interviews will be summarized and reported using descriptive analysis and reporting techniques.

In general, the type of analysis used will be dependent upon the type of data collected. Tests of significance of differences both parametric and nonparametric, will be applied where appropriate, but the analyses of both the program and of the project data will not be limited to statistical treatment alone.

MANAGING EVALUATION DATA

The whole design of the program evaluation is dependent on the establishment of an electronic system of data recording and data retrieval. Without such a system, it would be impossible to record and subject to statistical analyses all of the different measures needed to assess the effects of the entire program on the 216,000 pupils comprising the universe of the study.

RATIONALE FOR ORGANIZATION OF EVALUATION SERVICES

Past experience has shown that assignment of evaluators to any project becomes inefficient if such an assignment places the evaluator under the supervision and control of the project director. Conversely, the team approach, with all the evaluation responsibilities and the evaluators assigned to the Educational Research Department, eliminates these objections and provides for cooperative planning with project directors. This, therefore, is the organizational plan under which the program and the project evaluations will be conducted.

STAFF FOR EVALUATION

The evaluation program staff will be made up of a team of evaluation specialists who represent a diversity of training in other disciplines. While different team members will be responsible for and identified with each project, they will plan and work together so as to coordinate their efforts and have the benefits of the group thinking for evaluation in depth as well as in breadth.

The team members will work under the direction of the program evaluation director, assisted by two assistant directors, who will have the overall responsibility for the program and project evaluations. All the evaluation team members will be supervised by trained and experienced personnel in the Educational Research Department in the Detroit Public Schools.

PRE-SCHOOL CHILD AND PARENT EDUCATION COMPONENT

The Pre-School Child and Parent Education Project is concerned with the childhood of children whose patterns of social and emotional responses are influenced, to a greater or lesser degree, by a culture of physical poverty, family disorganiza-