

WINDHAM SCHOOL DISTRICT

USING DECISION TREES TO EVALUATE THE IMPACT OF TITLE 1 PROGRAMS IN THE WINDHAM SCHOOL DISTRICT

INTRODUCTION

The purpose of this evaluation was to identify the impact of Windham School District (WSD) Title 1 services on academic outcomes, specifically GED attainment (and time to GED), and gains on the Composite, Reading, Language, and Math subtests of the Test of Adult Basic Education (TABE). “Gains” were computed as the difference between the initial TABE and the highest TABE; if the initial TABE was the highest, “gain” was computed as 0.

The primary predictors of interest were:

- Total number of hours of
 - Title 1 services
 - ESL services
 - Special Education services
 - Computer Lab
 - Vocational Services
 - Cognitive Intervention Program (CIP)
 - CHANGES programming
- Offender Type (ID/State Jail/SAFP/IS)
- Offender gender, race, age at first incarceration and at beginning of the school year, sentence length, and offense type
- Initial TABE scores

HIGHLIGHTS:

- The best predictors of GED attainment were number of vocational hours, race, offender type, and Title 1 hours (in that order)
- The best predictors of Composite TABE gains were offender type, computer lab hours/Title 1 hours, and vocational hours/CHANGES hours, and gender
- The best predictors of Reading TABE gains were offender type, computer lab/CHANGES hours, and age/vocational hours/Title 1 hours
- The best predictors of Language TABE gains were computer lab hours, offender type, and age/Title 1 hours/vocational hours
- The best predictors of Math TABE gains were offender type, computer lab/Title 1 hours, and gender/CHANGES hours

CAVEATS:

- Not all hours increased academic success (in some cases academic outcomes DECREASED)
- The effectiveness of different programs/strategies was different for different offender subtypes—this is most evident in the decision tree graphs