

2018-19 Evaluation of The Neglected and Delinquent Children Program (Promise House and Cottrell House)

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EA19-623-4

At-a-Glance

Title I provides supplemental funding to state and local education agencies serving high populations of students from low-income families. Title I also establishes prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk. This mandate was established by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

The goal of the Neglected and Delinquent Children Program is to help participants meet the same performance standards that all children in the state are expected to meet. The purpose of Title I assistance is to improve academic performance in an effort to aid in the transition of students from these intervention programs into further education or future employment. The Neglected and Delinquent Children Program in the Dallas Independent School District (Dallas ISD) is comprised of two external agencies: Cottrell House and Promise House.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine student characteristics and academic performance of Dallas ISD students residing at Cottrell House and Promise House during the 2018-19 school year. Student characteristics and academic performance data were extracted from Cottrell House data files provided to the evaluator on June 14, 2019. Promise House provided a student identification file to the evaluator on July 22, 2019. The Promise House student identification file was merged with the district Public Education Information Management System (PEIMS) data file dated October 26, 2018, and district student data files dated May 6, 2019 and May 28, 2019.

Program Characteristics and Funding

Cottrell House

Cottrell House services focus on the needs of youths transitioning from the Juvenile Justice System. The stated purpose of the Cottrell House program is to “provide supplemental resources that will support a stabilizing environment to young male juveniles. The residents of Cottrell House need various options to restart their lives. This program will develop the

academic, emotional and social skills to be successful in their future or career.”¹

The Title 1 Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to State Education Agencies (SEAs) “for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are awarded to Local Education Agencies (LEAs) with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.”²

For the 2018-19 school year, Cottrell House received Title 1 funding in the amount of \$20,000 (special revenue office March 2019) to help pay for program costs including contracted services, supplies and materials and employee travel.

Promise House

Promise House services to Dallas ISD students focus on the unique needs of the neglected, delinquent and low-income youth student population. This may include homeless, runaway, and other at-risk children and youth. The Promise House program aims to ensure that these students have a “fair, equal and significant opportunity to obtain a high-quality education.”³ Students in the program live as residents in Promise House facilities for some portion of the school year while they pursue a more permanent solution for living arrangements.

Title 1 funding for Promise House services to Dallas ISD students is intended to provide educational intervention necessary for academic success, particularly for students identified as at-risk for reading writing, and mathematics failure. Services therefore focus on supplemental academic support such as tutoring, additional school supplies, and educational field trips.

For the 2018-19 school year, Promise House received Title 1 funding in the amount of \$29,280³ to help pay for program costs including contracted services, supplies and materials, employee travel, and capital purchases.

¹ Source: 2018-19 Title 1 Workslope for Cottrell House

² Source: <https://www2.ed.gov/programs/titleipartd/index.html>

³ Source: 2018-19 Title 1 Workslope for Promise House

Student Demographics

Cottrell House

In 2018-19, Cottrell House served a total of 59 grade 8 through grade 12 and General Education Diploma/High School Diploma program (GED/HSD) students (Table 1). The largest numbers of students served were in the GED/HSD program ($n=20$, 33.9%), grade 10 ($n=17$, 28.8%), grade 11 ($n=10$, 17.0%) and grade 9 ($n=10$, 17.0%), while the smallest numbers of students served were in grades 8 and 12, each with only one student or 1.7 percent.

Table 1: 2018-19 Students Served by Cottrell House by Grade

Grade*	N	%
8	1	1.7
9	10	17.0
10	17	28.8
11	10	17.0
12	1	1.7
GED/HSD	20	33.9
Total	59	100.1

Source: Cottrell House data file (6/14/2019).

Note: *=Grade level or academic program. GED/HSD=General Education Diploma/High School Diploma. Percentage does not add to 100 due to rounding.

Program records from Cottrell House showed that all students who received services were male (Table 2). Almost half of the students were African American ($n=24$, 40.7%) which is a larger proportion compared to the district's overall African American student population (22.2%). Special Education students constituted 5.1 percent of those who received services by the program in 2018-19 which is a smaller proportion compared to the district's overall Special Education student population (8.9%).

Table 2: 2018-19 Demographic Characteristics of Students Served by Cottrell House

Subgroup	N	%
Gender		
Male	59	100.0
Female	0	0.0
Ethnicity		
African American	24	40.7
Hispanic	16	27.1
White	19	32.2
Special Education Status		
No	56	94.9
Yes	3	5.1

Source: Cottrell House data file (6/14/2019).

The median number of days students received services through Cottrell House was 57.0 days, ranging from 4 days to 298 days (Table 3). Hispanic students had a larger median number of days ($Mdn=68.5$ days) compared to African American students ($Mdn=55.0$ days) and White students ($Mdn=52.0$ days).

Table 3: 2018-19 Number of Days Students Received Services Through Cottrell House by Ethnicity

Ethnicity	N	M	Mdn	SD
African American	24	84.4	55.0	81.5
Hispanic	16	95.3	68.5	80.7
White	19	68.1	52.0	55.1
Overall	59	82.1	57.0	73.3

Source: Cottrell House data file (6/14/2019).

Note: M=mean. Mdn=Median. SD=Standard Deviation.

Promise House

In 2018-19, Promise House served a total of 102 students in grade 6 through grade 12 (Table 4). The largest numbers of students served were in grade 9 ($n=33$, 32.4%) while the smallest numbers of students served were in grade 7 ($n=7$, 6.9%), grade 6 ($n=5$, 4.9%), and grade 12 ($n=2$, 2.0%). Grade level and demographic characteristics were not identified for twelve students who could not be matched to district data files.

Table 4: 2018-19 Students Served by Promise House by Grade

Grade	N	%
6	5	4.9
7	7	6.9
8	19	18.6
9	33	32.4
10	14	13.7
11	10	9.8
12	2	2.0
Missing	12	11.8
Total	102	100.1

Source: Promise House data file (6/14/2019). Public Education Information Management System (PEIMS) district data file (10/26/2018). District student data files (5/6/2019 and 5/28/2019).

Note: Missing=Data unavailable as these students were not found in the district data files. Percentage does not add to 100 due to rounding.

Nearly half of the students who received services were female ($n=49$, 48.0%) (Table 5). A larger proportion of students who received services were African American ($n=34$, 33.3%) or White ($n=27$, 26.5%) compared to the district's overall African American (22.2%) and White student population (4.9%). However, a much smaller proportion of the students were Hispanic ($n=27$, 26.5%) compared to the district's overall Hispanic student population (70.4%). Special Education students constituted 9.8 percent of those who received services by the program in 2018-19, while only 1 student or 1.0 percent were identified as English Learners (EL).

Table 5: 2018-19 Demographic Characteristics of Students Served by Promise House

Subgroup	N	%
Gender		
Male	41	40.2
Female	49	48.0
N/A	12	11.8
Ethnicity		
African American	34	33.3
Hispanic	27	26.5
White	27	26.5
Other	2	2.0
N/A	12	11.8
Special Education Status		
No	80	78.4
Yes	10	9.8
N/A	12	11.8

Source: Promise House data file (6/14/2019). Public Education Information Management System (PEIMS) district data file (10/26/2018). District student data files (5/6/2019 and 5/28/2019).

Note: N/A=Data not available as these students were not found in the district data files. Percentages do not add to 100 due to rounding.

The median number of days students received services through Promise House was 23.5 days, ranging from 3 days to 160 days (Table 6). White students, African American students, and Hispanic students had similar median number of days (*Mdn*=26.0 days, 24.0 days, and 23.0 days respectively).

Table 6: 2018-19 Number of Days Students Received Services Through Promise House by Ethnicity

Ethnicity	N	M	Mdn	SD
African American	34	35.6	24.0	27.7
Hispanic	27	33.7	23.0	31.9
White	27	33.6	26.0	27.2
Other	2	50.5	50.5	10.6
N/A	12	21.8	14.5	16.9
Overall	102	33.2	23.5	27.6

Source: Cottrell House data file (6/14/2019).

Note: Other=American Indian/Alaska Native. N/A=Data not available as these students were not found in the district data files. *M*=mean. *Mdn*=Median. *SD*=Standard Deviation.

Program Outcomes

Academic Achievement

Academic achievement scores for Cottrell House students were derived from the institution's in-house classroom assessment tools. Cottrell House only administered the classroom reading and mathematics assessment when a student entered the program but did not administer any assessments prior to program exit.

Overall, the average assessed reading grade level for Cottrell House students in grades 8 through 12 was 2.4 grade levels lower than their actual grade-level (Table 7). For grade levels with at least ten students, grade 11 had the largest assessed reading grade level versus

actual grade-level difference (-4.1) while grades 9 and 10 had the smallest assessed reading grade level versus actual grade-level difference (-1.6 and -1.6, respectively).

Overall, the average assessed mathematics grade level for Cottrell House students in grades 8 through 12 was 4.0 grade levels lower than their actual grade level. For grade levels with at least ten students, grade 11 had the largest assessed mathematics grade level versus actual grade-level difference (-5.3) while grades 9 and 10 had the smallest assessed mathematics grade level versus actual grade-level difference (-3.4 and -3.9, respectively).

Table 7: 2018-19 Reading and Mathematics Grade Level Performance of Students Served by Cottrell House

Grade*	N	Min	Max	M	Diff.
Reading					
8	1	N/A	N/A	6.4	-1.6
9	10	3.8	12.9	7.4	-1.6
10	17	1.7	12.9	8.4	-1.6
11	10	2.4	10.7	6.9	-4.1
12	1	N/A	N/A	9.0	-3.0
GED/HSD	20	3.2	12.9	8.6	N/A
Overall	59	N/A	N/A	N/A	-2.4
Mathematics					
8	1	N/A	N/A	4.8	-3.2
9	10	3.0	8.2	5.6	-3.4
10	17	3.2	9.4	6.1	-3.9
11	10	2.7	11.2	5.7	-5.3
12	1	N/A	N/A	8.0	-4.0
GED/HSD	20	2.0	12.9	7.8	N/A
Overall	59	N/A	N/A	N/A	-4.0

Source: Cottrell House data file (6/14/2019).

Note: *=Grade level or academic program. *M*=Mean. *Min*=Minimum. *Max*=Maximum. *Diff.*=Difference between assessed academic achievement grade-level and actual grade-level. N/A=Not applicable.

Academic achievement data was not available for students served by Promise House as in-house assessments were not administered in 2018-19. Students served through Promise House also did not have any official district course grades due to the brief duration of time they were in Dallas ISD classrooms.

Year-End Student Destination Upon Release from Institution

Cottrell House and Promise House provided data regarding served students' destination once released by the program (Table 8). The majority of students at Promise House moved to foster care (*n*=94, 92.2%).

Cottrell House program records showed that almost one-fourth (*n*=17, 28.8%) of served students went to Harris County after having been served by the program while others went to Tarrant County (*n*=8, 13.6%) or Dallas County (*n*=7, 11.9%).

Table 8: 2018-19 Destination Upon Release of Students Served by Cottrell House and Promise House

Destinations	N	%
Cottrell House		
Harris Co.	17	28.8
Tarrant Co.	8	13.6
Dallas Co.	7	11.9
McLennan Co.	5	8.5
Gregg Co.	3	5.1
Out-of-state	1	1.7
Other Counties	18	30.5
Total	59	100.1
Promise House		
Home	8	7.8
Foster Care	94	92.2
Total	102	100.0

Source: Cottrell House data file (6/14/2019). Promise House data file (6/14/2019).

Note: Co.=County. Percentages do not add to 100 due to rounding.

Recommendations

- **Develop a database system, through collaboration with program management and evaluators, to improve data integrity and data access across programs.** Data collected by Cottrell House and Promise House are currently in paper format and must be extracted manually for analysis and intervention identification. A consistently maintained database accessible to program management and evaluators would provide valuable and timely information for progress monitoring and evaluation.
- **Consider the use of standardized reading and mathematics assessments that could be used across programs.** The Cottrell House administered and collected in-house reading and mathematics assessments at program entry only while the Promise House did not administer academic assessments at all. Standardized reading and mathematics assessments such as the NWEA Measures of Academic Progress (MAP) test would provide reliable and valid measures of a student's academic progress and achievement levels. Such information could be used by program staff to provide timely and targeted academic interventions and help students as they transition into future academic settings.
- **Include evaluator-developed questionnaires or surveys to capture student and program staff perceptions and attitudes toward program services.** Collecting and examining attitude and perception data can provide valuable insight into how the programs are performing in relation to their stated goals.

Reference

Mejan, M. (2017). 2016-17 Evaluation of the Neglected and Delinquent Children Program (Promise House and Cottrell House).

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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