

**An Evaluation of the Effectiveness  
of the Calvert School Program in  
Educating the Students in the Subjects Offered and  
Teaching English as a Second Language**



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### **Abstract**

In this formative and participatory evaluation, the effectiveness of the Calvert School program, originally a private school in Maryland, then later also a program for home schooling, and now a curriculum used by many schools within the educational system, is examined using classes at the American English School in San Chung City, Taipei Hsien, Taiwan. The program is evaluated for its effectiveness in educating the children in the subjects offered (reading, writing, mathematics, science, geography, history, phonics, vocabulary building, language acquisition) with an emphasis on its effectiveness as a method of teaching English as a second language to young students, in this particular case, from Taiwan. The Calvert program ranges from Pre-Kindergarten up through the eighth grade but this study will concentrate on its effectiveness on the first grade level.

## **Introduction**

This is an participant-oriented evaluation primarily using a formative, qualitative approach for a utilization-focused design with mostly qualitative analysis and some quantitative statistics. The purpose of the evaluation is to assess the effectiveness of the Calvert School program as a method for teaching English as a second language. Also, attention is paid to conducting the evaluation in a way respectful to the Taiwanese culture and customs and familiarity with the Chinese culture, its history, its philosophy and its adherence to the Confucian hierarchal structure.

The classes being evaluated are comprised of students who are between 8 and 9 years of age. In their elementary schools in Taiwan, they would be in the third or fourth grades but the texts that they are using are intended for native English speaking first graders so that some of the subjects such as mathematics, science, history, and geography may already be somewhat familiar to them but they are being taught English as a foreign language within the context of a total immersion English language environment.

## **The Calvert School**

In this formative and participatory evaluation, the effectiveness of the Calvert School program, originally a private school originating over 100 years ago in Maryland, then later also a program for home schooling, and now a curriculum used by many schools within the educational institutions, is examined. The evaluation is conducted using classes at the American English School, which is a privately owned high school preparatory school (with the purpose of ultimately preparing the students for college or university studies) in San Chung City (adjacent to Taipei), Taiwan. The textbooks that were developed for home schooling using the Calvert System are also being used for the purposes of educating the Taiwanese students

primarily with the objective of teaching them English as a second language using a total immersion technique. The Calvert system begins with pre-kindergarten and moves up through eighth grade with additional advanced enrichments. Among other subjects, mathematics, writing, literature, and science are presented through a variety of colorful books that are all integrated into the Calvert system with suggested lesson plans that, if completed, would cover all of the material in the provided texts. The program is being evaluated for its effectiveness in educating the children in the subjects offered (reading, writing, mathematics, science, geography, history, phonics, vocabulary building, language acquisition) but especially with an emphasis on its effectiveness as a method of teaching English as a second language to young students, in this particular case, from Taiwan. The teachers like using this method because it covers not only grammar, spelling, and vocabulary but it also introduces these skills within the context of the above-mentioned subjects thus making the teaching, and hopefully the learning, of the information more enjoyable, fulfilling, useful, and effective. The Calvert program ranges from Pre-Kindergarten up through the eighth grade but this study will concentrate on its effectiveness on mostly the first grade level.

### **A Description of the Evaluation Report and of the Calvert Program**

The Calvert Program is an extensive program covering all subjects for students being educated at home or by schools using the Calvert system. The program is comprised of a Lesson Manual accompanied by many supplementary books, all in colorful format and design to hold the interest of the young students. The books for Grade One are listed later in this evaluation. The program also includes an educational package/kit sent to the home student or schools as one package for each student containing the many books (more than 20) and supplies including ruler, compass, Cousenaire rods, pens, pencils, art supplies, paint, crayons, erasers, glue, scissors, sharpeners, and even an inflatable Earth globe the size of a beach ball. The students follow lessons, and if they spend one day on each lesson, each level lasts one school year.

Though this evaluation will concentrate on the first grade, all of the color-coded levels in the Calvert

Program are listed below:

Pre-Kindergarten	Lavendar
Kindergarten	Light Green
First Grade	Light Blue
Second Grade	Purple
Third Grade	Orange
Fourth Grade	Gold
Fifth Grade	Dark Green
Sixth Grade	Red
Seventh Grade	Blue
Eighth Grade	Brown
Enrichments	Navy Blue

### **Texts in the First Grade Program:**

Billings, H. (2000). *Maps, Globes, Graphs*. Austin, TX: Steck-Vaughn Co./Harcourt Brace

Calvert School. (2003). *Activity Pages*. Baltimore: Calvert School, Inc

Calvert School. (2003). *History Read-Alouds*. Baltimore: Calvert School, Inc.

Calvert School. (2003). *Lesson Manual*. Baltimore: Calvert School, Inc.

Calvert School. (1976). *98 Stories for Children*. Baltimore: Calvert School, Inc.

Calvert School. (2000). *Phonics Library*. Boston, MA: Houghton Mifflin Company.

Calvert School. (2003). *Reading Work Cards*. Baltimore: Calvert School, Inc.

Calvert School. (2003). *Reading Work Pages*. Baltimore: Calvert School, Inc.

Calvert School. (2001). *Stories and Longer Verses*. Baltimore: Calvert School, Inc.

Calvert School. (2003). *Tests*. Baltimore: Calvert School, Inc.

Calvert School. (1995). *Writing Fun*. Baltimore: Calvert School, Inc.

Cooper, J.D. (2001). *Here we Go*. Boston, MA: Houghton Mifflin Company.

Cooper, J.D. (2001). *Let's Be Friends*. Boston, MA: Houghton Mifflin Company.

Cooper, J.D. (2001). *Surprises*. Boston, MA: Houghton Mifflin Company.

Cooper, J.D. (2001). *Treasures*. Boston, MA: Houghton Mifflin Company.

Cooper, J.D. (2001). *Wonders*. Boston, MA: Houghton Mifflin Company.

George, J. (1993). *Red Robin, Fly Up!* Baltimore: Calvert School, Inc.

Mathematics:

Buffington, A. (2000). *Calvert Math*. Baltimore: Calvert School, Inc.

Buffington, A. (2000). *Calvert Math: Practice and Enrichment Workbook*. Baltimore: Calvert School, Inc.

Calvert School. (2000). *Math Manual*. Baltimore: Calvert School, Inc.

Moyer, R. (2000). *Science*. New York: National Geographic/McGraw-Hill Co., Inc.

## Issues Examined in this Evaluation Report

Most of the research methods (tests, surveys, and interviews) will involve qualitative elements such as the issues listed below:

1. What the participants like about the Calvert program.
2. What the participants do not like about the Calvert program.
3. How the participants think that it could be improved: certain subjects and activities that they would like to have added, extended, or eliminated.
4. The objectives or philosophy of the program.
5. How the model of the program is intended to work.
6. Assessing if the model of the program does accomplish its intentions.
7. Concerns about the program.
8. What is anticipated to be learned from the evaluation which is hopefully that the program is effective and how it might be improved.
9. Why these issues are considered important.
10. How the information provided by the evaluation can be used, such as suggestions for improvement in the program's implementation, to the American English School and the Calvert School.
11. Criteria for judging the program. (Are the students improving in their reading, writing, speaking, listening skills and retaining grammar and vocabulary information?)
12. Lesson plan assessment to determine the program's effectiveness for teaching English as a second language.
13. Program documents which are primarily the texts and study plans.
14. Interviews with stakeholders which include students, teachers, staff, and parents.
15. Written and telephone surveys
16. External analysis including review of other summative evaluations of the Calvert School program and examination of existing records and documents.
17. Qualitative and quantitative analysis of data including test results, survey, interview, and questionnaire results

Most of the research methods (tests, surveys, and open-ended paper as well as telephone interviews) involve qualitative elements such as the issues listed below:

Initially open-ended items were distributed to the students and some of the teachers asking the following question:

1. What the participants like or about the Calvert program.
2. What the participants do not like about the Calvert program.
3. How the participants think that it could be improved: certain subjects and activities that they would like to have added, extended, or eliminated.

1. In response to question # 1 with the open-ended *written survey*, students answered: mathematics (3), science (2), pictures (2), and some answered: games (2), and playing ball (2) (some even said dogs (1) and babies (1)). During the *telephone interviews* the students answered that they like: Reading Work Pages (4), science (3), math (2), and writing English (1).

The teachers liked the presentation of mathematics, science, reading, and history and liked the fact that a diverse and full range of subjects are offered, not only language and grammar. Also, there is much vocabulary that is not found in the traditional ESL curricula and the texts show good critical thinking. The material is well presented and books focus appropriately more on some topics and less on others.

2. In response to question # 2 , with the open ended *written survey*, the students said they do *not* like math (3), science (2), frogs (2), Reading Work Pages (1), reading (1), tests (1), dogs (1), cats (1), and mice (1). During the *telephone interview*, students answered that they do not like math (4), science (3), Reading Work Pages (1), playing “Teacher Says” (1).

Objections from the teachers include: This program was developed with the native speaking English student in mind and not for ESL students. The books contain uneven student levels, e.g., the math is easy and the history is difficult. It is difficult for the Chinese native teachers to help the students with some of the subject matter. The material was developed for individual home schooled students and not for classes composed of groups of children. There is a lack of white (or black) board material. Also, the texts are USA centered, so that a child from another country reads about US history and culture. Maps, geography, history, science, poetry, literature are all presented with the USA in mind.

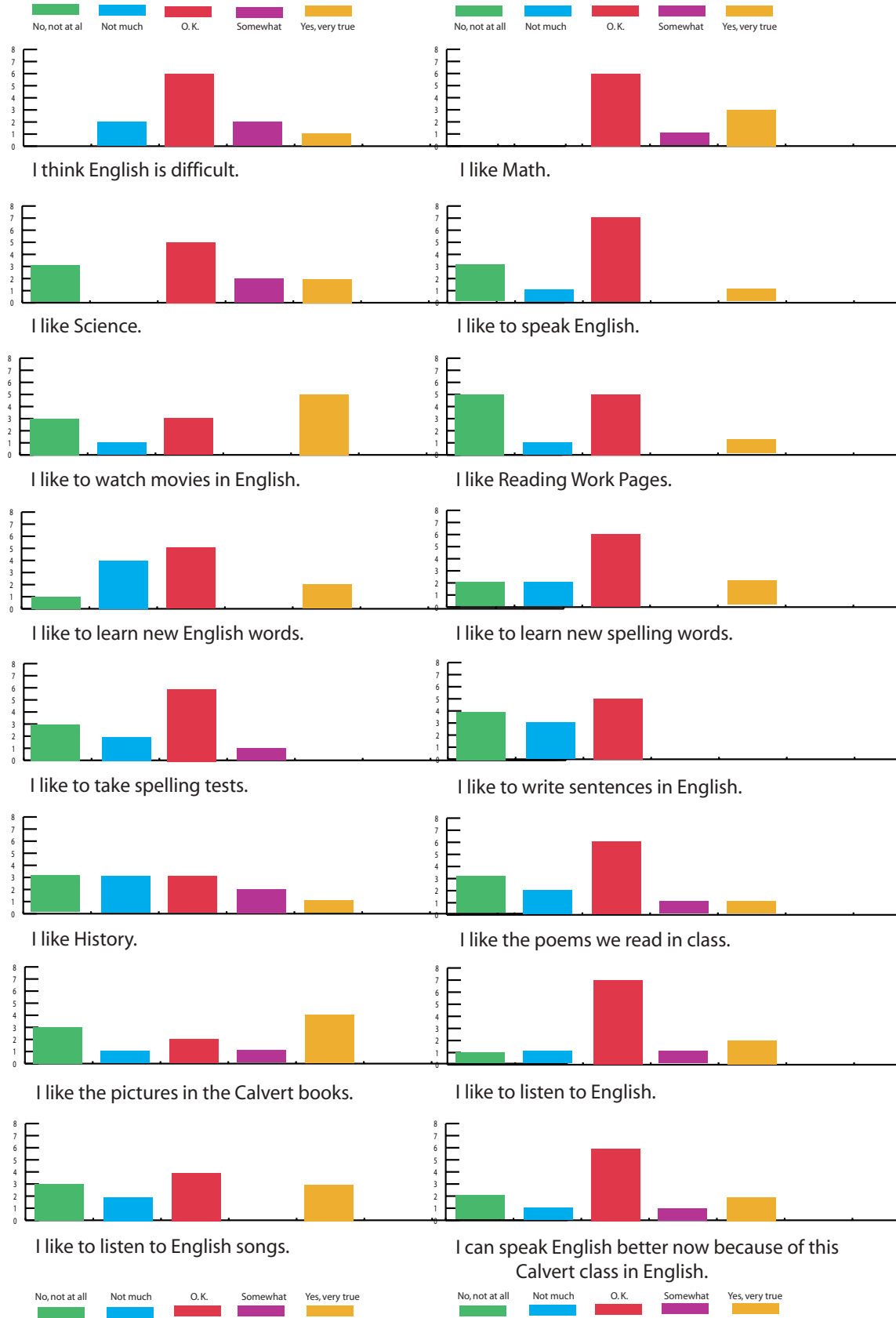
3. In response to # 3, in the *open-ended written survey*, the changes or additions the students want are: computer related studies (10), use of television (1), more science (1), drawing in class (1). During the *telephone interview* the requests were for more computer use (7), reading (1), drawing (1), and speaking English to Americans (1).

The teachers thought that a chronological and an alphabetical vocabulary list could be included as indicated in the suggestions section of this report. Also the mathematics could be presented at a higher level.



Table I

Likert Five Point Scale Survey for some areas covered in the Calvert program for learning English



4. The objectives or philosophy of the program:  
To teach the subjects offered while teaching English as a second language in an interesting way.
5. How the model of the program is intended to work  
To teach English with a total immersion technique using useful and interesting information.
6. Assessing if the model of the program does accomplish its intentions.  
This is based on analysis of the students test scores, speaking, and comprehension progress. The assessment refers to surveys, comments, quantitative test results, and qualitative evaluation of the students' levels relative to the beginning of the course and progressing for a six month period from October, 2003 to March, 2004. The evaluation itself took place during a two month period from January to the first week of March, 2004 but the documents and test results began in October, 2003 and extended into March 2004.
7. Concerns about the program:  
Different subjects are presented at different levels.  
The material is presented from an American centered cultural view.  
The set of books is intended for students who use English as their native language so the program seems to make linguistic and phonic assumptions based on native English speakers.
8. What was anticipated to be learned from the evaluation is that the program is effective for students learning English and who do not use English as their native language and ideas for how the program might be improved.
9. Why these issues are considered important:  
To make sure this is an effective program and a worthwhile investment for the school and students.
10. How the information provided by the evaluation can be used:  
This information can be used by the American English School and by the Calvert School for developing an ESL (English as a Second Language) program.  
These will be provided in the suggestion section.
11. Criteria for judging the effectiveness of the program:  
To determine if the students are improving in their reading, writing, speaking, listening skills and retaining grammar and vocabulary information through the analysis of test results and speaking and comprehension progress. Tests, which include daily spelling tests, weekly comprehensive tests, and unit tests, which also include oral tests, and which are paced at every 20 lessons. The cumulative averages of the above mentioned tests are indicated in the appendix. The collection and analysis of data involved observations of student performance, questionnaires, surveys, telephone and in-person interviews but most of the evaluated data is in the form of tests. The tests involve spelling, vocabulary, sentence construction, and comprehension and are norm-referenced as well as domain-referenced. The tests include writing sentences and brief compositions, oral tests, and some multiple

choice questions and matching items mostly by matching words with their definitions. The tests supplied by the Calvert program are evaluated according to their answer keys and the teacher-created tests are evaluated according to the teacher's assessment. Most of the analysis for the evaluation will be qualitative in nature although some quantitative data such as numerical test scores, ages of students, amount of time they have studied English, and attendance is also included in the evaluation. The qualitative and subjective nature of assessing language development is the major problem in conducting the evaluation process. Each student can vary in levels of ability in the categories of speaking, listening, reading, writing, comprehension and the development of vocabulary as well as the understanding and use of grammatical rules. To evaluate not only their levels and rates of progress but also to determine to what extent the learning of these skills and materials can be attributed to the effectiveness of the program as offered by the Calvert School curriculum are the most difficult aspects of this evaluation.

**12. Lesson plan assessment to determine the program's effectiveness for teaching English as a second language.**

This is done by actually using the lesson plans to see how the students respond to them. Also, each plan is written in the Lesson Manual so that they can be studied and reviewed for analysis in that way. The lesson plans are described explicitly so that all aspects of the lessons are covered. Also, questions to be asked to the students are answered in the Lesson Manual. Each daily plan is divided into Materials needed, Books for the Lesson, and Student Assignments. An introduction and objectives are given with each lesson plan. The plan progresses toward reading activities, vocabulary building, and phonics. The daily lessons begin with mathematics, then reading, phonics and spelling. Mathematics is taught with the main mathematics book, Calvert Math, with additional material in the Practice and Enrichment Workbook. A recess is always placed midway in the lesson. After the break, the subject matter for the day is presented such as science, geography, Reading Work Pages, history, etc. The subjects are covered and in science there is the reading text with experiments and activities as well as the Activity Pages for science. In addition to the literature readings, sometimes there are additional stories and verses to read. Games, activities, and supplementary activities are also suggested. Each daily lesson is geared around developing reading, writing, speaking, and listening skills as well as vocabulary building and foundations in grammar. These lessons are planned so that a daily lesson can be completed within a three hour session and additional activities can be added to extend the lessons extracurricularly. The pacing of the lessons is such that all of the material can be covered within the given amount of time so that at the end of the school year all of the contents of the several books will have been covered. All of these learning activities help the child learn the English language within the context of studying the essential academic subjects.

**13. Analysis of the program documents which are primarily the texts and study plans.**

Calvert School. (2003). *Lesson Manual*.

This is the comprehensive lesson plan guide that is used as a teacher's guide but is also included in the student's collection of texts and the analysis is described in item 12 above.

*Maps, Globes, Graphs*

This book gives the students first hand experience with reading maps and globes.

*Activity Pages.*

These are supplementary activities to accompany the science, geography, and history readings.

*History Read-Alouds.*

This is a text of accounts of readings about history and the reading level of these is much higher than their reading books so that these are meant primarily for their informational content and as listening exercises.

*98 Stories for Children.*

These are reading stories of a higher reading level than those in their reading books.

*Reading Work Cards.*

These are cards, printed in book form, that contain the essential vocabulary words that the students are to learn.

*Reading Work Pages.*

These are used almost daily: two or three pages per day, for the students to interactively fill- in-the-blanks or complete the vocabulary exercises within.

*Stories and Longer Verses.*

These are also reading of a higher level which also contain some poetry.

*Tests.*

This book contains the unit tests to be given every 20 units which cover in general the material covered in those 20 units by giving mostly multiple choice questions, mathematics problems, and oral reading assessment.

*Writing Fun.* Baltimore: Calvert School, Inc.

These are writing exercises for spelling and constructing words but also for penmanship proficiency.

*Here we Go.*

One of the beginning level readers of stories and poems.

*Let's Be Friends.*

One of the beginning level readers of stories and poems.

*Surprises.*

One of the beginning level readers of stories and poems.

*Treasures.* Boston, MA: Houghton Mifflin Company.

One of the beginning level readers of stories and poems.

*Wonders.* Boston, MA: Houghton Mifflin Company.

One of the beginning level readers of stories and poems.

*Red Robin, Fly Up!* Baltimore: Calvert School, Inc.

The first book to be read concerning learning, freedom, and growth.

*Mathematics:*

*Calvert Math.*

Covers counting, reading and writing numbers, money, geometry, fractions, place value, time, measuring, problem solving, sets, adding and subtracting two digit numbers.

*Calvert Math: Practice and Enrichment Workbook.*

Additional mathematics exercises to complement Calvert Math

*Math Manual.*

This is the daily lesson plan for mathematics with explanations of the concepts involved.

*Science.*

This book covers biology: plants, animals, habitats; the sky: weather, planets, Moon, sun, stars, orbital paths, Moon's phases, weather, seasons, space; Matter: comparing, using senses, properties of matter, solids, liquids, gases, physical changes; movement: push, pull, changes, forces, wholes and parts; the human body: growth, skeletons, muscles, skin, weight, height, bones, teeth, health habits.

*Phonics Library.*

These are fairly simple reading selections using the vocabulary and phonics concepts to be learned within a lesson.

**14.** Interviews with stakeholders which include students, teachers, staff, and parents.

**15.** Surveys: both written and telephone surveys:

The results of these are mentioned in items 1, 2, and 3 above as well as in the appendixes at the end of this evaluation.

**16.** External analysis including review of other summative evaluations of the Calvert School program and examination of existing records and documents. The Woodson-Calvert evaluation is included in the appendix at the end of this evaluation.

**17.** Qualitative and quantitative analysis of data including test results, survey, interview, and questionnaire results

The data of this analysis is in the appendix at the end of this evaluation.

Issues that involve quantitative elements are listed below:

1. Collection of data
2. Numerical test results
3. Number of students enrolled in the program
4. Costs involved with the program

## Brief Overview of the Evaluation Plan and Procedures

The effectiveness of the Calvert program is assessed by in this evaluation by interviews with the students, parents, teachers, and school staff as well as by student tests. Most of the data analysis is a qualitative assessment of the student's performance as indicated by verbal responses and understanding, spelling and writing ability, communication and conversational skills, accumulation of vocabulary, precision and accuracy of pronunciation, and the understanding of grammatical concepts including the understand the grammatical structure of a sentence and identifying and understanding the parts of speech (nouns, verbs, adjectives, adverbs, prepositions, conjunctions, verbals, interjections), and grammatical elements such as auxiliary verbs. Also an understanding of number and tenses (since there are none in Chinese since time is indicated by grammatical context. For example, in Chinese, the literally translated equivalents of "I go, I went, and I will go" are "Now I go, Yesterday I go, Tomorrow I go") will be assessed. Similarly, in Chinese there is no singular or plural as this is also determined by context so that in Chinese the literally translated English of "[one] apple — [six] apples" is "one apple — six apple". Also articles (a, an, the) are not used in Chinese so that often one hears "I want apple" or "Give me banana, please" since articles are low informational content words and are therefore not considered important and a thus among the first words to be omitted or the last to be added to one's conversational speech patterns.

The results of the students' progress are reflected in the tables of test scores in the appendix of this evaluation but the progress can also be determined by discussions with the students and listening to their oral performance as they read out loud. Also, a change in attitude is an indicator of progress, too. At the beginning of the program, the students were much more unruly, presumably because they were not able to understand what was being said to them. As time goes on, the general behavior level in the class seems to be improving, again, presumably because they are this time understanding more of what is being said.

Another indicator of development is the performance level of individual students. All of them are

progressing in their own way and the highest performer remains the highest. But some students are showing marked improvement in their level of interest and performance. An example of this is Kevin (M), who at first was making zeros on all of his spelling tests but is now known to make a few 100s, accomplishments for which he is justly proud, as a result of his now studying for the tests because of a desire to achieve.

The issue of the level of difficulty is an important one because sometimes the presented material is quite simple as in the Phonics reading book. Other times the material can be comparatively difficult as in the history readings and some stories and readings in the Lesson Manual. One story involved a complicated plot with a rabbit and fox trying to get over a river with an alligator in it by outwitting the alligator and each other. Another story has a giant who demands a farmer's food and the farmer agrees to give the giant the "tops" while the farmer takes the "bottoms". As a result of this agreement, the giant gets a bag of wilted leaves, and the farmer gets the potatoes which are the "bottoms". For the next time the giant then demands the "bottoms". Because of this he gets a bag of roots and the farmer gets the tomatoes which are the "tops". The giant then demands that the next time he get both "tops" and the "bottoms". This time the giant gets a bag of leaves/husks and roots and the farmer keeps the ears, or middle, of the corn. I tend to agree with the giant that the "tops" and "bottoms" would include the entire plant but, however one interprets this story, the meaning of this story is difficult to convey to students learning English as a second language.

### **An External Summative Evaluation of the Calvert Program**

Some external summative evaluations have shown that the Calvert program is effective when administered according to the lesson plans. One such report was the Calvert-Woodson evaluation (McHugh, 1998, Appendix V) which found that the Calvert program as administered to grades 1 through 3 at the Woodson Elementary School, a school with many economically disadvantaged students, which showed significant progress in students as compared to the control groups which were not given such a structured program. After one year the tested first grade students for reading comprehension moved up from an average in the 18th percentile in the comparison group to an average in the 46th percentile. As a result of the assessment of the results of tests such as the Comprehensive Testing Program III, reading, writing, and reading comprehension were examined, and each of these areas showed improved performance.



## Conclusion

Overall, it seems that the students are learning English at a rapid pace using the Calvert program. One may argue that the students would also learn at a rapid pace using other programs but the Calvert curriculum contains a wide range of academic subjects and the instructional process is presented in an interesting and useful context for children to learn English. Some suggestions and recommendations for adapting the program for use as a method for teaching English as a second language are indicated below.

## Suggestions and Recommendations

For the purposes of using this program as a method for learning English as a second language it is suggested that two **vocabulary lists** be developed for each a the Calvert yearly levels.

1. One *in the order of appearance in each daily lesson*, with the English word list and beside it its Chinese (or in the language that is native to where the course is being taught) equivalent.
2. Another an *alphabetized glossary* in booklet form of the vocabulary words, with English definitions, of all of the vocabulary words within each yearly level of the Calvert program.
3. Also, for the ESL learners, there could be a set of tapes and audio supplements to accompany the readings and the texts.

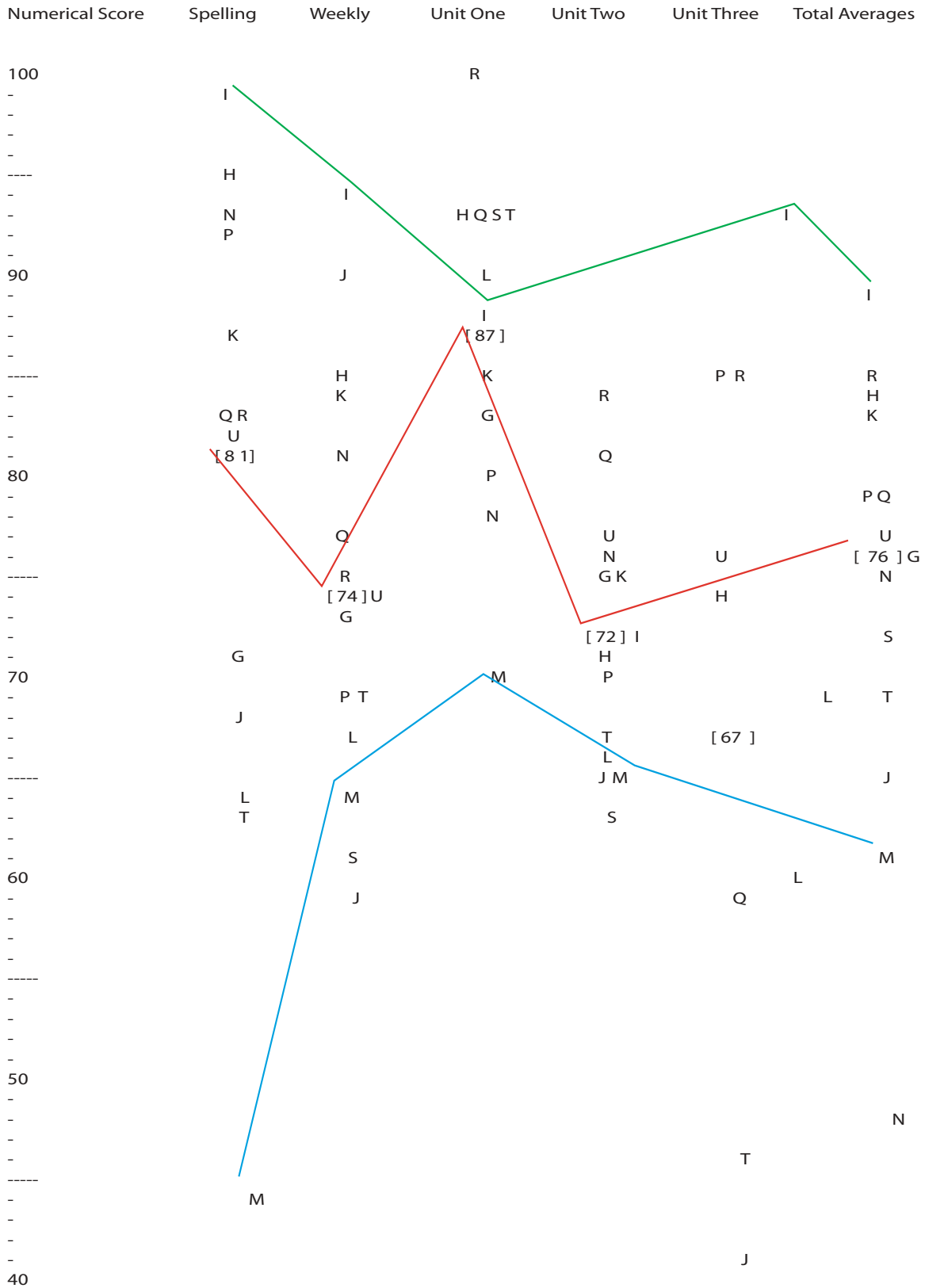
## Appendix I

## G1 Calvert School Program Test Results for the American English School Students from October 2003 through February 2004

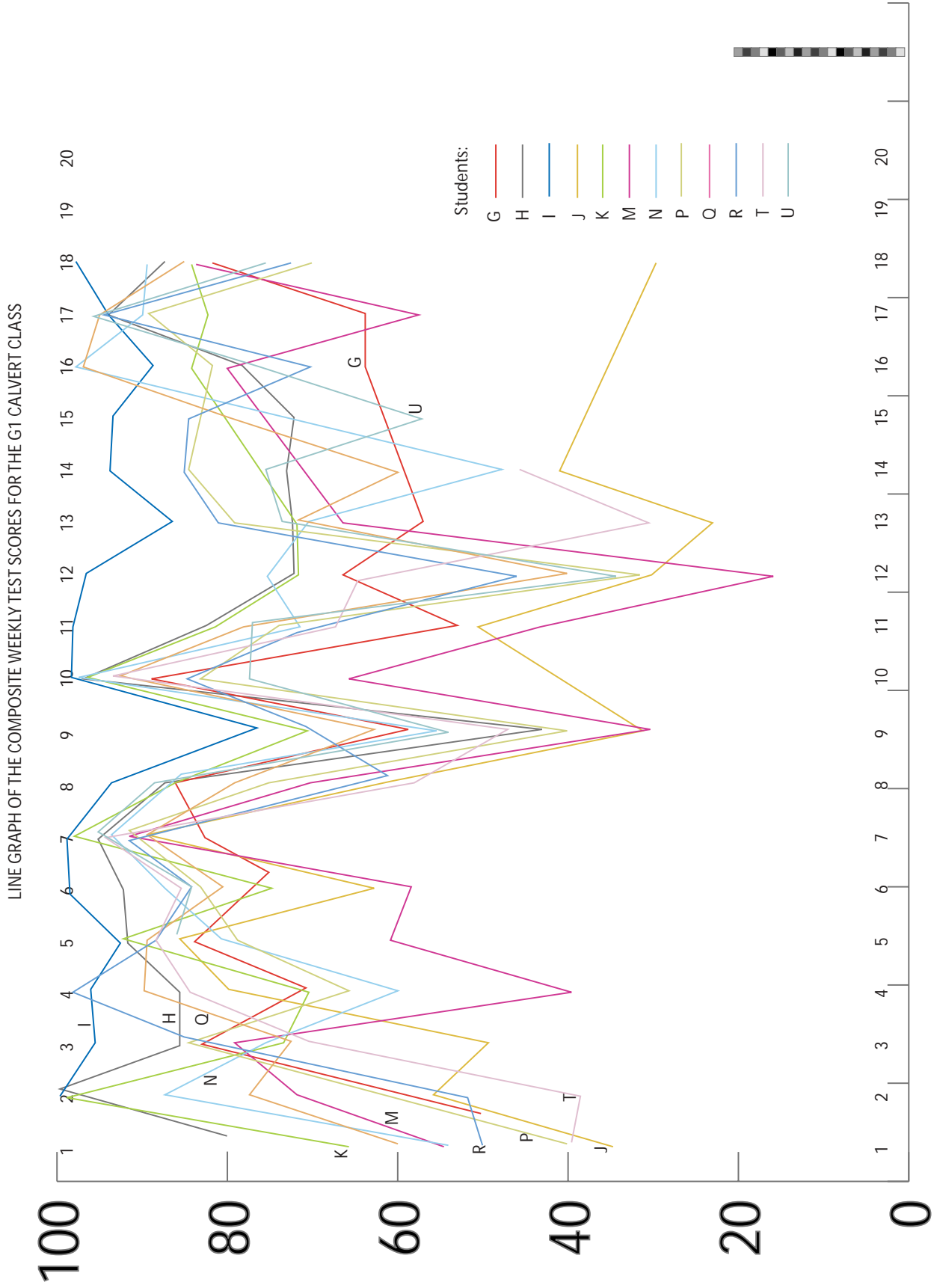
Student	Spelling	Weekly Average	Unit One	Unit Two	Unit Three	Total Average
G	71	73	83	75		76
H	95	85	93	71	74	84
I	99	94	88	72	93	89
J	68	59	90	65	41	65
K	87	84	85	75		83
L	64	67	88	66	60	69
M	44	64	70	65		61
N	93	81	78	76	48	75
P	92	69	80	70	85	79
Q	83	77	93	81	59	79
R	83	75	100	84	85	85
S		61	93	63		72
T	68	69	93	67	46	69
U	82	74		77	76	77
V						
Class Averages	81	74	87	72	67	76

Appendix II

G1 Calvert School Program Students' Norm-Referenced Test Scores:

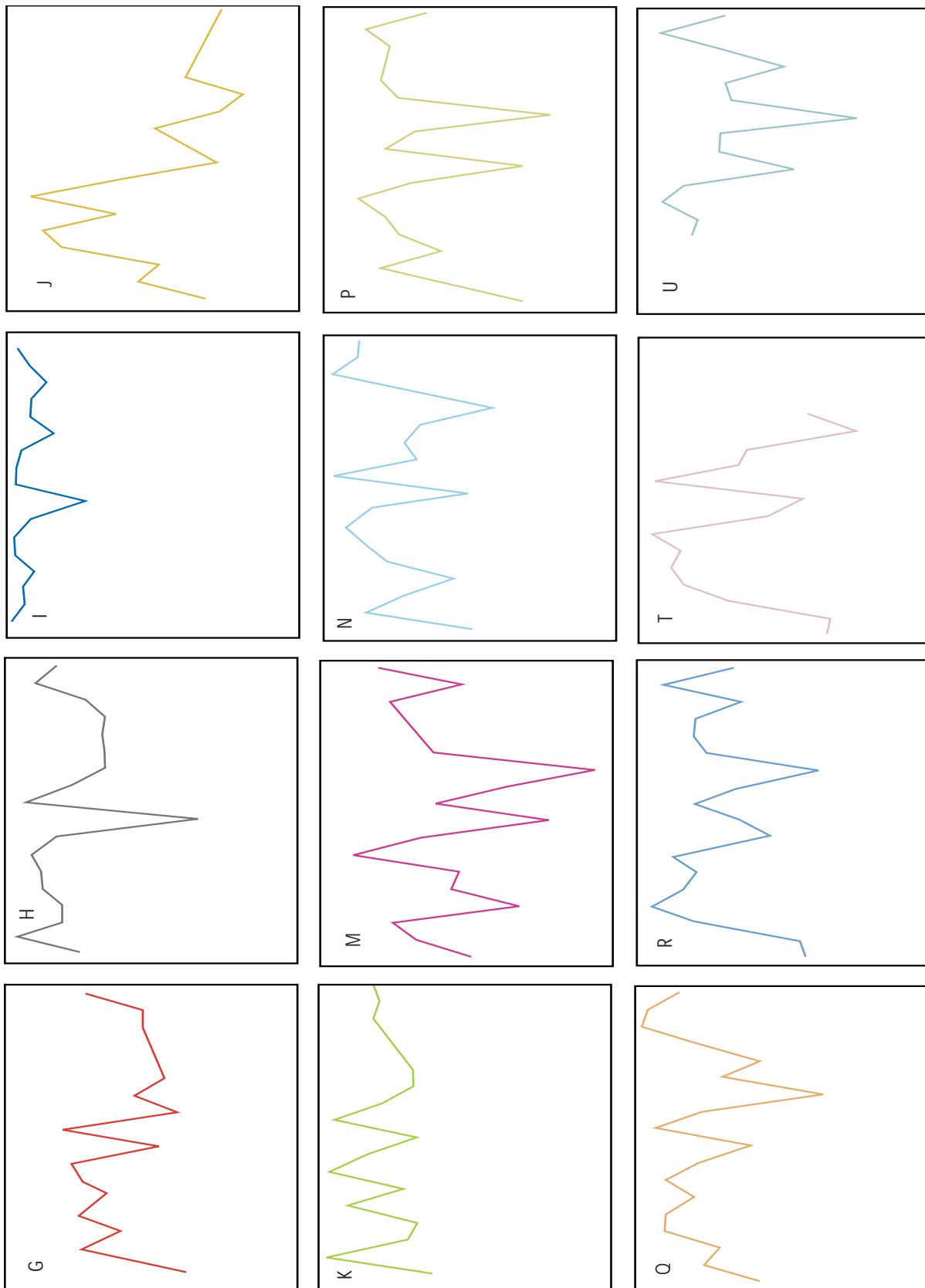


Appendix III



Appendix IV

GRAPH OF INDIVIDUAL STUDENT WEEKLY TEST SCORES



## CALVERT EXTERNAL EVALUATION

This is a summary of an evaluation of the Calvert program at Dr. Carter Goodwin Woodson Elementary School. Calvert is an established private elementary school providing a high-quality education to several generations of children from Baltimore. Students learn spelling punctuation and attention to detail. . Each month, the parents receive monthly report cards and samples of students' work. .

### Study Methodology

The school implemented the Calvert program gradually, starting with kindergarten and first grade, and adding another grade every year. The report focuses on the third year of the program implementation. Data is given per cohort. The comparison group started first grade in September 1993 before the program was implemented (18 students). The first cohort started first grade in September 1994, when the program was implemented (32 students). The second cohort started first grade in September 1995 (29 students), and the third cohort started first grade in September 1996 (50 students). All students were tested on the Comprehensive Testing Program III, a norm-referenced test used in private schools. Their scores, given in Normal Curve Equivalent (NCE), were compared to those of students who were in first grade prior to the implementation of the program. Results of the analyses were then converted to percentiles. Effect sizes were calculated as cohort mean NCE minus comparison mean NCE divided by comparison standard deviation. Around 16,000 children worldwide are home-schooled using the Calvert program. (McHugh and Stringfield, 1998)

Evaluators used the Comprehensive Testing Program III to assess the impact of the program. They compared average percentile scores of first and second graders at Woodson prior to the implementation of the program (the "comparison group" for this study) with scores of the three cohorts of first graders who were taught under the program during school years 1994-95 to 1996-97. In first grade reading comprehension, the average score for the comparison group was at the 18th percentile. After one year in the program, the first cohort of students scored on average at the 49th percentile, the second cohort scored at the 40th percentile and the third cohort scored at the 49th percentile. The program effect size was calculated in +2.8, +2.1 and +2.9 respectively. In terms of first graders reading at the lowest levels, 72% of the comparison group scored in the lowest quartile, compared to 16% of the first cohort, 35% of the second cohort and 6% of the third cohort.

In terms of first graders reading at the highest levels, no student in the comparison group scored in the third and highest quartiles. In the first cohort, 47% scored in the two highest quartiles, 24% did so in the second cohort, and 42% did so in the third. Reading gains continued in the second grade, with 44% of the first cohort scoring in the two highest quartiles and 72% of the second cohort. Only 6% of second graders in the comparison group scored at the third quartile (none at the highest). For writing, the comparison group scored on average at the 36th percentile, while the first cohort scored on average at the 71st percentile and the second cohort at the 67th percentile. The third cohort did not take the test that was administered only to second graders. The effect sizes of the program were +2.7 and +2.4 in the two highest. Seventy-percent of the group taking the test belonged to the first Calvert cohort while 30% were new arrivals. Results for the past two school years show a steady improvement in test scores, although the school has yet to reach satisfactory status (70% of the students passing) in any of the subjects.

## Program Components

Woodson Elementary School has about 400 students in grades Kindergarten-5.

Each school day began with a half hour “correction period” for students to correct previous work and complete unfinished work..

Comprehension was stressed in the early grades and students were taught to read for a purpose and for enjoyment.

Students used sight words and phonemic skills as a formal part of the Calvert curriculum.

Sight words and phonemic skills were a part of the Calvert curriculum, as were timed mathematics drills. Students wrote a composition each week beginning in January of the first grade.

Folders of students’ work were sent home at the end of each month and were part of school to parent communication.

Some relatives, mainly in first grade, assisted during the corrections period. Additional reward activities were scheduled periodically for students with perfect attendance. After providing the curriculum and initial training, Calvert staff members were available on a consultative basis. Woodson shared its evaluation information and reports with Calvert. The Abell Foundation also reviewed evaluations and student progress reports.

Calvert-Woodson External Evaluation. (1998). Retrieved February 5, 2004 from: <http://www.aypf.org/rmaa/pdfs/Calvert.pdf>

## Appendix VI

Open-ended questions asked to the students and teachers in a *written survey*:

1. What do you like about the Calvert program?
2. What do you not like about the Calvert program?
3. How do you think the Calvert program could be improved?

*Telephone survey* questions to the students involved in the Calvert program:

1. How are you?
2. What are you doing? Can you talk now?
3. What is your favorite color?
4. What is your hobby?
5. What school subjects in the Calvert program do you like?
6. What school subjects in the Calvert program do you not like?
7. Is this English program easy or difficult? Why?
8. What do you most want to learn?



## Appendix VII

## Likert Survey Items:

- |   |                 |           |      |           |                |
|---|-----------------|-----------|------|-----------|----------------|
| 1. I think English is difficult.                                  | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 2. I like Math.   | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 3. I like Science.  | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 4. I like to speak English.                                       | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 5. I like to watch movies in English.                             | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 6. I like Reading Work Pages                                      | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 7. I like to learn new English words.                             | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 8. I like to learn new spelling words.                            | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 9. I like to take spelling tests.                                 | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 10. I like to write sentences in English.                         | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 11. I like History.   | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 12. I like the poems we read.                                     | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 13. I like the pictures in the Calvert books.                     | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 14. I like to listen to English.                                  | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 15. I like to hear English songs.                                 | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |
| 16. I can speak English better now because of this Calvert class. | No, not at all. | Not much. | O.K. | Somewhat. | Yes, very true |

More informational value is placed on qualitative data, for the audience of this evaluation, since even much of the quantitative data, such as test scores, is determined by qualitative assessment. For example, evaluating the quality of a written response takes on a qualitative dimension yet the assessment can be assigned a numerical score. When all of the students are given norm-referenced tests with closed-ended questions or items such as multiple choice or true/false selections then the result given as a numerical score would have a more quantitative or objective dimension. However, tests given with open-ended questions or items such as sentence constructions or essay questions would have more qualitatively, or more subjectively, assessed results even though they are also assigned a numerical score.

**Qualitative** research: “Inquiry that is grounded in the assumption that individuals construct social reality in the form of meanings and interpretations, and that these constructions tend to be transitory and situational. The dominant methodology is to discover these meanings and interpretations by subjecting the resulting data to analytic induction.” (Gall, 2003). Qualitative methodology involves variables, selective sampling of smaller populations and qualitative analysis and is interpretive, transitory, naturalistic, subjective, and localized.

**Quantitative** research: “Inquiry that is grounded in the assumption that features of the social environment constitute an objective reality that is relatively constant across time and settings. The dominant methodology is to describe and explain features of this reality by collecting numerical data on observable behaviors of samples and by subjecting these data to statistical analysis.” (Gall, 2003). Quantitative methodology involves constants, random samplings of larger populations, and quantitative analysis and is statistical, stationary, analytical, objective, and universal.

A **formative** evaluation is one where the main purpose is to provide information for program improvement. A **summative** evaluation is one in which the prime concern is to provide information to form decisions or assist in making judgements about program adoption, continuation, or expansion.

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