

*Write Source*  
Program Effectiveness  
Chicago, IL 2004-2005



# WRITE SOURCE PROGRAM EFFECTIVENESS

## Write Source Effectiveness Evaluation Study Chicago, IL

### Study Participants

661 sixth through eighth graders, 13 treatment teachers (teachers using *Write Source*) and 15 control teachers participated in the study from 11 schools in the Chicago Public School System.

### Chicago Public School District Demographics

**Schools:** 657

**Teachers:** 23,396

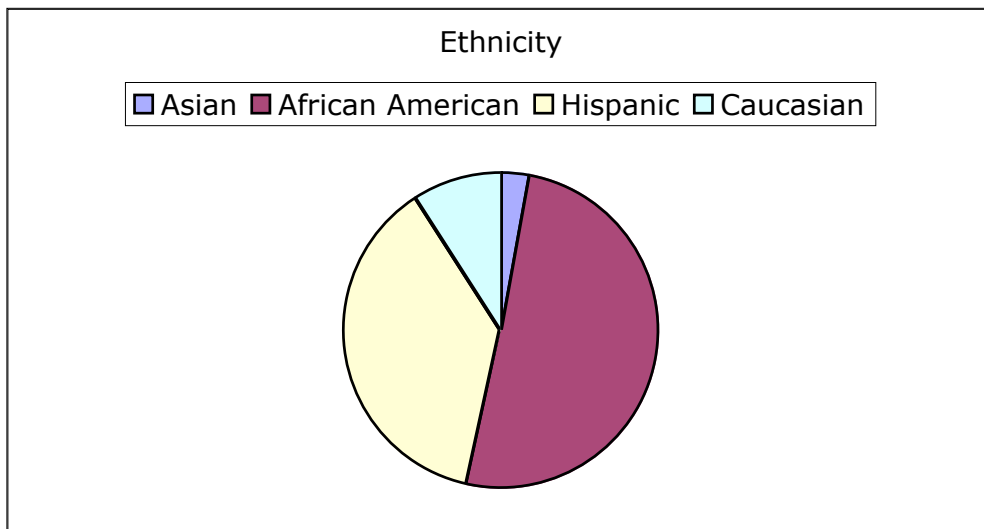
**Students:** 446,000

**Special Ed Students:** 12 %

**LEP Students:** 19%

**Poverty:** 28%

**Ethnicity:** Asian 3%; African American 50%; Hispanic 37%; Caucasian 9% (Market Data Retrieval, 2004)



### Method

Treatment classrooms received *Write Source* materials and inservice on how to implement materials to ensure consistency across treatment sites. Test scores for treatment and control students were compared after 6 months of use to evaluate the effectiveness of *Write Source* when used as a program to improve student writing proficiency.

### Assessments

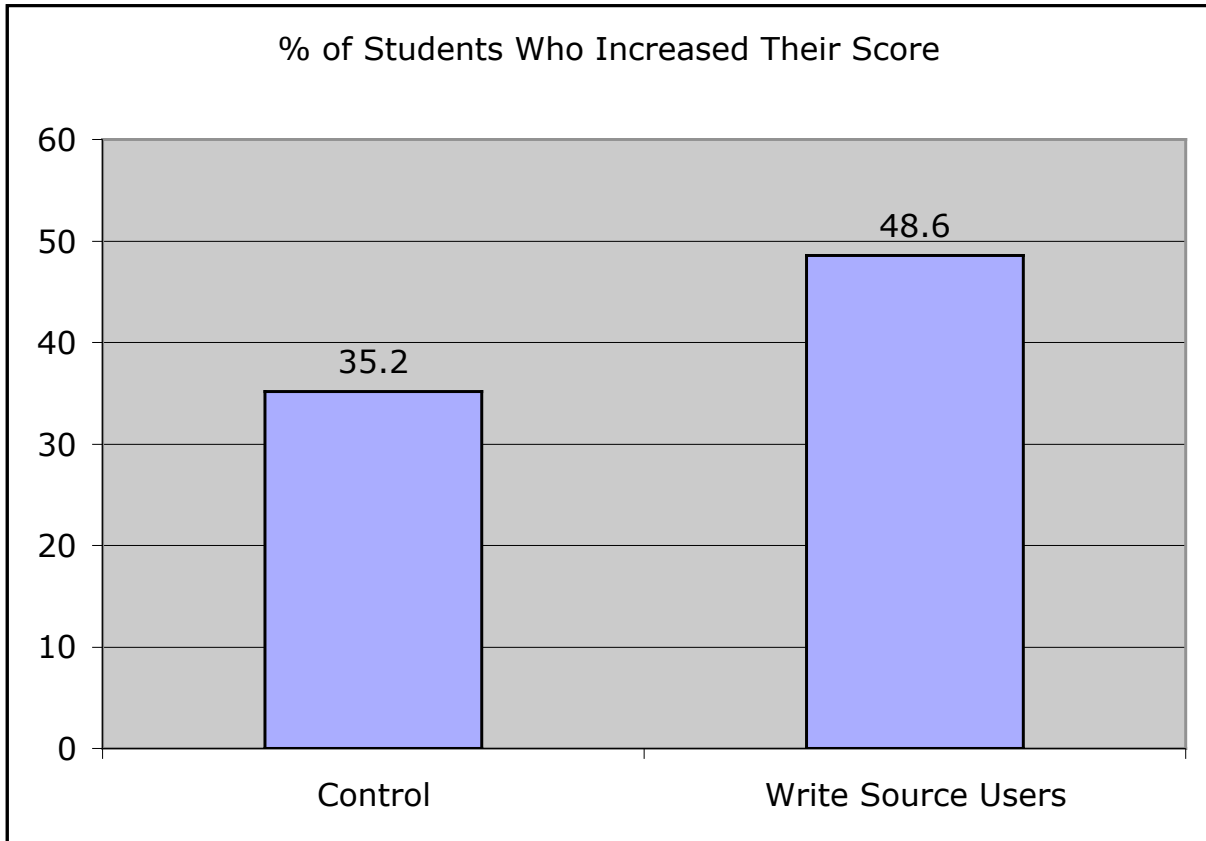
The *Write Source Assessment Book* parts 1 and 2 of the pretests and posttests were used as the assessment tool in this evaluation. These sections assess students' proficiency with mechanics, grammar, and editing skills. Students were scored on a scale of 0-30.

Market Data Retrieval. (2004). MDR's 2004-2005 Illinois School Directory (27<sup>th</sup> ed.). Shelton, CT: Market Data Retrieval.

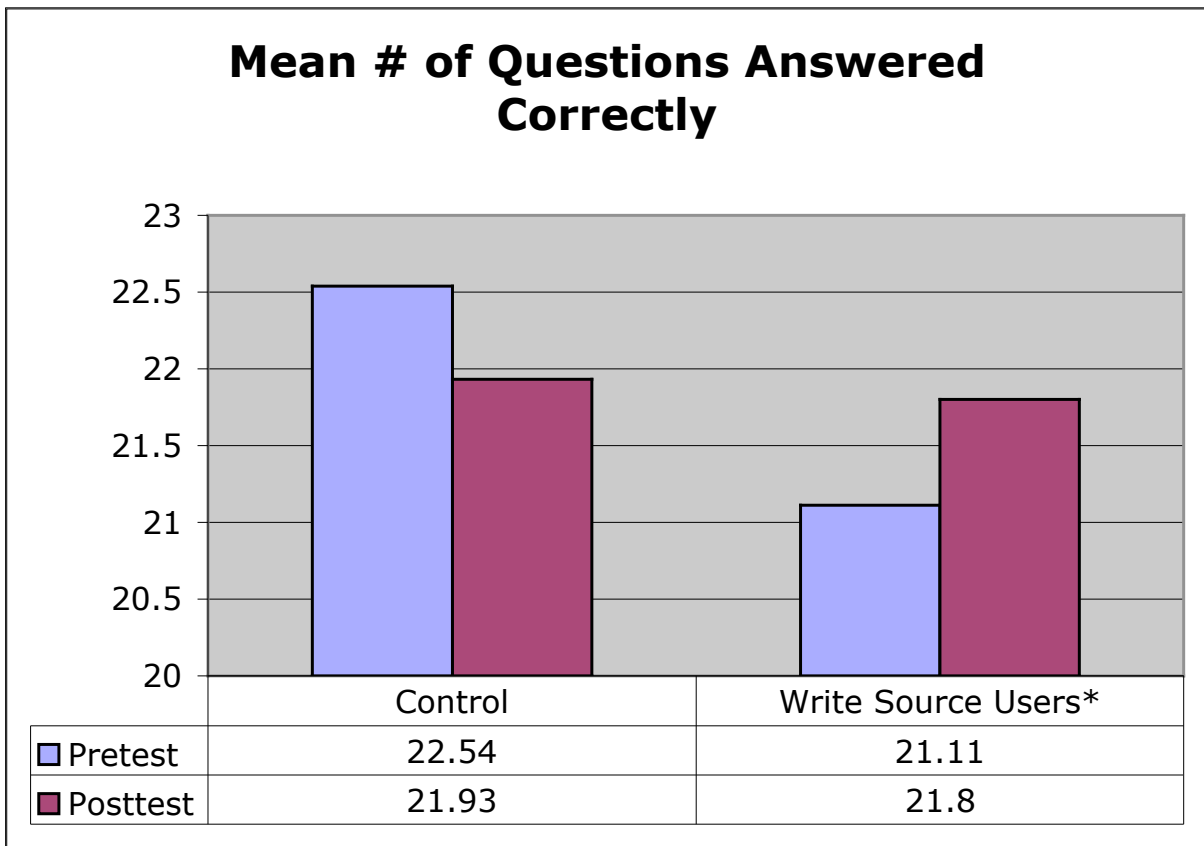
Students were also evaluated based on essays written in response to a prompt at the beginning and end of the study period; however, results did not indicate a statistically significant change in either the control or *Write Source* user students' scores.

### Test Score Results

When compared to control students, a significantly larger percentage of *Write Source* students increased their score from pretest to posttest and almost half of *Write Source* students increased their total score compared to slightly more than  $\frac{1}{3}$  in the control group.



As you can see on the chart on page 4, the scores of the students in the control group were statistically significantly better on the pretest than the students who used *Write Source* but ended up scoring lower at the end of the year while the *Write Source* users show statistically significant growth during the same period.



**\*This is a statistically significant increase.**

### Qualitative Results

Feedback from the *Write Source* user teachers in the study also supports the effectiveness of *Write Source* in increasing student interest in writing and the quality of student writing:

“The interest level increased. It was easier for my students to get inspired and creative.”  
*Carol Aguilar*

“All essays were enhanced and solidified by using the *Write Source* material.”  
*Tom Ashcroft*

“*Write Source* materials did get the students interested in writing.”  
*Gail E. Pouncy*

“Those who have *worked* have clearly improved voice, word choice, and elevation of topic choice.”  
*Linda Deutsch*

“Before, the students found it hard to start writing. The program was helpful with ideas and techniques.”

*Monica Ochoa*

“Research papers were well done. Students were excited and did a great job.”

*William Campillo*

“My students produced a significant number of quality essays.”

*Michael Colwell*