



New Century Education

SCIENTIFIC RESEARCH

Curriculum: Math/Reading/Writing/ELA, GED Completion

Student Population: Juvenile Justice Students aged 16-18, Academically Underperforming, many with Special Education Needs

Juvenile Justice Students Achieved Large Gains in Degree Completion Using New Century Software Daily as Part of Their Intervention Vs Control Groups in a Randomized/Controlled Study

RESEARCH SUMMARY

Author: National Council on Crime and Delinquency, under a grant from the US Dept. of Justice

Location: Avon Park Youth Academy, Avon Park, FL, (Experimental) and 49 other juvenile residential facilities in Florida (Control).

Targeted Student Population: Moderate Risk youth of 16-18 years of age committed to juvenile justice residential programs. 369 students were assigned to Avon Park for intervention, 345 were assigned to one of 49 other residential juvenile justice facilities in Florida.

Student Demographics: Caucasians (44.4%), Hispanics (13.6%), African Americans (40.8%), Other (1.1%). Of these students, 37.8% were assessed with special education needs and over 62.5% were assessed with a reading level of 6th grade or below.

Research Design: Students were assigned randomly to control versus experimental conditions (Avon Park). Students in the experimental condition attended classes with teacher led instruction followed by use of New Century software to provide intense, personalized, competency based instruction to diagnose and remediate deep skill gaps. Students used the software in this way 30 to 45 minutes per day. In addition, students received vocational programming. Control students received the normal educational instruction mandated by the state and supplied by the local school district within the residential facility. Control students also typically received some form of vocational programming, though not as intense as experimental students.

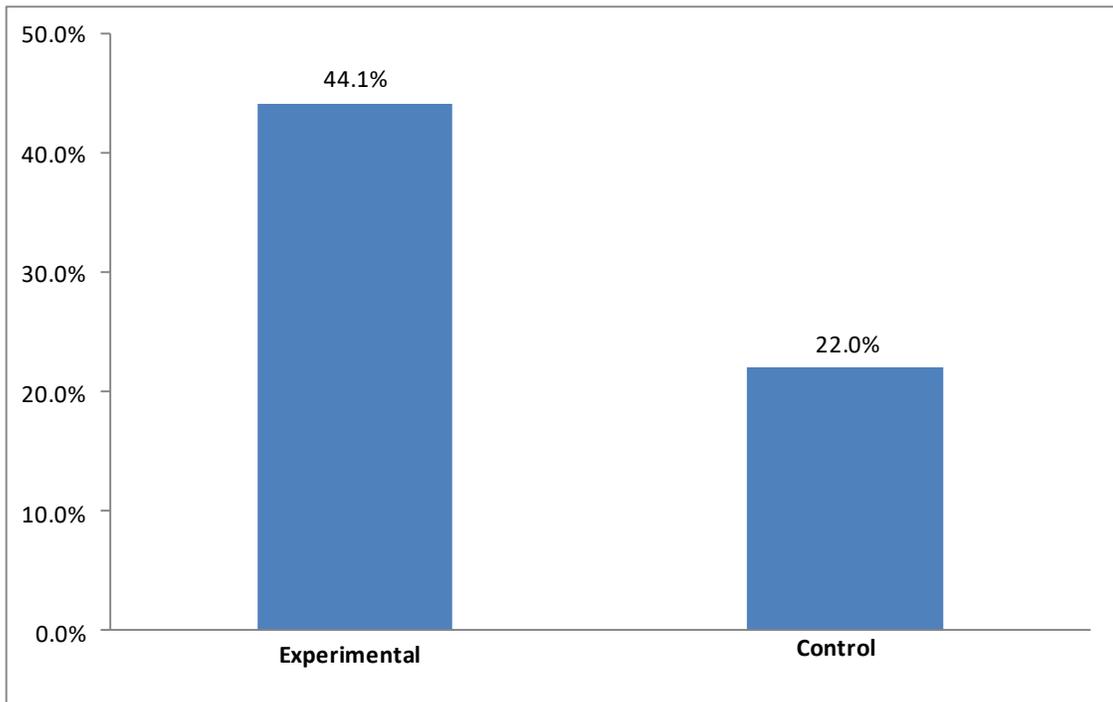
Outcomes Measured: Diploma Completion, defined as earning a GED, a High School Diploma, or a Special Diploma for students with special education needs.



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Results: 44.1% of experimental students earned a diploma while at Avon Park Youth Academy, versus 22.0% of control students who earned a diploma while at their respective residential facilities. The differences in diploma completion rates were statistically significant for condition, $p < .01$ and pronounced in all three diploma categories, especially in GED and Special Diplomas. During the year, experimental students averaged 1.9 grade level education gains in reading and 1.8 grade level education gains in math.

Educational Achievement: Diploma Completion Rates



Source: *In Search of Evidence-Based Practice in Juvenile Corrections: An Evaluation of Florida's Avon Park Youth Academy and STREET Smart Program*, National Council on Crime and Delinquency, 2009.

Review: *How Effective is Correctional Education and Where do We Go from Here?*, Rand Corporation, 2014.

For a copy of the full report, contact (866) 326-1133 or

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