The Relationship between Corrective Reading and Measures of Academic Progress Scores

A Special Project

Presented to

Dr. Gordon Martinen

Heritage University

In Partial Fulfillment

Of the Requirements for the Degree of

Masters of Education

Jaime Sytsma

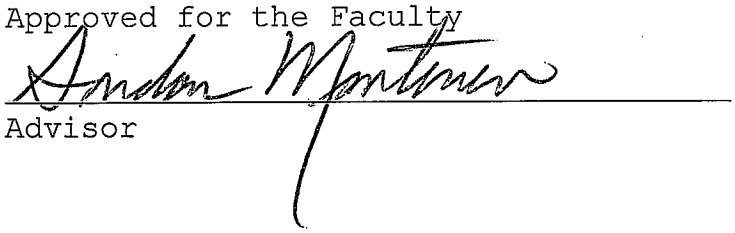
Summer 2008

FACULTY APPROVAL

The Effects of Corrective Reading on

Measures of Academic Progress Scores

Approved for the Faculty

 , Faculty Advisor

ABSTRACT

After the No Child Left Behind Act was put into action schools had to show Adequate Yearly Progress through test scores. When schools did not reach their goals for the year they were instructed to adopt scientifically based researched intervention programs. Harrison Middle School adopted a reading intervention program entitled Corrective Reading as a result to low test scores. The purpose of this project was to see if this program had any relationship with the students' Measures of Academic Progress scores.

PERMISSION TO STORE

I, Jaime Sytsma, do hereby irrevocably consent and authorize Heritage College Library to file the attached Special Project entitled, The Relationship between Corrective Reading and Measures of Academic Progress Scores, and make such paper available for the use, circulation and/or reproduction by the Library. The paper may be used at Heritage College Library and all site locations.

I state at this time the contents of this paper are my work completely original unless properly attributed and/or used with permission.

I understand that after three years the paper will be retired from the Heritage College Library. If I choose, it is my responsibility to retrieve the paper at that time. If the paper is not retrieved, Heritage College may dispose of it.

Jaime Sytsma, Author

9/6/2008, Date

TABLE OF CONTENTS

CHAPTER 1

Introduction

Background for the Project

In 2002, President Bush signed an education reform bill titled No Child Left Behind Act (Odland, 2007). The President's concern for the nation's educational abilities was completely valid. In 2003, the National Center for Educational Statistics reported that nearly 20 percent of adult Americans read below a fifth grade reading level (2003). The No Child Left Behind Act (NCLBA) covered four main focuses which included "Stronger Accountability for Results, More Freedom for States and Communities, Proven Education Methods and More Choices for Parents" (Internet www.ed.gov). This project emphasized two strands from the NCLBA.

First, under the Act, districts were required to show Adequate Yearly Progress through state and national report cards. The purpose for setting higher standards was to close the achievement gap between students (Internet www.ed.gov). In 1993, schools in

Washington State realized that diplomas were being given to students who could not read or write (Office of Superintendent of Public Instruction, 2007). The problems with America's educational system were completely obvious and something needed to be done with our educational system, yet school districts still struggled with the demands of the reform. Terms like Adequate Yearly Progress, school improvement plans, grade level expectations and state standardized testing became part of educators' vocabulary in Washington State. It was no longer acceptable for a teacher to receive a teaching endorsement, now teachers had to become highly qualified and pass rigorous exams to receive a Professional Certificate (OSPI, 2008).

In 1993, Washington State began its work on an education reform and created Essential Academic Learning Requirements along with the beginnings of the Washington Assessment of Student Learning (OSPI, 2007). These efforts toward education were in direct response to the national education reform. Schools

across the nation were making changes to their programs as well.

The second focus from NCLBA that was emphasized in this project was the mandate that districts use "scientifically based instruction programs" to ensure success among the students (Internet www.ed.gov). In the spring of 2003, the reading improvement team from Harrison Middle School in Sunnyside did research and found that 75 percent of their students were reading below their grade level. This prompted a team of teachers to review scientifically based intervention reading programs that were available. After review of many different programs, the intervention team at Harrison Middle School went with a reading intervention curriculum from SRA called Corrective Reading. Teachers became trained in the new intervention program in the summer of 2003 and the program was implemented in the Fall (J.Perez, personal communication, June, 2008).

Statement of the Problem

Reading was an extremely important skill to student success in both school and life. Given Sunnyside School District's low test scores in reading the district decided to adopt an intervention reading curriculum, Corrective Reading. The district was expecting to see the positive results of the reading program through the students' increased Measures of Academic Progress (MAP) scores.

Purpose of the Study

The purpose of this study was to determine if there was a relationship between Corrective Reading, the intervention reading curriculum, and MAP scores from students at Harrison Middle School. By showing a positive relationship between Corrective Reading and MAP the district could be confident in the fact that their choice of intervention programs for reading improved student achievement and could be used to predict success in reading .

Delimitations

This project was conducted during the 2007-2008 school year. The population for the project was selected from 50 sixth grade students who were in enrolled in the researcher's class at Harrison Middle School and had not participated in the Corrective Reading intervention program prior to their sixth grade year. The project included the intervention reading program, Corrective Reading as well as the computerized assessment MAP to determine the gains from Corrective Reading. All the teachers who taught the Corrective Reading program were trained in the program prior to teaching it. The teachers used the curriculum materials in a manner that was effective for the program.

Assumptions

The researcher assumed that the 6th grade students from the population did not receive Corrective Reading before entering 6th grade. The researcher also assumed that all the teachers teaching Corrective Reading had been trained in the materials as well as had taught

the Corrective Reading program according to the published standards. The researcher also assumed that the students all put forth their best effort when taking the MAP assessment and that the assessment was given under normal conditions.

Hypothesis

Efficient reading intervention programs were essential in higher test scores. A positive relationship will be shown in the students' MAP assessment scores and their Corrective Reading intervention assessment scores.

Null Hypothesis

Efficient reading intervention programs were essential for improved test scores. The students' MAP assessment scores and their Corrective Reading intervention assessment scores will not show a significant relationship. Significance was determined for $p \geq 0.05, 0.01, 0.001$.

Significance of the Project

The purpose of this project was to provide a factual base of information regarding the extent of

the relationship between the reading intervention program, Corrective Reading and MAP scores from students at Harrison Middle School. This relationship could be used to predict reading success. During 2008, state assessments had an enormous impact on graduation rates. When school districts were unable to meet their AYP they were required to adopt intervention programs with the hope that the program assisted the students in being successful on the state assessments.

Procedure

For the purpose of this project the researcher followed the following procedure. First, a sample of 50 sixth grade students were selected from Harrison Middle School. These students were chosen from the researcher's classroom and were enrolled in Corrective Reading for the 2007-2008 school year. The sample students had not completed any part of the Corrective Reading program in subsequent schooling years. Second, the researcher determined that all teachers teaching the reading intervention program had been

trained in the use of the program. The researcher went on to ensure that the sample population took the fall reading MAP assessment and received a score. Next, all of the students in the sample were taught with the Corrective Reading program and showed growth in that program through the various assessments given within the guidelines of the program. Finally, each of the students in the population was given a spring reading MAP assessment and received a score.

Acronym

AYP. Adequate Yearly Progress

CR. Corrective Reading

GPA. Grade Point Average

MAP. Measurement of Academic Progress

NCLBA. No Child Left Behind Act

NWEA. Northwest Evaluation Association

RIT. Rausch Unit

SAT. Scholastic Aptitude Test

SBRR. Scientifically Based Reading Research

SRA. Society of Research Administrators

WASL. Washington Assessment of Student Learning

CHAPTER 2

Review of Selected Literature

Introduction

When districts formed teams to research curriculum, especially for intervention purposes, many difficult and imperative decisions had to be made. In this project the research team who looked at data for Corrective Reading also had to think about how kids learned to read. This chapter discussed students' learning patterns in reading and how the adopted intervention program directly related to the reading theory. This chapter continued to explore how to accurately assess a student's reading ability and what assessments were chosen to show student progress while using corrective reading.

Reading Instruction

Reading was an important skill to acquire. Many aspects of life demanded that individuals be able to read. "To be successful in school and in life, adolescent students in middle and high schools must develop strong literacy skills and background

knowledge, which together are essential for college and workplace readiness" (AFT, 2007). According to studies done by Alice Kozen, Rosemary Murray, and Idajean Windell reading successfully was a crucial component in academic success among students (2006).

> Historically, nearly three-quarters of these [middle school] students never attain average levels of reading skill, and the consequences are life changing. Young people entering high school in the bottom quartile of achievement are substantially more likely than students in the top quartile to drop out of school, setting in motion a host of negative social and economic outcomes for students and their families (Torgesen, Schirm, Castner, Vartivarian, Mansfield, Myers, Stancavage, Durno, Javorsky and Hann, 2007).

Yet, learning to read was not as simple as it seemed. The process of learning to read was very complicated (Quatroche, 1999). There were several different theories of what were best practices to teaching

reading over the years. Reading instruction began in kindergarten. Foundations were placed and built upon in later years. Jeanne Chall (cited by Kim) did extensive research on how students learned to read. The controversy was whether students achieved reading strategies better through learning meaning of words or through the emphasis of learning how to decode the words. In Chall's book, Learning *to Read: The Great Debate*,

> Chall found that an early code emphasis produced better outcomes in word recognition in the early grades and helped children read with better comprehension up to fourth grade than did instructional practices in which children were taught to read whole words and whole sentences (Kim, 2008).

Research done by Chall and others showed that early literacy instruction included five major strategies, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The NCLBA and the Reading First grants adopted these goals and curriculum that was based on

these five scientifically based themes became encouraged among school districts (Kim, 2008). Middle school teachers were dealing with a different battle. Research done by Joseph Torgesen has shown that students in later elementary grades struggled with three main areas of reading: accuracy, fluency and comprehension (2007).

Ideally, middle school teachers needed to be able to focus on the content of the subjects they taught, yet often times teachers in middle schools were finding that the reading skills of their students were far from where they should have been and therefore remedial reading instruction was needed. "Secondary school educators too often [found] that their students [did] not have the necessary literacy skills to use reading and writing effectively to learn subject matter" (Kamil, 2003). Harrison Middle School was experiencing the same situation. Students were often times at least a grade level behind where they should be. As a result, the passing rate on the Washington

Assessment of Student Learning among the students was very low.

The fact that children needed to build reading skills in primary grades was seen consistently throughout the research. Most researchers agreed that the earlier strong reading skills were mastered the easier reading would be for students in the future. Yet there were times when the reading strategies were not learned by students while they were in primary grades and intervention programs were needed to improve student achievement.

Corrective Reading

"Resolving the literacy problems of adolescents require[d] a simultaneous two-prong approach: delivery of rich content knowledge and literacy skills in the elementary grades coupled with intervention and support for those students in secondary schools who need them" (AFT, 2007). Under the NCLBA, when schools do not meet AYP they were instructed to adopt scientifically based intervention programs in the areas that were lacking student success on state

assessments. With many reading intervention programs readily available research on the background and successfulness was essential in the adoption of an intervention program.

In 2003, the reading improvement team from Harrison Middle School in Sunnyside reviewed the literature from several reading intervention programs and selected Corrective Reading. There were multiple reasons why CR was chosen, mainly because the curriculum included Best Practice strategies for reading instruction which included teaching the five strands of reading: phonemic awareness, phonics, fluecy, vocabulary, and comprehension.

Corrective Reading was developed in 1975 by McGraw Hill and has been revised twice in subsequent years (Smith, 2004). Corrective Reading (CR) was an intervention program that was designed for students in grades 3-12 with a reading level that was behind by at least one year(Internet http://www.mcgraw-hill.co.uk/sra/correctivereading.htm). The program, as reviewed by Martella, Martella and Przychodzin-

Havis was designed to encompass the three following areas to ensure student success:

1. Thoroughly developed and tested program design structured so students learn how to learn as they master increasingly complex skills and strategies
2. Scripted presentation approach that uses a brisk pace, carefully chosen exercises and examples, and other special presentation techniques to engage even reluctant learners
3. Complete learning materials including student books, workbooks, teacher presentation books and guides, and supplemental materials that provide everything from placement tests to a management system that reinforces hard work, helping to change student attitudes about reading (Marchand-Martella, Martella and Przychodzin-Havis, n.d.).

In addition, CR was aligned with scientifically based reading research requirements and included all five components of reading skills which included: phonemic awareness, phonics, fluency, vocabulary and comprehension (Smith, 2004). Based on the research

completed by Joseph Torgesen in 2007, these five reading skills were essential for students to experience reading achievement. The students at Harrison Middle School were also exhibiting shortcomings in some of the five reading skills which made Corrective Reading an appropriate reading intervention program (L. Robert, personal communication, April, 2008).

Over the years CR has been researched many times for validity. One of the earlier experiments was conducted in 1987 by Kasendorf and McQuaid in San Diego county. In the Woodcock Reading Mastery Post-test they found that the students made an average gain of 2.38 in grade-equivalent improvement (Marchand-Martella et al. n.d.). Colonel High School in Orlando, Florida also implemented the intervention reading program in 2001. They found that many of their tenth grade students were reading at or below a sixth grade reading level. Vice Principal Paul Flores commented that the deficient reading levels "really inhibited their [students'] success in other academic

areas," [and] "Most of these kids lacked basic phonemic awareness and understanding" (Houlihan, Hirschberg and Carter, 2003). In completion of the 2001-2002 school year, Vice Principal Flores found that 93 percent of his students received a 2.0 GPA or higher in comparison with the students who did not enroll in the intervention program and had only 79 percent of the students receiving a 2.0 GPA (Houlihan et al., 2003). In 2006, researcher, Vicky Kirby, from New Brompton College developed an experiment with students whose reading levels were at least one year below where they should have been. The results showed that the participants gained on average one year in reading ability within a six month period [of using Corrective Reading] (2007).

Corrective Reading had been shown several times to increase student success in reading. In most cases, the students who were in the middle of reading levels made the most improvement. Students who were high readers and those who were really low readers

tended to make smaller gains with CR (Torgesen et al., 2007).

Measures of Academic Progress

Teachers were always looking for ways to determine the progress that their students made through the year in various subjects. It was their hope that the students were actually learning the content that was being taught. However, it was very difficult to chart the students' growth that teachers knew their students were making. The Northwest Evaluation Association developed an assessment that measured students' academic progress. These assessments were "state-aligned computerized adaptive tests that accurately reflect[ed] the instructional level of each student and measure growth over time" (www.nwea.org, 2008). The MAP assessment was taken three times a year and each student was taking a separate test.

> In an adaptive test, items are selected for administration from a large pool of test questions. The difficulty of test items

presented to the student depends on the student's performance on previously presented test items. Higher performance is followed by more difficult questions and lower performance is followed by less difficult questions (Kingsbury and Hauser, 2004).

It was important for the Sunnyside School District to choose an appropriate assessment for their students to ensure success. The NWEA was the best fit due to their beliefs on testing:

1. Continuous growth provides opportunity and challenge.
2. Collaborative efforts contribute to mutual strength and vitality.
3. Investment in developing local expertise and resources enhances student growth.
4. Continuing relationships are vital to effectiveness.
5. Credibility is built through quality products and responsive service.

6. Thoughtful questioning and reflection are critical to creating the future.
7. Contributing to the discovery and dissemination of knowledge expands capacity to improve education.(Internet www.nwea.org, 2008)

Furthermore, the test held up to the reliability and validity factors. Through the years the MAP assessment had been measured using RIT scores which were named after the test theory's founder, Georg Rasch. This type of measurement scale was also the same type used on SAT, Graduate Record Exam and Law School Admission tests (Internet www.nwea.org, 2008).

The MAP assessment was a reliable way for teachers to assess and target their students. With the achievement gap widening through the years it was essential for teachers to "use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement" (Internet www.nwea.org, 2008). Due to the fact that the assessment was individualized to

each student it was a "better indicator of a student's true achievement and academic needs". In addition to Harrison Middle School adopting this intervention program, more than 3100 districts had also approved the use of the program for their teachers (www.nwea.org, 2008).

Summary

The focus of this chapter was to address the available evidence to the topics of (a) reading instruction, (b) corrective reading, (c)measures of academic progress. The literature and research that was covered in Chapter 2 covered the following themes:

1. Research showed that instruction was comprised of several different components to create a balanced literacy program. These components included five major strategies: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. There were still occasions when students needed additional support beyond the literacy programs in place. Under the No

Child Left Behind Act scientifically based intervention programs were adopted. Corrective Reading was proven to improve reading instruction among struggling students.

3. Teachers and school districts needed a way to assess their students and stay updated on their reading progress. The Northwest Evaluation Association created a state-aligned computerized adapted assessment that proved to be both reliable and valid.

CHAPTER 3

Methodology and Treatment of the Data

Introduction

The purpose of this correlational study was to determine the extent of the relationship between the reading intervention program, Corrective Reading and MAP scores from students at Harrison Middle School in Sunnyside, Washington. This relationship could be used to predict success in reading. Efficient reading intervention programs were essential in higher test scores. Students will have higher MAP test scores after participating in Corrective Reading.

Methodology

The 50 students who participated in the present study were placed in the researcher's 2007-2008 sixth grade class and were also enrolled in the appropriate Corrective Reading class based on the students' reading ability. Each of these students participated in the intervention reading program and were tested at least once within the year to access reading ability. These same students also participated in taking the

MAP assessment in the fall, winter and spring quarters.

Participants

The participants for this project were comprised of 50 sixth grade students at Harrison Middle School through a convenience sample. They were taken from the researcher's class and none of the participants had participated in the intervention reading program, Corrective Reading, prior to sixth grade. Each of the participants also participated in the fall, winter and spring MAP assessments. The population was bicultural, being composed primarily of Hispanic students with a small population of Caucasian students.

Instruments

Corrective Reading and MAP assessments were used to obtain data for the present study. Corrective Reading was a SBRR program that Harrison Middle School adopted in order to improve reading scores. In many studies that were done the "overall results suggested that Corrective Reading program could be effective as

an intervention program" (Marchand-Martella, Martella and Przychodzin-Havis, n.d.) According to the literacy coach at Harrison Middle School, Corrective Reading was a valid intervention program due to the fact that students who completed all sections of the program also had a high probability of also passing the reading portions of the WASL (L. Robert, personal communication, April, 2008).

The researcher understood that all the teachers who were teaching the Corrective Reading program had formal training and were using the program correctively and effectively.

The Measures of Academic Progress were also used as an instrument in this project. The Measures of Academic Progress was developed by the Northwest Evaluation Association. The MAP assessment had been used in the Sunnyside School District for several years and in many other districts across the state. In most occasions, the MAP assessment was taken three times a year, fall, winter and spring.

The researcher assumed that the students used their best effort on all the MAP assessments and acknowledged that during the spring assessment the students may not have exhibited their best testing effort due to the fact that they had just completed the WASL assessment and were not wanting to take additional tests. The researcher also recognized that during the spring testing of the MAP assessment the program took over thirty minutes to load and several students had to retake their assessment after the computers crashed.

Design

Each student was tested in fifth grade to determine the level of Corrective Reading that would be appropriate to ensure success. All 50 students were enrolled in Corrective Reading classes. In October 2007, February and May 2008, the students took the computerized MAP assessment.

Procedure

Each of the 50 participants were tested in fifth grade to determine the level of reading intervention

would be appropriate. They were then enrolled in the appropriate Corrective Reading class in sixth grade. All teachers who were teaching the Corrective Reading program were trained prior to the start of the year. Administration of the intervention program began immediately following the start of the school year and continued through the year. The CR program was taught by using direct instruction to teach students the reading strategies, phonemic awareness, phonics, fluency, vocabulary and comprehension. Each lesson started out with Word Attack Skills where the students would learn how to read sound combinations as well as vocabulary skills. This was followed by a short story that was read whole group including comprehension checks. The students then practiced their reading fluency with the story and completed the workbook to further cement the comprehension of the story. The students were then tested using the MAP assessment in October of 2007, February and May of 2008. The MAP assessment took place in the media center of Harrison

Middle School. Each student had their own computer and the test took approximately one hour to complete.

Treatment of Data

The final test scores were taken in May as a raw score from the Corrective Reading intervention program and from the MAP assessment. They were computed and analyzed using the Pearson r correlation coefficient (Gay, 2006). The data then underwent standard techniques of statistics using a computerized program called, Statpak. Significance was determined for $p \geq 0.05, 0.01, 0.001$.

Summary

The researcher used a sample of 50 students from Harrison Middle School to determine the relationship between Corrective Reading and the MAP assessment. Scores from both programs were taken and analyzed using the Statpak program to determine the level of significance for $p \geq 0.05, 0.01, 0.001$.

CHAPTER 4

Analysis of the Data

Introduction

After not meeting their AYP, Harrison Middle School in Sunnyside decided to adopt a reading intervention program, Corrective Reading. The researcher wanted to see if there was a relationship between scores from 50 students on Corrective Reading assessments as well as MAP assessments.

Description of the Environment

This study concentrated on the relationship between Corrective Reading and reading MAP scores for the researcher's sixth grade students at Harrison Middle School. The process took place during the 2007-2008 school year. The students were tested in the fifth grade to ensure proper placement in the leveled program. The students attended their Corrective Reading class every day for 60 minutes. Prior to teaching the program all the teachers were trained in effectively using the Corrective Reading program. Each of the levels in Corrective Reading were taught

differently according to the description of the specific level. During the length of Corrective Reading throughout the year there was at least one testing period to monitor the growth of the students. In addition to Corrective Reading assessments, the students were also being tested using the MAP assessment. Each student took the MAP assessment in the fall, winter and spring quarters. The data were taken from the students' final Corrective Reading score as well as their spring MAP scores. The researcher used the NWEA website to obtain the raw scores from the MAP assessment and data from the literacy coach to obtain the students' Corrective Reading scores.

Hypothesis

Efficient reading intervention programs were essential in higher test scores. A positive relationship will be shown in the students' MAP assessment scores and their Corrective Reading intervention assessment scores.

Null Hypothesis

Efficient reading intervention programs were essential for improved test scores. The students' MAP assessment scores and their Corrective Reading intervention assessment scores will not show significant relationship. Significance was determined for $p \geq 0.05, 0.01, 0.001$.

Results of the Study

The MAP assessment was given to 50 sixth grade students at Harrison Middle School in the spring of 2008. The students also participated in the Corrective Reading intervention program and were assessed according to their level. Table 1 included the scores for the sample with Corrective Reading and the MAP assessment.

Table 1.

Student scores for MAP and Corrective Reading Intervention

Student	Spring MAP Score	Final Corrective Reading Score
1	220	100
2	226	100
3	219	95
4	229	94
5	210	88
6	209	77
7	233	100
8	220	100
9	201	100
10	219	92
11	222	95
12	215	88
13	217	100
14	211	88
15	223	100
16	219	94
17	216	100
18	208	88
19	208	100
20	209	85
21	207	100
22	228	100
23	208	100
24	204	94
25	232	100
26	218	88
27	216	88
28	226	100
29	219	100
30	221	95
31	227	100
32	213	100
33	216	100
34	210	100
35	215	100
36	207	38
37	209	83
38	205	92
39	219	100
40	211	92
41	209	94
42	238	100
43	216	100
44	189	61
45	216	88
46	219	100
47	211	88
48	210	88
49	230	100
50	182	88

Table 2 included the results from the statistically analysis using the Statpak software. From the 50 students who participated in the spring MAP assessment as well as the reading intervention program, Corrective Reading, the Pearson's r value was 0.46 with 48 degrees of freedom.

Table 2.

StatPak Data

Statistic	Values
Number of students	50
Sum of X	10765.0000
Sum of Y	4661.0000
Pearson's r	0.46
Degrees of freedom	48

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum X)^2}{N}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$

$$r = \frac{1006080.00 - \frac{(10765.00)(4661.00)}{50}}{\sqrt{\left(2322859.00 - \frac{(10765.00)^2}{50}\right)\left(220259.00 - \frac{(4661.00)^2}{50}\right)}}$$

$r = 0.46$

Table 3 included the threshold values for r at .05, .01, .001 with 48 degrees of freedom. The researcher used 45 degrees of freedom according to L.R. Gay in Educational Research (Gay, 2006). When $p \geq .05, .01, .001$ there was no significant relationship among the data. Therefore, the null hypothesis was accepted at all three levels and Corrective reading does not have a significant relationship with MAP scores. And consequently, using 45 degrees of freedom the hypothesis was not supported at all three levels with significance.

Table 3.

Correlation Values for 48 Degrees of Freedom

	p		
df	.05	.01	.001
48	.2875	.3541	.4433

Findings

The researcher's hypothesis was that there would be a positive relationship between the Corrective Reading scores and the MAP assessment scores. The null hypothesis would show that there was not a significant relationship between the two scores with $p \geq 0.05$, 0.01, 0.001. The analysis of the data found that there was no significant relationship between the Corrective Reading scores and the MAP assessments scores therefore accepting the null hypothesis.

Discussions

After analyzing the data, as shown in Table 3, the researcher found that when $p \geq .05$, .01, .001 there was no significant relationship among the data with $r=.46$. Therefore, the null hypothesis was accepted at all three levels and Corrective reading does not have a significant relationship with MAP scores. And consequently, using 45 degrees of freedom the hypothesis was not supported at all three levels with significance. The researcher was expecting that the intervention program, Corrective Reading and the MAP

assessment would have had a higher relationship than the project concluded. Marchand-Martella, Martella & Przychodzin-Havis completed 28 different studies which looked at the effectiveness of Corrective Reading. According to their research 24 our of 28 studies showed that Corrective Reading had a positive impact on student reading achievement. "For those studies using standardized measures, results indicated that most vocabulary and comprehension scores increased from pretest to posttest with similar increases in oral reading fluency" ((Marchand-Martella et al. n.d.). Based on that research it was feasible to believe that Corrective Reading would have had a positive relationship with MAP scores.

Summary

The purpose for this study was to determine the relationship between Corrective Reading assessment scores and scores from the MAP assessment. The study was done in the 2007-2008 school year from a population of 50 students who were part of the researcher's class. The scores were collected and

analyzed using a standard Pearson's r test. After obtaining the r value for the set of scores the researcher confirmed that there was no significance at all three levels, .05, .01, .001 and therefore the null hypothesis was accepted. Consequently there was no support for the hypothesis that Corrective Reading scores were related to MAP Scores.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

The purpose of this study was to decide the relationship between Corrective Reading and MAP scores. The study was comprised of 50 sixth grade students from Harrison Middle School.

Summary

Reading was an extremely important skill to student success in both school and life. Given Sunnyside School District's low test scores in reading the district decided to adopt an intervention reading curriculum, Corrective Reading. The researcher wanted to know if Corrective Reading had a positive relationship with Measures of Academic Progress scores. A sample of 50 sixth grade students were taken from the researcher's 2007-2008 class. These students were enrolled in Corrective Reading for the first time and also took the fall, winter and spring MAP assessments. The researcher than analyzed the

students' data from their final scores from both CR and MAP using a Pearson r test.

Conclusions

After analyzing the data from the final scores from both CR and MAP the researcher concluded that there was no significant relationship between Corrective Reading and the MAP assessment at all three levels, .05, .01, and .001. Corrective Reading should not be used as a predictor for student success on the MAP assessment.

Recommendations

After concluding the project the researcher would suggest that the project be reevaluated and studied using more students with the teachers being monitored more closely to ensure the proper use of Corrective Reading. It is difficult for a researcher to be certain that the teachers are administering the intervention program correctly. The researcher would also suggest that the MAP assessment environment be more regulated and that the computers would be working correctly.

REFERENCES

American Federation of Teachers. (2007). Where We Stand: K-12 Literacy.

Education reform is about skills not the test. (2007). *Office of Superintendent of Public Instruction.* Retrieved April 5, 2008 from www.k12.wa.us.

Houlihan, T.; Hirschberg, H.; & Carter, G. (2003). Results of Corrective Reading.

Kamil, M. (2003). Adolescents and Literacy: Reading for the 21st century. *Alliance for excellent education.*

Kim, J. (2008). Research and the Reading Wars. *Phi Delta Kappan.* (89), 372-376.

Kingsbury, G. & Hauser, C. Computerized Adaptive Testing & No Child Left Behind. (2004). *Northwest Evaluation Association.*

Kirby, V. (2007). Corrective Reading Intervention Programme. New Brompton College.

Kozen, A.; Murray, R. & Windell, I. (2006). Increasing all Students' Chance to Achieve: Using and Adapting Anticipation Guides with Middle School

Learners. *Intervention in School and Clinic.* (41), 195-201.

Marchand-Martella, N.; Martella, R. & Przychodzin-Havis, A. The Research Base & Validations of SRA's corrective reading program.

McGraw-Hill Education. *SRA* Retrieved from www.mcgraw-hill.co.uk/sra/correctivereading.htm

National Center for Educational Statistics. (2003). *National Assessment of Educational Progress.* Washington D.C.: Department of Education.

Northwest Evaluation Association. *Assessment System. Retrieved from* www.nwea.org.

Odland, J. (2007). NCLB-Year for change. *Childhood Education.* (84), 30-32.

Office of Superintendent (2008). Retrieved April 5, 2008 from www.k12.wa.us.

Quatroche, D. (1999). Helping the Underachiever in Reading. *ERIC Digest.*

Smith, S. (2004). What is Corrective Reading? *Florida Center for Reading Research.*

Torgesen, J.; Schirm, A.; Castner, L.; Vartivarian, S.; Mansfield, W., Myers, D. et.al. (2007). Volume II: Closing the Reading Gap: Findings from a Randomized Trial of four Reading Interventions for Striving Readers. *National Assessment of Title I.*

U.S. Department of Education. Retrieved April 5, 2008 from www.ed.gov.

SUPPLEMENTAL REFERENCES

Biancarosa, C. & Snow, C. (2006). Reading Next-A vision for action and research in middle and high school literacy: A Report to Carnegie Corportation. *Alliance for Excellent Education.*

Cummins, J. (2007). Pedagogies for the Poor? Realigning Reading Instruction for low-income students with Scientifically Based Reading Research. *American Educational Research Association.* (36), 564-573.

Lingo, A.; Slaton, D.; Jolivette, K. (2006). Effects of Corrective Reading on the Reading Abilities and Classroom Behaviors of Middle School Students with Reading Deficits and Challenging Behavior. *Behavioral Disorders.* (31), 265-283.

Sullivan, S.; Nichols, B.; Bradshaw, T. & Rogowski, K. (2007). To Read or Not to Read: A Question of National Consequence. *National Endowment of Arts.*

APPENDIX A

MAP Scores

Student	Fall MAP Score	Winter MAP Score	Spring MAP Score
1	214	218	220
2	218	218	226
3	223	224	219
4	213	221	229
5	203	203	210
6	203	211	209
7	216	231	233
8	221	217	220
9	197	199	201
10	205	219	219
11	217	225	222
12	202	212	215
13	217	219	217
14	204	221	211
15	217	223	223
16	229	226	219
17	204	210	216
18	216	210	208
19	221	210	208
20	203	213	209
21	198	210	207
22	211	218	228
23	199	205	208
24	190	194	204
25	215	218	232
26	222	224	218
27	202	217	216
28	207	217	226
29	217	222	219
30	219	218	221
31	235	215	227
32	217	218	213
33	206	224	216
34	211	213	210
35	204	214	215

36	194	206	207
37	203	210	209
38	198	201	205
39	214	219	219
40	206	215	211
41	201	214	209
42	222	229	238
43	219	216	216
44	186	194	189
45	219	210	216
46	213	222	219
47	210	213	211
48	217	207	210
49	210	213	230
50		187	182

APPENDIX B

Student	Final Corrective Reading Score
1	100
2	100
3	95
4	94
5	88
6	77
7	100
8	100
9	100
10	92
11	95
12	88
13	100
14	88
15	100
16	94
17	100
18	88
19	100
20	85
21	100
22	100
23	100
24	94
25	100
26	88
27	88
28	100
29	100
30	95
31	100
32	100
33	100
34	100
35	100

36	38
37	83
38	92
39	100
40	92
41	94
42	100
43	100
44	61
45	88
46	100
47	88
48	88
49	100
50	88