

Public Abstract

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Comparing Two Comprehensive Reform Models: Their Effect on Student Reading Achievement

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Many students entering urban public schools are not learning to read in the early grades. The consequences of not learning to read in the early grades, almost assures failure in other areas of the school curriculum. To prevent this from occurring, programs and practices that show strong evidence of effectiveness must be implemented.

The purpose of the study was to determine the effect of two different school comprehensive reform models, Accelerated Schools and Success for All on student reading achievement. The subjects in the study were 3rd, 4th, and 5th grade students from an urban public school district in North St. Louis County.

The study examined the following question: Is there a significant difference in student reading performance when these two comprehensive school reform models are compared for 3rd, 4th, and 5th grade. A pre- and post test was administered to the students using the Scholastic Reading Inventory (SRI). An analysis of variance (ANOVA) was used to analyze the data..

A significant difference was found between the two schools only at grade 3. However both schools exceeded expectations at all three grade levels. This study suggests that when both models are effectively implemented, a learning environment is created that produces higher than expected gains in reading achievement.