A Causal-Comparative Analysis of the Effect of Reading Instruction on the Reading Achievement of Third-Grade Students in Title I Elementary Schools

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Abstract
Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA) allocates federal government funds to schools serving low-income families. Title I schools receive additional financial support to combat the impact of poverty on students’ elementary and secondary education. This quantitative causal-comparative study examined the effect of reading instruction on third-grade students’ reading achievement score. The study included Title I elementary schools (n=4) within an urban school district in the Southeastern region of the United States. Participants included a convenience sampling of third-grade students (N=340). The researcher collected anonymous archived reading achievement scores from the Renaissance Star 360® reading assessment administered by Independent School District (pseudonym). Pre-test and post-test reading achievement scores were analyzed using an analysis of covariance (ANCOVA). The results of the ANCOVA indicated a statistically significant difference between the reading achievement scores of third-grade students who participated in guided reading instruction and third-grade students who participated in whole-group reading instruction while controlling for pre-test reading achievement scores. The findings rejected the null hypothesis. Implications of the findings were examined alongside recommendations for future research.
reading teachers in schools (Denton & Hasbrouck, 2009). These included the passage of the Reading Excellence Act in 1999, No Child Left Behind (NCLB) in 2002, and the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004. Our analyses are driven by three primary research questions: RQ1: What is the causal effect of teacher coaching programs on classroom instruction and student achievement? Third-grade students from were randomly assigned to receive 30-minute Spanish lessons three times a week for one semester. The effect of foreign language instruction on basic learning in elementary schools: A second report. The Modern Language Journal, 47(1), 8-11. This study looked at the effects of 20 minutes of daily Spanish instruction on academic achievement. Students were given the Iowa Every-Pupil Test of Basic Skills in September of students' fourth and fifth grade years. Students receiving Spanish instruction scored higher than the control group in language skills, work study skills, and arithmetic, but the difference was not statistically significant.