A MIDDLE SCHOOL UNDER REVIEW: A STUDY ON THE EFFECTIVENESS
OF TWO IMPLEMENTATION MODELS OF THE READ 180 PROGRAM ON
SPECIAL EDUCATION STUDENTS' READING PERFORMANCE

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An executive position paper submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education with a major in Educational Leadership

Fall 2007

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Author: / Category: Academic achievement / Total Pages: 117 pages

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Summary: Free a middle school under review a study on the effectiveness of two implementation models of the read 180 program on special education students reading performance pdf download - sussex central middle school implemented a program to improve the reading achievement of its special education students in 2004 the school received the state rating school under improvement according to no child left behind guidelines this rating was a direct result of not meeting the set state targets in special education for english language arts and mathematics in response to the english language arts weakness the middle school implemented the read 180 program for the 2004-2005 school year due to scheduling constraints the program had to be adapted for a number of the special education students therefore students were scheduled within two implementation models referred to in this paper as implementation model i and implementation model ii the purpose of this study was to explore and compare the impact of these two read 180 models on the reading achievement of special education students in addition it offers recommendations based on data analysis of three measures the student testing and reporting star the scholastic reading inventory and the delaware student testing program s reading assessment it is recommended that the read 180 program should continue at sussex central middle because there was no significant difference between the two models and implementation model ii is more closely aligned with the middle school philosophy the adapted program of implementation model ii is worthy of a second look and is the recommended course of action special education students made gains in reading while they were afforded the same educational offerings of their peers in the regular education population

Pusblisher: ProQuest on 2007 / **ISBN**: 9780549388241

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