

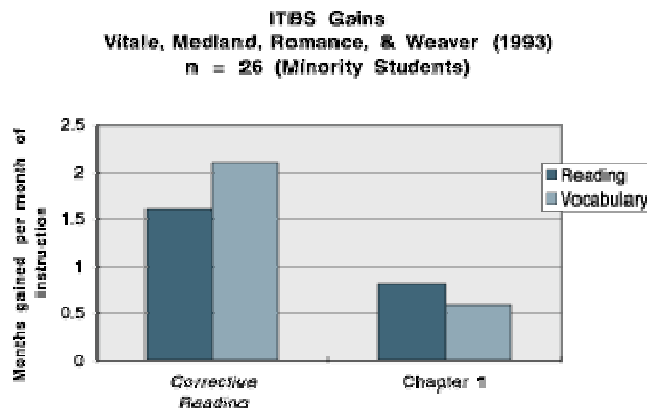
## Title 1 Programs

Title 1 Programs Corrective Reading versus other Title 1 programs. Vitale, Medland, Romance, and Weaver (1993) evaluated the effects of an 85-day treatment of Corrective Reading on the reading and thinking of 4th through 6th grade minority students in a large urban school in Texas. Subjects in the Corrective Reading group were 25 black students and one white student in Title 1. Three comparison groups were used: (a) all other Title 1 students in the district, (b) other Title 1 students with similar demographics in the same school, and (c) Title 1 students, average students, and gifted students in a comparable school in another district. Title 1 students are defined as those with scores below the 35th percentile on the Iowa Test of Basic Skills (ITBS).

Students in Corrective Reading were taught either Decoding A plus Comprehension A or Decoding B plus Comprehension B depending upon their scores on a placement test. The group sizes were 1:14 and 1:12 and were consistent with the student-teacher ratio for the comparison Title 1 classes. The Title 1 comparison classes received the current Title 1 program. Each class was taught for one hour a day for four months, from January to May (85 days).

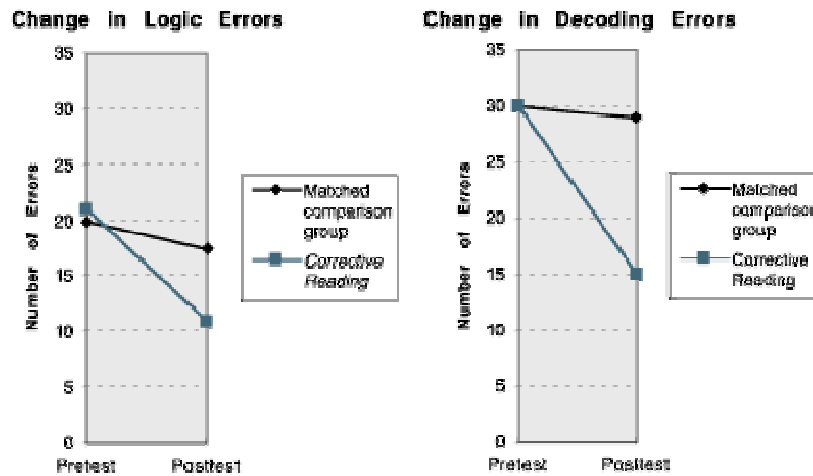
ITBS scores were used to compare the reading performance of the Corrective Reading group with that of all other Title 1 students in the district. On Total Reading the Corrective Reading group gained 1.6 months per month of instruction compared to only .8 month per month of instruction for other Title 1 students in the district. The Corrective Reading group also increased their vocabulary 2.1 months per month of instruction compared to .6 month per month of instruction for the Title 1 students.

Figure 16 displays these results graphically.



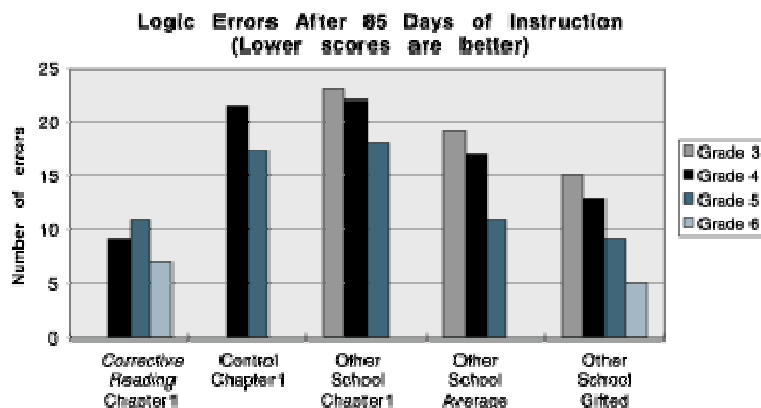
(Figure 16. Months gained per month of instruction for Title 1 students learning from Corrective Reading compared to those learning from other Title 1 programs.)

Criterion-referenced tests were used to further compare the reading and thinking performance of the Corrective Reading group with that of other Title 1 students in the same school. Decoding errors were calculated in story reading, word reading, and blending; thinking errors were calculated in logic analysis, classification, logical reasoning, and information items. Figures 17 and 18 graphically display these data for the two groups (both equivalent on the pretests).

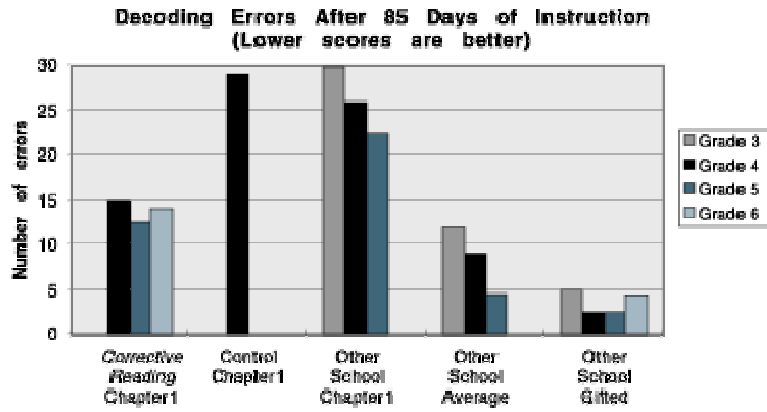


(Figures 17 and 18. January (pretest) to May (posttest) mean error scores of the Corrective Reading group and other Title 1 group in the same school. Note that lower scores are more desirable.)

To evaluate how the performance of the Corrective Reading group further compared developmentally with students in other percentile ranges and at other grade levels, the mean scores of the Corrective Reading group were compared with those of students from another comparison school. Figure 19 displays these results for the thinking measures. The mean posttest score of students in Corrective Reading exceeded not only those of the Title 1 control groups, but those of the average students as well. In fact, their mean score reached the level of gifted students. Figure 20 displays the results for the decoding measure. Title 1 students typically continue to make high numbers of decoding errors throughout the elementary grades, as seen in the data for the Title 1 control groups. Students in Corrective Reading were able to break this stable error pattern in a relatively short period of time (only 85 days).



(Figure 19. Mean scores on logic measure for all groups in May.)



(Figure 20. Mean scores on decoding measure for all groups in May.)