

ABSTRACT OF THE DISSERTATION

THE IMPACT OF THE ACCELERATED READER PROGRAM ON CALIFORNIA STANDARDS TEST RESULTS

By

Ben F. Lautenslager

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KIRK G. KOEHLER, Ed.D. CHAIRPERSON

This study investigated the effect of student achievement on the California Standards Test results for two groups of students: those who used the Accelerated Reader program in addition to the adopted basal reader program and those who used the basal reader program without using the Accelerated Reader program.

The researcher used a causal comparative design that followed a group of students for 3 years as they progressed from 4th through 6th grades. The study population came from four demographically similar elementary schools located in Norco, California. The major subgroups of the study were examined using seven null hypotheses:

1. There is no significant difference in 6th-grade reading achievement scores of students who received the Accelerated Reader program and those who did not.

2. There is no significant difference in 6th-grade reading comprehension scores of Latino male students who received the Accelerated Reading and those who did not.
3. There is no significant difference in 6th-grade reading comprehension achievement scores of Latino female students who received the Accelerated Reader program and those who did not.
4. There is no significant difference in the 6th-grade reading comprehension achievement scores of low socioeconomic status male students who received the Accelerated Reader and those who did not.
5. There is no significant difference in the 6th-grade reading comprehension achievement scores of low socioeconomic status female students who received the Accelerated Reader program and those who did not.
6. There is no significant difference in the 6th-grade reading comprehension achievement scores of white male students who received the Accelerated Reader program and those who did not.
7. There is no significant difference in 6th-grade reading comprehension achievement scores of white female students who received the Accelerated Reader program and those who did not.

The Accelerated Reader program was the independent variable and reading comprehension growth was the dependent variable.

Analysis of the data showed that in every subgroup the treatment group had higher reading scores. However, none of the scores were statistically significant; therefore, the null hypothesis was accepted for each subgroup.