

University of Mississippi

eGrove

Electronic Theses and Dissertations

Graduate School

1-1-2020

Implementing Read 180 To Increase Reading Achievement And Improve Organizational Learning

Debra Ashe Ware

Follow this and additional works at: <https://egrove.olemiss.edu/etd>

Recommended Citation

Ware, Debra Ashe, "Implementing Read 180 To Increase Reading Achievement And Improve Organizational Learning" (2020). *Electronic Theses and Dissertations*. 1894.
<https://egrove.olemiss.edu/etd/1894>

This Thesis is brought to you for free and open access by the Graduate School at eGrove. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of eGrove. For more information, please contact egrove@olemiss.edu.

IMPLEMENTING READ 180 TO INCREASE READING ACHIEVEMENT AND IMPROVE
ORGANIZATIONAL LEARNING

A Dissertation
presented in partial fulfillment of requirements
for the degree of Doctor of Education
in the Department of Leadership and Counselor Education
The University of Mississippi

by

DEBRA WARE

May 2020

Copyright © 2020 by Debra Ware
All rights reserved

ABSTRACT

This applied research study seeks to increase reading achievement and improve organizational learning. The need to increase reading achievement among the lowest performing students became apparent after reviewing the data and discovering the high number of students scoring minimal and basic in reading achievement. Also, the need to improve organizational learning became evident with the school being given a “failing” accountability rating. Using professional learning communities, professional development training, and teacher observations, the program sought to improve teacher’s organizational learning and strategies in the classroom. Surveys, student interviews, student’s reading data, observations, and discipline data were used in the program evaluation for this research study. Findings support the READ 180 program when implemented according to its established guidelines and training, students can increase their reading achievement and teachers can improve their organizational learning.

DEDICATION

I dedicate this dissertation to my parents, Alvin and Blanche Ashe, and Dr. Sherry Shepard. To my mom and dad for teaching me to be a strong independent woman and always supporting my dreams.

To Dr. Sherry Shepard for being my professional mentor and friend. Thank you for pushing me to be the best principal and person I could be and always striving for excellence. Thank you for all the prayers and guidance during the last four years.

ACKNOWLEDGMENTS

To Dr. Cabrera-Davis: Thank you for your guidance, support, and encouragement to complete this dissertation.

To Dr. Davis and Dr. Bunch: Thank you for setting high expectations and encouraging me to improve myself.

To Superintendent Dennis Dupree and the 2018-19 district office staff: Thank you for your support over the past three years.

To Lashonda and Valerie: Thank you for being great friends and supporting each other through this process.

To my friend Lynette: Thank you for always being a great sounding board and support system during this process.

To my children, Joshua and Jessica: The love I have for you always kept me grounded. Thank you for allowing me time to complete this process and supporting throughout.

TABLE OF CONTENTS

INTRODUCTION	1
Statement of the Problem.....	1
Purpose Statement.....	8
Research Questions.....	9
Overview of the Study	9
LITERATURE REVIEW	12
Student Interventions	12
READ 180.....	16
Small Class Sizes	19
Scripted Teacher Instruction.....	20
Summary of the Literature Review.....	22
RESEARCH METHODS	24
Development of the Action Plan.....	26
Goal 1	31
Action Step 1.....	32
Action Step 2.....	33
Goal 2.....	34
Action Step 1.....	34
Action Step 2.....	35

Action Step 3.....	36
Goal 3.....	36
Action Step 1.....	37
Action Step 2.....	38
Action Step 3.....	39
Program Evaluation	39
Possible Limitations.....	51
DATA ANALYSIS.....	54
Research Question One.....	55
Research Question Two	56
Research Question Three	60
Research Question Four.....	61
DISCUSSION.....	67
Program Evaluation Standards.....	68
Discussion.....	70
Limitation of the Study.....	75
Recommendations.....	76
REFERENCES.....	77
APPENDIX.....	83

CHAPTER I

INTRODUCTION

Statement of the Problem

In 1965, President Lyndon Johnson signed the Elementary and Secondary Education Act (ESEA) in an effort to improve schools and provide federal funding for Title I (Nelson, 2016). In 2002, the ESEA was replaced with the No Child Left Behind (NCLB) Act. “NCLB holds individual schools, school districts, and states accountable for improvements in student achievement, with particular emphasis on closing the achievement gap between high- and low-performing students and children and youth from disadvantaged groups and minority populations” (Simpson, LaCava, & Graner, 2004, p. 68). Despite the aims of NCLB, the majority of schools in the Mississippi Delta continuously struggle with closing the achievement gap due to the high number of socio-economic disadvantaged and low-performing students in Mississippi Delta schools.

In eighth grade, students were required to use the reading and comprehension skills mastered in elementary school to learn a great deal of new information in content area classes (Swanson, Wanzek, Vaughn, Fall, Roberts, Hall, & Miller, 2017). However, roughly one-quarter of U.S. eighth graders who score below basic on national assessments of reading were poorly equipped for the reading demands of secondary school (Hemphill, Kim, Yudron, LaRusso, Donovan, Sabatini, & O’Reilly, 2015). The educators in the Mississippi Delta were acutely aware of the achievement gap of their students compared to other parts of the state. But how could the results be improved for students in schools and districts in the Delta?

There was a marked shift in learning expectations established by state and national standards at the middle school level when the teacher shifted from teaching reading to placing a strong emphasis on content delivery (Swanson et al., 2017). However, according to Hemphill et al. (2015), “weak decoding, word knowledge, and fluency may limit their [students] ability to process text efficiently” (p.1). As cited by Swanson et al. (2017), 64% of eighth-grade students in the United States read at or below a basic level and were largely unable to access content through text or engage in complex reasoning without some kind of reading support in the classroom.

Many of these reading performance problems were evident at Wildcat Middle School where teachers experienced the challenge of educating students who read below grade level. This is an issue which needs to be resolved to increase the academic performance of the students. How could these schools assist in closing the achievement gap and help students get to their appropriate reading levels?

Description of the problem. The central issue of concern for this applied research proposal was improving reading achievement among the bottom 25% of students at Wildcat Middle School. The schools in the Wildcat School District, which is located in the heart of the Mississippi Delta, served socio-economically disadvantaged students performing far below grade level and the state average. The teachers at Wildcat Middle School had to prepare these students for high school by implementing strategies such as reading interventions that would promote an increase in reading levels. This was important because students reading below grade level had a greater chance of failing the required state tests in high school and becoming high school dropouts.

Wildcat Middle School was one of the nine schools in the Wildcat School District (WSD)

and the only middle school. Ninety-eight percent of the 3,200 students in Wildcat School District were African American. The WSD had four elementary schools, one intermediate school, one middle school, one high school, and a vocational center. The median household income of Wildcat residents was \$29,666 and was below the average in Mississippi of \$40,593 City-Data (2010). The Data USA website (n.d.), revealed that due to the lack of industry and jobs in Wildcat, many parents resided in Wildcat but worked out of town. Consequently, these parents tended to be less involved in the school and at home. The Wildcat School District struggled with maintaining active parent involvement in all of its schools. Parents tended to be even less involved in the secondary schools. Public schools had been integrated since the 1960s, but segregation was still prevalent in Wildcat with the majority of white students attending private schools. In the community, both African American and White cultures struggled with crossing the color divide.

Wildcat Middle School had approximately 370 students in the seventh and eighth grades. During the 2017-18 school year, Wildcat Middle School had one principal, one assistant principal, 28 certified teachers, one counselor, one librarian, and four assistant teachers. Forty-three percent of the teachers at Wildcat Middle School had less than three years' experience. The ELA, math, science, and social studies departments each had three teachers, with class sizes ranging from 22 to 27 in each class. The honors teachers taught both seventh and eighth grades. There were three Information and Communication (ICT) teachers and five Special Education teachers. The school had eight elective classes including health, physical education, and fine arts. Four of the fine arts teachers were shared with one elementary school. Teacher paraprofessionals taught the reading lab and math lab classes. All students in the Wildcat School District received free breakfast and lunch.

Students' low achievement scores on the English Language Arts (ELA) Mississippi Academic Assessment Program (MAAP) had been a prevalent problem at Wildcat Middle School for several years. During the 2017-2018 school year, 13% of the students entering the seventh grade scored Level One "Minimal" and 41% scored Level Two "Basic" on the ELA Mississippi Academic Assessment Program (MAAP) at Wildcat Middle School. The majority of the students entering the eighth grade scored Level One and Level Two with 21% of them scoring Level One "Minimal" and 30% of them scoring Level Two "Basic."

The problem of low performing students is not isolated to Wildcat Middle School. Many schools throughout the nation were attempting to raise student achievement. Pitre (2014) identified the "problem of disparities in educational achievement as an issue of unequal opportunity to learn" (p. 209). Unequal opportunity meant economically disadvantaged students were not given the same opportunity to learn as non-economically disadvantaged students.

In 2018-19, only 18% of students entering the seventh and eighth grades at Wildcat Middle School were reading at a proficient or advanced grade level with the remaining 82% reading below grade level. Thirty-seven percent of students scored Level Three "Passing," and 45% of students scored Level One "Minimal" and Level Two "Basic" on the ELA MAAP assessment. Only 12% of students in the fourth grade in the Wildcat School District scored proficient or advanced on the ELA MAAP assessment in 2018-19.

To support the educational needs of the students, the Wildcat School District was granted financial assistance through the Race to the Top Grant in 2003. The district was one of 10 districts across the nation to receive the grant. This grant afforded the district an opportunity to become a one-to-one device school district. One-to-one device means every student had a Chromebook or an iPad assigned to them for the school year. Wildcat School District also

received the Magnet School Grant and an Apple Grant.

The school district often sought grants to increase funding due to continual state and federal funding cuts. However, despite the financial support that the district had received, Wildcat Middle School still earned an “F” under the current accountability rating system in Mississippi. In addition, the school was labeled a School at Risk (SAR) due to its inability to improve student growth and student proficiency.

Justification of the problem. At the beginning of this school year, 93 students entering the seventh grade scored “Minimal” or “Basic” on their sixth grade ELA MAAP assessment and 98 students entering the eighth grade scored “Minimal” or “Basic” on their seventh grade ELA MAAP assessment. Due to the large number of students scoring low on the ELA MAAP assessment, intervention was needed to help these students increase their achievement in ELA and close the gap in student achievement. Additionally, low performing students scoring “Minimal” or “Basic” were at-risk of failing the high school mandated state test which would lead to higher dropout rates. According to NASP Center (2000), “Poor academic performance is the single strongest predictor of dropping out of school” (p. 2).

The National Center for Educational Statistics (2013) said, “The achievement gap occurs when one group of students outperform another group, and the difference in average scores for the two groups is statistically significant” (p. 210). More than 48% of students attending Wildcat Middle School were performing below grade level. The achievement gap existed between low-performing students at Wildcat Middle School and the higher performing students in more affluent school districts in the state.

Low-performing students were those who typically had poor attendance, discipline problems, poor academic grades, and low self-esteem. The majority of low-performing students

at Wildcat Middle School experienced poverty, inadequate living arrangements, and lack of parental involvement. Most of the parents did not have the educational background to help their children and relied on the school to teach their children even when they were lagging behind. Another cause of students persistently scoring low was the school's inability to retain high-quality teachers. Wildcat Middle School only retained 69% of its teachers in 2017-18. In 2018-19, only 55% of teachers were retained causing inconsistency with instructional practices. High teacher turnover made it difficult to improve organizational capacity. In addition, the pervasive turnover created a need to identify research-based practices to support and develop teachers to improve instructional practices. This study evaluated the implementation of a continuous cycle of improvement designed to improve teacher capacity through professional development focused on assessed areas of teacher need.

This study evaluated the effort to increase students' reading achievement among the lowest quartile of students at Wildcat Middle School by implementing READ 180 in the reading lab. The 45 lowest performing students in the seventh grade and the 45 lowest performing students in the eighth grade were scheduled in the reading lab for one period daily for 50 minutes. According to the What Works Clearinghouse (WWC) Intervention Report (2016), "READ 180 was a reading program designed for struggling readers who are reading 2 or more years below grade level" (p. 1). READ 180 was a blended learning program composed of the whole group, three small group rotations, and whole group wrap up. Positive effects on general literacy achievement and comprehension were found with students utilizing READ 180. (WWC Intervention Report, 2016). The reading lab teacher was provided professional development and continual support on the READ 180 program.

Because the reading achievement level of the students at Wildcat Middle School was at

the minimal level of performance, an effective intervention program was needed to rectify this problem. Moreover, if the Wildcat Middle School did not address the need for reading interventions for their lowest-performing students to increase reading achievement, these students were likely to become another dropout statistic.

Audience. Administrators, teachers, students, and parents served as the audience in this study. For parents of the lowest 25%, this study provided an opportunity to understand why their students were in the reading lab and how the reading intervention program could help their students improve their reading achievement. It was essential to get buy-in from the parents since they were the driving force behind the motivation of students. Parents learned the importance of school attendance and the impact absences had on student achievement. This study created more opportunity for parental involvement by keeping them abreast of their students' progress during the study. The teachers in this study had the opportunity to collaborate on instructional practices to improve organizational capacity. Teachers received continual support from the leadership team on implementing researched-based practices. Continual support of teachers led to lower teacher turnover.

The administrators were able to use the data from this study to determine the effectiveness of the reading intervention study and determine if the reading intervention program might benefit other students at Wildcat Middle School. Improved student achievement led to fewer discipline referrals and allowed administrators more time to devote to instructional practices in the school. This study led to higher teacher retention rates which enabled administrators the opportunity to continue building the organizational capacity of their teachers.

This applied research study implemented researched-based practices which could be utilized by other schools and administrators. This study was designed to collaboratively create

an action plan, set goals and action elements, implement the plan, evaluate the plan, and make revisions to the program based on the evaluation results. This process was ongoing where all stakeholders continued to utilize a plan to improve the organizational capacity and use consistent practices throughout all classrooms.

Purpose Statement

The purpose of this applied research study was to increase reading achievement among the lowest quartile of students at Wildcat Middle School and improve organizational learning. The applied research process started with an overview of the students reading below grade level at Wildcat Middle School and a justification for the need to conduct the research study. The collaboration of all stakeholders was an essential key for any applied research study to be successful. A collaborative effort of teachers, students, parents, and school administration examined the central phenomenon at Wildcat Middle School. The stakeholders reviewed existing research on improving students' reading achievement in economically disadvantaged students. Stakeholders also analyzed data obtained from the Mississippi Academic Assessment Program (MAAP) test scores, student attendance records, student discipline records, teacher attendance records, district benchmark assessments, NWEA MAP assessment, READ 180 reports, teacher surveys, student interviews, and parent surveys. All the data analyzed was utilized to develop an action plan to address the central phenomenon. A review of research on high-achieving schools with the same demographics was also examined to determine elements existing in high-achieving schools which could be implemented at Wildcat Middle School to help improve reading achievement. The action plan goals were used to develop a set of research questions, both quantitative and qualitative in design. Benchmarks were set to measure the effectiveness of the implementation of the action plan. These benchmarks provided an

opportunity for stakeholders to collaborate to determine if the goals set were achievable. This also allowed stakeholders the opportunity to adjust the action plan. The research questions were used as a guide to evaluate the action plan. The implementation of the action plan was from spring 2018 to spring 2019. The formative evaluation allowed for support improvements through a cycle of continuous learning and improvement.

Research Questions

The research questions were designed to achieve the purpose of the research and to guide the development of the program evaluation. In order to address the problem of this study, the researcher developed four research questions designed to assess the impact of the implementation of the READ 180 program. The research questions were:

1. Did the implementation of the READ 180 program result in a 25% increase in student growth in reading achievement among the lowest quartile on the MAAP assessment at Wildcat Middle School?
2. To what extent did the teachers implement the READ 180 program according to established READ 180 guidelines and training?
3. What were the students' attitudes towards the READ 180 interventions they were receiving?
4. What problems and limitations impacted the success of the implementation of the READ 180 program?

Overview of Study

This applied research study with a program evaluation design sought to increase reading achievement among the lowest quartile of students at Wildcat Middle School and to improve organizational learning for teachers. Applied research was designed to address both a problem of

practice and to improve organizational effectiveness by developing the capacity for organizational learning. Therefore, as it related to this study, the initial step was the leadership team's identification of students performing in the lowest quartile in reading achievement at Wildcat Middle School. Next, the leadership team reviewed relevant research studies on student interventions, class size, READ 180, and scripted instruction to select an intervention program for the lowest quartile of students. The READ 180 program was chosen as the intervention program based on evidence supporting the implementation of READ 180 to increase students' reading achievement.

The leadership team developed an action plan for the implementation of the READ 180 program and improving organizational learning. The steps in the action plan and the evaluation plan for the study were detailed in chapter three. The first part of the action plan included identifying the lowest quartile of students in reading achievement at Wildcat Middle School and had placed these students in the reading lab for interventions through the implementation of the READ 180 program. Next, training was provided to ensure that the READ 180 program was being implemented according to the READ 180 guidelines. Also, professional development will be provided to all teachers to improve teacher instructional practices. A program evaluation was utilized to evaluate the effectiveness of the study and answer the research questions.

Following an applied research design, a program evaluation using both quantitative and qualitative data was conducted to determine the effectiveness of the program and to make recommendations for improving the program. Quantitative data included student test data, student attendance, student discipline referrals, parent surveys, and teacher surveys. Qualitative data included students' interviews, READ 180 checklists, READ 180 Walk-throughs, and READ 180 feedback sessions with the teacher. The qualitative and quantitative data was used to answer

the research questions.

The results of the evaluation determined how effective the implementation of the READ 180 program was in increasing student achievement in the lowest quartile of students. The findings determined if the professional development improved organizational learning among teachers. The organizational learning was utilized to engage in the improvement cycle for future problems identified within Wildcat Middle School.

CHAPTER II

LITERATURE REVIEW

The literature review is divided into four areas: student interventions, READ 180, small class sizes, and scripted teacher instruction. The literature reviewed supports the need for student interventions to increase reading achievement by implementing the READ 180 computer-based program, small class sizes, and scripted teacher instruction. Several studies have shown the READ 180 computer-based reading program to be effective in improving students' reading achievement. Also, the literature supported utilizing small class sizes to improve reading achievement.

One vital component of the READ 180 program is scripted teacher instruction. Several studies in the literature review found improvement in reading achievement using scripted teacher instruction. One reason for this applied research study is to develop an action plan and to interpret the evaluation results. The first part of the literature review presents studies where student interventions increase student achievement. The second part of the literature review discusses the use of the READ 180 computer-based program to increase student achievement in struggling readers. The third part of the literature review presents studies with varied results on the effects of class size. The last part of the literature review provided mixed results in using scripted teacher instruction to increase student achievement.

Student Interventions

The effectiveness of interventions used is an essential factor for most low-performing

schools. Determining the best interventions to increase student achievement can vary based on area and grade level of students. Administrators needed to research various interventions before deciding on one particular program.

Cantrell, Almsi, Carter, and Rintamaa (2013) conducted a study of teachers' efficacy and implementation of a reading intervention program in sixth-grade and ninth-grade. The study used descriptive and casual-comparative methods to examine sixth-grade teachers and ninth-grade teachers' efficacy and the implementation of a reading intervention program. There was a total of 20 middle and high school teachers and their students. All these teachers worked in rural areas. The researchers found sixth-grade teachers with higher efficacy had higher student comprehension scores. The teachers with low efficacy and high implementation had the ninth-grade students with the highest improved scores. Based on the results for sixth-grade students, teachers' efficacy placed a significant factor in part in increasing scores. Ninth-grade teachers had more difficulty implementing literacy on high school level.

Little, McCoach, and Reis' (2014) study was on the effect of student achievement in middle school using differentiated reading instruction. The researchers selected four middle schools with 2,150 students and 47 teachers. The School Enrichment Model for Reading (SEM-R) used is an instructional framework in reading. It used differentiated instruction and incorporates student interest and offering choice to the readers. Pretests and posttests were given to both a treatment group and a control group to determine which group showed more student achievement. The most successful classes were the ones where the teachers demonstrated strong implementation and consistency with the program. Students in the SEM-R group showed higher scores on reading fluency and reading comprehension. Student interest and student self-selection created more student engagement and academic growth.

Students reading below grade level is a major concern for failing schools. Evaluating reading programs and reading strategies to increase students reading levels is important in helping schools become successful. Cantrell et al. (2014) examined the impacts of a supplemental reading program for low-achieving sixth-grade students. Learning Strategies Curriculum is a reading intervention program developed by the University of Kansas Center for Research for Learning. The students in the reading program showed gains between the pretest and posttest in reading strategy. Students in the reading program used more strategies that enabled deeper levels of comprehension.

Fisher and Frey (2014) conducted a study on the effect of close reading as an intervention for struggling middle school readers. The participants included 322 seventh and eighth graders in three district and three middle schools. The focus of this study was close reading which included short, complex passages, repeated reading, annotation, text-dependent questions, and discussion of the text. Seventy-five of the students were in the experimental group and 247 in the control group. The experiment group focused on close reading of complex texts. The control group utilized computerized interventions, small group instruction, and independent reading. The class sizes were limited to 20 students. Out of the 75 in the experimental group, 48 increased at least one level, 26 stayed the same, and one decreased in the score from the previous year. The results for students in the experimental group proved to be statistically significant with over 60% of students increasing their score.

Vaughn, Wexler, Leroux, Roberts, Denton, Barth, and Fletcher (2012) conducted a study of the effects of intensive reading intervention for eighth-grade student performing far below grade level with reading disabilities and showed low response to intervention (RTI) in grades six and seven. The researchers used a multigated, longitudinal, randomized trial study of 150

students. Of these participants, 92% received free or reduced lunch and 31% were African American. The treatment group was given a 50-minute reading intervention class each day and taught in groups of two to four. Teachers of the treatment group used data to tailor instruction to meet individual needs. Teachers used curriculum based measure (CBM) progress monitoring data to develop lessons. Student in the treatment group showed improvements on word reading accuracy, fluency, and comprehension from pretest to posttest. Eighth graders who consistently received treatment over two previous years demonstrated significantly higher scores on posttest than comparison students. While treatment group students outperformed the comparison students, they still remained poor readers. The findings suggest students with reading disabilities need continued intensive reading intervention in order to keep progressing and improving reading achievement.

Another way to increase reading achievement is to teach literacy in the classrooms. Fletcher, Grimley, Greenwood, and Parkhill (2013) conducted a study of raising reading achievement in a low socio-economic multicultural intermediate school. The researchers used a qualitative case study of students in seventh and eighth grade of the South Island of New Zealand. The staff was provided with ongoing literacy professional development. The consultant would model lessons in classrooms and give teachers feedback from observations. The school used data to drive the instruction. They used a standardized assessment of reading and a whole-school approach to reading strategies. For schools to turnaround, school leaders have to create a supportive and learning environment for students and teachers. The principal provided literacy expertise, and the literacy expert demonstrated how assessment tools could be used to inform teachers and drive instruction. Implementation of a reading program with fidelity is necessary to maintain continuation of growth in student achievement. Reading achievement of

these low socio-economic multicultural students increased at the intermediate school at the South Island of New Zealand.

There are many different ways to address the reading deficits. Numerous studies have been done on the effectiveness of computer-based intervention programs versus direct instruction. Hong-Nam, Leavell, and Maher (2014) examined the relationships between reading strategy and reading achievement of high school students. The researchers used data collected from questionnaires and state assessments on 2,789 students from two suburban high schools in Texas. Low literacy skills are major contributing factors to dropout rates in the United States. These high schools developed strategies to help improve students' literacy skills from ninth grade to twelfth grade. Metacognitive awareness strategies, reading process strategies, and predicting strategies were most preferred strategies. Text based strategies were used more often by the lower students. There is a correlation between readers' strategy use and reading achievement. Students with higher test scores on the Texas Assessment of Knowledge and Skills Assessment reported the use of more strategies than their lower-achieving counterparts. Reading strategies and literacy programs can be beneficial to all students and help the student become successful.

READ 180

According to Hartry, Fitzgerald, and Porter (2008), "Scholastic developed READ 180 based on the work of Ted Hasselbring at Vanderbilt University" (p. 181). READ 180 is a blended learning computer-based program to help struggling students performing below grade level. The literature revealed positive effects from using READ 180.

What Works Clearinghouse (2009) reviewed 101 studies of READ 180 program. Only seven studies on READ 180 met the What Works Clearinghouse evidence standards with

reservations. The seven studies consisted of 10,638 students in grades four through nine in seven states to determine the effectiveness of the READ 180 program on students' reading achievement. Of the seven studies, READ 180 showed positive effects of medium to large on general literacy achievement and comprehension.

Hartry, Fitzgerald, and Porter (2008) conducted a two-year randomized after-school study of seven schools with 294 students in year one and 312 students in year two. The students included in the study were 60% African American and 57% low-income students. Students were randomly placed in either the READ 180 classes or the other after-school classes. Classroom observations and teacher interviews were used in the study. Surveys of students and teachers were also used during the study. The READ 180 measured students' engagement in the program. Student's attendance was also recorded for both programs. Students in the READ 180 program showed to have higher attendance than students assigned to the other after-school program.

Another meta-analysis conducted by Slavin, Cheung, Groff, and Lake (2008) reviewed a total of 33 studies. Included in these studies were eight mixed-methods studies on READ 180 of students in Grades 6-9. In the eight studies reviewed of READ 180 the authors found positive literacy achievement outcomes using the READ 180 program.

According to the Houghton Mifflin Harcourt (2015), 15 middle school studies showed READ 180 students outperformed non-READ 180 students. One study of the Council of the Great City Schools included 881 students in grades six through eight from Boston, Houston, Dallas, and Columbus. The students took the Stanford Achievement Test Series Ninth Edition (SAT-9) pretest in 2000 and the SAT-9 post-test in 2001. The difference in the pretest and post-test of students in the READ 180 were statistically significant. Students in the READ 180

control group gained an average of 16 points on the SAT-9 post-test.

Kim, Samson, Fitzgerald, and Hartry (2010) conducted a randomized experiment in a mixed-methods study on the READ 180 programs and its effectiveness. A total of 294 students in grades four and six were included in the study. The study concluded READ 180 had a positive effect on reading fluency and attendance on students in the fourth grade. The literature provides positive results to support the use of READ 180 in the reading lab with low performing students.

What Works Clearinghouse Intervention Report (2016), reviewed nine studies of the READ 180 program. Three studies met What Works Clearinghouse (WWC) evidence standards without reservations and six studies met WWC evidence standards with reservations. These studies included a total of 8,755 students in more than 66 schools in 15 school districts and 10 states. Six studies showed medium to large outcomes in student achievement in comprehension and general literacy achievement. Two studies found medium to large outcomes in student achievement in reading fluency and alphabets. “READ 180 was found to have positive effects on comprehension and general literacy achievement” (WWC Intervention Report, 2016, p.1). READ 180 is a blended learning program used to help struggling readers. The studies reviewed have shown to have positive outcomes on literacy achievement.

Fitzgerald and Hartry (2008) conducted a randomized controlled trial on the effects of READ 180 on students in grades four through six (WWC Intervention Report, 2016). This study met WWC standards without reservations. Students were randomly assigned the treatment group or the non-treatment group. The treatment group of 151 students received READ 180 in an afterschool program while 146 students participated in a standard afterschool program. The study was conducted over a two-year period. The treatment group received two full lessons per

week for approximately 23 weeks each year. Students in the treatment group showed statistically significant gains in the reading comprehension subtest on the Stanford Achievement Test, Tenth Edition over the non-treatment group. The study had an effect size of 0.25 in reading comprehension and meets WWC criteria of being significant.

Swanlaund et al. (2012) conducted a randomized controlled trial study to examine the effects of READ 180 on students in five Milwaukee schools (WWC Intervention Report, 2016). Students in grades six through 10 were randomly assigned to READ 180 or other elective classes. Students in the READ 180 class received 90 minutes of daily supplemental instruction. The 335 students in the READ 180 class showed significant improvement in reading comprehension over the 284 students in other elective classes. This study supports the positive effects on students constantly using the READ 180 program daily and shows significant improvement in reading comprehension of struggling readers.

Small Class Sizes

According to Hoxby (2000), “Class size reduction is probably the most popular and most funded school improvement policy in the United States” (p.1239). Struggling readers more than two grades behind need to be in smaller classes to receive more individualized assistance. Reducing class size in the reading lab to 18 or less will be beneficial in students improving reading achievement. “The number of students in a class has the potential to affect how much is learned in a number of different ways” (Ehrenber, Brewer, Gamoran, and Willms, 2001, p.1). Several studies found smaller class sizes contributed to an increase in student achievement.

Nye, Hedges, and Konstantopoulos (2000) conducted a four-year, large-scale randomized experiment of project STAR in Tennessee on the effect of class size on student performance. The study included 79 elementary schools with grades K-3. At the end of the four-year study,

they concluded small class sizes lead to higher achievement. Small class size showed positive effects on increasing students' reading achievement.

Akabayashi and Nakamura (2014) analyzed the effect of class size in Japan. The study grouped participants by initial test score level and location. Twenty-eight elementary schools were included. The students in small class sizes showed positive effects in student achievement. Sixth graders in small classes had the most positive effect on Japan language achievement scores out of all the grades. The study acknowledged smaller classes lead to higher student achievement.

Konstantopoulos (2011) examined the effects of small class sizes on student achievement on the STAR project in Tennessee. The study included 11,000 students in 42 districts in grades K-3. A block-randomized design was used in this study. Students were randomly placed in classes. The study affirmed two-thirds of the K-3 students in small class sizes showed greater gains on student's reading achievement. The literature provides evidence of how small class sizes may have a positive effect on improving students' achievement.

Scripted Teacher Instruction

When implemented with fidelity, scripted teacher instruction can be an essential component to improving reading achievement. One advantage of scripted instruction is to help ensure students are on-task and eliminate off-task opportunities. Several studies showed improved reading achievement in scripted direct instruction while another study showed negative outcomes using scripted teacher instruction.

Cooke, Galloway, Kretlow, and Helf (2011) conducted a study of twelve first-graders to determine the effectiveness of scripted direct instruction. Using a multiple-baseline across-participants design to evaluate the effects of on-task and off-task instruction, the study included

four paraeducators delivering daily scripted instruction to 12 first-grade students identified at risk for reading failure. Upon introduction of the script, the rate of on-task instructional opportunities for student practice was substantially higher, and the rate of off-task instructional opportunities diminished. The study showed an increase in time-on-task and improved reading achievement. At the end of the study a questionnaire was given to the paraeducators and individual interviews were conducted with the students. The results concluded both teachers and students preferred the scripted direct instruction.

Shippen, Houchins, Steventon, and Sartor (2005) researched two reading programs using direct instruction. The study utilized a quasi-experimental method to compare two direct instruction-reading programs of 55 seventh-graders in a large Southeastern inner-city school district. The urban middle school students were two to four years behind in reading achievement and 99% were African American. The students in the study showed significant gains in reading achievement with direct instruction reading programs. The study supports the use of scripted instruction to increase reading achievement.

Duncan Owens (2010) conducted a study of scripted teacher instruction of the Read Well reading program. The study was a qualitative study of 12 classroom teachers and their use of the Read Well reading program for struggling readers. Interviews were conducted at the beginning, middle, and end of the study. The qualitative data concluded the 12 classroom teachers found the use of scripted teacher instruction to be inadequate for their students. This study does not support the use of scripted instruction to increase reading achievement for struggling readers.

One component of READ 180 is the scripted teacher instruction, and this component was found to be successful in improving student achievement. According to Houghton Mifflin Harcourt (2017), the teacher uses, “A gradual release approach is used throughout READ 180

teacher-led instruction and in the Student App, which provides scaffolding for students as they learn to internalize comprehension skills and strategies” (19). READ 180 instruction is designed to systematically bolster students’ comprehension of text before, during, and after reading, using research-based techniques that are beneficial to struggling readers, English learners, and students with disabilities. Before reading, Anchor Videos, teacher-led lessons, and vocabulary development lessons in the Student App help students activate prior knowledge and build mental models of new concepts. During reading, the Student App helps students comprehend the text by providing definitions for unfamiliar words, identifying signal and vocabulary words in the text, and personalizing coaching and feedback to keep the students on task and encourage them to use helpful supports. Finally, READ 180 instruction includes activities and routines to assess and reinforce comprehension after reading. Scripted teacher instruction could be effective in increasing reading achievement and ensures students stay on task.

Conclusion

Many schools in the Mississippi Delta are faced with the same dilemma of how to improve students’ low reading achievement. A new accountability model has created an opportunity for low performing schools to improve their accountability rating by showing growth in the lowest quartile. Title I reading labs are funded to provide student interventions to the lowest quartile of students. Wildcat Middle School will incorporate small class sizes; the blended learning computer-based program READ 180, and the teacher scripted instruction to assist struggling students in improving reading achievement. The literature affirms the need for student interventions to increase achievement. The review of literature also supports the use of the READ 180 program, small class sizes, and scripted teacher instruction to increase reading achievement. I believe by utilizing best practices researched based strategies in the reading lab,

struggling students will show growth in their reading achievement. The overall goal of this study is to implement READ 180 to increase reading achievement among the lowest quartile of students and improve organizational learning at Wildcat Middle School.

CHAPTER III: RESEARCH METHODS

Introduction

This chapter presents the methods used for this applied research which aimed to improve reading achievement among the bottom 25% of students at Wildcat Middle School. Students' low achievement scores on the ELA portion of the Mississippi Academic Assessment Program (MAAP) has been a pervasive problem at Wildcat Middle School for years. On the most recent assessment, more than 83% of students attending Wildcat Middle School were performing below grade level compared to 60% statewide. A review of ELA MAAP data over the past three years indicated an expanding gap in achievement between the students at Wildcat Middle School compared to students statewide. This study sought to address the reading achievement of the lowest quartile of students and reduce the gap in achievement between students at Wildcat Middle School and their peers statewide. Results were used to enhance organizational effectiveness through improved student achievement.

Applied research was designed to address both a problem of practice and to improve organizational effectiveness by developing the capacity for organizational learning. Chapter Three was divided into three sections consisting of development of the action plan, the action plan, and the program evaluation. Details of the applied research design for this research were presented and explained.

The action plan was developed collaboratively by all stakeholders to address the central

area of concern of increasing reading achievement among the lowest quartile of students at Wildcat Middle School. An explanation of the process used to develop the action plan is provided. This section includes an overview of collaborating stakeholders, a review and timeline of the process, existing research guiding the work, and internal data examined to create the action plan. The action plan was instrumental in improving organizational learning.

This applied research study was guided by two sets of questions used in different points in the process. An initial set of preliminary questions was used to develop the action plan. The purpose of these questions was to provide the information necessary for the collaborative development of a comprehensive action plan designed to address the problem of lowest quartile of students' reading achievement at Wildcat Middle School. The first question examined the reasons why students have low reading achievement and the impact of READ 180 on student's reading achievement. The second question sought to identify and summarize existing and relevant research on READ 180, class size, and organizational processes successfully used to increase reading achievement among the lowest quartile of students. The final preliminary question focused on school values and desires within the organization to develop a set of goals to be achieved through the research process consistent with the organizational mission.

Based on the need to implement READ 180 to increase the lowest quartile of students' reading achievement, the following set of research questions were used to evaluate the results of the collaborative action plan:

1. Did the implementation of the READ 180 program result in a 25% increase in student growth in reading achievement among the lowest quartile on the MAAP assessment at Wildcat Middle School?
2. To what extent did the teachers implement the READ 180 program according to the

- established READ 180 guidelines and training?
3. What were the students' attitudes towards the READ 180 interventions they were receiving?
 4. What problems and limitations impacted the success of the implementation of the READ 180 program?

The second part of Chapter Three presents the full action plan. This section begins with the research questions presented in Chapter One. Research questions guide the evaluation of action plan elements. Each element of the action plan represented a specific collaborative effort to address the problem and each includes one or more measurable goals. This section provides the details of exactly what action took place for each element: what systems were in place, what participants were expected to do and accomplish, what timelines were followed, what resources of time and material were required, and who was responsible for each activity or effort required of participants.

The final part of Chapter Three presents the program evaluation of the action plan to be conducted following one year of implementation. A formative assessment was used for each element of the action plan. To guide the formative assessment, each element was evaluated using multiple sources of qualitative and quantitative data. The focus of the evaluation was to determine the level of goal attainment and to assess the organizational development occurring through the applied research process. All of the research questions were answered with data collected and analyzed through the program evaluation process. The overall goal of this study was to increase reading achievement among the lowest quartile of students at Wildcat Middle School.

Development and Implementation of the Action Plan

In January 2016, a new principal was hired at Wildcat Middle School, a predominately black school located in the heart of the Mississippi Delta. The principal, also the researcher, was new to the Delta and Wildcat School District and was the first white principal in the history of the school. Over the next year and a half, the principal faced numerous obstacles due to many stakeholders' resistance to change. With the assistance of a consultant specializing in transforming cultures in persistently failing schools, the principal slowly began to see the school culture change for the better. In addition, intensive efforts were made to improve instructional delivery in all ELA classes and additional intervention supports were provided for students scoring at the bottom 25%. Despite these efforts to improve student achievement at Wildcat Middle School, the school continued to maintain an "F" or failing accountability rating for the second consecutive year.

In the summer of 2017, the principal was given autonomy to hire a new assistant principal. The new assistant principal and the principal were unified in the vision and direction of the school. They immediately sought staff input to the school's vision and direction through the creation of a site-based leadership team. The site-based leadership team was made up a diverse group of teachers representing all departments in the school. The site-based leadership team was tasked with examining student achievement and other school data as well as proposing and implementing solutions to improve the school.

Based on the 2015-16 ELA Mississippi Academic Assessment Program (MAAP) data, more than 54% of students at Wildcat Middle School scored below passing. Students scoring below passing on the ELA Mississippi Academic Assessment Program were considered low-achieving students. One hundred students fell into the lowest quartile of students at Wildcat Middle School. Given the high percentage of low-achieving students at Wildcat Middle School,

a pressing need was evident to provide reading interventions to improve reading achievement.

Since Wildcat Middle School was a Title I school, funds were available to implement an evidenced-based systemic student achievement effort. All Title I schools were required to provide reading labs or student interventions for students scoring in the lowest quartile on the MAAP.

The reading lab lacked structure, and there was no specific program being used to target struggling readers. Further, a review of the data indicated there was a need for an evidence-based reading intervention program in the reading lab.

Consequently, the leadership team reviewed studies on the What Works Clearinghouse (WWC) for effective reading intervention programs. The criteria required evidence-based studies demonstrating statistically significant outcomes on improving student achievement with strong evidence from at least one study. The leadership team researched computer-based programs to improve student achievement among struggling readers. Each member of the leadership team examined the evidence-based articles they found on computer-based literacy programs. After each team member had reviewed the articles, the leadership team met to discuss their findings. The team reviewed several different reading programs. Each member shared studies found on several different reading programs. After careful consideration, the team selected READ 180 as the program to implement in the reading lab based on the strong evidence and positive outcomes in literacy achievement in the studies reviewed. The studies presented supported the use of READ 180 to meet the needs of struggling readers in the Title reading lab.

The READ 180 program used whole group, small group, and independent reading to help struggling students to improve their reading comprehension and fluency. “READ 180 Universal is a new blended learning solution that incorporates close to 20 years of research and practice

with a deep commitment to using evidence and efficacy to inform and inspire” (Houghton Mifflin Harcourt, 2015, p. 4). According to the WWC Intervention Report (2016), “READ 180 was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for adolescent readers” (p.1). Kim, Samson, Fitzgerald, and Harty (2010) conducted a study on READ 180 with 294 students and the program had a positive effect on reading fluency and attendance.

READ 180 provides flexible rotations to meet the needs of all struggling readers. The rotations include whole-group, small-group, independent reading, and student application. (Houghton Mifflin Harcourt, 2017, p. 5). “Backed by more than 15 years of research and results, studies confirm that READ 180 effectively raises reading achievement when students experience all aspects of the rotation model of blended learning” (Houghton Mifflin Harcourt, 2017, p. 10). The original format for the rotations was designed for a 90-minute block. The rotations were modified to fit the 50-minute class periods at Wildcat Middle School. All students assigned to the READ 180 lab attended a 50-minute period daily.

The purpose of this applied research study was to increase reading achievement among the lowest quartile of students and improve organizational learning at Wildcat Middle School. The READ 180 program was implemented in the reading lab in an effort to address the reading achievement among the lowest quartile of students.

The applied research process started with an overview of the students meeting the criteria of lowest quartile at Wildcat Middle School and a justification for the need to conduct the research study. A collaboration of all stakeholders in this applied research study was essential to the success of the study. The stakeholders included teachers, students, parents, and school

administration. All stakeholders examined the central phenomenon at Wildcat Middle School and the purpose of the study. The stakeholders reviewed existing research on implementing READ 180 in the reading lab to improve students' reading achievement. The leadership team disaggregated multiple data sources. The data included the Mississippi Academic Assessment Program (MAAP) ELA test scores, student attendance records, student discipline records, and teacher attendance records. The data revealed a correlation between low test scores and high student discipline referrals. The students with the lowest test scores also had a high number of absences from school. All the data analyzed was utilized to develop an action plan to address the central phenomenon.

A review of research on implementation of READ 180 to increase reading achievement was also examined to determine elements of successful implementation of READ 180. This research could be used to implement the READ 180 program according to established READ 180 guidelines and training at Wildcat Middle School to help improve reading achievement among the lowest quartile of students. The action plan goals were used in developing a set of both quantitative and qualitative research questions in this applied research design. Benchmarks were set to measure the effectiveness of the implementation of the action plan. These benchmarks provided an opportunity for stakeholders to collaborate to determine if the goals set were achievable. This also allowed stakeholders the opportunity to adjust the action plan and utilize the cycle of continuous improvement of practices.

The research questions were used to formulate a formative evaluation of the action plan. The implementation of the action plan was from spring 2018 to spring 2019. The formative evaluation allowed for support improvements through a cycle of continuous learning and improvement. The leadership team consisting of the principal, assistant principal, the

instructional coach, the interventionist, and the counselor analyzed student data from MAAP state assessments and benchmark assessments to identify the lowest quartile.

Collaborative analysis of the data collected in response to these questions was used to develop the action plan. The goals of the action plan seek to ensure the implementation of the READ 180 program to increase reading achievement among the lowest quartile of students and improve organizational learning. As a result, this applied research project assessed the implementation process of the READ 180 program to identify areas of strength and weakness. Next, an action plan was developed with a set of measurable goals in an effort to increase reading achievement among the lowest quartile students through the implementation of READ 180 in the reading lab. The action plan included action steps, a timeline of events, responsible parties, resources, updates, budget, and evaluation of the action steps.

Action Plan

The action plan was developed to improve reading achievement among the lowest quartile of students and increase organizational learning at Wildcat Middle School. The action plan included three goals and action steps designed to answer the research questions. Each goal included the action steps, timelines, and resources needed to accomplish the goal. The first goal included action steps to increase student growth in reading achievement. The second goal included action steps to provide training of teachers and administrators. Finally, the last goal included action steps to implement the READ 180 program according to its established guidelines and training.

Goal 1: Twenty-five percent of the bottom quartile of students would show an increase in growth in reading achievement. The first goal in the action plan was 25% of all students scoring in the bottom quartile would meet or exceed projected growth on the Mississippi

Academic Assessment Program (MAAP).

Action Step 1. The first action step for goal one was for the leadership team to identify the lowest quartile of students from prior year's ELA MAAP test scores to identify the lowest quartile of students. The students' ELA MAAP test scores were divided into four quartiles for both seventh and eighth grade. The lowest or bottom quartile of students from each grade were identified as the targeted students for this study. These students were placed in the reading lab for one 50-minute period a day for reading interventions. The principal, assistant principal, and counselor reviewed READ 180 lab class rosters to assure all targeted students had been placed in the lab. READ 180, a blended-learning computer-based program, was utilized in the reading lab. "READ 180 Universal features a flexible rotation model designed to help you address students at all levels of intervention. This model organizes class time to provide a balance of teacher-led instruction, scaffolded practice, and small-group interaction" (Houghton Mifflin Harcourt, 2017, p. 10).

The number of students in the reading lab each period was limited to no more than 18 students. Students in the reading lab utilized the READ 180 rotations in a modified 50-minute rotation. All classes began with whole-group instruction led by the teacher. Then each student moved through the rotations in 15-minute small group rotations: Group A, Group B, and Group C. Group A started with small-group instruction using a READ 180 reader. Group B started the READ 180 software. Group C started on the independent reading using the READ 180 Library. Each group of students rotated through each station and a two-minute whole-group wrap up ended the class period. The timeline for implementation was from Spring 2018 until Spring 2019 for the leadership team to utilize the data in determining the lowest quartile students.

Resources and Costs. The resources used in this action step were the prior year's MAAP

ELA test scores to identify the lowest quartile of students. The principal, assistant principal, instructional coach, and reading lab assistant were responsible for this action step. The updates were ongoing and continual. The budget cost to accomplish this action step included four members at \$40.00 an hour for two hours for a total of \$320.

Action Step 2. Students progressing through the READ 180 program and showing growth was an important component of this study. Weekly growth reports revealed the progression of each student using the READ 180 program. “One key to successful work with struggling readers is to frequently and carefully monitor their progress” (Torgesen, Houston, & Rissman, 2007, p. 8). The second action step was for the teacher and principal to identify students not progressing according to the timeline. The teacher and principal identified curricular areas where students were not mastering skills by monitoring weekly growth reports generated by the READ 180 program. Next, the teacher and principal determined ways to get students back on track to increase student achievement. Initially, each student was given a READ 180 screening and placement assessment to determine their Lexile or reading level. Each student was assigned an individual learning path based on the results of the screening and placement assessment. The placement assessment grouped the students into three groups in each class according to their reading level. A data dashboard or observe board on the READ 180 program provided the teacher with monitoring tools on students’ daily performance. The observe board helped the teacher to track student mastery daily. The observe board also provided various student reports such as growth goal reports, intervention grouping reports, and targeted reading reports. The reading lab teacher used the reports and data dashboard to adjust students’ assignments to allow students the opportunity to get back on track to reaching grade level. The reports and data dashboard provided an opportunity for a cycle of continuous

improvement and learning to better meet the needs of the students. The researcher and READ 180 teacher were responsible for ensuring this action step is completed.

Costs and Timeline. The budget cost to accomplish this action step included three teachers and one researcher at \$40 an hour for three hours totaling \$480. The timeline for this action step was Fall 2018 to Spring 2019 for the teacher and researcher to analyze READ 180 reports weekly in determining students' growth.

Goal 2: Provided training on READ 180 program to teachers and administrators to ensure 25% of the lowest quartile of students to show growth in reading achievement. The second goal was to provide teachers and administrators training on READ 180 programs to ensure 25% of all students scoring in the lowest quartile would meet or exceed projected growth on the Mississippi Academic Assessment Program (MAAP).

Action Step 1. Proper training of teachers and administrators on the READ 180 program was vital to the success of the READ 180 lab and students. The teacher needed to understand all the components of the READ 180 program and have the ability to manage the daily routines of students. The READ 180 trainer provided initial training to the reading lab teacher, the interventionist, the instructional coach, the principal, and the assistant principal on the READ 180 program to ensure the program was implemented according to the established READ 180 guidelines and training. The professional learning provided by READ 180 included one-on-one training, on-demand instructional videos, and program-embedded tools to ensure teachers were successful (Houghton Mifflin Harcourt, 2017). The initial training for teachers and administrators occurred in the Spring 2018 and the follow-up training took place in the Fall 2018. The READ 180 lab began using the new READ 180 program in Fall 2018. The instructional coach and interventionist collaborated with the READ 180 teacher to ensure all the

READ 180 guidelines were followed during the implementation process. This included setting up the READ 180 lab for small-group rotations and ensuring all material is easily accessible. The district lab manager also provided any extra guidance the READ 180 teacher needed to ensure the program was implemented according to the established READ 180 guidelines and training. The timeline for this action step was Spring 2018 to Spring 2019. The persons responsible for this action step were the principal, assistant principal, and READ 180 teacher. The updates were ongoing and continual.

Resources and Costs. The resources used in this action step was the READ 180 training material and the professional development evaluation form. The budget cost for this step included two administrators and three teachers at \$40 an hour for four hours plus one trainer for one day at \$1,750 totaling \$2,550.

Action Step 2. It was essential to provide continual support to the READ 180 teacher and administrators during the implementation process. To ensure the program was implemented according to the READ 180 guidelines and training, the teacher needed continual support. First, the READ 180 trainer and coach provided continual support to teachers and administrators on the use of READ 180 in the reading lab and all READ 180 reports. Additionally, the trainer and coach were accessible by telephone and email. Second, the district lab manager also provided continual support to the READ 180 teacher. The district lab manager position was created in 2018 to provide additional support to all lab teachers. The district lab manager observed the READ 180 teacher weekly and provided feedback as to the fidelity of the implementation. The weekly observations and feedback created opportunities to identify areas the READ 180 teacher might need additional support and training. The persons responsible for this action step were the principal, assistant principal READ 180 teacher, and the district lab manager. The timeline for

this action step was from Spring 2018 to Spring 2019.

Resources and Costs. The resources used in this action step were READ 180 training material and the professional development evaluation form. The budget cost for this action step included two administrators and three teachers at \$40 an hour for six hours totaling \$1,200. The trainer's cost and support were included with the purchase of READ 180.

Action Step 3. To ensure implementation of the READ 180 program was according to the guidelines, training needed to be continual and ongoing. It was critical the READ 180 teacher understood all the accessible components of the program and how to utilize all reports to assure students were achieving growth. The READ 180 trainer provided follow-up training to teachers and administrators on utilizing and interpreting READ 180 student reports in Fall 2018. The READ 180 trainer and coach were accessible by telephone and email throughout the year to assist the lab teacher. The district lab manager assisted in providing additional training to the READ 180 teacher and ensured the program was being utilized effectively. The person responsible for this action step was the principal. The timeline for this action step was from Spring 2018 to Spring 2019. The updates were ongoing and continual.

Resources and Costs. The resources used in this action step were the READ 180 student reports, READ 180 training material, and professional development evaluation form. The budget cost for this action step included two administrators and three teachers at \$40 an hour for four hours plus one trainer for one day at \$1,750 totaling \$2,550.

Goal 3: Implemented READ 180 in the Reading lab according to established READ 180 guidelines and training to achieve 25% growth in the lowest quartile of students. The second goal in the action plan was to implement READ 180 in the reading lab according to established guidelines and training to ensure 25% of all students scoring in the bottom quartile

met or exceeded projected growth on the Mississippi Academic Assessment Program (MAAP).

Action Step 1. In order to ensure the students in the READ 180 lab were successful, monitoring the implementation process was important. The teacher implemented the program according to established READ 180 guidelines and training. Administrators oversaw the implementation of the program to ensure it was implemented according to established READ 180 guidelines. Proper utilization of the program was essential to ensuring academic growth of the lowest quartile of students. “Research shows that using recursive instructional practices supports students with mastering new skills. Consistent, familiar routines allow students to focus on learning the lesson content instead of learning the steps for a new activity” (Houghton Mifflin Harcourt, 2017, p. 22). READ 180 incorporated instructional routines to provide consistent and effective instruction (Houghton Mifflin Harcourt, 2017). Administrators monitored the program once a week during the study. Administrators monitored the lab for constancy utilizing a READ 180 Checklist (to ensure the program was being utilized according to the READ 180 guidelines and training). Checklist indicators included assuring that three clearly-defined visible rotation areas were easily monitored, rotations were timed appropriately with the daily use of a timer, procedures were posted, and students could articulate classroom rituals and routines, transitions were smooth, and purposeful whole-group wrap-up was implemented daily. The principal, assistant principal, and the READ 180 teacher were responsible for ensuring this action step was completed. The timeline for this action step was Spring 2018 to Spring 2019 by the assistant principal, principal, and the READ 180 teacher. The timeline for this action step was Spring 2018 to Spring 2019 by the principal and assistant principal.

Resources and Costs. The resources used in this action step were the reading lab, READ 180 program guidelines, and a READ 180 Checklist (see Appendix E) to ensure the program was

implemented according to the READ 180 guidelines and training. The updates were ongoing and continual. The budget cost associated with this action step were two administrators plus one teacher at \$40 an hour for one hour per monitoring visit times 20 visits totaling \$2,400.

Action Step 2. Administrators monitored the READ 180 program 12 times during the study. Administrators monitored the READ 180 lab for constancy utilizing a READ 180 Administrator Quick Peek Walk-Through form (see Appendix F) to ensure the program was utilized according to established guidelines and training; to monitor the small group rotations and transitions; and to monitor the effectiveness of the small-group instruction, the independent reading rotation, and the instructional software rotation. The administrator monitored the effectiveness of the teacher in managing the lab and student interaction. In addition, the administrator monitored to ensure all technology was working according to the READ 180 guidelines. Feedback from each READ 180 Administrator Quick Peek Walk-Through was provided to the teacher following each walk-through. A log was kept of the feedback to the teacher along with any concerns the teacher encountered. To provide more diversified observations, the district lab interventionist and data manager observed and met with the READ 180 teacher weekly to determine additional support needed by the teacher. An Observation Feedback Form was completed by the district lab interventionist and data manager after each observation and feedback was provided to the teacher. The timeline for this action step was Spring 2018 to Spring 2019 by the assistant principal, principal, and the READ 180 teacher.

Resources and Costs. The resources used in this action step were the reading lab, READ 180 program guidelines, and a READ 180 Administer Quick Peek Walk-Through (see Appendix F) to ensure the program was implemented according to the guidelines and training. The updates were ongoing and continual. The budget cost associated with this action step were two

administrators plus one teacher at \$40 an hour times one hour per monitoring visit times 12 visits totaling \$1,440.

Action Step 3. Mertler (2007) states, “A professional learning community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry action research to achieve better results for the students they serve” (p. 49). Building the organizational capacity of all teachers was essential to improving and sustaining organizational learning. Creating opportunities for teachers to collaborate together was one way to begin building the organizational capacity. The development of the organization’s capacity through Professional Learning Communities (PLC) created an opportunity for teachers to collaborate with peers and improve organizational learning. According to Vescio, Ross, and Adams (2008), “The use of professional learning communities (PLCs) as a means to improve teaching practice and student achievement is a move that educators support and value” (p. 88). The departmental PLCs met weekly during common planning time and twice a month after school. All ELA teachers, the ELA special education teacher, the READ 180 teacher, and the instructional specialist were involved in the departmental PLCs. The purpose of these teachers working together was to collaborate on strategies to help the lowest performing students increase reading achievement. All teachers were provided their students’ prior years MAAP data. During the PLC meetings, the teachers reviewed READ 180 reports and benchmark assessments on the lowest performing students and collectively decided on ways to assist struggling readers. All PLC meetings were documented with meeting agendas, sign-in sheets, and minutes. These documents were maintained in the principal’s office. Teacher surveys also were used to evaluate the effectiveness of the ongoing PLCs.

Program Evaluation

The program evaluation was used as the method for assessing the effectiveness of the Read 180 program. According to Yarbrough, Shulha, Hopson, and Caruthers (2011), program evaluation was the “systemic investigation of the quality of programs” for the purpose of making decisions in response to the findings of the study to improve practices (p. xxv). The goals of the action plan were evaluated using quantitative and qualitative data to determine if each goal was met. The program evaluation was designed to determine if the program outcomes and processes increased student achievement among the lowest quartile of students and organizational learning for staff involved with READ 180. The research questions guided the program evaluation process.

The process the researcher used to evaluate the program’s effectiveness and implementation was described in this section. The purpose of this applied research study was to increase student achievement among the lowest quartile of students at Wildcat Middle School. Also, this research study identified problems and limitations impacting the success of the READ 180 program. The evaluation identified ways to improve organizational effectiveness and developed the capacity for organizational learning. A set of research questions was developed to guide the evaluation plan. A cycle of continuous improvement and learning was utilized throughout the evaluation plan to identify areas to improve the action plan. This section included the research design and the participants included in the action plan. The evaluation of this program began by utilizing all data sources to answer the research questions.

This program evaluation used both quantitative and qualitative data. The quantitative data was used to analyze student reading achievement, attendance data, student discipline data, student growth reports, and benchmark assessments. Other quantitative data, including the Spring 2019 ELS ELA benchmark assessment, was disaggregated to predict students’ outcomes

on the MAAP test in May 2019. Quantitative data was used to analyze parents' and teachers' understanding of the READ 180 program at the beginning and end of the study. This data was collected using a professional development evaluation for teachers and a parent survey for parents. The quantitative data for both teachers and parents was analyzed using Qualtrics to determine the effectiveness of the training and identify areas needing improvement. Students qualitative data was used to analyze their attitudes toward the READ 180 program at the end of the study. Other qualitative data was used to analyze teacher observations and feedback. Qualitative data from the PLCs was used to explore teachers' perceptions of the program. This applied research study utilized data at three points: at the beginning, during implementation, and at the end of the study. The analysis of the data determined if adjustments needed to be made in the action plan for the cycle of continuous learning.

Participants

Students. The students involved in this study were the seventh- and eighth-grade students classified in the lowest quartile at Wildcat Middle School. The students were not randomly selected. They were selected based on their 2018 ELA MAAP data. There were six classes of no more than 18 students per class in the READ 180 lab. Three classes were seventh graders and three classes were eighth graders. The lowest 45 to 48 students in each grade were scheduled for the READ 180 lab one period daily.

Adult Participants. The adult participants involved in this study included teachers, the leadership team, and parents. The teachers included all the certified teachers and lab teachers at Wildcat Middle School. The leadership team consisted of the principal, assistant principal, counselor, literacy specialist, and interventionist. The parents involved in this study were parents of the seventh and eighth grade students selected to participate in the READ 180 program.

Data Collection and Analysis. This section details the data collection and analysis used in the program evaluation process. The research questions guided the development of the instruments used in this study and were used to guide the evaluation of the action plan.

Research question 1. Did the implementation of the READ 180 program result in a 25% increase in growth in reading achievement among the lowest quartile of students on the ELA MAAP assessment at Wildcat Middle School? This research question was associated with Action Plan Goal 1, Step 1: Twenty-five percent of all students would meet or exceed projected growth on the ELA Mississippi Academic Assessment Program (MAAP). To evaluate outcomes for this goal, the leadership team disaggregated data from the Spring 2019 ELS ELA benchmark assessment to determine if students showed growth and determine if this benchmark assessment was a good predictor for the ELA Mississippi Academic Assessment Program. The first goal was evaluated by reviewing the schedules of the lowest quartile of students to confirm the correct students had been placed in the reading lab. The principal and the READ 180 teacher also reviewed student growth reports weekly to ensure students were mastering skills and showing growth in literacy. Utilizing the cycle of continuous improvement, adjustments to each student's individual learning path was made to ensure students were on target to increase their reading achievement. The first question was answered by triangulating the data using the 2019 Spring ELS ELA benchmark student data, attendance data, discipline data, and End of Year Benchmark Assessment data in READ 180 (see Appendix D). Triangulation among these various data sources provided formative and summative information to answer this research question.

Research question 2. Success of the READ 180 program depended on implementation according to the READ 180 guidelines and training. To what extent did the teachers implement the READ 180 program with fidelity? This research question was associated with Action Plan

Goal 2, Steps 1 and 2. The second question was answered using the READ 180 Checklist (see Appendix E), the Classroom Walk-Through (see Appendix F) processes and documentation, and the district lab manager's feedback notes to the READ 180 teacher. The principal and assistant principal completed the READ 180 Checklist (see Appendix E) and the Classroom Walk-Throughs (see Appendix F). The data from the weekly READ 180 Checklist (see Appendix E) and the 12 Classroom Walk-Through reports (see Appendix F) were used to determine to what extent the READ 180 program was implemented according to the READ 180 guidelines and training. The teacher was provided feedback from the READ 180 Checklist (see Appendix E) and the Classroom Walk-Throughs (see Appendix F), thereby providing formative assessment during the study. The district lab manager's feedback was copied and pasted into Qualtrics after each feedback session. Qualtrics turned the feedback comments into visualizing textual data using word cloud widgets to be utilized to determine emerging trends in the feedback. The more frequently used words appeared larger and darker than less frequently used words in the output data (Qualtrics, n.d.). The analysis showed how often common terms were used creating positive and negative trends in the feedback. This data was used to determine if the program was implemented with fidelity and areas needing improvement.

This research question was also associated with Action Plan Goal 3, Steps 1 and 2. The third goal was evaluated using the READ 180 Checklist (see Appendix E) and providing feedback to the teacher to ensure the program was being implemented according to the READ 180 guidelines. A log of feedback meetings with the teacher was maintained by the principal. Supporting documentation to the log included sign-in sheets, agendas, and minutes from the feedback meetings with the teacher. The log was kept in the principal's office. All completed READ 180 Checklists (see Appendix E) were entered into Qualtrics. The percentage of

frequency used for each implementation indicator was calculated using Qualtrics. An average or mean score was calculated for each implementation indicator. The higher the average score on an indicator revealed the more frequently the implementation indicators were being utilized in the lab. The lower the average score on an indicator identified areas needing improvement. The notes from each checklist were organized and entered in Qualtrics. The notes data were coded to identify emerging themes or convey descriptive information important to this study. The process as discussed above was used to determine common themes. A READ 180 Administrator Quick Peek Walk-Through form (see Appendix E) was used to ensure the READ 180 program was being used consistently and all procedures were being followed. Feedback from the form was provided to the teacher to ensure the program was being implemented according to the READ 180 guidelines and training. Data from the completed Administrator Quick Peek Walk-Through forms (see Appendix E) was entered into Qualtrics. The form was divided into two sections: classroom structure and classroom instruction. Each section included a list of indicators which were observed or not observed. An average or mean score was calculated for the number of times each indicator was observed and the number of times each indicator was not observed. This data allowed the researcher to determine if the program was being followed according to the READ 180 guidelines or if adjustments to the classroom structures and classroom instruction should be made to get the program back on-track.

Action Plan Goal 3, step 3 were evaluated using a professional development evaluation survey (see Appendix G) after each training session. This survey consisted of eight questions using a Likert-scale from “strongly disagree” to “strongly disagree” and one open-ended question. All completed surveys were entered into Qualtrics. An average or mean score for the eight Likert-scale questions was calculated to determine the effectiveness of each component of

the professional development. The answers to the open-ended question were entered into Qualtrics to determine common themes. Qualtrics used the same processes as stated above to identify emerging themes. These surveys also revealed if teacher capacity improved from the beginning to the end of the professional development.

The teacher kept a log of contact with the trainer and the support received throughout the study. The principal reviewed the log to ensure the teacher was receiving the proper training. The principal met with the teacher to discuss the progression of the training sessions. The principal maintained a log of sign-in sheets, agendas, and minutes from the discussions with the READ 180 teacher. This log was kept in the principal's office and reviewed by the research team during and at the end of the study. The research team conducted a document analysis of the logs. This data was used to determine the teacher's progression of training and competence. The feedback logs helped to determine areas of improvement needed in training. Utilizing the cycle of continuous improvement, adjustments to the action plan were required to ensure teachers were receiving the training needed to adequately manage the READ 180 lab.

This research question was also associated with Action Plan Goal 3, Step 3. This goal was evaluated by reviewing the PLC agendas and minutes. The principal and assistant principal reviewed the PLC agendas and minutes to guarantee the organizational learning was improving throughout the process. This goal was evaluated using the professional development evaluation survey (see Appendix G) after each training session. This survey consisted of eight questions using a Likert-scale from "strongly disagree" to "strongly disagree" and one open-ended question. All completed surveys were entered into Qualtrics. An average or mean score for the eight Likert-scale questions was calculated to determine the effectiveness of each component of the professional development. The answers to the open-ended question were entered into

Qualtrics to determine common themes. The data helped the researcher to determine if teacher capacity and organizational learning improved from the beginning to the end of the professional development. Also, the data allowed an opportunity for the principal and assistant principal to determine if adjustments to the action plan were needed to guarantee organizational learning was improving during the study.

Research question 3. Students' attitudes toward student interventions was important to the success of the READ 180 program and increasing students' reading achievement. What were students' attitudes toward the READ 180 interventions they were receiving? This research question was associated with Action Plan Goal 1, Step 2. The third question was answered by triangulating the data on student interviews, attendance data, and discipline data. The triangulation of data helped to determine if the students with positive responses to the READ 180 program also had improved attendance and fewer discipline referrals. Qualitative data including student interviews (see Appendix B) also were used during this evaluation. Interviews with students in the READ 180 classes were used to gauge their attitudes towards the interventions they were receiving throughout the study. The interview items included two ice-breaker questions, one Likert-scale question from "strongly disagree" to "strongly agree", and three open-ended questions. The interviews were audio recorded. Analysis of the data followed Creswell (2014) six steps: organize data, reading data, coding data, identify themes, determine interrelating themes, and interpreting the meaning of themes. Audio recording were reviewed by the research team. The researcher transcribed each interview. All audio recordings were reviewed again to ensure all pertinent information was recorded. The interview data was organized and prepared for data analysis by the research team. After the data was organized, it was read through again before entered into Qualtrics. The data was coded to determine common

themes and descriptive information important to the study. An average or mean score of the Likert-scale question was calculated to determine to what degree the students' felt the READ 180 program helped them to improve their reading. The answers to the open-ended questions revealed emerging themes among students. The student interviews also allowed the research team an opportunity to identify areas of improvement and adjustments needed to the action plan to ensure students in the READ 180 lab had the opportunity to increase achievement.

Research question 4. What problems and limitations impacted the success of the implementation of the READ 180 program? This research question was associated with Action Plan Goal 2, Step 3. The fourth question was answered using parent surveys (see Appendix A), teacher surveys (see Appendix C), and student interviews (see Appendix B) during this evaluation. Teachers and parents were surveyed at the beginning and end of the study using Qualtrics. The data collected from the parent surveys (see Appendix A) helped the researcher and research team to determine the level of understanding of the purpose of the READ 180 program from the parent's perspective. This data helped the researcher and research team in determining if the level of understanding improved from the beginning to the end of the study. This data also allowed the research team opportunities to identify areas of improvement to better educate parents on the READ 180 program. The teacher surveys (see Appendix C) helped the researcher and research team in determining teachers' understanding of the READ 180 program during the study. This data also allowed the researcher and research team an opportunity to improve communications with all teachers on the purpose of the READ 180 program and to improve organizational learning. The qualitative data from student interviews (see Appendix B) was entered into Qualtrics at the end of the study (see Question 3 for details). The data was utilized to identify problems and limitations impacting the success of the implementation of the

READ 180 program. The data from the student interviews allowed the researcher and research team an opportunity to adjust the READ 180 program and determine areas of improvement.

The broad vision of the program was to increase the literacy levels of students in the lowest quartile at Wildcat Middle School through the implementation of the READ 180 program and improve organizational learning. The program theory was the READ 180 Program increased the literacy level in the lowest quartile and improved organizational learning at Wildcat Middle School. Students in schools with high poverty rates also experienced low student achievement. The reading level of students had been a persistent struggle for many schools in the Delta. Also, a timeline for all data collection for this applied research study was provided. All stakeholders ensured the action plan was meeting the goals of the central phenomenon and monitored the action plan throughout the process.

Descriptive data. Student growth reports (see Appendix D) and performance on benchmark assessments were collected on student participants throughout the study by the research team. This descriptive data were used to determine which students in the READ 180 program were showing improvement in student achievement. An Excel spreadsheet was used by the research team to track student attendance, number of discipline referrals in the READ 180 class, student growth reports, and student benchmark assessment data (see Appendix D). Targeted students were students scoring in the lowest quartile in ELA on the 2017-18 Mississippi Academic Assessment Program. IRB approved consent forms were shared with the research team using the district's secured Google Drive.

Surveys. All the surveys were used as an evaluation tool for this study. All surveys were based on a Likert scale from "strongly disagree" to "strongly agree". All teacher and parent surveys were developed by the researcher to answer the research questions in this study. The

teacher and parent surveys were original and developed specifically to meet the needs of this applied research study.

Parent Surveys. Beginning and ending parent surveys (see Appendix A) were sent home to parents during the study. The purpose of these surveys was to gather information on the parent's knowledge of their student's achievement level at the beginning and end of the study. All completed surveys were entered into Qualtrics by the principal. The parent surveys included two ice-breaker questions and nine questions using a Likert-scale from "strongly disagree" to "strongly agree." An average or mean score for the nine Likert-scale questions was calculated to determine to what degree parents understand the purpose of the READ 180 program from the beginning of the study to the end of the study. The results of the surveys were compared by the leadership team to determine if the parent's understanding of the purpose of the READ 180 program changed from the beginning and the end of the study. The surveys also assisted in determining if the parents received reports on their student's progress in the READ 180 lab. Utilizing the continuous cycle of learning, the principal and assistant principal analyzed the parent survey data to determine if adjustments were needed to the action step to ensure parents' knowledge of the READ 180 program and the lab teacher's communication increases throughout the study.

Teacher Surveys. The teacher surveys (see Appendix C) were administered at the beginning and end of the study. The purpose of these surveys was to gather information on the teacher's knowledge of student interventions and the READ 180 program. These were created in Qualtrics and distributed to all teachers via an email from the principal. The teacher surveys included one question pertaining to grade level taught, one question pertaining to subject taught, and eight questions using a Likert-scale from "strongly disagree" to "strongly agree." The

results of the survey were anonymous. An average or mean score for the eight Likert-scale questions was calculated to determine to what degree teachers understood the purpose of the READ 180 program from the beginning of the study to the end of the study. The data from the teacher surveys helped to determine if the teachers' knowledge of student interventions and the READ 180 program increased throughout the study. The data from the teacher surveys also assisted the principal and assistant principal in determining if organizational learning improved during the study. Utilizing the continuous cycle of learning, adjustments in the action steps were made to improve the process to ensure teachers' level of understanding increases on knowledge of student interventions and the READ 180 program. Adjustments in the action steps were made, if necessary, to ensure organizational learning was improving throughout the study.

Interviews. The principal conducted student interviews to assess students' attitudes towards the READ 180 program (see Appendix B). Interviews was conducted at the end of the study. The purpose of these interviews was to determine what were students' attitudes about the READ 180 intervention they received during the study. The questions were open-ended, and the responses were transcribed by the principal. The data helped to determine what the students' attitudes towards were the READ 180 program during the study by identifying positive responses about the READ 180 program (see Question 3 for details). This data was paramount in determining if adjustments to the action plan were needed in utilizing the continuous cycle of improvement in this study.

Observations. To ensure the implementation of the READ 180 lab was successful, observations were important for continual improvement. Observations of the READ 180 classroom were conducted by the principal and assistant principal. A READ 180 Checklist and Classroom Walk-Throughs was utilized in the observations (see Appendix E and F). The

observations were handwritten and kept in a binder in the principal's office. Feedback from the observations were shared with the teacher. The READ 180 teacher's comments on the feedback also were written on the observations. All observations were analyzed by the research team to determine if the program was implemented with fidelity (see Question 2 for details). The district lab manager conducted observations of the READ 180 teacher and provided feedback to the teacher. The feedback was shared with the principal and the READ 180 teacher. Analysis of the data followed Creswell's (2014) six steps: organize data, reading data, coding data, identify themes, determine interrelating themes, and interpreting the meaning of themes. The feedback information was kept in a binder in the principal's office. All observations and feedback notes allowed the principal and assistant principal an opportunity to determine if adjustments to the action plan were needed to improve the observation process to ensure the teacher was implementing the READ 180 program according to its guidelines and training.

Possible Limitations

There were several possible limitations to the study. First, the number of students moving in and out of school could affect the data. Wildcat Middle School had many transient students withdrawing and enrolling during the school year. Another possible limitation could have been the consistency of the teacher in utilizing the READ 180 program. The teacher implementing and constantly utilizing the program by maximizing the rotation times every day could be a limitation. The third limitation could be getting parental consent for the student to be involved in the study. Wildcat Middle School parents do not keep their contact information updated which created problems when attempting to contact parents. The last limitation was the attendance of the students involved in the study. The students in the lowest quartile tend to have the highest student absences in the school. The above possible limitations were important for

consideration when evaluating the project.

Conclusion

This applied research study focused on implementing READ 180 in the reading lab to increase the lowest quartile of students' reading achievement and improve organizational learning. All stakeholders analyzed both quantitative and qualitative data to develop the action plan. Student test data, benchmark assessments, student attendance records, student discipline records, and teacher attendance records were among the data used in developing the action plan. The action plan includes four measurable goals intended to measure the success of the study. The stakeholders would progress monitor the action plan throughout the research study for its effectiveness. The action plan was evaluated using the evaluation questions to analyze all components of the action plan. The findings and results from the action plan were detailed in Chapter 4.

This action step was evaluated by the researcher and principal by reviewing READ 180 reports weekly. Utilizing the continuous cycle of learning, the researcher and teacher analyzed reports to determine adjustments needed to the action step to ensure students were meeting their reading achievement goals. The READ 180 checklist and teacher feedback forms plus collaboration with the READ 180 teacher were utilized to ensure the READ 180 teacher fully understood the READ 180 program and process.

CHAPTER IV

DATA ANALYSIS

The central issue of concern for this research study was students' low reading achievement at Wildcat Middle School. The researcher collected and analyzed data to determine if the goals of the action plan were met and to evaluate the effectiveness of the program and study. The data were analyzed to answer each of the research questions for this study.

At the beginning of this school year, almost 200 students scored "Minimal" or "Basic" on the English Language Arts (ELA) Mississippi Academic Assessment Program (MAAP) assessment. Most of these students were considered the lowest 25% of students at Wildcat Middle School. Due to the large number of students scoring below "Passing" on the ELA MAAP assessment, intervention was needed to help students improve their reading achievement. The purpose of this applied research study was to increase reading achievement among the lowest quartile of students at Wildcat Middle School and improve organizational learning.

The researcher sought to determine if reading achievement improved for the lowest performing students at WMS. The researcher collected and analyzed both quantitative and qualitative separately and concurrently to answer the four research questions. Quantitative data included: nine-week benchmark assessments scores, student attendance, and student discipline referrals. Other quantitative data included teacher surveys and parent surveys. The research team transcribed and analyzed the qualitative data including teacher feedback sessions, student interviews, and PLC feedback sessions to determine common themes among all qualitative data.

Research Question One

Did the implementation of the READ 180 program result in a 25% increase in reading achievement among the lowest quartile of students on the MAAP assessment at Wildcat Middle School? The lowest 25% of students were scheduled for the reading lab one period daily to meet Goal 1, Action Steps 1 and 2. Students' reading achievement progress was monitored weekly and on nine-week benchmarks, and Goal 1 was met with more than 25% of the students showing growth on the third benchmark assessment using the performance level predictor.

Results from research question one. Students were given a benchmark assessment each nine-weeks. These benchmark assessments were used to measure students' growth in ELA and reading achievement. Results of each benchmark assessment were compared to the 2017-18 ELA MAAP assessment. The benchmark percentage correlates to the ELA MAAP assessment to determine student's performance levels. The first benchmark assessment scores ranged from a loss of 41 to a gain of 22 points. Out of the 75 students, 31 students showed growth, 41 students showed a decline, and 3 students showed no change. The results showed a mean of -2.63, median of -3, and mode of -4. According to the second benchmark assessment, students' overall growth in reading achievement improved. The second benchmark assessment scores ranged from a loss of 21 to a gain of 43 points with a mean score of 7.97, median of 7, and mode of 14. Out of the 75 students, 56 showed growth and 19 showed a decline. The third benchmark assessment showed a decline from the second benchmark assessment. The growth results ranged from a loss of 23 to a gain of 48 points with a mean of -0.23, median of -1, and mode of -2. Out of the 75 students, 34 showed growth, 36 showed a decline, and 5 showed no change.

Table 1

Growth of Benchmark Assessments

	<u>Gain</u>	<u>Decline</u>	<u>No Change</u>
1 st Benchmark	31	41	3
2 nd Benchmark	56	19	0
3 rd Benchmark	34	36	5

The third benchmark assessment was used to determine the performance level predictor for the 2018-19 ELA MAAP assessment. The data showed 34 out of 75 students showed growth, 5 showed no change, and 36 showed a decline. The growth ranged from one half step growth to two full levels of growth. Forty-five percent of students showed growth on the performance level predictor resulting in attainment exceeding the goal of 25%.

Research Question Two

To what extent did the teachers implement the READ 180 program according to established READ 180 guidelines and training? In order for the READ 180 program to be effective, it was vital to implement it with fidelity. Results of surveys completed by teachers after each professional development session were used in answering this question. Also, administrators assessed if the READ 180 program was implemented with fidelity using the READ 180 Checklist (see Appendix E) and the READ 180 Administrator Quick Peek Walk-Through Form (see Appendix F). Observers provided feedback to the teacher based upon criteria on the checklist and walk-through form.

Results from Teachers Professional Development Surveys. The teachers were surveyed at the beginning, middle, and end of the professional development on Professional

Learning Communities (PLC). Out of the 28 teachers surveyed at the beginning, 20 completed and returned surveys. The surveyed results revealed 100% of the teachers either agreed or strongly agreed to all eight questions. Three out of the eight questions using the Likert scale showed all teachers strongly agreed. The final question, “What needs to be added to the workshop” revealed teachers wanted “more training” and “more information” on PLCs.

Table 2

Percentages of Teachers Professional Development Beginning Survey Results

<u>Question</u>	<u>SD</u>	<u>D</u>	<u>NO</u>	<u>A</u>	<u>SA</u>
1	0%	0%	0%	15.00%	85.00%
2	0%	0%	0%	0%	100.00%
3	0%	0%	0%	0%	100.00%
4	0%	0%	0%	5.00%	95.00%
5	0%	0%	0%	0%	100.00%
6	0%	0%	0%	15.00%	85.00%
7	0%	0%	0%	10.00%	90.00%
8	0%	0%	0%	25.00%	75.00%

Results from the Professional Learning Communities (PLC). The professional learning communities (PLCs) were created as an opportunity for teachers to collaborate on instructional practices. Training was provided on the PLCs to the teachers. The ELA teachers, reading lab teacher, interventionist, and instructional specialist were part of the PLC. The instructional specialist served as the leader and provided agendas and sign-in sheets for each meeting. One of the ELA teachers served as the secretary for the PLC and kept the minutes for

each meeting. As the meetings progressed, the collaboration became more evident. The emerging themes from the minutes were sharing best-practices on instructional strategies, using effective classroom management, and utilizing data to drive instruction.

Results of READ 180 Classroom Implementation Review Checklist. Twenty-two READ 180 Classroom Implementation Review Checklists were completed. The implementation success indicator for scheduling daily for 90 minutes was not met due to classes scheduled for 55 minutes each day. The implementation success indicator for largest class size between 15-21 students was met 100% of the time. The full stage of materials available was met 91% of the time. The first nine visits showed the classroom did not have fully functioning technology with some minor challenges that impede fully functioning technology. The remaining visits showed the technology was fully functioning technology 60% of the time. The first three checklists showed the three rotation areas were not clearly-defined and the rotations were not being timed appropriately with a timer. Teacher feedback was given to label each rotation area and set timer to properly time rotations. The remaining 19 visits showed a timer was being used to monitor student time in rotation and all areas were clearly labeled. The classroom-driven implementation indicator procedures were posted, and students could articulate classroom rituals and routines was achieved 88% of the time. The teacher had not established a system of monitoring student behavior in all rotational areas for the first four visits. Suggestions on ways to establish a system of monitoring student behavior were given to the teacher. The remaining visits showed a system was established for monitoring student behavior in all rotational areas and was achieved 80% of the time. The whole-group instruction implementation success indicators were achieved at least 70% of the time. The teacher uses the Groupinator on teacher central screen. According to Houghton Mifflin Harcourt (2017), “The Groupinator use a patent-pending algorithm to

dynamically assign students to groups” (p.52). Flexible student grouping based on Groupinator data and student progress was set up in the beginning and maintained 100% of the time. The small-group instruction implementation success indicators were achieved at least 80% of the time. The modeled and independent reading implementation success indicators were achieved only 50% of the time. The classroom library was well-organized, with book levels clearly indicated 100% of the time. Students selected appropriate books based on interest and reading ability but only an average of two books were completed with quizzes. The teacher established a recognition system to increase the independent reading. Instructional software and data analysis implementation success indicators were achieved 88% of the time. The SRI tests were administered within established testing windows 100% of the time. The majority of the students showed significant gains from the beginning to the end of the study.

Results from the READ 180 Administrator Quick Peek Walk-Through. Eight READ 180 Administrator Quick Peek Walk-Throughs were completed. Three of the walk-throughs were completed on A day rotations, while five were completed on B day rotations. Five out of the eight walk-throughs revealed the rotations were timed appropriately with smooth transitions. The rituals and routines were clearly posted and visible to students during all eight walk-throughs. Sufficient working hardware for software rotations were only met 50% of the time. The walk-throughs revealed broken computers and non-working headphones. The classroom instruction indicators were met at least 60% of the time. The walk-throughs revealed in the beginning the teacher did not follow the scripted lessons and utilize the lesson plans fully. The independent reading rotation was achieved 100% of the time. The teacher lead whole-group wrap-up was achieved 75% of the time. There was a complete classroom library with sufficient print materials 100% of the time. The teacher completed READ 180 Part I, Part II, and Follow-

Up Training.

Results from the READ 180 Trainer Feedback. Six READ 180 Trainer sessions were provided feedback to the READ 180 teacher. Three out of the six sessions revealed the teacher did not have the proper equipment needed for the READ 180 lab to be effective. Two of the sessions showed the teacher did not use the timer for the rotations and did not utilize the strategies provided for transition from each rotation. Also, the two sessions revealed there were not clearly defined rotation areas. The final three sessions established that once the proper equipment was placed in the lab and the teacher used the timer for rotations the feedback provided revealed the lab was being run according the guidelines of the READ 180 program.

Research Question Three

What changes occurred in the students' attitudes towards the READ 180 interventions they were receiving? Learning students' attitudes about the READ 180 program was an important indicator of the success of the READ 180 intervention. The student interviews provided insight from the individuals using the program and suggestions to help improve the reading lab.

Results of Student Interviews. The students were interviewed at the end of the study. Out of 75 parents to whom permission letters were sent, 26 completed and returned permission forms to interview students. Out of the 26 students, only 20 students consented to complete the interview. Of the 20 students interviewed, 15 answered question five, "What do you like least about the program" with "Nothing." For question one, "What do you like best about the school," 13 students stated the teachers were the best part of the school. Question three used a Likert scale from strongly disagreed to strongly agreed. All students interviewed either agreed or strongly agreed that the READ 180 program helped improve their reading. Question four asked

students what they liked best about READ 180 and the answers varied. Three of the students stated they liked the independent reading the best, while one said he liked the computer part that recorded him and helped with his stuttering. Five students said they liked working on the computer program where it pronounces words, and one said it helped them to achieve big words and increase their vocabulary. Seven other students said they liked the spelling zone and they liked talking in the microphone. Three students said what they like best about the READ 180 program was it helped them to understand words and the readings. Two students liked that the program allowed for them to pick books they never read before and shows them their Lexile level. When asked what we can do to improve the READ 180 lab, nine students answered with “Nothing,” while three said add more interesting books in independent reading. One student said we needed to add more challenging work and add comic books. Two students said we needed to add another lab to help more students. One student said we need to take the students out of the lab who were not trying.

Research Question Four

What problems and limitations impacted the success of the implementation of the READ 180 program? In determining if the program is effective, one component to consider was the problems and limitations that will impact the READ 180 program being successful. To answer this question, parent and teacher surveys were conducted to identify possible problems and limitations.

Results of Parent Surveys. The parents were surveyed at the beginning and end of the survey. (See survey in Appendix A). Out of the 75 beginning surveys sent home to parents, 26 surveys were returned and completed. Of the 26 surveys completed, 69.23% represented seventh-graders and 30.77% represented eighth-graders. The results from the parent surveys at

the beginning revealed 73% of the parents were satisfied with the educational services their children were receiving. The majority of the answers showed parents either agreed or strongly agreed with the questions regarding the READ 180 lab. Six out of nine of the questions using the Likert-scale showed 70% of parents either agreed or strongly agreed. Question nine relates to parents being informed about their child’s progress showed a higher percentage of disagree (19.23%) and strongly disagree (7.69%) than the other questions. Question 10 related to parents believing the READ 180 program helped their child, revealed positive results with 53.85% agree and 34.62% strongly agree.

Table 3

Percentages of Parent’s Beginning Survey Results

<u>Question</u>	<u>SD</u>	<u>D</u>	<u>NO</u>	<u>A</u>	<u>SA</u>
3	15.38%	3.85%	7.69%	50%	23.08%
4	11.54%	3.85%	11.54%	53.85%	19.23%
5	11.54%	15.38%	7.69%	42.31%	23.08%
6	7.69%	3.85%	7.69%	53.85%	26.92%
7	7.69%	7.69%	7.69%	61.54%	15.38%
8	3.85%	15.38%	19.23%	34.62%	26.92%
9	7.69%	19.23%	7.69%	46.15%	19.23%
10	11.54%	0%	0%	53.85%	34.62%
11	7.69%	7.69%	11.54%	50%	23.08%

Out of the 75 end surveys sent home, 18 surveys were returned and completed. The results from the survey showed 94.44% either agreed or strongly agreed they understood the

purpose of the reading lab. Question five relates to understanding the purpose of the READ 180 program in the reading lab showed a higher of strongly disagree (11.11%). The end survey revealed 88.89% of parents either agreed or strongly agreed they were satisfied with the educational services their child was provided. Question eight, “I have been provided with information about how I can help my child’s reading” showed 83.33% of parents agreed or strongly agreed. Question nine relates to being informed about their child’s progress in the Title I reading lab increased to 94.45% agreed or strongly agreed compared with 65.36% from the beginning survey. Over 90% of the parents believed the READ 180 program helped their child’s reading to improve. Eight of the nine questions using the Likert scale showed 80% of parents either agreed or strongly agreed.

Table 4

Percentages of Parent’s End Survey Results

<u>Question</u>	<u>SD</u>	<u>D</u>	<u>NO</u>	<u>A</u>	<u>SA</u>
3	0%	0%	5.56%	44.44%	50.00%
4	0%	0%	0%	50.00%	50.00%
5	11.11%	0%	5.56%	50.00%	33.33%
6	0%	0%	11.11%	33.33%	56.56%
7	5.56%	0%	0%	55.56%	38.89%
8	0%	0%	16.67%	38.89%	44.44%
9	0%	0%	0%	44.44%	55.56%
10	5.56%	0%	0%	38.89%	55.56%
11	5.56%	0%	5.56%	38.89%	50.00%

Results of Teacher Surveys. The teachers were surveyed at the beginning and end of study. (See survey in Appendix B). Of the 28 teachers who received the survey in the beginning, 21 teachers responded. The results of the survey revealed 85.72% of the teachers understood the purpose of the reading lab. Of the 21 teachers surveyed, 95.24% either agreed or strongly agreed that they understood the importance of the reading lab, but only 76.19% either agreed or strongly agreed that they were aware of the students scoring minimal or basic on the MAAP test. Teachers’ response to the question, “I believe student interventions have the ability to improve student reading achievement,” 90.48% either agreed or strongly agreed. Seven out of the eight questions using a Likert scale showed 70% or higher of the teachers either agreed or strongly agreed.

Table 5

Percentages of Teacher’s Beginning Survey Results

<u>Question</u>	<u>SD</u>	<u>D</u>	<u>NO</u>	<u>A</u>	<u>SA</u>
3	4.76%	4.76%	4.76%	47.62%	38.10%
4	9.52%	0%	14.29%	38.10%	38.10%
5	4.76%	0%	0%	47.62%	47.62%
6	4.76%	14.29%	4.76%	47.62%	28.57%
7	4.76%	0%	4.76%	38.10%	52.38%
8	4.76%	0%	4.76%	19.05%	71.43%
9	4.76%	0%	4.76%	33.33%	57.14%
10	4.76%	4.76%	23.81%	28.57%	38.10%

Of the 28 teachers who received the end survey, 22 teachers responded. The end survey

results revealed 100% of the teachers either agreed or strongly agreed that they understood the purpose of the reading lab. Of the 22 surveyed, 50% agreed and 45.45% strongly agreed that teachers should support students and teachers in the reading lab. Teacher response to the question, “I am aware of the number of students scoring minimal and basic on the MAAP” showed improvement from the beginning survey. Seven of the eight questions using a Likert scale showed 80% or higher of the teachers either agreed or strongly agreed. The percent of teachers selecting either strongly disagreed or disagreed revealed improvements from the beginning survey.

Table 6

Percentages of Teacher’s End Survey Results

<u>Question</u>	<u>SD</u>	<u>D</u>	<u>NO</u>	<u>A</u>	<u>SA</u>
3	0%	0%	0%	45.45%	54.55%
4	0%	0%	0%	54.55%	45.45%
5	0%	0%	0%	40.91%	59.09%
6	0%	13.64%	4.55%	50.00%	31.82%
7	0%	4.55%	0%	50.00%	45.45%
8	0%	0%	4.55%	50.00%	45.45%
9	0%	0%	9.09%	54.55%	36.36%
10	0%	0%	31.82%	54.55%	13.64%

Conclusion

Although not all of the goals were fully achieved, results showed a significant amount of growth among the lowest quartile of students at Wildcat Middle School. The results revealed

improvement in the organizational learning among the teachers at Wildcat Middle School through PLCs and training. Chapter four suggests students in the READ 180 lab overall said the program helped them increase their reading achievement. The students gave insightful suggestions on ways to improve the reading lab. Chapter five provides interpretation and discussion of results as well as further recommendations for improving the reading lab and details the limitations of the study.

CHAPTER V

DISCUSSION

Introduction

The purpose of this applied research study was to increase reading achievement among the lowest quartile of students at Wildcat Middle School and improve organizational learning. This research study sought to increase reading achievement among the lowest quartile of students through the utilization of the READ 180 program. The lowest quartile of students was identified, and the lowest 75 students were assigned to the reading lab for one 55-minute period daily. The students utilized the READ 180 program daily. This study also sought to improve organization learning among teachers. The strategies utilized for teachers included job-embedded professional development on Professional Learning Communities (PLC), READ 180 Classroom Implementation Review Checklists, and READ 180 Administrator Quick Peek Walk-Throughs. Professional Development was used to increase collaboration among departments on effective PLCs. The READ 180 Classroom Implementation Review Checklists and READ 180 Administrator Quick Peek Walk-Throughs provided feedback to the teacher to ensure the READ 180 program was implemented with fidelity. These checks also allowed the administrator and teacher to make necessary changes to get the program back on track. Four research questions guided this study. These research questions were used to determine if the implementation of the action plan increased reading achievement among the lowest quartile of students and improve organizational learning. The questions also identified students' attitudes towards the intervention

they were receiving and limitations to the study.

Chapter V provides discussion of the findings presented in Chapter IV. This chapter also identifies possible problems and limitations to the success of the implementation of the READ 180 program. First, a discussion of the findings which includes the five program evaluation standards. “The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs” (Yarbrough, 2011). Then, possible problems and limitations of study and recommendations for improvement.

Program Evaluation Standards

Utility, feasibility, propriety, accuracy, and accountability were the five program evaluation standards used in the research study. The program evaluation standards provide a way to evaluate the study for effectiveness and improvement.

Utility was the first program standard used to evaluate the study. According to Yarbrough et al. (2011), “The utility standards are intended to ensure that an evaluation will serve the information needs of intended users” (p. 262). This standard evaluates the importance of the program. Involving all stakeholders including parents, students, and teachers was essential to this study. The main goal of this study was to increase student reading achievement and improve organizational learning. The teachers learned new instructional strategies which improved the organizational learning of the ELA department. New instructional strategies used by teachers provided an opportunity for students to increase achievement. Also, the study utilized the evaluations to make adjustments to the program. The adjustments to the program created opportunities for students and parents to be more involved in the process.

Feasibility was the next program standard used to evaluate the study. According to

Yarbrough et al (2011), feasibility is “The extent to which resources and other factors allow an evaluation to be conducted in a satisfactory manner” (p.288). For the program implementation to be replicated correctly, there are several resources needed. The resources utilized included 2018-19 MAAP assessments, READ 180 diagnostic tests, benchmark assessments, discipline referrals, attendance records, teacher involvement, and researcher commitment to the study. The principal who is also the researcher had access to confidential data including MAAP assessments, READ 180 diagnostic tests, benchmark assessments, discipline referrals, and attendance records.

The third program standard used to evaluate the study was propriety. According to Yarbrough et al. (2011), “The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results” (p. 265). The researcher completed Collaborative Instructional Training Initiative (CITI) modules to ensure the study was conducted using fair and ethical standards. The modules taught the researcher how to protect the rights of all participants involved in the study. The researcher submitted information on the study along with the tools used to collect data to the Mississippi’s Institutional Review Board (IRB) for approval. All surveys were submitted anonymously and kept in a secure location in the researcher office. The interviews and all data collected were kept confidential.

Accuracy was the fourth program standard used to evaluate the study. “The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated” (Yarbrough, 2011, p. 267). Both quantitative and qualitative data were utilized in this study. The quantitative data include surveys, MAAP assessments, benchmark assessments, discipline referrals, attendance records, and READ 180 diagnostics. Qualitative data include

student interviews, observations, and written feedback to the teacher. The permission of all participants was obtained by the researcher. The data was recorded in an excel spreadsheet and then double-checked for accuracy and reliability. Data collected was validated through transcribed audio recordings, Qualtrics, and district Excel spreadsheets by the research team.

Accountability was the last program standard used to evaluate the study. According to Yarbrough et al. (2011) accountability is, “Demonstrated responsibility for the use of resources, activities, or decisions made in course of a program and/or its evaluation” (p. 283). The purpose of this standard was to ensure proper documentation is collected during the study. Both quantitative and qualitative data was collected during the study. The results and findings reported in Chapter Four were supported by the data and documents collected during the study.

Discussion

The purpose of this study was to increase reading achievement among the lowest 25% of students at Wildcat Middle School and improve organizational learning. During the implementation of the action plan, several changes were made which may have impacted the results.

Goals. The first goal was 25% of the bottom quartile of students would show an increase in growth in reading achievement. The leadership team disaggregated the 2018-19 MAAP data to identify the lowest 75 students in reading achievement. These students were placed in the reading lab for one period daily. The students were given a diagnostic test when they began the reading lab. The results of the diagnostic test provided an individual plan for each student. The students were grouped by the READ 180 program, and students rotated through the whole group, small-group, and independent reading rotations. Students also took diagnostic test mid-year and end-of-year. The first goal was met with more than 45% of the

lowest quartile of students showing growth in reading achievement.

The second goal provided training on READ 180 program to teachers and administrators to ensure 25% of the lowest quartile of students to show growth in reading achievement. All administrators, instructional coach, interventionist, and the reading lab teacher were trained on the READ 180 program. The leadership team conducted fidelity checks to ensure the READ 180 was being implemented according to the established guidelines and training. Feedback was provided to the reading lab teacher and adjustments were made throughout the study. The READ 180 trainer and the district lab person provided continual support to the reading lab teacher. Finally, follow-up training was provided to ensure all involved in the reading lab understood how to interpret the READ 180 student reports. The second goal was met.

The third goal was to implement READ 180 in the Reading lab according to established READ 180 guidelines and training to achieve 25% growth in the lowest quartile of students. At the beginning of the school year, the reading lab was off to a rocky start due to the change in teachers. A new teacher had to be trained, and the trainer and district lab person had to provide extra support to ensure the lab was being set-up in clearly defined rotation areas. It was also noted the need for the teacher to use a timer as directed by the READ 180 guidelines and training. During the second visit, there was discussion on whether the right teacher had been selected for the reading lab. After much debate, it was decided to give the teacher more support and revisit suggestion upon the next visit. By the third visit, the teacher had a complete turnaround. All rotation areas were clearly labeled, routines and procedures were posted, and a timer was used each period. The transformation in the reading lab teacher helped transform the entire lab. Despite the obstacles with the reading lab teacher, the third goal was finally was met with more than 45% of students showing growth in reading achievement.

Increase reading achievement. At the beginning of this study, the leadership team identified the lowest 25% of students at Wildcat Middle School by analyzing the MAAP data from the previous year. More than 200 students at Wildcat Middle School were performing at least two grade levels below. Due to funding resources and the price of the READ 180 program, only 75 student licenses were purchased. The lowest 75 students were placed in the Reading lab for one period each day with 12 to 13 students assigned to each period. As Hoxby (2000) noted regarding small classes sizes, the small class sizes contributed to an increase in students' reading achievement. When the students began the reading lab they were given a diagnostic test to determine their Lexile level. Students were grouped according to the results of the diagnostic test in each period. The rotations using small group and whole group were used as discussed in Chapter II in the WWC Intervention Report (2016). Due to the 50-minute periods, the students had rotation day A and rotation day B instead of the 90-minute rotation cycle. The principal and the teacher reviewed the student growth reports each week to determine if adjustments needed to be made to the students' individualized paths or student grouping.

The principal wanted to get feedback from all stakeholders including the students' attitudes to the reading lab. Out of the 75 students in the reading lab, only 20 students consented to an interview. The 20 students interviewed provided some of the most profound insights of the students' attitudes towards the READ 180 program. The students were honest and spoke freely, without hesitation. Their answers contributed to changes made in the reading lab for the next year. In order for students to be successful in the reading lab the principal felt students needed to have a voice. In the beginning of the study, most of the students were not happy they were placed in the reading lab. Throughout the study it was determined the students did not understand the reason why they were placed in the lab. Data meetings with the students helped

the students to understand why. Goals were set with the students and the majority of the students exceeded their goals. More than 45% of the students increased their reading achievement during the study.

In an effort to include all stakeholders, the parents' survey was an integral part of the study. According to the action plan parent surveys were to be sent out at the beginning, middle, and end of the study. Surveys were only completed at the beginning and end of the survey. Out of 75 parent surveys, 26 surveys were completed at the beginning of the study and 19 surveys were completed at the end of the study. Even though the number of parent responses was low, the information provided in the parent surveys were essential in gaining insight into parents' knowledge of the purpose of the reading lab. Question nine on the parent survey relates to being informed about their child's progress showed a higher percentage of disagree (19.23%) than any other question on the survey. The principal and the teacher decided sending information home to parents would be beneficial. After the students' completed their mid-year and end-of-year diagnostic test, the teacher sent the results home to parents which showed students' Lexile level of their children. Since the surveys were anonymous, it could not be determined if the parents in the beginning survey was the same as the ending survey. Parental engagement continues to be a struggle at Wildcat Middle School.

Improve Organizational Learning. The reading lab teacher changed from the beginning of the study to the end of the study. The first reading lab teacher resigned at the beginning of the school year. This teacher attended the initial training on the READ 180 program. A new reading lab teacher was hired in August 2018 and attended the training in August. The new teacher was provided additional training and support through the year. After the second session with the READ 180 trainer, the principal and the trainer discussed removing

the current teacher due to the lack of READ 180 guidelines being implemented with fidelity. It was determined the removal of the teacher could affect the overall success of students in the reading lab. The teacher was provided feedback from the trainer and given next steps with a timeline to ensure the students in the reading lab to be successful. The principal also completed READ 180 Administrator Quick Peek Walkthroughs and provided feedback to the teacher. The action plan established the principal would complete 12 READ 180 Administrator Quick Peek Walkthroughs. The amount of feedback was limited due to other administrative duties and the assistant principal being out on sick leave. Eight READ 180 Administrator Quick Peek Walkthroughs and 22 READ 180 Checklists were completed. The feedback provided to the teacher from the first several surveys was parallel to the feedback provided from the trainer sessions. Once the proper equipment was placed in the lab and the teacher began using the timer for rotations, the lab began to run according to the READ 180 guidelines. The feedback also showed the teacher needed to establish routines and procedures in the lab. By the eighth month of the study, the teacher had established clearly defined rotations and procedures. This timeframe was longer than the principal planned for in the action plan, but the end of the study other schools was requesting to observe the Wildcat Middle School reading lab.

Collecting information from all stakeholders including teachers was essential to the study. Teacher surveys were provided at the beginning and end of the survey to determine teachers' understanding of the READ 180 lab. Although the surveys revealed the majority of teachers understood the purpose of the reading lab, there were a few in the first survey that did not. Some of the teachers did not know which students were among the lowest 25% of students in reading achievement. During a faculty meeting, the principal explained the purpose of the reading lab and shared the lowest 25% of students in reading achievement with all teachers.

Teachers became advocates for the reading lab and encouraged students in the reading lab. The surveys allowed the principal to understand what teachers needed training on and provided an opportunity for organizational learning for the entire faculty.

As discussed in Chapter Three, Vescie, Ross, and Adams (2008) found Professional Learning Communities (PLCs) provide a means to improve teaching practices. PLCs provide an opportunity for teachers to collaborate on instructional strategies and improve organizational learning. Teachers were provided training on effective use of PLCs. The initial professional development training revealed teachers needed more training of PLCs for them to be meaningful from their comments. The other results from the professional development evaluations showed the teachers either “agreed” or “strongly agreed.” With the principal also being the researcher, this could have influenced teachers’ answers of “agreed” or “strongly agreed” on the evaluations. Sometimes teachers are reluctant to giving honest answers because they want to please the principal. Evaluations are given after every professional development training to evaluate the effectiveness of the training. While these evaluations are designed to help improve training sessions, rarely have teachers answered negatively on the evaluations. The principal believes teachers want to please the principal and in turn give positive feedback. After additional training was provided, the PLCs improved throughout the year. The PLCs became a collaborative meeting where teachers shared instructional strategies and improved organizational learning.

Limitations of The Study

A few limitations emerged throughout the study. One of the limitations of the study was the limited number of parents to participate in the study. Out of 75 parents, 26 completed surveys in the beginning and 18 completed parent surveys at the end. It was difficult to determine if the views of the parents who participated share the same views as the parents that

choose not to participate. Another limitation identified from the parent surveys was parents may not understand the purpose of the reading lab or the READ 180 program. Some parents did not understand why their child was in the reading lab. A meeting should be scheduled with parents to explain the purpose of the reading lab, why their child was in the reading lab, and how the READ 180 program works. The third limitation was the principal being the researcher. Teacher surveys and professional development evaluations were given to teachers to complete. The principal is the leader of the school, and often teachers are hesitant to giving honest feedback. The third limitation was the number of students willing to participate in the interviews. Only 20 out of 75 agreed to be interviewed. It has not been determined if students that participated in the interviews was a representation of the entire 75 students.

Recommendations

Further research on this study could be beneficial by increasing the number of participants in the study. The study consisted of the lowest 75 students in reading achievement. More than 200 students were performing below grade level. Studying all students performing below grade level would provide more information to strengthen this study. Adding a second lab would allow more students to participant in the study. Also, it would be beneficial to have each student complete a student interest inventory to determine the types of books the students are interested in reading. Consistency in the reading lab would be essential. Maintaining the same policies and procedures yearly could sustain the growth students showed during the study. Continuing to provide professional development to increase organizational learning will be important.

Conclusions

This research study was put into effect to increase student reading achievement among

the lowest 25% of students and improve organizational learning at Wildcat Middle School. In order for this study to be effective, the involvement of all stakeholders was essential. Teacher training and feedback were important to ensure improvement to the organizational learning. As the study progressed, the teachers began working collaboratively on improving instructional practices throughout the ELA department. The reading lab teacher utilized practices according to the READ 180 guidelines, and these practices increased students reading achievements. The parents provided valuable feedback on assuring parents were informed on students' progress in the reading lab. Student interviews contributed to some of the most valuable feedback gained in the study. The students had positive comments about the reading lab and gave suggestions on ways to make the lab more student friendly. Overall, all the data obtained in this study contributed to an increase in students' reading achievement and improvement in organizational learning.

LIST OF REFERENCES

- Akabayashi, H., & Nakamura, R. (2014). Can small class policy close the gap? An empirical analysis of class size effects in Japan. *Japanese Economic Review*, 65(3), 253-281. doi:10.1111/jere.12017.
- Cantrell, S., Almasi, J., Carter, J., & Rintamaa, M. (2013). Reading intervention in middle and high schools: Implementation fidelity, teacher efficacy, and student achievement. *Reading Psychology*, 34(1), 26-58. doi.org/10.1080/02702711.2011.577695
- Cantrell, S., Almasi, J., Rintamaa, M., Carter, J., Pennington, J., & Buckman, D. (2014). The impact of supplemental instruction on low-achieving adolescents' reading engagement. *Journal of Educational Research*, 107(1), 36-58. doi:10.1080/00220671.2012.753859
- City-Data. (n.d.). *City-Data: Clarksdale, MS*. Retrieved from www.city-data.com/city/Clarksdale-Mississippi.htm
- Cooke, N., Galloway, T., Kretlow, A., & Helf, S. (2011). Impact of the script in a supplemental reading program on instructional opportunities for student practice of specified skills. *The Journal of Special Education*, 45(1), 28-42. doi:10.1177/0022466910361955
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks: SAGE Publications.
- Data USA. (n.d.). *Data USA: Clarksdale, MS*. Retrieved from <https://datausa.io/profile/geo/clarksdale-ms/#economy>
- Duncan Owens, D. (2010). Commercial reading programmes as the solution for children living in poverty commercial reading programmes. *Literacy*, 44(3), 112-121.

doi:10.1111/j.1741-4369.2010.00548.x

Ehrenberg, R., Brewer, D., Gamoran, A., & Willms, J. (2001). Class size and student achievement. *Psychological Science in the Public Interest*, 2(1), 1-30. Retrieved from <http://www.jstor.org.umiss.idm.oclc.org/stable/40062283>

Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal of Adolescent & Adult Literacy*, 57(5), 367-376. doi:10.1002/jaal.266

Fletcher, J., Grimley, M., Greenwood, J., & Parkhill, F. (2013). Raising reading achievement in an 'at risk', low socioeconomic, multicultural intermediate school. *Journal of Research in Reading*, 36(2), 149-171. doi:10.1111/j.1467-9817.2011.01497.x

Hartry, A., Fitzgerald, R., & Porter, K. (2008). Implementing a structured reading program in an afterschool setting: Problems and potential solutions. *Harvard Educational Review*, 78(1), 181-210.

Hemphill, L., Kim, J., Yudron, M., LaRusso, M., Donovan, S., Sabatini, J., & O'Reilly, T. (2015). *Experimental effects of the strategic adolescent reading intervention on reading performance in high poverty middle schools*. Paper presented at the Society for Research on Educational Effectiveness (SREE) Spring 2015 Conference. Washington, D. C.

Hong-Nam, K., Leavell, A., & Maher, S. (2014). The relationships among reported strategy use, metacognitive awareness, and reading achievement of high school students. *Reading Psychology*, 35(8), 762-790. doi:10.1080/02702711.2013.807900

Houghton Mifflin Harcourt. (2015). *Compendium of READ 180 Research: 16 Years of Evidence-Based Results for America's Struggling Readers*. Boston, MA: Houghton Mifflin Harcourt Publishing Company.

Houghton Mifflin Harcourt. (2017). *READ 180 professional learning guide*. Boston, MA:

- Houghton Mifflin Harcourt Publishing Company.
- Houghton Mifflin Harcourt. (2017). *READ 180 Universal: Instructional Sampler*. Boston, MA: Houghton Mifflin Harcourt Publishing Company.
- Houghton Mifflin Harcourt. (2017). *READ 180 Universal: Simply Better*. Boston, MA: Houghton Mifflin Harcourt Publishing Company.
- Hoxby, C. (2000). The effects of class size on student achievement: New evidence from population variation. *The Quarterly Journal of Economics*, 115(4), 1239-1285. Retrieved from <http://www.jstor.org.umiss.idm.oclc.org/stable/2586924>
- Kim, J., Samson, J., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4–6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. *Reading and Writing*, 23(9), 1109-1129. doi:10.1007/s11145-009-9198-2
- Konstantopoulos, S. (2011). How consistent are class size effects? *Evaluation Review*, 35(1), 71-92. doi:10.1177/0193841X11399847
- Little, C., McCoach, D., & Reis, S. (2014). Effects of differentiated reading instruction on student achievement in middle school. *Journal of Advanced Academics*, 25(4), 384-402. doi:10.1177/1932202X14549250
- Mertler, C. (2017). *Action research communities: Professional learning, empowerment, and improvement through collaborative action research*. (1st ed.). London: Routledge.
- National Association Secondary Principals. (2000). *Social skills, promoting positive behavior academic success and school safety*. Retrieved from: https://www.naspcenter.org/factsheets/socialskills_fs.html
- National Center of Education Statistics. (2013). *The Condition of Education 2013*. Washington,

DC: U.S. Department of Education.

- Nelson, A. (2016). The Elementary and Secondary Education Act at Fifty: A changing federal role in American education. *History of Education Quarterly*, 56(2), 358–361.
<https://doi.org/10.1111/hoeq.12186>
- Nye, B., Hedges, L., & Konstantopoulos, S. (2000). The effects of small classes on academic achievement: The results of the Tennessee class size experiment. *American Educational Research Journal*, 37(1), 123-151. doi:10.2307/1163474
- Pitre, C. (2014). Improving African American student outcomes: Understanding educational achievement and strategies to close opportunity gaps. *Western Journal of Black Studies*, 38(4), 209-217.
- Qualtrics. (n.d.). Retrieved from: <https://www.qualtrics.com/support/survey-platform/reports-module/reports-section/reports-visualizations/other-visualizations/word-cloud-visualization/>
- Shippen, M., Houchins, D., Steventon, C., & Sartor, D. (2005). A comparison of two direct instruction reading programs for urban middle school students. *Remedial and Special Education*, 26(3), 175-182. doi:10.1177/07419325050260030501
- Simpson, R., Lacava, P., & Graner, P. (2004, November). The No Child Left Behind Act: The challenges and implications of educators. *Intervention in School and Clinic*, 40 (2), 67-75. doi:10.1177/10534512040400020101
- Slavin, R., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322.
doi:10.1598/RRQ.43.3.4
- Swanson, E., Wanzek, J., Vaughn, S., Fall, A., Roberts, G., Hall, C., & Miller, V. (2017).

Middle school reading comprehension and content learning intervention for below-average readers. *Reading and Writing Quarterly*, 33(1), 37-53.

doi:10.1080/10573569.2015.1072068

Torgesen, J., Houston, D., & Rissman, L. (2007). *Improving literacy instruction in middle and high schools: A guide for principals*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

U. S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (2016). *READ 180. what works clearinghouse intervention report*. Washington, D.C. Author.

U. S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (2009). *READ 180. what works clearinghouse intervention report*. Washington, D.C. Author.

Vaughn, S., Wexler, J., Leroux, A., Roberts, G., Denton, C., Barth, A., & Fletcher, J. (2012). Effects of intensive reading intervention for eighth-grade students with persistently inadequate response to intervention. *Journal of Learning Disabilities*, 45(6), 515-525. doi:10.1177/0022219411402692

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91. doi:10.1016/j.tate.2007.01.004

Yarbrough, D., Shula, L., Hopson, R., and Caruthers, F. (2011). Joint Committee on Standards for Educational Evaluation. *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, Calif: SAGE.

APPENDICS

APPENDIX A: PARENT SURVEY

General Topic: Implementing READ 180 to increase reading achievement

Conceptual Frameworks: READ 180, small class size, and scripted teacher instruction.

Statement e Consent:

This survey is part of an applied research study to fulfill partial requirements for a Doctor of Education degree for Debra Ware from The University of Mississippi. The study is analyzing the effect of implementing READ 180 to increase reading achievement. Any questions regarding the project and its findings can be emailed to:

dware@cmsd.k12.ms.us
deware@go.olemiss.edu

Any questions can also be directed to the Dissertation Advisor, Dr. Jill Cabrera Davis, by email or by phone at The University of Mississippi

jdcabrer@olemiss.edu (662) 915-7069 (office)

This information you provide today will help us understand parent's knowledge of the Title I reading lab, the READ 180 program, and the knowledge of your child's reading achievement. Protecting your rights is of utmost importance to us. Any identifiable information will be removed from the responses you give. Below you can find statements about your management of this school. Please indicate the frequency of these activities and behaviors in this school during the current school year. Please mark one choice in each row.

Survey Questions:

1. I have a child in the following grade.

_____ 7th Grade _____ 8th Grade

2. My child's gender is

_____ Male _____ Female

3. I understand the purpose of the Title I reading lab services.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree

4. I understand the reason my child is in the Title I reading lab.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree

5. I understand the purpose of the READ 180 program in the Title I reading lab.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
6. I feel comfortable contacting my child's Title I reading lab teacher.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
7. I am aware of the parent and student expectations for the READ 180 program.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
8. I have been provided with information about how I can help my child's reading.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
9. I have been informed about my child's progress in the Title I reading lab.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
10. I believe the READ 180 program helped my child's reading to improve.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
11. I am satisfied with the educational services provided at my child's school.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree

APPENDIX B: STUDENT INTERVIEW

General Topic: Implementing READ 180 to increase reading achievement

Conceptual Frameworks: READ 180, small class size, and scripted teacher instruction.

Statement of Consent:

This interview is part of an applied research study to fulfill partial requirements for a Doctor of Education degree for Debra Ware from The University of Mississippi. The study is analyzing the effect of implementing READ 180 to increase reading achievement. Any questions regarding the project and its findings can be emailed to:

dware@cmsd.k12.ms.us
deware@go.olemiss.edu

Any questions can also be directed to the Dissertation Advisor, Dr. Jill Cabrera Davis, by email or by phone at The University of Mississippi

jdcabrer@olemiss.edu (662) 915-7069 (office)

This information you provide today will help us understand student's knowledge and views on the Title I reading lab, the READ 180 program, and the knowledge of your reading achievement. Protecting your rights is of utmost importance to us. Any identifiable information will be removed from the responses you give.

Interview Questions:

1. Tell me what you like best about our school.
2. What grade are you in.
3. Do you think the READ 180 program helped improve your reading?
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
4. What do you like best about the READ 180 program?
5. What do you like least about the READ 180 program?
6. How could we improve the READ 180 lab?

APPENDIX C: TEACHER SURVEY

General Topic: Implementing READ 180 to increase reading achievement

Conceptual Frameworks: READ 180, small class size, and scripted teacher instruction.

Statement of Consent:

This survey is part of an applied research study to fulfill partial requirements for a Doctor of Education degree for Debra Ware from The University of Mississippi. The study is analyzing the effect of implementing READ 180 to increase reading achievement. Any questions regarding the project and its findings can be emailed to:

dware@cmsd.k12.ms.us
deware@go.olemiss.edu

Any questions can also be directed to the Dissertation Advisor, Dr. Jill Cabrera Davis, by email or by phone at The University of Mississippi

jdcabrer@olemiss.edu (662) 915-7069 (office)

This information you provide today will help us understand teacher's knowledge of the Title I Reading lab, the READ 180 program, and the importance of reading achievement. Protecting your rights is of utmost importance to us. Any identifiable information will be removed from the responses you give. Please mark one choice in each row.

Survey Questions:

1. What grade do you teach?

_____ 7th Grade _____ 8th Grade _____ 7th & 8th Grade

2. What subject do you teach?

_____ ELA _____ Math _____ SS. _____ Science _____ SPED. _____ Elective

3. I understand the purpose of the Title I reading lab.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree

4. I understand the purpose of the READ 180 computer program in the Title I reading lab.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree

5. I understand the importance of the Title I reading lab.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
6. I am aware of the number of students scoring minimal and basic on the MAAP.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
7. I believe student interventions have the ability to improve student reading achievement.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
8. I believe all teachers should support the students and teachers in the reading lab.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
9. I would like to be kept informed on the progress of students in the reading lab.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree
10. I would like to learn more about the Title I reading lab.
1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Agree 5 – Strongly Agree

APPENDIX D: STUDENT GROWTH

Student	Growth	Absences	Discipline Ref	Assessment

APPENDIX E: READ 180 Checklist

The READ 180 Checklist will be used to ensure the READ 180 program is implemented according to the READ 180 guidelines. The READ 180 Checklist is divided into two parts. Part I: School-Driven Implementation Indicators checks the implementation of scheduling, class size, available materials, and fully functioning technology in the READ 180 lab. Part II: Classroom-Driven Implementation Indicators checks the management and organization, whole-group instruction, small-group instruction, modeled and independent reading, and instructional software and data analysis. The purpose is to identify areas needing strengthening to ensure implementation of the READ 180 program is implemented according to the READ 180 guidelines.

Retrieved from:

Read 180 Enterprise Edition Integrity Checklist

<http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=134714>

APPENDIX F: READ 180 QUICK PEEK WALK-THROUGH

The READ 180 Administrator Quick Peek Walk-Through will be used to record information about classroom structure, organization, and instruction. For each indicator the observer will check yes or no. There is a section by each indicator for the observer to make notes. The first indicator checks to ensure each rotation is timed appropriately with smooth transition. The second indicator checks to ensure the routines are posted for all students to see. The third indicator checks to ensure all technology needed for the READ 180 lab is working correctly for each rotation. The fourth indicator checks to ensure there is sufficient amount of printed material for each rotation. The last indicator checks to ensure the READ 180 teacher has completed the needed training to effectively run the READ 180 lab.

Retrieved from:

<https://www.matsuk12.us/cms/lib/AK01000953/Centricity/Domain/105/RTI%20Page/Fidelity%20Checklists/R180%20NG%20Walkthrough%20for%20Principal.pdf>

APPENDIX G: Professional Development Evaluation Form

1. The presentation was clear and concise.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

2. The presenter was knowledgeable of the topic.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

3. The session was informative in regards to the stated workshop.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

4. I would recommend this workshop to other educators.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

5. The presenter used audio/video was pertinent to the presentation.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

6. The presenter used technology in the presentation in an effective manner.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

7. The physical accommodations were appropriate to the workshop.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

8. The presentation was clear and concise.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

9. Because of this session, my knowledge of the content has increased.

1 – Strongly Disagree 2 – Disagree 3 – No Opinion 4 – Often 5 – Strongly Agree

10. What needs to be added to the workshop?

VITA

Debra E. Ware

EDUCATION

2020

Doctor of Education in Leadership and Counselor Education, The University of Mississippi

2015

Specialist of Educational Leadership, The University of Southern Mississippi

2011

Mississippi Alternate Path to Quality School Leadership Program (MAPQSL), Mississippi Gulf Coast Community College

2001

Master of Education, Secondary Education, William Carey University

1998

Georgia Alternate Education Program, Valdosta State University

1987

Bachelor of Science, Business Administration, William Carey University

EMPLOYMENT

2016-Present

Principal, Clarksdale Municipal School District, W. A. Higgins Middle School

2014-2015

Principal, Simpson County School District, Magee High School

2012-2014

Career and Technical Director, Forrest County Agricultural High School, Forrest County Agricultural High School

1999-2012

Teacher, Long Beach School District, Long Beach High School

1998-1999

Teacher, Harrison County School District, Harrison Central 9th Grade

PROFESSIONAL CREDENTIALS

K-12 Career Administrator, Mississippi License

7-12 Business Education, Mississippi License

K-12 Computer Application, Mississippi License

7-12 Social Studies, Mississippi License

7-12 Technology Discovery, Mississippi License

PROFESSIONAL AFFILIATIONS

International Society for Technology in Education (ISTE)

Mississippi Professional Educators (MPE)

Mississippi Association of Educators (MAE)