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Abstract

A diverse suburban middle school is the setting for program evaluation of the site's reading intervention program, and its effectiveness with English Language Learners (ELLs). Research review focuses on identifying the instructional practices best suited for use with ELLs to improve the effectiveness of reading interventions, defining normal progress, and further research needs. Interviews with intervention coaches, instructors, students, and administrators are summarized, and file review findings of 84 served students are presented and used to assess the effectiveness of reading interventions at the research site. The results show that 60% of served students either passed grade level reading assessments or improved by more their score by more than one grade level. 50% of English Language Learners served achieved those increases. The researcher provides recommendations for ongoing program improvement and research, including the need for future program evaluation for the research site's reading intervention program.

