
Attendance at reading clinics in Pinellas County, Florida, according to this study, has greatly improved students' classroom performance.

Reading Clinics — Success or Failure?

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MANY studies of short duration have been made as to the effects of corrective reading programs. The results of these studies have been mixed. Most studies have used standardized tests to pass judgment on the success or failure of the reading clinic program. Researchers usually find out, as the author did in his study in Pinellas County, Florida, that children who have reading problems continue to do poorly on standardized tests even after attendance at a reading clinic.

The exciting results of the author's study were revealed with analysis of data comparing students who needed reading clinic help and received it (E_1), with the students who needed reading clinic instruction but did not receive it (E_2), and the control group of students (E_3), as to their senior class standing.

Examination of the means reported in the analysis of variance for one-way design

pointed out the relationship of the treatment groups to each other as presented in Table 1. E_1 had the highest mean of .92610, with E_2 having a mean of .74967, and E_3 with a mean of .70447. To determine how these differences in the treatment groups were significant, the chi-square analysis was made among the two experimental and control groups.

The chi-square analysis reported in Table 3 revealed there was no significant difference between the E_2 group of students and the E_3 group of students. The E_1 group of students was significantly different from the E_2 as reported in Table 4, and E_3 as reported in Table 2 groups of students at the .005 level of confidence. Inspection of Tables 2 and 4 showed that the E_1 group of students had over 70 percent of its students in quartiles one and two, while E_2 and E_3 groups of stu-

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dents had under 50 percent in quartiles one and two.

The differences between E_1 and the other groups, E_2 and E_3 , were real and significant. Examination of the means, as reported in the analysis of variance Table 1 and the contingency table analysis reported in Tables 2 and 4, made it apparent that the E_1 group performed better in their school work than either E_2 or E_3 .

Conclusion

If one used just standardized tests to measure the success of reading clinics it

Treatment Group	Sample Size	Mean	Standard Deviation
E_1	140	92610	27570
E_2	390	74967	3031
E_3	232	70447	29411
Degrees of freedom 2/759		F ratio 26.0997	
SS between groups 4 5668		Significance .005	
SS within groups 66.4037			

Table 1. Means and Standard Deviations of Senior Class Ranking from Groups E_1 , E_2 , and E_3

Treatment Group	Q4	Q3	Q2	Q1
E_1	3.5	24.9	56.5	15.0
E_2	15.5	48.7	31.1	4.8
Degrees of freedom 13		Significance .005		
Chi square 53.7112				

Table 2. Comparison by Quartile Percentages of Groups E_1 and E_2 on Senior Class Ranking

Treatment Group	Q4	Q3	Q2	Q1
E_2	8.5	36.6	41.0	13.9
E_3	7.8	44.9	36.2	11.2
Degrees of freedom 13			No significance	
Chi square 12.7151				

Table 3. Comparison by Quartile Percentages of Groups E_2 and E_3 on Senior Class Ranking

Treatment Group	Q4	Q3	Q2	Q1
E_1	3.5	24.9	56.5	15.0
E_2	13.1	45.6	33.6	7.7
Degrees of freedom 12			Significance .005	
Chi square 45.0352				

Table 4. Comparison by Quartile Percentages of Groups E_1 and E_2 on Senior Class Ranking

could be concluded that the reading clinics have failed. Students' performance on standardized tests, such as the ninth and twelfth grade statewide tests used in Florida, is not affected by attendance at a reading clinic. Classroom performance, on the other hand, is greatly improved by attendance at a reading clinic.

Increased classroom performance has many personal benefits to the individual student and increases the school system's holding power. Successful students are happy students, and happy students stay in school. The reading clinics in Pinellas County have been a success. □

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