A Comparison of the Effects of the Accelerated Math Program and the Delaware Procedural Fluency Workbook Program on Academic Growth in Grade Six at X Middle School

by

Mary Theresa Caputo
Abstract

The purpose of this quasi-experimental research study was to compare the effects of using the Accelerated Math program to the effects of using the Delaware Procedural Fluency Workbook program in the sixth grade at X Middle School.

The highest growth was attained by the regular paced Accelerated Math students as measured by the Delaware Student Testing Program (DSTP) and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). The regular paced Delaware Procedural Fluency Workbook students attained the highest growth as measured by STAR Math. The differences in growth between the regular paced students were found not to be significant.

Pearson correlations showed significant relationships involving lunch program status, ethnicity, and the teacher factor. Forward regression analyses of the 2007 DSTP showed a significant main effect for the 2006 DSTP and the teacher factor. Forward regression analyses of the 2007 NWEA MAP showed a significant main effect for the 2006 NWEA MAP. Forward regression analyses showed a significant interaction effect for program type and teacher. Forward regression analyses showed a significant difference in growth between classes with different abilities. The teacher factor was found to be significant for classes with the same abilities.

A comparison of the 2006 and 2007 ethnic, lunch program, gender, and special education achievement gap for all the grade six students who attended X Middle School in the 2006-2007 school year showed a narrowing between White and Hispanic students. The gap was in favor of the White students for both years. The achievement gap for the remaining subgroups increased from 2006 to 2007.