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Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student’s academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address coursework, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

CISNC uses the Response to Intervention (RTI) framework as the basis for its practices. RTI is a multitiered framework of academic and behavioral interventions that require school staff to make instructional decisions based on data. This document focuses on a Tier 2 strategy. Tier 2 strategies typically focus on students who have not responded to Tier 1 supports and includes supplemental instruction and interventions that are periodically monitored to ensure students are responding to the supports. Tier 2 supports are targeted, structured, explicit and can take place in small groups or general education classrooms.

CISNC calls for the use of evidence-based interventions versus generally researched practices. The National Center on Response to Intervention (NCRTI) defines evidence-based interventions as:

... an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention.

Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention (Center on Response to Intervention [Center on RTI] at American Institutes for Research and the National Center on Intensive Intervention (NCII), 2014, p. 4).

Whereas a research based curricula “may” incorporate strategies that have been generally researched, but not studied using a rigorous research design. The following suggestion is based on interventions that have been studied using a scientific, rigorous research design. When incorporated with fidelity and as a part of a systematic process, students should positively respond to these strategies.

This document is written to provide intensive coursework interventions based on the best evidence from prior research and recent evaluations in high schools. In the context of our review, we propose two interventions designed to help struggling high school students:

- Coursework – Supplemental Reading
- Coursework – Organization and Study Skills

This document will focus on one easy to implement reading intervention for high schools.

Problem/Rationale

The Common Core State Standards for elementary and secondary education have been implemented to ensure that students are college and career ready for a globally competitive society upon high school graduation. Currently, more than 40% of students are leaving high school without being college and career ready; without a high school education, students will only be qualified for 10% of available jobs (Achieve, 2012). In conjunction with these standards, many states have also instituted universal screening mechanisms to verify that students are achieving proficiency in key subject areas and to accurately identify students with learning difficulties so that additional support may be provided.

One area of concern is literacy in secondary schools. Nationally, more than 60% of middle and high school students are not demonstrating mastery of these critical skills (National Center for Education Statistics, 2013). In other words, millions of youth cannot comprehend or evaluate text, reference related points, or support conclusions about the text. Literacy allows learners to employ their knowledge and past experiences, confidence, identity, and motivation to develop their reading skills in relevant ways, while learning about the world around them.

Yet, even with quality classroom instruction, some students still struggle with the core curriculum and require additional instructional support to be successful at school. The

Institute for Education Sciences recommends the following effective classroom and intervention practices to support students who struggle with reading (Kamil et al., 2008):

- Provide explicit vocabulary instruction.
- Provide direct and explicit comprehension strategy instruction.
- Provide opportunities for extended discussion of text meaning and interpretation.
- Increase student motivation and engagement in literacy learning.
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

In addition to regular screening to identify students who fall below benchmark scores or are not making satisfactory progress with the core curriculum, targeted and sustained interventions should be provided to struggling students, based on individual need, over an extended period of time. The intervention should involve frequent checking and monitoring of the student's academic growth measures, faithful implementation of the core curriculum and supplemental instruction in targeted areas, and data-based decision making (Lembke, Hampton & Beyers, 2012).

Purpose

The purpose of this document is to focus on one easy to implement intervention that can be used in high schools. Student Support Specialists can supplement struggling students' reading development with:

- Intensive reading comprehension and fluency building strategies.
- Additional intervention strategies for schools.

Implementation Plan

Uses

High schools can use the sample intervention plan to assist at-risk students in improving their reading performance and academic outcomes. As identified in the sample, there may be times when the Student Support Specialist, teacher, or other instructional and support staff will assume primary responsibility for a component of the intervention, while at other times, additional school staff such as a School Intervention Team will be collectively responsible for aspects of implementation of the intervention. Such distinctions will be noted in the sample intervention.

Audiences

The primary audience for this intervention is high school students.

Materials/Equipment/Space

- Screening/assessment results
- Teaching space for 10 students
- Instructional and grade-level reading materials
- Curriculum based assessments for mastery
- Prizes for monthly winners circle

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

- 45-60 minutes, 3-5 times per week.
- Semester or year-long.

Sample Intervention – Study with Pals (Guided Study Halls)

Activity	Decision Making Level	Process Notes
<p>Create an intervention portfolio for each student.</p> <ul style="list-style-type: none"> - Closely examine individual student data to identify which topical areas require additional instruction (e.g., comprehension, fluency, etc.) 	<p>Assumes the Student Support Specialist (SSS) is working in collaboration with the school’s intervention support team (IST) and a Student Support Plan has been developed for the student.</p>	<p><i>The intervention support team (IST) is a school-level team that serves as the primary problem solving team for all types of academic and behavioral learning issues. The team should include the classroom teacher, parent, resource or specialists as needed, guidance counselor, and principal (or designee).</i></p> <p><i>The Student Support Plan is the needs-based plan of CISNC supported interventions/supports provided to students who have been identified as needing targeted (tier 2) or intensive (tier 3) interventions and supports to be successful in school and life.</i></p> <p><i>Sample data sources include: grade level benchmarks/curriculum based measurements (CBMs) such as EOG, EVAAS, PowerSchool, other assessment data, grades/GPA, teacher recommendation, as well as attendance and disciplinary records.</i></p>
<p>Establish intervention framework.</p> <ul style="list-style-type: none"> - Group (10 students max), session length, and number of weeks should align with school schedule and 	<p>Student Support Specialist and Intervention Support Team</p>	<p><i>Ensure that students are matched at the right intervention level, grade level and with students at the same level of need.</i></p>



Activity	Decision Making Level	Process Notes
<p>resources.</p> <ul style="list-style-type: none"> - Study hall should be held in place of an elective such as music or art, and <u>not</u> at a time when the core curriculum is being taught. - Group size should allow for increased opportunities to respond to and receive feedback. 		
<p>Determine curriculum content. Study hall components should:</p> <ul style="list-style-type: none"> - Provide explicit reading instruction (comprehension, fluency, and vocabulary) appropriate for students' needs and developmental level. - Build skills gradually (i.e., vary pace to respond to students' needs). - Follow scope and sequence of instruction for skills/strategies. - Align with core curriculum. - Involve high levels of interaction (e.g., frequent practice, peer groupings, instructor feedback, etc.). - Texts should provide opportunities to generalize skills. 	<p>Student Support Specialist and Intervention Support Team</p>	<p><i>The goal of the study hall is to help students develop strategies for reading and understanding different types of texts, monitoring their reading processes and building fluency.</i></p> <p><i>As a way to keep students engaged and to encourage student buy-in, plan to integrate materials dealing with current events or teen issues into the lesson plan on a weekly basis. During the first few sessions, ask students to list some topics or issues they are interested in talking about or learning more about. Doing so may motivate attendance if students realize and value the fact that the reading content is relevant to their lives, as well as teach students how to transfer the strategies to different content material.</i></p> <p><i>See "Planning and Engaging Text Discussions." Retrieve from http://wested.mediacore.tv/media/planning-for-engaging-text-discussions</i></p>
<p>Conduct an initial meeting with each student.</p> <ul style="list-style-type: none"> - Incorporate a goal setting and self-monitoring tool. - Provide a progress tracking chart for each student. 	<p>Student Support Specialist</p>	<p><i>Meet with each student individually prior to initial lab session (or use the first study hall session) to assess student's own sense of reading ability and literacy goals.</i></p> <p><i>Sample resource: ACCESS Weekly Record and Program Overview. Retrieve from http://wested.mediacore.tv/media/access-class-weekly-record-and-program-overview</i></p>
<p>Convene study hall at designated days/times (3-5 per week).</p> <ul style="list-style-type: none"> - See sample session format below. - Students will work in pairs, representing a team. Change 	<p>Student Support Specialist</p>	<ul style="list-style-type: none"> - <i>Various methods can be used to pair students. For example, since all students are relatively at the same intervention level, random selection can be used early in the semester. Later on as students improve, pairs</i>

Activity	Decision Making Level	Process Notes
<p>pairs every 2 weeks.</p> <ul style="list-style-type: none"> - Establish an incentive system. - Maintain intervention fidelity, e.g., use designated materials, maintain consistent length of instruction, etc. - Provide corrective and positive feedback in a supportive, neutral tone. - Praise students regularly for their hard work. 		<p><i>can be determined by putting the highest performing student from the top half of the group with the highest performing student from the bottom half of the group.</i></p> <ul style="list-style-type: none"> - <i>Use monthly incentives to motivate students. Track group performance (e.g., use mastery tests) by posting a chart in the room to track highest scoring team (e.g., use highest combined averaged scores on mastery tests). At end of every week, highest scoring team members' names are individually placed in a monthly "Study Pals Winners Circle" drawing. Students who work hard and attend regularly will increase their probability of winning. Work with the PTO and/or school administration to generate prizes.</i> - <i>Create a comfortable class climate to reduce student anxiety about reading in front of their peers. Incorporate short icebreakers (e.g., peer interviews, name games, etc.) or other team building activities into the first few sessions.</i> - <i>Room should be organized for maximum student-instructor interaction (e.g., small group stations for independent reading and/or paired groupings), and have blackboard/smartboard for instruction.</i>
<p>Monitor student progress.</p> <ul style="list-style-type: none"> - Use curriculum based weekly mastery tests to assess student progress. - Monitor student engagement level, motivation, behavior, etc. - Establish intervention benchmarks to monitor overall student progress. - Review progress with IST every 9 weeks. 	<p>Student Support Specialist (predetermined with IST)</p>	<p><i>Progress monitoring provides a valid picture of overall growth in reading proficiency. Progress monitoring, e.g., talking with teachers, reviewing performance, attendance, or disciplinary data should be reviewed at a frequency that matches the risk and need of the student. It can also indicate when a student may no longer need the intervention or to regroup students who continue to need the intervention at different levels/targeted areas.</i></p> <p><i>Suggested intervention benchmarks:</i></p> <ul style="list-style-type: none"> • <i><u>9 weeks</u> - Review student intervention portfolio, classroom work, behavior charts, etc.</i>



Activity	Decision Making Level	Process Notes
		<ul style="list-style-type: none"> • Assess skills needed to be reviewed or re-taught. • <u>18 weeks</u> (end of semester) - Is the student progressing to grade level? • If yes, should student exit the intervention? How will their progress be monitored to ensure on-level reading? • If not, are critical components missing from the lessons/intervention? • <u>27 weeks</u> (if yearlong) - If student is not progressing, is a different intervention appropriate for the student? Is more diagnosis needed? More intensive intervention?

Sample Study Hall Session (First Few Weeks)

Activity	Process Notes
<p>The Pals Study Hall will use a reciprocal teaching strategy to build fluency and comprehension. It teaches students to ask questions, think about their thought processes and monitor their comprehension while they read.</p>	<p><i>Strategy Overview:</i></p> <ul style="list-style-type: none"> - <u>Clarifying</u> - identifying words or phrases that are unclear. - <u>Visualizing</u> - using imagery to “see” or bring the passage to life. - <u>Questioning</u> - increases understanding of the passage moving through three stages of questions (fact, inference, critical thinking). - <u>Summarizing</u> - identifying and integrating the most important information in the text. - <u>Predicting</u> - hypothesizing what the author will discuss next in the text.
<p>Step 1: Provide explicit instruction to develop reading comprehension. (15 min)</p> <ul style="list-style-type: none"> - Initially, introduce students to one strategy per day the first week. - Distribute copies of selected story or passage and read the first part aloud to students. - Think aloud and use clear detailed explanations as you model the strategy. <ul style="list-style-type: none"> • For example, using the clarifying strategy, as you read, say, I wonder what _____ means? 	<p><i>As the semester progresses, decrease the instruction time as the process will move from teacher-directed to peer-directed. Student Support Specialist’s role will move to monitoring and coaching with corrective feedback.</i></p> <p><i>See sample worksheet to guide instruction. Retrieve from http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_interventions/recip_teaching_2.pdf</i></p>
<p>Step 2: Provide guided practice on strategy use. (20 min)</p> <ul style="list-style-type: none"> - Read another section of the passage and practice using the strategy as a group. - Provide corrective feedback in a neutral, positive tone. 	<p><i>Using the visualizing strategy, have students share what images come to their mind as they hear the passage being read.</i></p> <p><i>Ask students to tell which words or phrases helped them “see” the passage.</i></p>

Activity	Process Notes
<p>Step 3: Paired teamwork. (20 min)</p> <ul style="list-style-type: none"> - Pairs will work together independently using the strategy. - Students take turn reading a portion of a passage and demonstrating the strategy to their partner. 	<p><i>Walk around the room to monitor and provide constructive feedback.</i></p> <p><i>Initially, students may be uncomfortable using the strategies in front of their peer. Encourage students that the strategies are things that good readers do; that they will always encounter challenging texts, especially in some of their other classes; by mastering these strategies, they will build confidence when they approach difficult texts.</i></p>
<p>As the semester progresses:</p> <ul style="list-style-type: none"> - After the first few weeks of intensive strategy instruction, model all components with a short paragraph (particularly with different types of texts) as a session warm up for first 5-10 minutes. - Provide guided practice on all components with a short paragraph for 10 minutes. - Allocate more session time to independent teamwork (40 min). 	<p><i>Monitor student engagement as the weeks progress. Provide constructive feedback.</i></p> <p><i>Regularly solicit student evaluation of the material to keep interest high.</i></p>

Suggested Supplemental Activities

- Plan professional development days to train school staff on the intervention framework.
- Develop an intervention support team to facilitate intervention (if the school does not already have one in place).
- Conduct a school-wide self-assessment/readiness to implement specific components and practices (e.g., screening and monitoring, core reading topics to be covered during interventions, systematic and intensive instruction in tiered interventions).
- Plan regular data days to review the results of screening, benchmark, and/or end-of-year assessments.

Resources

The following resources are identified as part of the intervention. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and intervention.

NC Standard Course of Study for K-12 English Language Arts

<http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf>

The following resources will provide additional information and suggestions for enhancing intervention activities and using data for decision making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they pertain to the content and the extension of activities, and to determine their level of usefulness to the specific intervention.

Center on Response to Intervention

The Center on RTI is a national leader in supporting the successful implementation and scale-up of RTI and its components to states, districts and schools.

<http://www.rti4success.org/>

Doing What Works Library

Doing What Works helps educators understand and use research-based practices. This library includes interviews with researchers and educators, multimedia examples and sample materials from real schools and classrooms, and tools that can help educators take action.

<http://dwwlibrary.wested.org/>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008).

Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

Intervention Central

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

<http://www.interventioncentral.org/>

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Measuring Success

Identifying outcomes and collecting data to measure the success of the intervention can help track the quality of implementation as well as the effectiveness of the intervention. In addition to state/district benchmark assessments, following are some additional suggestions that may be useful to measure success.

- General student outcomes
 - Curriculum-Based Measurements
 - Weekly progress monitoring
 - Attendance and/or disciplinary reports
- Content mastery
 - Assess student rate of progress (e.g., # sessions for student to attain consistent mastery)
- Observations (Student Support Specialist, teacher)
 - Student engagement and effort
 - Documented conversations with teachers, other school personnel, student, etc.
- Fidelity of implementation
 - Fidelity to lesson plan/sessions
 - Length of time per session
 - Effectiveness of intervention curriculum
- Student feedback
 - Usefulness of study hall for reading goals, general schoolwork, etc.
 - Areas for improvement/expansion
- Parental feedback



Appendices

A. References

B. Research Alignment



Appendix A: References

- Achieve (2012). *How well is North Carolina preparing all students for college, careers and life*. (Slide deck). Retrieved from <http://www.achieve.org/north-carolina>
- Center on Response to Intervention (Center on RTI) at American Institutes for Research and the National Center on Intensive Intervention (NCII), (March 2014). *RTI glossary of terms*. Center on RTI and NCII: Washington, DC.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>
- Lembke, E. S., Hampton, D., & Beyers, S. J. (2012). Response to intervention in mathematics: Critical elements. *Psychology in the Schools*, 49(3), 257-272.
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- Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics*. Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from <http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf>



Appendix B: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Alfassi, M. (1998). Reading for meaning: The efficacy of reciprocal teaching in fostering reading comprehension in high school students in remedial reading classes. <i>American Educational Research Journal</i>, 35(2), 309-332.</p>	<p>The purpose of this study was to investigate the effects of strategy instruction on reading comprehension. The main objective of strategy instruction is to foster comprehension monitoring. The study examined whether reciprocal teaching methods (strategy instruction) were superior to traditional methods of remedial reading (skill acquisition) in large intact high school remedial classes.</p>	<p>75 students; 53 received the strategy instruction compared to 22 students in the control group.</p>	<p>Results indicated that there was a significant difference in the mean scores on measures of passage comprehension between the experimental and control groups from the beginning of the investigation (Phase 1) to the completion of the intervention (Phase 3) and after a maintenance period of 8 weeks (Phase 4), with the experimental group obtaining higher scores.</p> <p>The strategy instruction group improved its performance from the pre-teaching</p>	<p>This study consisted of four different phases.</p> <p>Phase 1: all experimental and control group students were administered the Gates MacGinitie Reading Tests (GMRT) and four reading assessed passages.</p> <p>Phase 2: all experimental group members participated in the reciprocal teaching intervention. Instruction was conducted for five consecutive school days. The daily sessions lasted for 45 minutes. Each day one of the four reciprocal teaching strategies (summary, questioning, prediction and clarification) was introduced along with</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>phase to the post-teaching phase, whereas the skill acquisition group barely improved its performance. This difference was still apparent after 8 weeks of maintenance.</p> <p>There was no significant group difference on standardized measures of reading.</p>	<p>work sheets. The control group continued their regular curriculum of skill acquisition remedial reading.</p> <p>Phase 3: at the completion of the 20 days of intervention, all students entered a maintenance phase lasting 2 days in which they read and answered the questions related to five Reading Assessment Passages.</p> <p>Phase 4: Eight weeks later, all students read two Reading Assessment Passages and answered questions related to the readings. After several weeks, school officials administered the GMRT.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Bemboom, C. M., & McMaster, K. L. (2013). A comparison of lower-and higher-resourced tier 2 reading interventions for high school sophomores. <i>Learning Disabilities Research & Practice</i>, 28(4), 184-195.</p>	<p>The purpose of this study was to examine the effectiveness of a Tier 2 intervention focused on improving reading fluency and comprehension and to compare the effects of the intervention in a teacher-directed versus a peer-mediated context.</p> <p>Students with reading difficulties were randomly assigned to peer-mediated or teacher-directed intervention. A control group, receiving no intervention, was also used for comparison purposes.</p> <p>Maze: a CBM procedure using a passage with approximately every</p>	<p>57 students from the lowest 25th percentile of their class in reading; 30 students were in the teacher-directed intervention while 27 were in the peer-mediated intervention.</p> <p>A control group of 31 students was also selected.</p>	<p>Linear regression revealed statistically significant main effects of intervention on maze selection, with both treatment groups outperforming the control group.</p> <p>Participating in peer-mediated intervention and receiving more minutes of instruction were significantly associated with higher performance on the district reading assessment.</p> <p>There were no statistically significant differences on oral reading fluency or maze selection</p>	<p>All instruction occurred during the students’ 25 minute homeroom period and was scheduled for 1-2 days per week for 12 weeks.</p> <p>Peer-mediated intervention: students learned to conduct elements of three high school PALS activities, to use a standard error correction procedure and to provide positive feedback. For each activity, one student served as the “Reader,” reading and answering questions for 5 minutes, and the other student served as the “Coach,” providing help and asking questions while the Reader read. Both students conducted both roles for each activity. To use the standard error</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>seventh word deleted and replaced by three choices from which the student chooses the correct word.</p>		<p>between the peer-mediated and teacher-directed groups.</p>	<p>correction procedure, the coach said the word, the reader repeated it, the coach provided feedback, and the reader read the sentence again. Partner Reading included 10 minutes of practice for the pairs, Retell took about 2 minutes, and Paragraph Shrinking consisted of an additional 10 minutes of reading and summarizing main ideas.</p> <p>Teacher-directed intervention: the small-group, teacher-directed condition included the same activities as the peer mediated intervention, but involved the teacher serving as the model and allowed flexibility for the teacher to address individual student needs.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				<p>During Partner Reading, the teacher served as the Reader for the first 4 minutes to provide a fluent model. Subsequently, the students read chorally or were called on randomly to read individually as directed by the teacher for 6 minutes, followed by the students taking turns retelling for up to 2 minutes. The group members then took turns reading and summarizing paragraphs for a total of 10 minutes, with the teacher leading the process.</p> <p>Control group: students in the control group accessed their typical classroom English instruction.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Bruce, A. M., Getch, Y. Q., Ziomak-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test performance of African-American students. <i>Professional School Counseling, 12</i>(6), 450-457.</p>	<p>This study evaluated the effectiveness of a group counseling intervention on African American students' achievement on the Georgia High School Graduation Tests.</p> <p>Group sessions covered school success and barriers to success, test taking strategies and test preparation, perceptions of school culture and climate, stereotypes and implications of stereotype threat, school success behaviors and goal setting, and interpersonal relations, conflict resolution and resilience.</p>	<p>15 of 45 African American first-time test takers in the 11th grade agreed to participate.</p>	<p>12 out of 15 (80%) who participated in the intervention received passing scores on all four sections tested during the GHSGT.</p> <p>100% scored in the pass range in ELA and 100% met enhanced ELA score.</p> <p>100% scored in the pass range in math and 67% met enhanced math score.</p> <p>87% scored in the pass range in science.</p> <p>80% scored in the pass range for social studies.</p> <p>The pass rate among African American students increased</p>	<p>The intervention was designed to include 10 weekly group counseling sessions and four monthly booster sessions after the group finished. Due to setbacks, the group met for eight sessions with no follow up booster sessions. Group sessions were scheduled for 1 hour each during the school day.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			from 38.7% the previous school year to 63.2% in the intervention year.	
Hawkins, R.O., Hale, A.D., Sheeley, W., & Ling, S. (2011). Repeated reading and vocabulary-previewing interventions to improve fluency and comprehension for struggling high-school readers. <i>Psychology in Schools</i> , 48(1), 59-77.	This study compared the effects of two intervention conditions on the reading fluency, comprehension, and comprehension rate of six high school students reading below grade level. Students were exposed to repeated reading (RR), repeated reading and vocabulary previewing (RR + VP), and no intervention control conditions.	N=6.	Results indicated that the RR + VP condition led to the greatest improvement in reading fluency for all participants. The RR + VP condition led to the highest reading comprehension levels for three participants, and the RR + VP and RR conditions resulted in similar comprehension levels for the other three participants.	In RR interventions, students were asked to repeatedly read a passage either a predetermined number of times or until a predetermined fluency criterion was reached. In RR + VP interventions, students previewed vocabulary words prior to reading material containing the targeted words.
Academic Seminar	Bradway-Swain, J., & Pinkney, C. J. <i>Academic Seminar, the High School Behavior</i>	The Academic Seminar Class should be a semester course for credit. Academic Seminar	Academic Seminar	Bradway-Swain, J., & Pinkney, C. J. <i>Academic Seminar, the High School Behavior Education</i>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p><i>Education Program, 2nd Edition.</i> http://www.pbis.org/Common/Cms/files/pbisresources/AcdemicSeminarHandbookSecondEdition.pdf</p>	<p>is a secondary level intervention that targets work completion for middle and high school students by:</p> <ul style="list-style-type: none"> - Teaching and providing practice in academic self-management and organizational skills. - Increasing positive adult interaction and specific behavioral prompts through the classroom model of interaction. - Teaching students to recruit necessary support from teachers and school staff. <p>These goals are accomplished in a 45-minute period that is a combination of explicit teaching of academic management skills and supported homework completion. The</p>		<p><i>Program, 2nd Edition.</i> http://www.pbis.org/Common/Cms/files/pbisresources/AcdemicSeminarHandbookSecondEdition.pdf</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		<p>overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects.</p> <p>The Academic Seminar curriculum focuses on the following academic activities: greeting, acknowledgement, feedback request, asking good questions, support request, planner use and maintenance, notebook organization, creating of a graduation plan, goal setting for academic and social behaviors, tracking progress, test taking and study strategies. The learning activities in Academic Seminar focus on teaching students how</p>		



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		to organize and prioritize academic tasks, and how to solicit the support they need from teachers.		
The Educational Navigation Skills Seminar (TENSS)	Caldwell, L. D., & Siwatu, K. O. (2003). Promoting academic persistence in african American and latino high school students: The educational navigation skills seminar in an upward bound program. <i>The High School Journal</i> , 87(1), 30-38.	The Educational Navigation Skills Seminar was designed to augment a five-week Upward Bound Summer Enrichment Program at a mid-western university. It was designed and implemented based on Sedlacek's (1999) "non-cognitive factors of persistence" for African American college students at predominantly White universities. Research has provided evidence that "non-cognitive" variables are just as important as cognitive variables on impacting academic achievement. The TENSS model proposes a	The Educational Navigation Skills Seminar (TENSS)	Caldwell, L. D., & Siwatu, K. O. (2003). Promoting academic persistence in african American and latino high school students: The educational navigation skills seminar in an upward bound program. <i>The High School Journal</i> , 87(1), 30-38.



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		<p>modification and implementation of these factors appropriate for African American and Latino high school students participating in pre-college programs.</p> <p>This article provides an example of how to incorporate TENSS into a pre-college program curriculum. There are approximately four components of the TENSS seminar. Each TENSS session begins with the reading of a daily affirmation. Following the reading of the daily affirmations, the TENSS assistants are instructed to give a brief introduction of the topic of day. Following the introduction of the topic, the discussion leader is instructed to facilitate a</p>		



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		<p>group discussion by posing questions that are designed to make the dialogue meaningful, while simultaneously encouraging the students to contribute to the conversation. Following the discussions, the TENSS assistants are requested to guide the students in an activity that supplements the topic of the day.</p> <p>The following seminar topics are related to academic achievement: positive self-concept, realistic self-appraisal, addressing the “Isms” and help seeking.</p>		
Effective Study Skills (ESS) Elective and Study Skills Seminar	Trinity-Pawling School http://www.trinitypawling.org/page.cfm?p=1057	ESS is an elective course open to grades 9-12. This class offers direct instruction in the area of study skills and	Effective Study Skills (ESS) Elective and Study Skills Seminar	Trinity-Pawling School http://www.trinitypawling.org/page.cfm?p=1057



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		<p>strategies. This class invites collaboration between the instructor and content area teachers. In terms of topics, time management, homework habits, organization, note taking, mind mapping and test taking skills comprise the main components of this course.</p> <p>The Study Skills Seminar is designed to enhance organizational and study skills; the program is offered to new upperclassmen. These sessions complement the ESS elective course.</p> <p>At the core of the curriculum are the development of study skills and the enhancement of academic skills. Topics in the</p>		



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		<p>curriculum include, but are not limited to: time management, supplies and organization, goal setting, pro-active reading strategies, note taking, homework environment and studying tips, test taking preparation and test taking strategies, and essay construction.</p> <p>Since its inception, the seminar has significantly reduced the number of new students on Academic Probation, while at the same time enabling students to quickly acclimate and focus on their academics.</p>		