

## What Does Research Support

- **The Effectiveness of Highly Qualified Teachers –**  
Highly qualified, effective teachers matter much more than particular curriculum materials, pedagogical approaches, or “proven programs”.
- **Extended Services (i.e. Summer School, After-school Programs) -**  
Many at-risk students need more instructional time than the average school day provides. Extended day or year services can be very beneficial in helping at-risk students achieve proficiency.
- **Incorporating a 90-Minute Reading Block –**  
As required in Reading First, there is much research to support the effectiveness of a reading program that includes a 90-minute, uninterrupted block of core reading instruction.
- **Parent Involvement –**  
Research shows that when parents become involved in children’s education at school, the results include one or more of the following:
  - ✓ Higher grades and test scores;
  - ✓ Better attendance and regularly completed homework;
  - ✓ Fewer placements in special education or remedial classes;
  - ✓ More positive attitudes and behavior in school;
  - ✓ Higher graduation rates; and
  - ✓ Greater enrollment in post-secondary education.
- **Individualized Instruction –**  
One-on-one tutoring by qualified teachers can be highly effective in raising achievement as evidenced by supplemental service providers such as Sylvan Learning Centers.
- **Using Different Modes and Methods of Instruction –**  
Teaching strategies that employ a variety of modes and methods of instruction will meet the needs of all different types of learners. For example, having lots of hands-on instruction for the kinesthetic learner or having lots of pictures and charts for the visual learner.
- **Incorporating the Five Core Components of Reading Instruction –**  
The National Reading Panel, after reviewing numerous research material, issued a report in 2000 that identified key skills and methods central to reading achievement. These five areas of reading instruction include: **phonemic awareness, phonics, vocabulary, and text comprehension.**
- **Class Size Reduction –**  
There is research to support that the average student in small classes score higher on standardized tests than students in regular classes.
- **Appropriate Reading Level –**  
Research shows that it is extremely important for students to have access to books that are at an appropriate reading level. Most of the core reading programs today include in their package, a series of trade books, guided reading books or other supplemental reading materials to the core program.
- **Early Intervention (i.e. Preschool, Junior Kindergarten) –**  
Research over the last 20 years (Reynolds 2000) has provided evidence that children who attend high quality pre-kindergarten programs –
  - ✓ Perform better in reading and math throughout elementary grades;
  - ✓ Are less likely to be held back a grade;
  - ✓ Are less likely to require special education;
  - ✓ Are less likely to present discipline problems; and
  - ✓ Are more likely to be enthusiastic about school and have good school attendance.