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STEPPING OUT TO MAKE A STEP UP  
THROUGH TESTING INTERVENTIONS

by  
Barbara B. Adams

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree  
of  
The Graduate School  
at  
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Approved by  
Professor

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## ABSTRACT

BARBARA B. ADAMS  
STEPPING OUT TO MAKE A STEP UP  
THROUGH TESTING INTERVENTIONS  
2004/05  
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Master of Arts in School Administration

This study was to evaluate how the Glen Landing Middle School Afterschool Academic Assistance and Investigation and Analysis Intervention Programs impacted the seventh and eighth grade students' language arts and mathematics skills.

The population for this study involved 101 seventh and eighth graders that, who during the previous school year, either tested below the 40th percentile on the TerraNova and/or failed one or more subjects.

The results of the TerraNova and GEPA test scores were the basis for the primary data. The data analysis used structured case studies of the students who were divided into two categories. Those students taking the TerraNova and those taking the GEPA were used in the data analysis. The study looked for scores above the 40th percentile on the TerraNova test and the Proficient Level on the GEPA.

While there was some general improvement of the scores for both groups, not all students achieved the desired level.

## Acknowledgments

As the end of this thesis has finally arrived I have many people to thank for all their assistance. Thank you to Alan Gansert, Tim Trow and Dion Davis, principal and vice principals at Glen landing Middle School for all of your guidance and understanding as I worked to complete the process. Thank you also for the valuable experiences that I encountered working with all of you each day. Thank you to Patti Coughlan for an excellent job as editor of my thesis. I thought I was a better writer than what you encountered. Thank you to my children, Christopher and Bethany for your encouragement and willingness to help me get the job done. Thank you to my husband, Chuck, the love of my life, for all the work you helped with, both on the thesis and holding down the home front. And finally, I want to thank to my God for providing me with the courage to undertake this project and the wisdom to complete it. For in Him all things are possible.

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## Chapter 1

### Introduction

Noteworthy, in today's educational environment, was the relatively recent legislative, broad-brush requirement for high stakes testing of students at all levels. With the advent of the No Child Left Behind legislation, these mandated tests held a high significance in judging the success or failure of America's public schools. Yet, many students were ill prepared to address those tests. The lack of preparedness came from a multitude of issues, including lack of parental support, low economic placement, and lack of significant early interventions.

As a result, schools have begun to offer additional programs to assist in test taking preparation. Multiple interventions were in use at the school studied. At Glen Landing Middle School, the Afterschool Academic Assistance Program, Triple A, and the Intervention and Analysis Program, were two interventions, intended to improve test-taking strategies. These interventions were offered to specifically identified low achieving students. These programs were implemented as a means of enhancing the students' language arts and mathematics skills.

#### Focus of the Study

The study at Glen Landing Middle School, measured the effectiveness level of the Triple A Program and the Investigation and Analysis Program on those identified seventh and eighth graders. The Triple A program was an intervention that met twice a week which assisted students with extra help in language arts and mathematics. The



Investigation and Analysis program was an intervention offered during the school day, which provided assistance in problem solving in mathematics.

### Purpose of Study

The study was intended to evaluate the effectiveness of the Triple A Program and the Investigation and Analysis Program on identified seventh and eighth grade students, using TerraNova and GEPA scores as the evaluative measure. The study resulted in data, from both of these tests, which assisted educators and administrators in providing significant assistance to students toward improving their test scores.

### Definitions

*Triple A:* Afterschool Academic Assistance Program –An intervention program for identified students, which provided assistance in raising high stakes test scores.

*GEPA Test:* Grade Eight Proficiency Assessment –A state mandated test which examined a student’s proficiency in language arts, mathematics and science. GEPA was used to determine placement in high school classes. It also determined if a student must take an additional remedial class in language arts or mathematics in lieu of an elective.

*High Stakes Testing:* Mandated testing, required by legislation. Used to determine placement within classes at the high school level, High Stakes testing also evoked repercussions for the school, from both the state and federal governments, when students did not score high enough on the tests.

*ISLLC Standards:* Interstate School Leaders Licensure Consortium – Standards that defined what school administrators should have had a knowledge and understanding of,

the purpose of education, and the role of administrators as leaders.

*Investigation and Analysis Program:* A mathematics program designed to enhance students' ability to problem solve.

*TerraNova Test:* Another standardized test given to seventh grade students, which determined how they progressed during the school year. It was also used to determine student placement in mathematics classes and eligibility to participate in the Triple A Program.

*EXCEL:* The gifted and talented classes at the middle school level.

*No Child Left Behind:* Federal legislation used to track academic success.

### Limitations of the Study

The study focused on 101 Glen Landing Middle School seventh and eighth grade students. Students were chosen to participate based on their previous year's Terranova test scores. Additional limitations involved the attendance policy and money to support the overall program. Participation in the Triple A Program was voluntary and attendance was not required. The program was funded through a grant from the No Child Left Behind legislation, which, should be noted, was insufficient to effectively maintain the program. Since the program ran for only one year, and was limited by size and money, there was not enough evidence to determine its complete effectiveness.

### Setting of the Study

Gloucester Township's location was approximately 15 miles from Philadelphia, in Camden County, New Jersey. The community was about 23 square miles and was the

fourth largest municipality in Camden County. An elected mayor and seven-member council governed the Township. This study was conducted in Gloucester Township, a large community that has recently experienced significant growing pains, primarily through development in the southern end of the township. The present population was about 63,000. Generally, it was white-collar community, but included a substantial number of blue collar and some low-income areas. While there was some commercial development, the community was largely responsible for supporting the schools through residential property taxes. In the last five to ten years, the Township had built an elementary school, a middle school, and numerous additions to almost all of its other schools.

At the time of this study, the Gloucester Township school district enrollment was approximately 12,000 students, which were housed in nine elementary schools and three middle schools. The building populations ranged from 500 to 1200 students, while the mobility rate ranged between five and fifteen percent, dependent upon the location of the school district. Each school population was composed of a relatively large number of Caucasians with a diversity of other ethnic representation.

Additionally, the curriculum in the District was considered traditional, with multiple educational trends being added which enhanced the basic curriculum. All academic and exploratory classes were aligned with the New Jersey Core Curriculum Content Standards. The curriculum alignment had been an ongoing process. Approximately every eight to ten years the curriculum was revised. Furthermore, at the elementary level there was a pullout program for the gifted and talented students, whereas at the middle school level the gifted and talented program (EXCEL) was incorporated as a social studies class.

Glen Landing, one of the District's three middle schools, "offers a solid curriculum in the core subject areas", as well as an, "excellent exploratory cycle that includes fine arts and related arts." (New Jersey Department of Education, (2002-2003). – 2002-2003 New Jersey School Report Card, Glen Landing Narrative.1.) "Gifted students are challenged in EXCEL, through a social studies curriculum. There is a basic skills program of intensive instruction to support students who struggle with math, reading and organizational skills. That effort includes the Triple A Program. There is also a strong special education department meeting the educational needs of that particular part of the student population." (New Jersey Department of Education, (2002-2003) – 2002-2003 New Jersey School Report Card, Glen Landing Narrative.1.)

At each of the middle school buildings there were approximately 90+ faculty members. At the elementary schools, the faculty numbers varied more significantly according to the size of each school. Of the faculty members, at Glen Landing, 68.7% had Bachelor of Arts or Sciences degrees, and 31.3% had Master of Arts or Sciences degrees. There were no faculty members with Doctorate degrees.

Glen Landing housed approximately 1000 students. The population was primarily Caucasian, mixed with about 5% to 8% ethnic representation. Due to the Township population, served by Glen Landing, the representation within various ethnic groups was limited, which was in significant contrast with the demographics of the other two middle schools. At Glen Landing, the average class size was approximately 28 students. The school had a mobility rate of approximately 5.5%. This mobility was generated by students living in several apartment complexes within the sending district. The attendance rate ranged between 93 and 96 percent. Economically, the school was a white and blue-

collar mix, with the majority being white collar (NJ Department of Education – 2002-2003 New Jersey School Report Card, Glen Landing Edition).

Each year, students in the sixth and seventh grades took the TerraNova test; while students in the eighth grade took the State required GEPA test. Past results indicated that Glen Landing’s students tended to range above average, on both the GEPA and TerraNova tests. However, there was a small group of the population that scored below average. The students who scored low on the TerraNova test received additional assistance in preparation for the GEPA test.

#### Significance of the Study

Stepping Out recognized the importance of providing testing interventions as a means of improving test scores. Without the provisions of interventions in the past, many students failed to make needed advancement with their scores. With that occurrence, multiple interventions had appeared in many school districts. The district in the study was no exception, and presented multiple interventions, which provided additional assistance to students.

#### Relationship of the Study to the ISLLC Standards

Stepping Out related the use of testing interventions, as a means of improving standardized test scores, to the ISLLC standards. The standards included knowledge, dispositions, and performances of an administrator toward recognizing and utilizing testing interventions. Standard Two stated, “A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining

a school culture and instructional program conducive to student learning and staff professional growth” and provided for these activities to be encouraged and utilized. The knowledge portion of this standard that coordinated with testing interventions involved the “student growth and development, the applied learning and motivational theories and the measurement, assessment, and evaluation strategies.” (Projects, Proposals, and Thesis Requirements for M.A. Candidates in School Administration Supervision and Curriculum Development and School Business Administration, by Ronald L. Capasso, Ed.D 2004, Section V, ISLLC Standard 2a1, 2a2, 2a5)

The Standards, 2b1, 2 allowed for the student to grow in knowledge and develop the use of new information. They allowed the students contact with new interventions which assisted them in making test taking more successful, which was found in 2c3 “the administrator ensures that diversity in and multiple opportunities for learning experiences” are put in place for all students. (Capasso, 2004. Section V, Standard 2c3). The Standards further allowed the administrator to recognize the success of these strategies through evaluation of the test scores.

Moreover, the administrator had to be committed to the success of all students and was willing to recognize and address multiple student learning styles as found in Standard 2c10. When more strategies were available for learning assistance, students had better opportunities to learn. This standard was found in part b, the “Dispositions: The administrator believes in values, and is committed to 2. Multiple ways of learning.” (Capasso, 2004, Section V, Standard 2b2)

For students to do well, they needed to have an administrator who recognized and promoted the need for all students to feel “valued and important” (by Ronald L. Capasso,

Ed.D 2004, Section V, Standard 2c1). In striving to have achieved the school's vision and mission, the administrator had to endeavor to remove as many barriers as possible that might hinder the students' success. The goal required the use of multiple strategies or interventions that encompassed elements ranging from the preparation for tests through the provision of energy foods at test time.

Furthermore, the ISLLC Standard 3c2, "effective organizational and operational procedures for student learning and the achievement of the vision and mission" provided guidelines for the administrator to make certain that he/she was implementing all possible strategies to provide for the students' success. The particular study, focused on the Standards, already listed, that provided guidelines to aid students toward success in taking standardized tests.

#### Organization of the Study

Chapter One, the Introduction, introduced the purpose of the study: to evaluate the effectiveness of the Afterschool Achievement Assistance Program and the Investigation and Analysis Program in raising the test scores of the identified students. Chapter Two, Review of the Literature, reviewed current literature on the use of testing interventions to improve standardized test scores. Chapter Three, The Design of the Study, presented the description of the research design; the research instruments, data collection, and the data analysis plan. Chapter Four, Presentation of the Study, reported the findings by answering the research questions and sub-questions. Chapter Five, Conclusions, Implications, and Further Study, included the conclusions of the study, its implications, and recommendations for further study.

## Chapter 2

### Review of the Literature

The purpose of this study was to determine the impact of using multiple interventions toward assisting students in achieving either Proficient or Advanced-Proficient high stakes test score levels. Since students were tested, it was critical to provide them with test taking strategies that promoted success. Strategies had become a necessity for at least two fundamental reasons. First, almost all states in our country had formulated a version of high stakes standardized testing. In New Jersey, high stakes indicated,

The GEPA should serve as a primary indicator for determining those students who may need instructional intervention. The test should also serve as an indicator for determining which local education programs may need revisions to ensure that instructional programs are aligned with the [state's] Core Curriculum Standards. The GEPA is intended to indicate progress students are making in mastering the knowledge and skills required by the end of the eighth grade. (New Jersey Department of Education, 2001, pp.5-6)

Second, not all students had equal opportunities that promote success. This being the case, unfortunately, the responsibility to have assisted students in preparation for high stakes tests had fallen upon many local school districts. For this reason, local districts had looked for interventions that they believed addressed the requirements for instructional programs that met the new content standards, but also had met individual student needs to have achieved success on these types of tests.

Interventions had varied with respect to the desired outcome, but according to Smithgall, (as cited in Veronesi, 1999, p.29) “unless students are provided ample assistance, they cannot perform well.” For this study, it was important to have considered the premise that some form of intervention was necessary for success. Such interventions



could have included multiple practice skills in subject areas, as well as something as basic as providing food prior to the initiation of a test.

During the study, the literature reviewed included methodologies to achieve success, for both school districts and individual students, in the states' high stakes testing process. The literature pieces included both long-term and others short-term testing interventions. Selections chosen, dealt with overall strategies involving school wide reforms, in addition to both individual classroom and specific student adjustments.

For testing to be successful, experts agreed that students must be able to read. According to Denti and Guerin (1999), "Two elements of a successful early intervention program are (a) a focused instructional literacy program in kindergarten through second grade, with the goal of successful reading by the third grade, and (b) increased parent involvement" (p.232). The specifics of this instructional literacy program, as well as suggestions for family involvement at a child's early age can be further examined in Denti and Guerin's article, Dropout Prevention: A Case For Enhanced Early Literacy Efforts, 1999, March/April.

Further, an article by Robert Johnston, in Education Week, October 25, 2000, that reviewed a report released by the American Federation of Teachers, stated that overall strategies showing academic progress include, "smaller class sizes, staff training, and curriculum improvements" (p.3). He further indicated "the report highlights eleven cities whose students have made academic progress and sustained it for at least three years" (p.3). When teacher training was considered to be an integral part of success for students, it was logical to connect instruction with assessment. According to another article, "Standards and Testing" by Lewis (1999), "To build the capacity of teachers and

administrators to improve instruction is to link assessment and instruction by monitoring student work and looking for quality in student assignments. Data from such efforts should be used to improve professional development” (p.180). As indicated from the above research, if districts did not supply adequate teacher training, it translated into students not being successful in their ability to demonstrate what they knew and were able to do.

An article, “A Blueprint for Increasing Student Achievement” by Rettig, McCullough, Santos and Watson (2003) designed three strategies for success, whereby “Teachers design pacing guides as frameworks for instructional planning (strategy 1) and formative assessments that reveal what students have learned (strategy 2). Then, at regularly scheduled times during the school year, teachers come together in staffing meetings (strategy 3) to discuss their students’ progress, analyze formative assessment data, generate ideas to assist struggling students, and gain support from one another and from administrators” (p.2-3). These strategies provided the faculty and administration with clarity as they sought to provide interventions for their students.

One earlier study, presented in an article by Weller and Weller (1998), revealed some insightful interventions that should be considered. This article reviewed three areas of focus in order to help build and achieve both long and short-term goals for test taking improvement. The Weller study addressed the areas of “the environment, the test taking skills and knowledge of students and teachers, and the curriculum” (p.163). The following environmental considerations were indicated:

Moving the testing site to a quiet location, away from the physical school plant.

Giving tests in the morning, when students are fresh.

Feeding the students at various times throughout the test.

Providing parent volunteers as test proctors.

The area of test taking skill and knowledge of students and teachers included the following eight strategies:

Teacher in-services regarding testing.

Guidance office involving parents.

Guidance working with teachers to let them know which student(s) need more testing, so that teachers are able to provide intervention for the students, prior to retesting.

Principal and vice-principal speaking to students about their responsibility regarding testing.

Teachers providing extra training on test taking strategies.

Students using practice sessions for essay writing.

Teachers giving practice questions daily that are similar to test questions.

Staff receiving training for administering the test.

The third area of focus, the curriculum, incorporated the following:

Identification of test clusters and customizing district objectives to match.

Reading strategies to be implemented across the curriculum.

Teachers of all subject areas promoting topical reading and writing strategies.

Summer school for students not passing any portion of the graduation exam.

Another earlier study, by Lemmon (1985), stated that success in raising test scores involved the teaching staff identifying, “improved attitudes, better work habits, and higher test scores when instruction was matched with learning style preferences” (as cited

in Doolan & Honigsfeld, 2000, P. 276). Lemon's study supported the concept that all students had an individual learning style, which needed to be addressed in order for them to reach their highest testing success.

More and more districts were finding it necessary to provide additional help for struggling students during the after school hours. A recent article, written by Deborah Perkins-Gough (2003), addressed the need for well organized after school programs. She discussed a study done by Beth Miller that indicated that multiple studies done over recent years showed a positive link between participation in after school interventions and academic success. This research indicated a direct correlation with participation and a well run and organized program. Her article further stated that if the student consistently attended, he/she most often found success in his/her schoolwork, testing situations, and, consequently, had fewer experiences of retention.

Finally, the impact of olfactory stimuli relative to the testing environment was presented in an article by Amie E. Gabriel (1999). The article acknowledged that research was limited in educational settings, but that there had been research in non-school settings, which indicated "that exposing subjects to pleasant fragrances eliminates stress in the work environment (Shimuzu Ltd. 1990) and relaxes the subjects so that they are more able to concentrate on the task at hand", (Hashimoto, personal communication 1998; Hashimoto, Yamaguchi, & Kawasaki, 1990 (p.288). Gabriel's personal experimentation with scents in a classroom setting suggested similar results with students' behaviors, thus opening another possible intervention opportunity in the testing environment.

The articles above presented a range of possible interventions that had assisted

students in improving their testing scores. Additionally, the literature review and analysis also supported the idea that multiple interventions were necessary to empower students with strategies that did relate to their diverse learning styles, thus allowed them to be successful in any educational situation.

## Chapter 3

### The Design of the Study

#### Description of Research Design

The case study sought to determine the effectiveness of intervention programs to improve student achievement on standardized tests. The action research study utilized quantitative data gathering methods from the standardized testing results. Selected seventh and eighth grade students, from Glen Landing Middle School, were the subjects of the study. Results from both the TerraNova and GEPA standardized tests answered the research questions. The same results also validated and clarified the need for testing interventions.

#### Focus on Research Instruments

The research design was to gather primary data that came from the TerraNova test and the GEPA test scores. The TerraNova test was a standardized test that evaluated yearly growth in mathematics and language arts. Scores from that test were used in assistance toward planning classes for the next school year.

The GEPA test was a state mandated, standardized test intended to evaluate growth of the eighth grade students over a four-year period. The test provided a comparison from a similar test taken four years earlier, in the fourth grade. In the study, the test scores were used as a determiner for class placement in high school. The students, who scored below a specified number, were required to take an additional remedial course, in the subject of the poor score, while those scoring appropriately were placed in regular classes.

### Sample and Sampling Techniques

The subjects from the study were 101 seventh and eighth grade students, from Glen Landing Middle School, in Blackwood, New Jersey. The students comprised those who had scored in the fortieth percent or below on their previous TerraNova test. The students worked with five teachers. One male and four female teachers made up the study. All of the teachers held a bachelor's degree in elementary education and three had completed their master's degree program in elementary education.

The sampling techniques included the scores earned by the 101 students that identified them originally for the program, and the final scores taken from their permanent records at the end of the school year. No student was directly impacted by the survey work, since the data accumulated came from the review of test results recorded in the students' permanent records.

### Data Collection Approach

There were two data platforms used for the study. One platform was the GEPA test results that included any eighth grade student who had been identified for the Triple A program. These students had received additional interventions prior to taking the GEPA test. The scores were available by June 2004.

The second platform came from the TerraNova test scores. This information included the seventh grade students who had been identified for the Triple A program, as well. The scores from this test became available in June 2004.

The scores from the two platforms provided the information to determine if the Triple A program was meeting the needs of the identified students. The indicator was whether

students who participated in the Triple A program had improved on their TerraNova and or GEPA test scores. The platforms also provided the necessary information to determine what, if any, changes might be needed to make the Triple A program more successful the following year.

### Data Analysis Plan

After the data was gathered, the information was studied to determine if there had been improvement in the test scores. Improvement was established as being indicated by a score of forty percent or above on the TerraNova test and a score of Proficient on the GEPA test.

Once the scores were reviewed, the information was analyzed to determine what needed to be done to improve the functioning of the Triple A program. Since this was the first year of the program, there was not sufficient data available to make many determinations as to how much impact the program exhibited. However, there was sufficient data available to reach some reasonable conclusions that had an impact on the functioning of the program in the years to come.



## Chapter 4

### Research Findings

#### Findings

The study attempted to determine the effectiveness of the Afterschool Academic Assistance program and the improvement of test scores on the TerraNova and the GEPA tests. Improvement was indicated by a score of 40 or above on the TerraNova test and in the Proficient range or above, on the GEPA test. The case studied 101 students and their progress, or lack of, by their ability to perform within the range of scores on those tests.

The students were provided with the opportunity to attend the afterschool program twice a week, for a period of forty- five minutes per session. At that time, they received personalized attention and instruction in either language arts and/or mathematics. The classes were designed to reteach material that proved to be a weak area of knowledge for the student. The instructor used the class to re-explain and work examples and sample problems for accuracy, correctness and comprehension. Computer time was made available using a diagnostic and exercise program entitled "Study Island." At the completion of the program and end of the year testing, the researcher reviewed the test results of the 101 students.

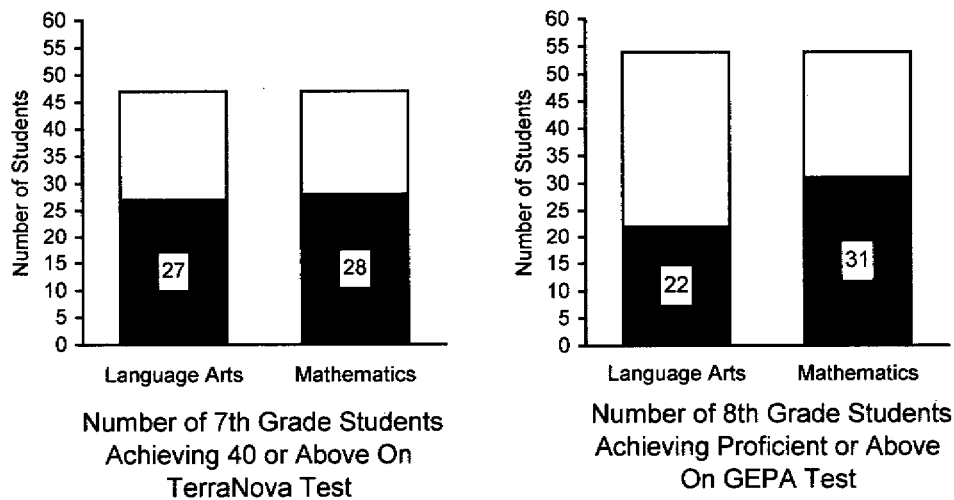
The test scores indicated both success and failure. There were 47 seventh grade students eligible to participate in the program. Of the 47 possible students, 27 of them scored a 40 or above on the TerraNova test in language arts, and 28 scored a 40 or above in mathematics.

For the eighth grade students, 54 were eligible to attend the intervention. Of the 54

students, 22 achieved Proficient or above in language arts, and 31 received Proficient or above in mathematics.

Graph 1

Number of successful students on Terranova and GEPA Tests



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### Analysis

The data collected from the study indicated success for some of the identified students with their test taking experiences. Success for those students was measured by a score of 40 or above on the TerraNova test and Proficient or above on the GEPA test. The test results were limited to mathematics and language arts. It measured a year's academic growth on the TerraNova and four years academic growth on the GEPA test. The GEPA was a state mandated test, in which growth was measured on a four-year cycle at the

elementary level, using the ESPA test and middle school level, using the GEPA test.

To further suggest the success and strength of utilizing interventions, the literature reviewed indicated that any intervention offered would be better than offering none. All of the pieces reviewed suggested that when additional intervention was added it promoted success for the students involved. There was no literature located which indicated that interventions did not promote success for those that used them. Multiple interventions did stimulate more patterns of success for the students that chose to use them.

There were shortcomings to the program being evaluated. Attendance was not mandatory in the program, thus students determined if they were to attend the intervention. Initial test scores for eligibility limited the population size, so some borderline students were not accepted into the program. And finally, the meeting time was scheduled for only twice a week.

Each of these concerns was addressed throughout the program. Multiple efforts were made to entice the student into attending the program. Initially, a meeting was held for the student and parent to acquaint them with the program and the potential benefits that would come from involvement. Food was part of the incentive program. Before the class began, snacks and water were given to each student that attended. Class sizes were kept small so that more specialized assistance was offered to the student. And as a means of not burning the “at risk” student out, the classes met just twice a week for a forty-five minute period.

Overall, for those students that attended the afterschool intervention, success was observed. While the numbers are not staggering, the consistency of involvement proved successful for those students. For the first year of the intervention program, the number of

successful students indicated that the program had the potential to assist the “at risk” student population become successful in their test taking experience.

## Chapter 5

### Conclusions, Implications, and Further Study

#### Conclusions

Based upon the Findings, the project was successful for some of the students. For those students that chose to attend the intervention on a regular basis, success on the testing scores was noted. The Findings indicated that smaller class size provided assistance through individualized attention and the consistent review of material offered significant assistance to students. Also, using “Study Island” as a diagnostic tool helped to identify the areas of weakness for individual students.

Additionally, the numbers for the seventh grade indicated approximately 50 % of the population was successful in both language arts and mathematics. The eighth grade numbers for language arts and mathematics were divided. The mathematics numbers came in just above the 50 % mark, while the language arts scores were significantly less than the 50 %. There were a number of variables that had relevance and possible impact on the scores in both seventh and eighth grade. The student attendance to the program was not consistent, the willingness to participate once in attendance was not always observed, and some students exhibited test anxiety as they took the final tests. These difficulties appeared consistent with both language arts and mathematics. Furthermore, there was no control group built into the research design to allow for a comparative progress component.

Even though the numbers were not an overwhelming success, the program’s first year showed significant promise. An increase in scores, even marginally, showed that the after

school intervention provided success for a number of students.

### Implications

The implications to the project indicated that testing interventions were an important task to evaluate and make improvements. The interventions made a difference for some of the student population in terms of experiencing success in their academics and testing. The project findings revealed data that indicated success for the student that put the necessary time and effort into the interventions. Based upon the available information, such as rising test scores, there was enough data to warrant continuation of the projects with some modifications, such as holding the program during the school day and placing the students in one classroom, for consistent teaching.

### Leadership Growth

The study helped to make clear that a good leader provided every opportunity for growth and positive learning experiences. It also was the catalyst for providing testing interventions to “at risk” students, and extended the possibility of offering such assistance to a broader spectrum of students. The study further assisted in recognizing the need to provide multiple strategies in interventions for diverse learners.

The ISSLC Standard involved in the study was Standard Two. It stated: “ A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining culture and instructional program conducive to student learning and staff professional growth.” (Capasso, section V. np) It was important that the administrator recognized that learning strategies and multiple ways of learning

played an important role in the capability of success for the “at risk” student. Professional training for the staff of such interventions provided multiple benefits, as the training was used not only for the intervention program but was extended into the general classroom for others students to experience diverse learning.

### Organization Change

The data provided from the study showed the success of students that attended the program. The success rate indicated that with additional changes to the program the interventions had the potential for further application over a wider population. The study provided a means of identifying shortcomings of the management part of the program. Involvement in attendance taking, and encouragement to get the students to attend the intervention needed to be addressed. The intervention showed the faculty was involved in teaching new strategies to present to the population and a variety of ways to implement them.

### Further Study

Overall, the intervention needed additional input to strengthen the impact and the study’s validity. First, it would be necessary to place the “at risk” population with the same classroom teacher for the year, so that consistent instruction would be provided to all students involved in the project. Next, a control group for comparison is a component that would have offered more clarity in the recognition of success, data analysis, and findings. And finally, determining how to improve attendance issues early in the project would increase the number of successful students that participated in the intervention.

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