African-American students in middle school and high school are failing to meet national benchmarks in reading at a rate greater than other ethnic groups of children. The burden of narrowing the achievement gap in reading, however, cannot be placed on the school system alone. Community and youth organizations, to include faith-based organizations, can play a pivotal role in developing academic interventions for African-American students at the secondary level. Out-of-school time (OST) programs are a way to create literacy-rich environments through homogenous grouping, one-on-one instruction, and peer assistance. The purpose of this meta-analysis was to determine which reading interventions are efficacious in improving the reading achievement of struggling African-American readers at the secondary level. Studies included in the final synthesis met the following six criteria:

1. Participants were adolescents in middle school or high school.
2. African-American students comprised at least 60% of the study sample.
3. Treatment was some type of reading instructional method or program.
4. Study used a valid group research design.
5. Quantitative outcome measures were reported.
6. Means and standard deviations were reported to calculate an effect size.

Findings from the study indicated computer-assisted instruction \( (d = .49, \ SD = .41) \) and content area instruction \( (d = .40, \ SD = .05) \) could be used as evidenced-based interventions to improve reading achievement for African-American students at the secondary level.