AN EX POST FACTO STUDY OF THE DIFFERENCES ON HIGH STAKES TESTING BETWEEN NONDISABLED HIGH SCHOOL JUNIORS WHO RECEIVED STRATEGIC READER INSTRUCTION AND THOSE WHO DID NOT
Abstract

Critical for academic success of students is how much they are equipped with the necessary skills and knowledge needed for future endeavors (Zhao, 2009), specifically, reading comprehension, which is the foundation for all learning (Alfassi, 2004). Research has revealed that 30% of school-aged children in the United States are reading below the proficient level, and seniors continue to graduate from high school often with significant weaknesses in reading comprehension. This study serves to contribute to the body of literature on strategic reading interventions for nondisabled high school students. The population sample consisted of 224 nondisabled juniors: 183 did not receive Strategic Reading (SR) instruction and 41 did. SR is a ninth-grade course created by Johns Hopkins’ Talent Development High School Research Center (TDHS, 2005) consisting of six core texts ranging from fourth- to ninth-grade reading levels. The 90-minute instructional time is divided into four specific timed components every day: Reading Showcase (20 minutes), Focus Lesson (20 minutes), Student Team Literature (30 minutes), and Self-Selected Centers (20 minutes). This model of instruction is intended to build and strengthen reading skills students may have missed during their previous years in school (TDHS, 2005). Findings from this ex post facto study indicated that the intervention, SR, was not effective for success on the Virginia End-of-Course Reading Standard of Learning (SOL). The students who received SR instruction did not score well overall on the End-of-Course Reading SOL, while students who did not receive SR instruction performed at the proficient level and higher. Specifically, the findings showed statistically significant differences in scores between students who received SR instruction and those who did not, $F(1, 218) = 36.14, p < .001, \eta^2 = .14$. Twenty percent
(8 out of 41) of the students who received SR instruction scored *proficient* on the SOL, while 70% (129 out of 183) of the students who did not receive the intervention scored *proficient*. As for race, the moderating variable in this study, there was a statistically significant difference, $F(2, 218) = 3.74, p = .03, \eta^2 = .33)$, between the three races highlighted (i.e., White, Black, and Hispanic).