

## MANY STUDIES CONCLUDE AN INDIVIDUALIZED APPROACH PRODUCES POSITIVE IMPACT

In support of Huntington's individualized instructional methodology, we cite the following:

- The Health and Education Research Operative Services, which is a nonprofit organization whose mission is to “assess the outcomes of programs and initiatives that impact children, families, and communities,” has conducted studies indicating the effects of individualized instruction throughout the course of a student's education. This organization concluded that individualized instruction not only offers short-term positive impact on a student's academic performance, it also produces long-term impact such as higher graduation rates and higher likeliness of attending college.
- “Tennessee's Project STAR (Student-Teacher-Achievement Ratio)” was a large, four-year study on the effects of a reduced class size in grades K-3 that is now considered “one of the most important educational investigations ever carried out that illustrates the kind and magnitude of research needed in the field of education to strengthen schools.” Project STAR provided instrumental research on smaller class size, showing that students in smaller classes outperformed similar students in larger classes on standardized and curriculum-based tests, and that having the opportunity to teach students in small-class ratio will facilitate instruction by allowing teachers the time to concentrate on the individual needs of each student (“Reducing Class Size, What Do We Know?”).
- *The Student Achievement Guarantee in Education (SAGE)* was a five-year pilot program instituted by the State of Wisconsin with the goal of reducing class size in grades K-3 in school districts with primarily high-poverty student populations (James, Jurich, and Estes 86). The findings of the SAGE program were similar to that of Project STAR. According to the American Federation of Teachers website, SAGE found the following:
  - SAGE first-, second-, and third-grade students performed consistently better than comparison students in mathematics, reading, and language arts on the Comprehensive Test of Basic Skills. First- and third-grade, African-American SAGE students gained significantly more than Caucasian SAGE students, closing the achievement gap. The achievement gap widened for non-SAGE students.
  - Teachers reported more individualization in their instruction due to fewer discipline problems, being more knowledgeable about each student, and having more enthusiasm for teaching (“Hot Topics, Class Size, Supporting Research” 2).

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- A significant body of evidence suggests that whole-class reading instruction is insufficient and that students need to participate in small, needs-based groups (Fisher & Douglas. “Implementing a Schoolwide Literacy Framework: Improving Achievement in an Urban Elementary School.” *Reading Teacher*, September 2007, Volume 61, pp 32–43).
- A report by Dr. Jean M. Shaw, Program Author of *Houghton Mifflin Mathematics* and Professor Emerita of Elementary Education at University of Mississippi, supports and recognizes the benefits of the use of manipulative resources. The report states that “Manipulatives help students develop conceptual understanding of mathematical ideas by representing the ideas in multiple ways.” It also states that, “Manipulatives and models also afford English Language Learners greater access to language and mathematical terminology.” Additionally, The National Center for Accessing the General Curriculum, in a 2001 review of 14 studies, found that “use of manipulatives compared with traditional instruction typically had a positive effect on student achievement.”