Sample Program Delivery Models for Governor's Academic Challenge Funds

Individual Model

Purpose:	Individual and prescriptive instruction will be provided to students whose academic achievement puts them at-risk of not passing the spring SOL tests.
Population:	Students who have a variety of skill deficits are identified by their classroom teacher.
Instruction:	Using a ratio of 10 students per teacher, intense instruction is provided by a teacher trained in remediation techniques. A certified teacher who is trained in remediation techniques or a volunteer under the supervision of a certified teacher provides one-to-one tutoring or small-group instruction. Instruction follows an individualized prescriptive plan developed by the students' content teachers.
Resource Requirements:	One teacher per 10 students, volunteers or tutors, and individualized instructional materials

Common Skills Deficit Model

Purpose:	Strategies for addressing specific content skill deficits that are characteristic of a group of at-risk students will be provided.
Population:	This program is designed for students who exhibit common skill deficits in a particular content area.
Instruction:	Identify the skills in a particular subject area, for the target grade, which are most commonly in need of strengthening for students whose academic achievement indicates that they are at-risk of failing SOL tests. Instructional units on the targeted skills are developed and provided to Academic Challenge teachers. New or different instructional strategies are employed to ensure mastery.
Resource Requirements:	One teacher for 15 students, content specific resource materials, and manipulatives as appropriate

Computer Assisted Model

Purpose:	Computer-assisted software programs validated as effective for correcting specific academic deficits will be provided.
Population:	This program is designed for students who have been determined by their classroom teachers as having specific academic deficits that can be correlated to the instructional software.
Instruction:	Effective software programs designed to address individually identified skill deficits, as determined by the classroom teacher, are provided in a computer lab setting at ratios of approximately 20:1.
Resource Requirements:	One teacher per 20 students, a 20-station computer lab, and content specific software

Test Taking Strategies Model

Purpose:	Students who have the content knowledge but are not familiar with or skilled in taking standardized tests will be given strategies for test-taking. A lack of such skills inhibits the transfer and application of content knowledge to the test questions.
Population:	This program is for students who failed the previous SOL test by a few scale score points or who are not familiar or skilled in test-taking strategies and could benefit from improved test-taking skills.
Instruction:	Test taking skills such as interpreting information from graphs, pictures, charts, maps, and other visual cues; applying strategies for taking multiple-choice tests; accurately comprehending the meaning of a standardized test question; and identifying obviously incorrect answers are directly taught in a setting of 20 students per teacher. The local school division could develop teacher resource packets on test-taking skills on a division-wide basis to assist all teachers of Academic Challenge programs and to bring consistency to the instruction.
Resource Requirements:	One teacher per 20 students and test-taking skills resource materials

Combined Models

The capacity of these models could be doubled using a combined model approach. For example, the capacity of the computer-assisted model could be doubled if coordinated with the test-taking skills model. Using a team teaching rotation, a computer lab (containing 20 students) would be monitored by an instructional aide while a qualified teacher provides instruction on test-taking skills in an adjacent classroom to an additional 20 students. The groups could rotate after two hours.

As another example, students could participate in the prescriptive model for the first two hours and then rotate to a common skills deficit model for an additional two hours.