

PERRY HIGH SCHOOL

Title I School-wide Plan
YEAR OF IMPLEMENTATION: 2010-2011



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School-wide Planning Team

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Mission Statement

All students will earn a high school diploma.

Perry High School's Beliefs

- Student learning is our most important goal.
- All students can attain the behavior necessary to learn at a high level.
- Teachers are committed to the success of all students.
- Parents are eagerly accepted as support of the educational process.
- Teachers, parents, and community members work together to help students succeed.
- Faculty and staff provide a supportive, challenging, and structured environment for learning.

Goals

Faced with challenges of No Child Left Behind (NCLB) and benchmarks on state assessments, Perry High School has established the following goals for 2010-2011:

1. To increase student achievement in English, Mathematics, Science, Social Studies and Reading for African American and economically disadvantaged students.
2. To maximize collaboration and implementation of standards based classroom strategies to address student needs in a timely manner. As a result of these strategies, there will be measureable improvement in all academic areas. Increased content mastery in classes will result in increased performance on standardized tests such as End of Course Tests, Georgia High School Graduation Tests and SATs.
3. To increase stakeholder involvement and utilize academic opportunity time (Panther Period) to develop supportive relationships and effective intervention strategies for students with academic needs.

Demographics

Perry High School is located in the county seat of Houston County, Georgia. The school population of approximately 1200 students is comprised of students from the City of Perry and seven rural communities from diverse socio-economic backgrounds. These communities include Elko, Kathleen, Henderson, Clinchfield, Haynesville, Grovania and Klondike.

Current enrollment in the fall of 2010 is 1235. This population includes 621 males and 614 females. During the 2004-2005 school term, the Full Time Equivalent (FTE) enrollment was 1003; hence the enrollment has grown 23.1% in six years. The current school population is comprised of 2% - Asian, 3% - Hispanic, 34% - African American, 60% - Caucasian, and 1% - Multi-Racial or Natural American.

The special education population is currently 10% which represents a slight decrease from 2009 which was 11.25%. The English to Speakers of Other Languages (ESOL) population is less than 1%. Current gifted enrollment is 13% which is an increase from previous years. Enrollment in vocational labs continues to decline slightly from the previous year with overall enrollment dropping from 82.2% to 64.7% over the past six years. This decline is attributed to the loss of several career and technology programs: Nursing, Metals, Diversified Cooperative Training (DCT), automotive, construction and Coordinated Vocational and Academic Education (CVAE). The most significant impact has been caused by the elimination of the Career Technical program of study from the graduation requirements for Georgia students. While additional offerings are available to students through the Houston County Career Center, students remain reluctant to ride a bus 20 minutes each way to attend classes.

The mobility rate of Perry High School students is slightly higher than the rate for all high school students in Houston County. Even with the greater mobility of students, the graduation rate for 2008-2009 was 86.6% overall: 88.6% for African American population and 83% for our economically disadvantaged students; a 10% increase from the previous year. Graduation rates fell

slightly in 2010 to 83.2% for all students, 80.5% for African American students and 80.6% for economically disadvantaged students. The annual measurable object (AMO) for 2010 was 80%. The AMO for 2011 will be 85%.

Perry Middle School, Mossy Creek Middle School, and Crossroads Academy are the feeder schools for Perry High. In that regard, the 8th grade CRCT scores for upcoming 9th graders are indicators of academic readiness. CRCT scores for the past four years have indicated a steady decline in reading scores; however, data is not yet available for this year's 8th grade class. The free and reduced lunch percentages have been fairly consistent for the past five years. In 2010, approximately 48% of the school's population is eligible for free and reduced lunch, which is slightly above the average for Houston County and represents a 2.4% increase over the previous year.

Section I

Student Performance Data and Needs Assessment

The number of Perry High School graduates entering Georgia public colleges is consistent with the number from Houston County. However, the number of graduates entering Georgia's public technical schools is considerably higher for Perry High School than for the rest of the county. This difference could be attributed to the enrollment of Perry High students in nationally recognized programs such as agriculture, technology, and computer science.

Gradual increases in Perry High School's verbal SAT scores over the last three years have resulted in Perry High School winning the Governor's Cup by achieving the greatest increase in the State of Georgia in the AAA level. In the 2008-2009 school term the verbal scores and math scores remained constant. Scores for African American students are 50+ points below their Caucasian counterparts. As a result, the SAT scores have become the focus of many programs at Perry High School, and the CollegeBoard SAT Online Course is used during remedial time, Panther Period. SAT vocabulary programs are being added to all English Language Arts classes this year to further prepare students for the test.

Verbal and math mean SAT scores have dropped significantly for minority students over the past ten years. This decrease can be attributed in part to:

- an increase in the number of vocational and special education students taking the SAT.
- an increase in the number of Technical Preparation (Tech Prep) students taking the test.

(These students have only had two math classes or applied classes and may not be prepared for the rigor of the SAT test.)

With the elimination of a vocational track, we should see a dramatic climb in these scores over the next 3-4 years.

Panther Period serves as a vehicle for Georgia High School Graduation Test review sessions. These sessions have been implemented for formal instruction during the school day to target specific low-performing students. Groups include first time GHS GT test takers, at-risk 9th grade readers, and math students off-track for graduation due to lack of math credits. Computer-based and small group instruction is also available during the school day for students who have failed portions of the graduation test or who may need course remediation.

Until 2010, Perry High School had experienced consistent gains on the Georgia High School Graduation Tests for the last several years. Perry High School did not make AYP in 2010. Several variables such as transitions to a 7 period schedule, decreased instructional time with the modified block schedule, changes in policies concerning student eligibility for testing as well as changes in test content from QCC to GPS could all be external factors that affected student performance. While scores decreased across all subject areas, the scores remained consistent with county and state data. Data from all high-stakes tests is disaggregated and distributed to the faculty both in large and small group settings for the purpose of guiding instruction. In English Language Arts, overall pass percentages dropped 6% from 2009 to 2010 with the largest deficits with our African American, economically disadvantaged and GAA students. In Math, while scores exceeded state averages, overall scores dropped from 86.0% to 74.9% in a year's time. Again the same groups of students experienced low performance when compared to the overall group. Science and Social Studies scores continue to be consistent with county scores and exceed state averages, however these pass rates continue to lag behind other subject areas and continue to present a challenge state-wide. With the implementation of the GPS Social Studies Graduation test, the entire state experienced large drops in pass rates. Making sure we address these areas will be a priority at Perry High.

End of Course Test scores indicate mastery of standards in content areas. While Perry High School's scores are consistent with county and state scores strand for strand, overall percentages of correct responses at all levels are typically below 70% in all areas. This data indicated a need to

increase mastery of standards within courses and embed review and remediation into the daily lessons based on the Standards Based Classroom model.

CRCT scores indicate that many students entering ninth grade are functioning below grade level and need formal reading instruction. Current ninth graders represent the largest percentage of first semester failures. This year we have added some targeted reading components for at-risk 9th graders who scored below 810 on the 8th grade CRCT during Panther Period.

Testing Data – English

The most recent results for the Georgia High School Graduation Test (GHS GT) reflect a modest decrease in scores of 7.3% from the previous year in English (From 94.3% to 87.0%). Most significant are decreases of 15.2% for African American students and 11% for economically disadvantaged students. The bar set by the State of Georgia was 87.7%. Perry's pass rate was 87.0% and therefore did not meet AYP standards in this area.

Testing Data – Math

The school's Math scores also showed a large drop in pass percentages as compared to previous years. An overall decrease of 13.4% was observed for all students. All subpopulations showed significant declines especially African Americans with a 31.1% drop and economically disadvantaged with a 20% drop. The bar for math was set at 74.9%. Perry's overall pass rate was 73.5% which did not meet AYP standards.

Testing Data – Social Studies & Science

The State of Georgia does not set a "bar" for Social Studies and Science scores. However, scores for Perry High School's black and economically disadvantaged students have steadily increased in Social Studies since 2006. African American scores have increased from 64.91% in 2006 to 96% in 2009. Scores for economically disadvantaged students have also increased from 71.43% in 2006 to 91% in 2009. There was a significant drop in scores for the 2010 testing from 96% to 88% but it is difficult to make comparisons because 2010 was the first test based fully on the GPS

curriculum. The entire state observed a significant drop in scores. Perry's scores were 5% higher than the county average and 10% higher than the state average.

Science scores for Perry High School's African-American and economically disadvantaged students have steadily increased since 2006. African American student scores have increased from 49.12% in 2006 to 98% in 2009. Scores for economically disadvantaged students have also increased from 68.25% in 2006 to 97% in 2009. For 2010, Perry's students had a 92% pass rate for all students which was consistent with county scores and exceeded state scores.

Lastly, with graduation rates required by No Child Left Behind Legislation increasing by 5% yearly, it is becoming increasingly important to have intervention strategies in place for students who fail to progress academically. While programs such as NovaNet, Virtual High School, and Credit Recovery provide valuable options for students to receive credits, we want to be proactive and provide assistance prior to course failure. We must increase stakeholder involvement to ensure a culture that encourages academic success. We must monitor progress early and often providing support and enrichment where indicated.

Section II

School-wide Reform Strategies

To begin the reform movement the school reviewed the current “Pyramid of Intervention” (Georgia Department of Education, 2006) and developed a specific school-wide reform. This concept of reform includes the idea that the needs of all students, especially those at-risk, must be met during the school day. The intervention carves out time within the school day to meet the specific needs of each student: Panther Period. Much of the framework for Panther Period was based on the book, *What Works in Schools*, which advocates effective school change based on existing research. Robert Marzano developed a list of school level factors associated with effectiveness. The list includes, among other factors, an emphasis on basic skills, high expectations, and frequent assessment (Marzano 2003).

Panther Period meets for 35 minutes during the school day, twice a week. The core of this intervention focuses on basic skills and frequent assessment in English, Reading, and Math. English/Language Arts and Math count for Annual Yearly Progress (AYP) purposes. Reading was added as a way to build endurance and students’ exposure to texts. According to Deshler (2003), high school students face increasingly difficult texts and reading challenges. Instructional focus on reading often disappears after middle school and leaves many students lacking in basic decoding and comprehension skills. This year during Panther Period, we will be targeting 9th grade students who scored 810 or below on the 8th grade Reading CRCT. In addition to having their grades and attendance monitored, these students will have their Lexile levels assessed and work on reading strategies.

Test scores showed a need to target African American and economically disadvantaged students. Third year sophomores ruled eligible for testing in 2010 also performed poorly. Those students will be identified and included in targeted remediation this year. The AYP team considered such factors as CRCT scores, course failure, school attendance, and teacher recommendations. The

group then created “Priority Panther Periods” with those students identified as most at-risk. The strongest teachers (based on standardized test scores and student relationships) were placed with the students most at-risk for not passing the Georgia High School Graduation Test (GHS GT).

All first time test takers including 3rd year sophomores who may have enough credits to test in the spring are placed in gender based Panther period classes that rotate weekly with English and Math teacher teams. Each Math/English pair is structured consistently to ensure that students are unaware of which pairs are targeted and which are not. This scheduling technique is used to prevent stereotype threat. Stereotype threat may cause students who know they are targeted to work less effectively on tests due to the pressure or stress of being identified as likely to fail (Good, 2003).

A vital component of Panther Period is assessment. According to the work of Halverson (2007), Hattie (1992), Marzano (2003), and Wolf (2007), effective assessments must be frequent and content specific. The team thus created Short and Frequent Exams (SAFEs) for Language Arts and Math Achievement Tests (MATs) to meet this need. These weekly quizzes assess the standards of the curriculum – specifically the standards taught in the classroom that week. These assessments are short, specific, and easily measurable. Interactive technology allows teachers to administer SAFEs and MATs quizzes efficiently while collecting data that can be used for decision making.

To support these efforts the school has adopted the following school improvement plan focusing on the lower English and Math scores for our African American and economically disadvantaged population.

Identified Performance Goal: English/Language Arts						
Measurable Goals: 100% of 1 st time test takers will score 200 or better on the ELA section of the 2011 Georgia High School Graduation Test.						
School Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, Resources/ Professional Development	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A HC-2.1	Identify students that are “at risk” of failing the GHSGT.	May 2010-during their 10 th grade year	N/A	Principal, API and ELA teachers	Identified students that are “at risk”	Teacher recommendations, PSAT scores, & 8 th grade CRCT scores
CAI HC-2.1	Form Panther Period groups for tutoring purposes.	The first week in August	N/A	API and PHS faculty	6 ELA teachers & 56Math teachers paired together for tutoring teams	Scripted lesson plans for these “at risk” groups
A HC-2.1	Strategically placing “at risk” students with master teachers.	August through May	N/A	Principal		Master schedule

Identified Performance Goal: Mathematics						
Measurable Goals: 90% of economically disadvantaged and African American 1 st time test takers will score 200 or better on the math section of the 2011 Georgia High School Graduation Test.						
School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, Resources/ Professional Development	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A HC-1.3	Identify students that are “at risk” of failing the GHSGT.	May 2010-during their 10 th grade year	N/A	Principal, API, and Math teachers	Identified students that are “at risk”	Teacher recommendations, PSAT scores, & 8 th grade CRCT scores

CAI HC 1.3	Form Panther Period groups for tutoring purposes.	The first week in August	N/A	API and PHS faculty	6 ELA teachers and 6 Math teachers paired together for tutoring teams	Scripted lesson plans for these "at risk" groups
A HC 1.3	Strategically placing "at risk" students with master teachers	August through May	N/A	Principal & API		Master schedule

This year we will be expanding the core functions of Panther Period beyond AYP remediation and flexible tutoring time to include progress monitoring and academic/attendance interventions where needed for all students. Teachers will use SmartWeb Admin. viewer to check students' grades and attendance weekly. Teachers will build supportive relationships with students while guiding flexible learning time and conferencing with them concerning strategies for improvement. Teachers will collaborate with stakeholders to ensure students are accountable for their learning and getting remediation when needed. The idea is to support, encourage and communicate high expectations to students. In addition to targeting first time test takers and 9th grade at-risk students we also have specific instruction for math students who are retaking courses and are off-track for graduation. We hope this strategy will be particularly effective with our ninth and tenth grade students, since the majority of concepts assessed on the Georgia High School Graduation Test are taught at these grade levels. A focus on mastery of course concepts should translate into fewer class failures, higher GHSGT scores and higher graduation rates.

This particular group of students have experienced a great deal of changes throughout their high school years. They have worked with a different bell schedules each year, experienced the transition from QCCs to Georgia Performance Standards and have increased graduation requirements. To help maintain consistency and help make sure students are getting what they need, we will be purchasing common supplies such as calculators, adding SmartBoards™ to remaining classrooms and upgrading a student computer lab to be consistent with other labs in the school.

Perry High School will also hire a part-time "At-Risk Coordinator" to assist staff with data analysis and identification of at-risk students. The At-Risk Coordinator will assist teachers with diagnostic and benchmark data as well as help develop timely and appropriate interventions based on results. This person will also assist with computer based and small group interventions especially with students who are still taking QCC math courses needed to graduate.

Section III

Highly Qualified Staff

The staff of Perry High School for the 2010-2011 school year consists of 4 administrators, 4 support personnel, and 72 teachers. These numbers reflect an overall reduction of 7 certified staff members, 3 of those classroom teachers. Decreased staff is due to a county-wide reduction in force based on economic hardship. Of the 80 certified staff members, 30 have Master's degrees, 13 have Specialist degrees, and 6 have Doctoral degrees. Perry High School has slightly more female teachers than male. The average years of experience for the faculty are 12.78. The student faculty ratio for enrollment is 17:1. This staff includes an additional English teacher for the purpose of reducing class size, an Achievement Specialist, a part-time At-Risk Coordinator, and a part-time Parent Involvement Coordinator funded through Federal Title 1 funds.

Teacher recruitment in Houston County is conducted through college visits, newspaper and television ads, county and state web pages, an annual job fair, the Teacher Alternative Preparation Program (TAPP) and the Teach for Georgia program. When vacancies occur, Houston County places ads in the local media, lists the openings on the Houston County Board of Education (HCBOE) web site, and sends notices to colleges and universities in Georgia. Applicants can apply online at <http://www.hcbe.net>. Teachers and administrators from Perry High School then interview prospective teachers based on the applicant's level of expertise, certification, and a commitment to work with students. Based on recommendations from this panel and the principal, applicants are

referred for employment to the school board. Teacher assignments are made based on student needs and teacher expertise.

Teachers new to Houston County are required to attend an official orientation program provided by the county and an orientation program in their school directed by the Assistant Principal for Instruction (API). Teachers new to Perry High School are assigned mentors who work with them for at least 50 hours per semester. Teachers hired under the Teach for Georgia and the TAPP programs receive support from specialists at least 3 hours per week.

Section IV

Professional Learning

Perry High School offers onsite courses and workshops based on input from teachers and administrators. Funds are allocated for personnel to attend content specific conventions, workshops, and conferences. With the elimination of school-based professional learning days, core content teachers will participate in pull-out planning days. During these planning days teachers will work with data such as diagnostic/benchmark results, develop remediation plans for Panther Period, collaborate with each other concerning best practices and work on curriculum mapping based on county level vertical teaming. We will also have monthly planning period meetings for the purpose of professional development. Meetings will consist of training on topics such as progress monitoring, remediation, data analysis, data based decision making, prioritizing and pacing, standards based assessment, and best practices. Teachers will continue to have collaborative planning time within course teams and we will continue building a professional library to assist teachers with developing strategies to meet the needs of students.

Section V

Parental Involvement

Perry High School has shown increased parental involvement over the past two years. With the help of our Parent Involvement Coordinator we have been able to successfully monitor and track parental involvement throughout the year. The coordinator has been instrumental in handling the required parental notices and paperwork associated with Title 1. This person is knowledgeable of the community, relates well with all people and is a positive presence at Perry High School. Listed are some of the duties and responsibilities the Parent Involvement Coordinator is assigned:

- Inform all parents of their child's eligibility for Title I services via a written note.
- Organize an open house for all parents to receive the Title I Plan and document parental attendance at school functions.
- Provide information to parents to help them stay informed concerning their children's education.
- Invite parents to participate in goal-setting conferences through the Parent Action Team.
- Encourage parents to participate in activities that support the education of their students by providing verbal notices of upcoming school events using the automated "School Messenger" system.
- Promote opportunities for parents to participate in school-related activities including AP Night, National Honor Society and National Technical Honor Society Induction ceremonies, athletic events, FFA functions, Family Computer Literacy Nights, Family Math Night and other extra curricular activities.
- Develop programs to reach a broader segment of the parent population.
- Schedule various opportunities to help parents develop skills they can use to tutor their students at home.

- Develop a School-Parent Compact between parents and teachers. This compact will outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards. The compact shall address the importance of communication between teachers and parents on an on-going basis.

Section VI

Teachers Input for Assessment Decisions

The English, Math, Science, and Social Studies departments meet at the beginning of every school year to map their curriculum and plan for common assessments. These assessments are used to compare student performance against the Georgia Performance Standards (GPS) and help teachers focus on areas where their students may need remediation. Department meetings also include a discussion of county-wide benchmark assessment results as well as a review of Georgia High School Graduation Test (GHS GT), End-of-Course-Tests (EOCT), and AP scores by strand. These discussions allow teachers to make informed decisions regarding student instruction on the individual, school, and county level. Representatives from each department also attend vertical team meetings with other high school and middle school teachers to discuss curriculum alignment, updates and changes in curriculum and assessment and best practices.

Perry High School teachers participate in the county-wide development of benchmark assessments in addition to writing the SAFE and MAT quizzes for Panther Period. Teachers have the opportunity to use the classroom management and assessment features of computer based applications. Such software allows teachers to customize instruction and delivery methods.

Section VII

Coordination and Integration of Programs

Perry High School coordinates spending of FTE funds in conjunction with Title I funds to enhance educational opportunities for all students. Title I funds have been used in a broad spectrum: salary for an additional English teacher, salary for a Parent Involvement Coordinator, purchase and implementation of the Read 180© program (which have since been transferred to Perry middle School), purchase of instructional technology (SmartBoards, Senteo Response Systems, Airliners, Sympodiums, calculators and classroom LCD projectors), professional development conferences for teachers, book studies, and specialized instructional software (NetTrekker, ArcView GIS, Smart View, and SAT vocabulary). Federal funds have been used for Assistive Technology solutions for students with disabilities (Ocular Albinism) and their teachers. State and Federal grants also support the Career Vocational Program with specific monies designated for agriculture, business, JROTC, food services, and transportation.

Section VIII

Measures to help students experiencing difficulty

Perry High School identifies those students most at risk for not passing the GHSGT. First-time test takers are targeted based on their eighth grade CRCT scores, EOCT scores, grades, teacher evaluation and demographic information such as race and socio-economic status. The Achievement Specialist, teachers and administrators work together to identify these students.

The identified students are grouped in Priority Panther Period groups and receive specialized instruction during Panther Period. Other strategies to support students who have difficulty mastering the GPS standards include online credit recovery through the Georgia Virtual School and collaborative instruction between Special Education and regular program teachers to create an inclusive environment for Special Education students. The Achievement Specialist fosters a personal relationship with the students to ensure they meet the requirements for graduation.

As necessary, counselors provide parent/teacher conferences to outline specific strategies for student success. The state-funded Phoenix Center provides mental health counseling for anger management, life skills, teen pregnancy and a research based alcohol awareness program. The Phoenix Center also provides individual counseling for students returning from the alternative school and students identified by teachers and the graduation coach as at-risk. The counseling department provides financial aid and HOPE scholarship seminars to make parents aware of funding opportunities. New student orientation and peer mentors help ease the transition for newly enrolled students.

Section IX

Reporting Assessment Results to Parents

Individual score reports for high-stakes tests (GHSGT, EOCT, etc.) are delivered to the students by the teachers and counselors with an explanation of the data. The school messenger is used to send a verbal message to all parents that test scores have been distributed to students. The school web site provides the school improvement plan, parent involvement survey results, and links to the Georgia Department of Education's Governor's Office of Student Achievement in order that parents can compare Perry High School's results to those of the county and state. School-wide gradebook software may be accessed by parents via the Internet. The data provided includes individual assignment grades, averages, and attendance. Furthermore, the school system publishes press releases to the newspaper for county-wide graduation test scores by school for the areas of English/Language Arts and Mathematics.

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