





# Academic Intervention Tools Chart

## Legend

-  Convincing evidence
-  Partially convincing evidence
-  Unconvincing evidence
-  Data unavailable



NA Not applicable

## Mean ES









\* The mean effect size includes at least one statistically significant individual effect size

† A mean effect size could not be reported because at least one individual effect size could not be calculated

-- No targeted (T) or broader (B) measures were submitted for this study

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Achieve Intervention	Tracey & Young (2004)	Group Design		0.09 (T) -- (B)	None	NA
Burst:Reading	Dubal et al. (2012)	Group Design		0.09* (T) -- (B)	Demographic	NA









Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Burst:Reading	Pappas et al. (2015)	Group Design		0.16* (T) 0.13* (B)	≤20th Percentile, Demographic	NA
Cover Copy Compare	Becker et al. (2009)	Single Case		NA	None	
Cover Copy Compare	Cieslar et al. (2008)	Single Case		NA	None	
Cover Copy Compare	Codding et al. (2007)	Single Case		NA	None	
Cover Copy Compare	Cressey & Ezbicki (2008)	Group Design		-0.27 (T) -- (B)	None	NA
Cover Copy Compare	Poff et al. (2012)	Single Case		NA	None	
Cover Copy Compare	Poncy et al. (2007)	Single Case		NA	None	
Early Numeracy Intervention Grade 1	Bryant et al. (2011)	Group Design		0.46* (T) 0.23* (B)	None	NA




Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
Enhanced Core Reading Instruction	Fien et al. (2015); Smith et al. (2016)	Group Design		0.29* (T) 0.44* (B)	≤20th Percentile	NA	
Failure Free Reading	Torgesen et al. (2006)	Group Design		0.12 (T) 0.05 (B)	≤20th Percentile	NA	
Fast ForWord Language Series	Miller et al. (1999)	Group Design		0.60* (T) † (B)	≤20th Percentile, Demographic	NA	
Fast ForWord Language Series	Scientific Learning Corporation (2004)	Group Design		0.44 (T) 0.59 (B)	None	NA	
Fast ForWord Language Series	Slattery (2003)	Group Design		† (T) † (B)	None	NA	
focusMATH Intensive Intervention	Styers & Baird-Wilkerson (2011)	Group Design		0.23* (T) -- (B)	None	NA	
** Fraction Face-Off! (previously Fraction Challenge)	Fuchs et al. (2012)	Group Design		1.77* (T) 0.89* (B)	≤20th Percentile	NA	
** Fusion (Whole Number Foundations Level 1)	Clarke et al. (2013)	Group Design		0.84* (T) 0.14 (B)	None	NA	






Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
Headsprout	Huffstetter et al. (2010)	Group Design		† (T) 0.90* (B)	None	NA	
Headsprout	Tyler et al. (2015)	Group Design		† (T) -- (B)	None	NA	
** Hot Math Tutoring	Fuchs et al. (2008)	Group Design		1.15* (T) 0.60* (B)	None	NA	
Incremental Rehearsal	Burns (2005)	Single Case		NA	None		
** Incremental Rehearsal	Burns (2007)	Group Design		1.45* (T) -- (B)	None	NA	
Incremental Rehearsal	Codding et al. (2010)	Single Case		NA	None		
Incremental Rehearsal	Matchett & Burns (2009)	Single Case		NA	None		

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Incremental Rehearsal	Peterson et al. (2014)	Single Case	●	NA	None	●
iRead	Hamilton et al. (2016)	Group Design	○	† (T) †* (B)	Demographic	NA
i-Ready Personalized Instruction for Mathematics	Randal et al. (2020)	Group Design	◐	0.18* (T) -- (B)	≤20th Percentile	NA
i-Ready Personalized Instruction for Reading	Randal et al. (2020)	Group Design	◐	0.13* (T) -- (B)	≤20th Percentile	NA
Learning Strategies Curriculum: Assignment Completion Strategy	Hughes et al. (2002)	Single Case	●	NA	None	●
** Learning Strategies Curriculum: Commas Strategies Program	Schumaker, Walsh, & Deshler (2019)	Group Design	●	†* (T) 4.76* (B)	None	NA






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	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
**	Learning Strategies Curriculum: Essay Test-Taking Strategy	Therrien et al. (2009)	Group Design		1.64* (T) †* (B)	None	NA	
	Learning Strategies Curriculum: Fundamentals in the Sentence Writing Strategy	Bui, Schumaker, & Deshler (2006)	Group Design		0.72* (T) 0.19 (B)	None	NA	
	Learning Strategies Curriculum: Inference Strategy	Fritschmann, Deshler, & Shumaker (2007)	Single Case		NA	None		
	Learning Strategies Curriculum: LINCS Vocabulary Strategy	Harris, Schumaker, & Deshler (2011)	Group Design		†* (T) 0.43* (B)	None	NA	
**	Learning Strategies Curriculum: Punctuation Strategies Program	Schumaker, Fisher, & Walsh (2019)	Group Design		†* (T) 5.14* (B)	None	NA	
	Learning Strategies Curriculum: Test-Taking Strategy	Hughes & Schumaker (1991)	Single Case		NA	None		

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Learning Strategies Curriculum: The Word Identification Strategy	Lenz & Hughes (1990)	Single Case		NA	None	
Learning Strategies Curriculum: Word Mapping Strategy	Harris, Schumaker, & Deshler (2011)	Group Design		†* (T) 2.21* (B)	None	NA
** Leveled Literacy Intervention System	Ransford-Kaldon et al. (2010)	Group Design		0.74* (T) 0.22* (B)	None	NA
Lexia Core5 Reading	Macaruso & Rodman (2011)	Group Design		0.49* (T) -0.28 (B)	≤20th Percentile	NA
Lexia Core5 Reading	Macaruso & Walker (2008)	Group Design		-0.04 (T) 0.53* (B)	None	NA








Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Lexia Core5 Reading	Macaruso et al. (2006)	Group Design		-- (T) 0.46 (B)	≤20th Percentile, Demographic	NA
Lexia Core5 Reading	Macaruso et al. (2020)	Group Design		0.08* (T) -- (B)	≤20th Percentile	NA
Lexia Core5 Reading	O'Callaghan et al. (2016)	Group Design		0.30 (T) -- (B)	None	NA
Lexia Core5 Reading	Schechter et al. (2015)	Group Design		0.51* (T) -- (B)	≤20th Percentile, Demographic	NA
Lexia Core5 Reading	Wilkes et al. (2016)	Group Design		-- (T) 0.47 (B)	≤20th Percentile	NA












Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Lexia® PowerUp Literacy®	Hurwitz (2020)	Group Design		-- (T) 0.24 (B)	≤20th Percentile	NA
MATH 180	HMH (2014)	Group Design		-- (T) 0.35* (B)	Demographic	NA
Math Interactive Learning Experience (MILE)	Kable et al. (2007); Bertrand (2009); Coles et al. (2009)	Group Design		-- (T) -- (B)	≤20th Percentile	NA
Math Recovery	Smith et al. (2007)	Group Design		-- (T) -- (B)	None	NA
MindPlay Virtual Reading Coach	Crews (2004)	Group Design		-- (T) † (B)	None	NA
MindPlay Virtual Reading Coach	Serido & Wilhelm (2006)	Group Design		-- (T) 0.26* (B)	None	NA
MindPlay Virtual Reading Coach	Serido & Wilhelm (2008)	Group Design		-- (T) 0.04 (B)	None	NA





Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Number Rockets	Fuchs et al. (2005)	Group Design		0.45* (T) 0.11 (B)	None	NA
NumberShire Level 1	Fien et al. (2015); Smith et al. (2016)	Group Design		0.17* (T) 0.01 (B)	None	NA
Pirate Math Equation Quest	Powell et al. (2020)	Group Design		0.99* (T) -- (B)	None	NA
Pirate Math Individual Tutoring	Fuchs et al. (2009)	Group Design		4.85* (T) 3.16* (B)	None	NA
Promoting Acceleration of Comprehension and Content Through Text (PACT)	Swanson et al. (2017)	Group Design		†* (T) † (B)  0.59*	None	NA





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Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
QuickReads	Vadasy & Sanders (2008)	Group Design		0.22 (T) 0.21* (B)	None	NA	
READ 180 Universal	Hamilton et al. (2011)	Group Design		-- (T) 0.07* (B)	None	NA	
READ 180 Universal	Kim et al. (2011)	Group Design		-- (T) † (B)	None	NA	
READ 180 Universal	Lang et al. (2009)	Group Design		-- (T) 0.03* (B)	None	NA	
READ 180 Universal	Scholastic Research (2008); White & Haslam (2005a); White & Haslam (2005b)	Group Design		-- (T) †* (B)	Demographic	NA	
READ 180 Universal	Sprague et al. (2011)	Group Design		-- (T) 0.20* (B)	None	NA	
Read Aloud Small-Group Curriculum	Fien et al. (2011)	Group Design		†* (T) † (B)	None	NA	

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Read Naturally	Christ & Davie (2009)	Group Design		†* (T) -0.07 (B)	None	NA
Read Naturally	Heistad (2005)	Group Design		† (T) -- (B)	None	NA
Read Naturally	Tucker & Jones (2010)	Group Design		0.71 (T) -- (B)	None	NA
Read Right	Scott et al. (2010)	Group Design		-- (T) 0.19* (B)	None	NA
Reading for All Learners	Callow-Heusser & Sanborn (2016)	Group Design		0.22 (T) -- (B)	None	NA
Reading Plus	Reutzel et al. (2012)	Group Design		-- (T) 0.68* (B)	None	NA
Reading Recovery	Center et al. (1995)	Group Design		1.45* (T) 0.90* (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Reading Recovery	Iversen & Tunmer (1993)	Group Design		4.11* (T) †* (B)	None	NA
** Reading Recovery	May et al. (2016)	Group Design		†* (T) †* (B) 0.41-0.93*	None	NA
** Reading Recovery	Schwartz (2005)	Group Design		1.13* (T) † (B)	None	NA
** Reflex	Rudel (2016)	Group Design		0.75* (T) -- (B)	Demographic	NA
Reflex	Sarrell (2014)	Group Design		0.62* (T) -- (B)	None	NA
Responsive Reading Instruction	Denton et al. (2010)	Group Design		†* (T) 0.40* (B)	None	NA
Responsive Reading Instruction	Mathes et al. (2005)	Group Design		† (T) † (B)	None	NA
ROOTS (Whole Number Foundations Level K)	Clarke et al. (2011)	Group Design		-- (T) 0.21 (B)	None	NA









	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
**	ROOTS (Whole Number Foundations Level K)	Clarke et al. (2015)	Group Design		0.75* (T) 0.34* (B)	None	NA	
**	ROOTS (Whole Number Foundations Level K)	Clarke et al. (2020)	Group Design		0.86* (T) 0.31* (B)	≤20th Percentile	NA	
	Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Bell, Hungerford et al. (n.d)	Group Design		0.49* (T) 0.19* (B)	None	NA	
	Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Bell, Worthington, et al. (n.d)	Group Design		0.54* (T) 0.03 (B)	None	NA	






Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Christodoulou et al. (2017)	Group Design		0.74* (T) -- (B)	None	NA
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Huber et al. (2018)	Group Design		† (T) -- (B)	None	NA
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Romeo et al. (2017)	Group Design		†* (T) †* (B) 0.61 - 2.19	Demographic	NA
Sound Partners (1-3)	Vadasy et al. (2005)	Group Design		0.80* (T) -- (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
Sound Partners Kindergarten	Vadasy & Sanders (2008)	Group Design		0.22* (T) 0.39 (B)	None	NA	
** Sound Partners Kindergarten	Vadasy & Sanders (2010)	Group Design		0.76* (T) 0.40* (B)	None	NA	
Sound Partners Kindergarten	Vadasy et al. (2006)	Group Design		0.56* (T) 0.40* (B)	≤20th Percentile	NA	
Spring Math	Codding et al. (2016)	Group Design		0.51 (T) 0.10 (B)	≤20th Percentile	NA	
Spring Math	VanDerHeyden et al. (2015)	Group Design		0.64* (T) 0.20* (B)	≤20th Percentile, Demographic	NA	
SRSD for Writing Strategies	Graham et al. (2005)	Group Design		†* (T) -- (B)  1.91-2.14	None	NA	
SRSD for Writing Strategies	Harris et al. (2006)	Group Design		†* (T) -- (B)  0.87-2.09	None	NA	



	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
**	SRSD for Writing Strategies	Lane et al. (2011)	Group Design	●	0.72* (T) 0.80* (B)	None	NA	
	Stepping Stones to Literacy	Nelson et al. (2010)	Group Design	●	† (T) 0.20 (B)	None	NA	
	Stepping Stones to Literacy	Nelson, Benner, & Gonzalez (2005)	Group Design	●	†* (T) †* (B)	None	NA	
**	Stepping Stones to Literacy	Nelson, Stage, Epstein, & Pierce (2005)	Group Design	●	0.82* (T) † (B)	None	NA	
	Strategic Math Series: Partial Products	Flores & Milton (2020)	Single Case	●	NA	None	●	
	Strategic Math Series: Standard Algorithm	Flores & Hinton (2019)	Single Case	●	NA	None	●	
	Strategic Math Series: Standard Algorithm	Flores, Hinton, & Schweck (2014)	Single Case	●	NA	None	●	
	Strategic Math Series: Standard Algorithm	Flores, Hinton, & Strozier (2014)	Single Case	●	NA	None	●	

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	I
Structured Supplemental Spelling Instruction	Graham et al. (2002)	Group Design		†* (T) †* (B)	None	NA	
System 44 Next Generation	Beam et al. (2011)	Group Design		0.14* (T) 0.02 (B)	None	NA	
System 44 Next Generation	Beam et al. (2012)	Group Design		†* (T) †* (B)	None	NA	
Taped Problems	Bliss et al. (2010)	Single Case		NA	None		
Taped Problems	Cressey & Ezbicki (2008)	Group Design		0.03 (T) -- (B)	None	NA	
Taped Problems	Krohn et al. (2012)	Single Case		NA	None		
Taped Problems	McCallum & Schmitt (2011)	Single Case		NA	None		
Taped Problems	McCallum et al. (2004)	Single Case		NA	None		

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Taped Problems	Poncy et al. (2007)	Single Case		NA	None	
Tutoring Buddy	DuBois et al. (2014)	Group Design		†* (T) 0.89* (B)	None	NA
Tutoring Buddy	DuBois et al. (2016)	Single Case		NA	None	
Tutoring Buddy	Volpe et al. (2011)	Single Case		NA	None	
Visualizing and Verbalizing for Language Comprehension and Thinking	Burke et al. (2005)	Group Design		0.56* (T) 0.51* (B)	None	NA
Words Their Way: Word Study In Action Developmental Model	Eddy et al. (2011)	Group Design		0.11 (T) 0.00 (B)	None	NA

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