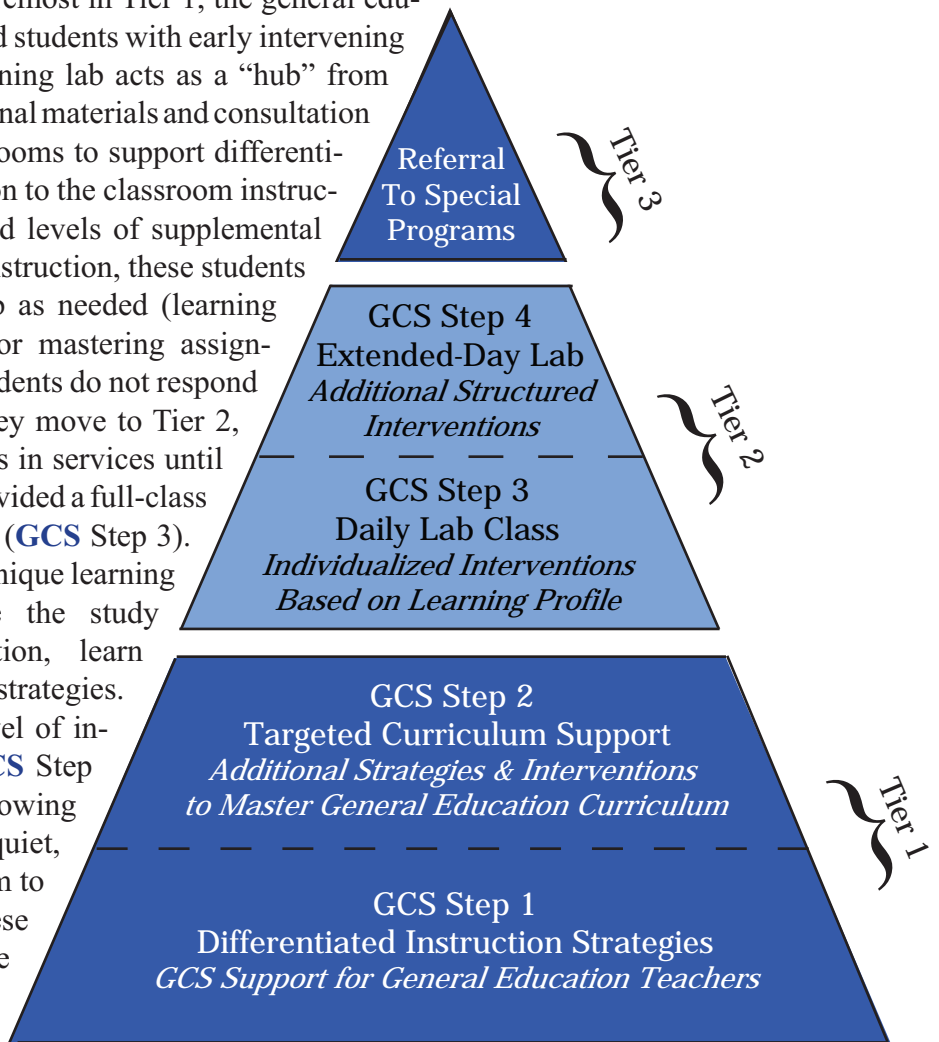


Grand Central Station: A Closer Look

GCS intervention begins first and foremost in Tier 1, the general education classroom, supporting teachers and students with early intervening services. The GCS state-of-the-art learning lab acts as a “hub” from which research-based, practical instructional materials and consultation are provided to general education classrooms to support differentiated instruction (GCS Step 1). In addition to the classroom instruction, some struggling students need mild levels of supplemental intervention (GCS Step 2); after direct instruction, these students receive targeted intervention in the Lab as needed (learning difficult concepts, preparing for tests or mastering assignments, using innovative software). If students do not respond to these mild interventions in Tier 1, they move to Tier 2, where they receive incremental increases in services until they become successful. Students are provided a full-class period in the lab called Daily Lab Class (GCS Step 3). Here students begin to understand their unique learning profile and have more time to use the study aids, preview and process information, learn study skills, and develop memory strategies. If students do not stabilize with this level of intervention, then Extended-Day Lab (GCS Step 4) is added to their schedule for the following week. For many students this time in a quiet, organized environment is critical for them to be prepared for their classes. Once these strategies are internalized, students are ready to be slowly “weaned” from the program’s structure as they truly become successful, independent learners.



Through this continuum of interventions, struggling students may finally experience the joy of success in school. In fully-implemented GCS labs, students have dramatically decreased failures in their general education classes by an average of 60 to 70 percent. Most importantly, they have become confident, independent learners, understanding the individual skills and strategies they must employ to continue their academic success. In a GCS longitudinal study on failure rates, the data show that the gains evidenced during active participation in the program have “staying power.” Students in this group began participating in GCS as 8th graders with a pre-intervention failure rate of 39 percent. As 12th graders, their average failure rate was 5 percent with minimal-to-no support. This proven model has now been replicated in more than 200 labs throughout Texas and continues to expand as new campuses adopt the program each year.