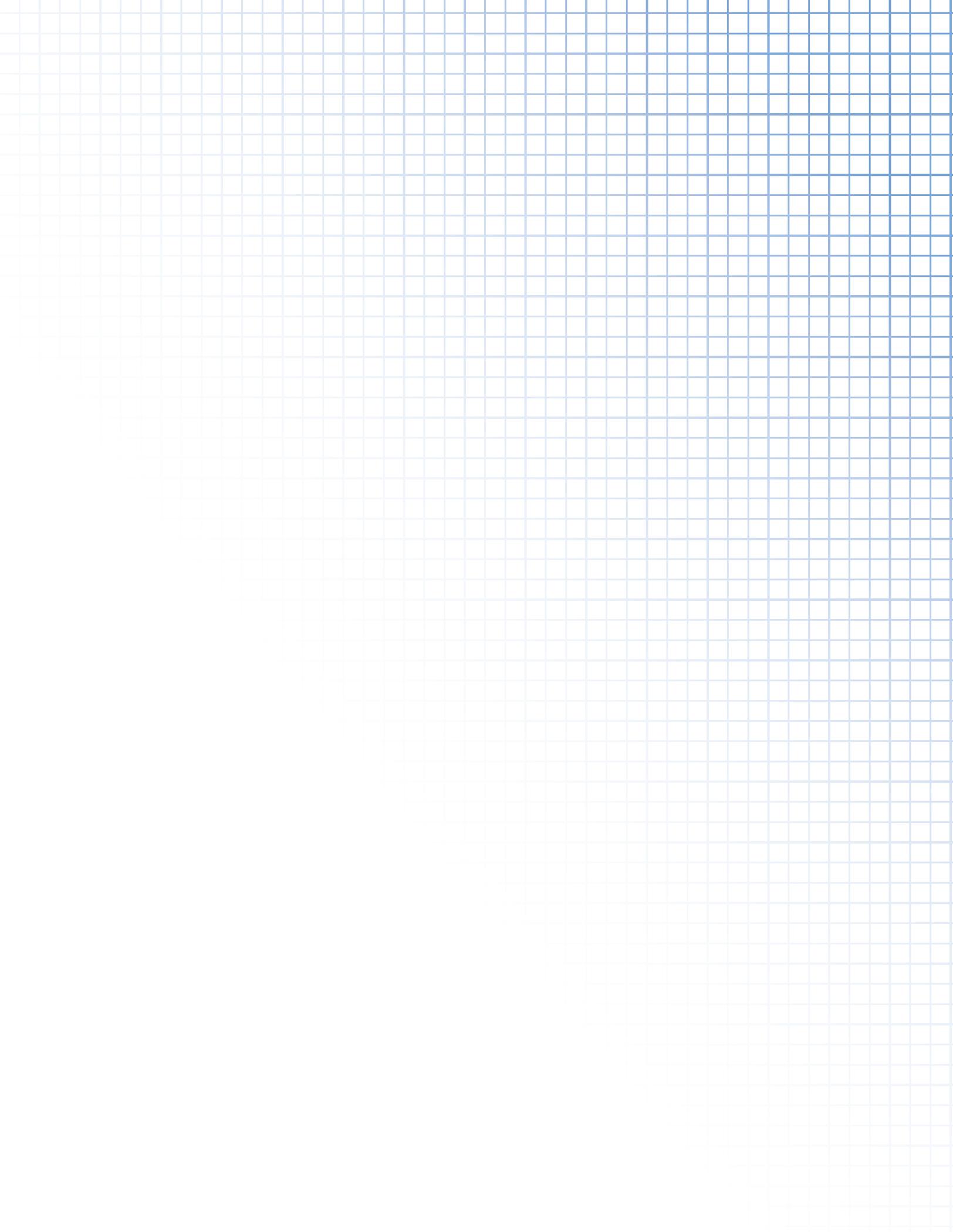




SCHOLASTIC

School Turnaround and Transformation

A Comprehensive
Review



TURNING AROUND LOW-PERFORMING SCHOOLS

Literacy: The Ultimate Turnaround Strategy

Secretary of Education Arne Duncan has called the dropout rate “morally unacceptable and economically unsustainable.” Dropping out of high school is a prescription for lifelong poverty, incarceration, and unfulfilled potential: High school dropouts are four times more likely than graduates to be unemployed or underemployed. Dropouts are 3.5 times as likely to be arrested. Forty percent of dropouts will require public assistance. As almost every educator knows, the dropout rate is disproportionately high among African American and Latino boys.

The lowest performing 2,000 schools in the country account for half of the dropout rate and turning these schools around has become a top priority for the administration. Not satisfied with “tinkering on the margins” any longer, Secretary Duncan is promoting a bold agenda for reform, which is supported by funding from Race to the Top (R2T) and Title I School Improvement Grants (SIG).

The link between literacy and the dropout rate is staggering. Students in the bottom quartile of reading achievement are 20 times more likely to drop out than those in the top quartile. A student’s level of reading achievement in the eighth grade is the single biggest predictor of his or her ability to complete high school. Recognizing this, federal guidance on Race to the Top has put literacy improvement at the very heart of reform:

“Advancing the literacy skills of all students, particularly students from low-income families, English language learners, and students with disabilities is the foundation for many of the criteria in the Race to the Top competition.”

*—Race to the Top, Final Guidance
Federal Registrar*

Scholastic has been at the forefront of an intensive effort to improve literacy achievement and reduce the dropout rate for over ten years. The students we serve are mostly poor, mostly of color, and often English language learners. Despite these challenging demographics, we have seen over and over again that it can be done. Older students can improve their reading skills. And when they do, their confidence improves, they begin to believe in their futures, and they stay in school.

Most importantly, we have proven that success can be scaled. As you read this, 345 Scholastic people are at work in 15,000 classrooms across the country serving over one million students. As you develop your school improvement plans, we are eager to put this experience to work on your behalf.

TURNING AROUND LOW-PERFORMING SCHOOLS

Scholastic Education is uniquely qualified to help schools produce measurable gains in student achievement:



RESEARCH-BASED AND PROVEN TO WORK AT SCALE. Scholastic is at work right now serving over one million at-risk students. *READ 180*[®] is the most thoroughly researched and documented reading intervention program in the world, and 37 studies, five peer-reviewed journals, and the Institute for Education Science's (IES) What Works Clearinghouse have all documented *READ 180*'s proven ability to raise reading achievement. For more information on any of these studies or reviews, please see pages 6—10 of this document or visit www.scholastic.com/read180.



DOCUMENTED BEST PRACTICES. Experience over ten years, in 50 states, and in over 15,000 classrooms has provided Scholastic with unique insight into what works—and, equally importantly, what doesn't—when implementing intervention programs. Scholastic has distilled their proprietary knowledge into a framework for leaders called Managing Achievement Protocol (MAP).



A PROFESSIONAL DEVELOPMENT TEAM THAT CAN HELP YOU BUILD CAPACITY. Scholastic has 255 exceptionally well-trained consultants who can help build capacity in struggling schools. Comprising former reading specialists, coaches, and school leaders, this nationwide team of professionals can help build a capacity fast.



A DATA-CENTRIC ORIENTATION. Data-driven instruction is at the heart of ALL Scholastic intervention programs. Leveraging adaptive technology to collect and report on data, we also have a cadre of data analytics professionals who can partner with school leaders to review, analyze, and course correct based on what gaps and trends the data uncovers.



A LEGACY OF ENGAGING DISENFRANCHISED STUDENTS. Scholastic's instructions and intervention programs were built for students who feel disenfranchised from standard school curriculums. Adaptive technology enables students to experience success early and often; high-interest literature features characters, themes, and topics that are relevant; and structured engagement routines ensure the all students are active participants in classroom discussions.

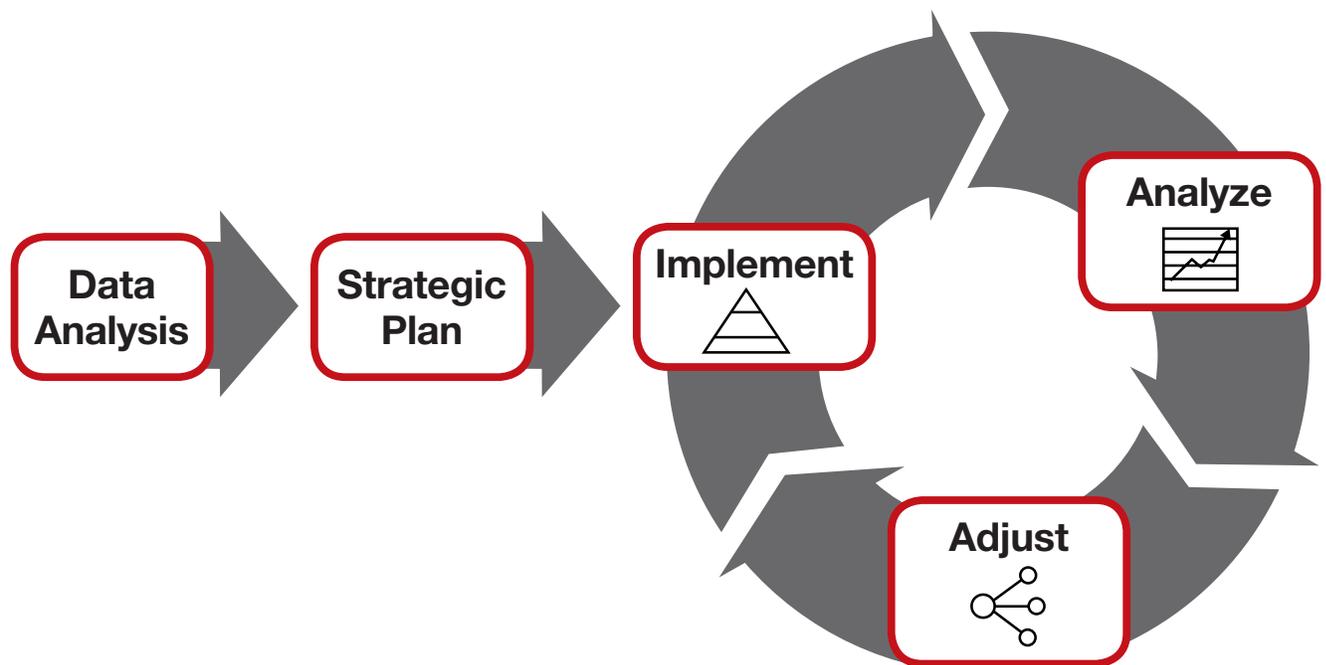


AN INNOVATIVE APPROACH TO CREATING A CULTURE OF CHANGE. Scholastic has partnered with the International Center for Leadership in Education (ICLE) who have worked within some of the largest, most complex districts in the country to turn around low-performing schools. Data is at the core of their approach to culture change.

Unique Partnership Model: Data Drives Continuous Improvement

Scholastic works with district leaders across the country to produce quantifiable gains in student achievement. At the heart of our partnership model is a reliance on data. We begin by looking at a district's data to understand what groups of students require what type of instructional or intervention treatment. We use that data to collaboratively plan with district leadership. And once the plan has been implemented, we partner with district leadership to review student achievement data as well as key fidelity of implementation metrics to determine how to optimize on an ongoing basis.

Data-Driven Partnership Model



TURNING AROUND LOW-PERFORMING SCHOOLS

Four Turnaround Models with Literacy Improvement at the Core

R2T and SIG guidance outline four possible models for turning around failing schools. Whichever model LEAs choose to implement, raising literacy achievement should be at the core of ANY school turnaround effort:

Barring the school closure model (Option 3), Scholastic is prepared to play a central role in any effort to raise literacy achievement in low-performing schools.

	FOUR OPTIONS ARTICULATED IN R2T	SCHOLASTIC'S ROLE
1	<p>TURNAROUND MODEL School must replace the principal and provide operational flexibility, select new staff, implement strategies including financial incentives, and implement a number of other requirements.</p>	<p>Partner with new school leadership to implement a whole-school literacy improvement plan, including reading and math intervention for students, training and coaching for teachers, leadership development, implementation support, and ongoing data analytics.</p> <p>Wherever applicable, Scholastic will apply to be a “support” partner, enabling its solutions to be used by “lead” partners approved by LEAs.</p>
2	<p>RESTART MODEL School is converted to a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO).</p>	<p>Partner with new school leadership to implement a whole-school literacy improvement plan, including reading and math intervention for students, training and coaching for teachers, leadership development, implementation support, and ongoing data analytics.</p> <p>Wherever applicable, Scholastic will apply to be a “support” partner, enabling its solutions to be used by “lead” partners approved by LEAs.</p>
3	<p>SCHOOL CLOSURE MODEL School is closed and students are enrolled in other schools that are higher achieving.</p>	N/A
4	<p>TRANSFORMATION MODEL Replace the principal and take steps to increase teacher and school leader effectiveness, enact comprehensive instructional reform strategies, increase learning time and create community-oriented schools, and provide operational flexibility and support.</p>	<p>The International Center for Leadership in Education, a Scholastic affiliate, has a proven track record in creating a culture of change. Building upon this critical process, Scholastic partners with the new school leadership to implement a whole-school literacy improvement plan, including reading and math intervention for students, training and coaching for teachers, leadership development, implementation support, and ongoing data analytics.</p>

TURNING AROUND LOW-PERFORMING SCHOOLS

Eight Comprehensive Instructional Reform Strategies

Federal guidance on Race to the Top and School Improvement Grants outline the following conditions for comprehensive instructional reform:

1

Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

2

Promote continuous use of student data (such as formative interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3

Implement a school-wide Response to Intervention (RTI) Model.

4

Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.

5

Use technology-based interventions as part of the instructional program.

6

Facilitate a smooth transition from middle to high school through summer transition programs.

7

Increase graduation rates through acceleration of basic reading and mathematics skills.

8

Establish an early-warning system to identify students who may be at risk of failing.

TURNING AROUND LOW-PERFORMING SCHOOLS

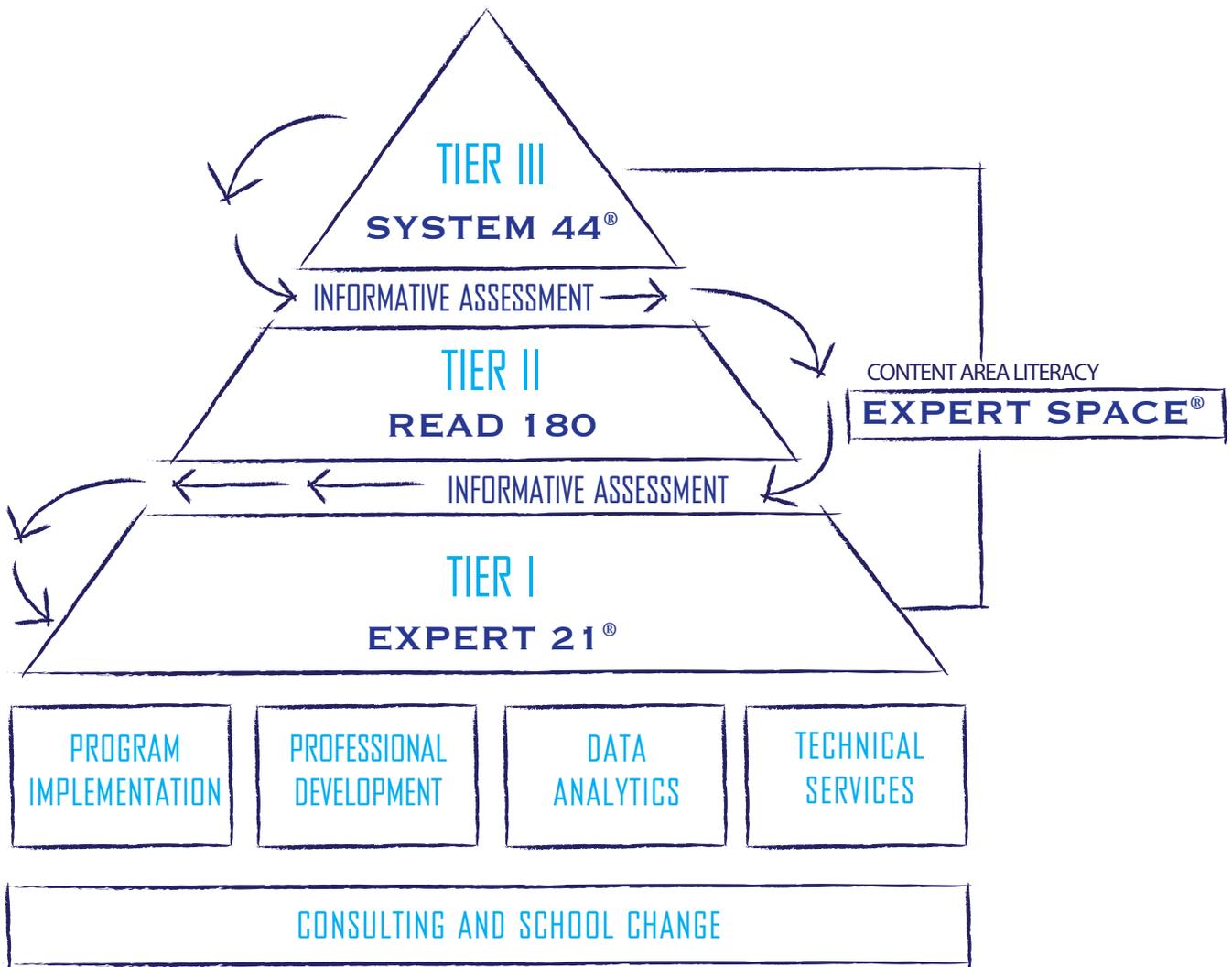
1

Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

Scholastic’s Blueprint for Comprehensive Literacy Improvement

Scholastic’s Blueprint for Comprehensive Literacy Improvement™ is a vertically aligned system of curriculum, instruction, assessment, and professional development that meets the needs of learners at all levels of literacy proficiency and enables them to transition seamlessly as their skills improve.

All components of the Blueprint for Comprehensive Literacy Improvement support federal guidance in implementation of comprehensive instructional strategies.



TURNING AROUND LOW-PERFORMING SCHOOLS

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Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

Benefits of a Comprehensive Approach to Literacy Improvement

- Scalable across an entire school**

- Leverages capacity buildup efforts**

- Provides a seamless transition for students as their skills improve**

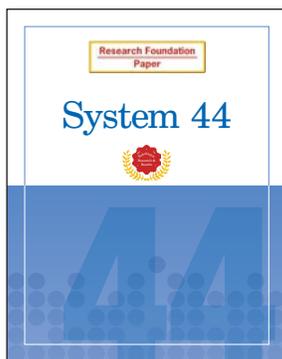
- Aligns with Response to Intervention**

TURNING AROUND LOW-PERFORMING SCHOOLS

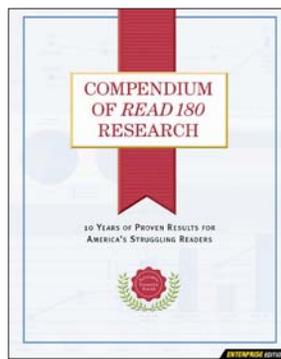
1 Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

Research-Based and Proven to Work

All three core instructional programs in the Blueprint for Comprehensive Literacy Improvement have a documented research base that is available to reviewers:



To download complete paper, please visit www.scholastic.com/system44



To download complete paper, please visit www.scholastic.com/read180



To download complete paper, please visit www.scholastic.com/expert21



READ 180 and the software foundation for *System 44* were developed by Dr. Ted Hasselbring and his team at Peabody College at Vanderbilt University using a grant from the Federal Department of Education's Office of Special Education in 1995. Since then,

READ 180 has become the most thoroughly researched and documented reading intervention program in the world.

A total of 37 studies and five peer-reviewed journals have attested to the program's effectiveness. The program has already met the federal government's highest bar for educational research and received a positive review in the Institute for Educational Science's (IES) What Works Clearinghouse.

READ 180 is one of only two programs that had a sufficient body of evidence to be included in the What Works Clearinghouse's adolescent literacy category.

"READ 180 has been shown to have potentially positive effects in both comprehension and general literacy achievement"

Awarded Highest Rating for Validity and Reliability



The universal screener and progress monitor that underpins the entire Blueprint for Comprehensive Literacy Improvement is called the Scholastic Reading Inventory (SRI). SRI has been recognized by the National Center on Response to Intervention as an effective tool for progress monitoring.

TURNING AROUND LOW-PERFORMING SCHOOLS

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Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

Research-Based and Proven to Work

In the 11 years since *READ 180* was first implemented in classrooms it has been the subject of continuous research and evaluation. Thirty-seven studies have proven that *READ 180* has a positive impact on student achievement across multiple grade levels and multiple types of student populations.

✓ Improving performance on state tests results

UPPER ELEMENTARY STUDENTS

Iredell-Statesville Schools, NC
New York City Public Schools District 23, NY
Traverse City Area Public Schools, MI

MIDDLE SCHOOL STUDENTS

Austin Independent School District, TX
Desert Sands Unified School District, CA
Holyoke Public Schools, MA
Indian River School District, DE
Martin County Public Schools, FL
Miami-Dade Public Schools, FL
Peoria Public Schools District 150, IL
Sevier County Public Schools, TN

HIGH SCHOOL STUDENTS

Anaheim Union High School District, CA
Cypress-Fairbanks Independent School District, TX
Phoenix Union High School District, AZ
Santa Rosa County School District, FL
Seminole County Public Schools, FL
Socorro Independent School District, TX

✓ Reducing the dropout rate

Clark County School District, NV

✓ Increasing teacher retention

Seminole County Public Schools, FL

✓ Improving reading achievement for African American, Native American, and Latino students

Austin Independent School District, TX
Central Consolidated School District, NM
Fairfax County Public Schools, VA

Iredell-Statesville Schools, NC
Martin County Public Schools, FL
New York City Public Schools District 23, NY

Peoria Public Schools District 150, IL
Phoenix Union High School District, AZ

✓ Improving reading achievement for English Language Learners

Austin Independent School District, TX
Clark County School District, NV
Desert Sands Unified School District, CA

Fairfax County Public Schools, VA
Holyoke Public Schools, MA
Peoria Public Schools District 150, IL

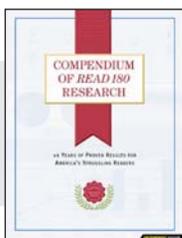
Phoenix Union High School District, AZ
St. Paul School District, MN

✓ Improving reading achievement for Students in Special Education

Clark County School District, NV
Daviness County School District, KY
Des Moines Independent Community School District, IA

Holyoke Public Schools, MA
Indian River School District, DE
Peoria Public Schools District 150, IL

St. Paul School District, MN
Traverse City Area Public Schools, MI



All of these studies, and others are documented in the Compendium of *READ 180* Research. To order a copy, call 1-800-387-1437.

All studies can be downloaded at www.scholastic.com/read180.

TURNING AROUND LOW-PERFORMING SCHOOLS

1

Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

Peer-Reviewed Journals and Respected Third Parties Have Documented READ 180’s Effectiveness



This rigorous review of evaluation research in Reading Research Quarterly placed *READ 180* in a select group of four adolescent literacy programs that showed more evidence of effectiveness than 128 other programs reviewed.

Slavin, R., Cheung, A., Groff, C., & Lake, C. (2008). *Effective reading programs for middle and high school students: A best-evidence synthesis*. *Reading Research Quarterly*, 43, 290–322.



The Journal of Research on Educational Effectiveness published a randomized control study undertaken by Seminole County, Florida, Public Schools, which found that the gains of 9th-grade students enrolled in *READ 180* during 2006–2007 exceeded the benchmark for expected yearly growth on the Florida Comprehensive Assessment Test (FCAT).

Lang, L., Torgesen, J. K., Vogel, W., Chanter, C., Lefsky, E., & Petscher, Y. (2009). *Exploring the relative effectiveness of reading interventions for high school students*. *Journal of Research on Educational Effectiveness*, 2, 149–175.



This Brockton, Massachusetts, study, published in the Harvard Educational Review, indicates that *READ 180* can be successfully implemented—with minor modifications to the model—in an after-school setting. Furthermore, the study showed that the rate of after-school attendance among *READ 180* students was significantly higher than among control group students, and that *READ 180* students and teachers found the program engaging and motivating.

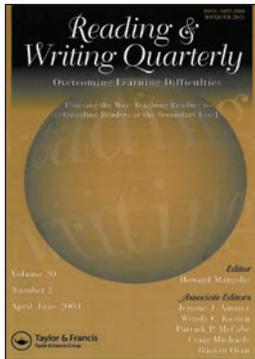
Hartry, A., Fitzgerald, R., & Porter, K. (2008). *Implementing a structured reading program in an afterschool setting: Problems and potential solutions*. *Harvard Educational Review*, 78(1), 181–210.

TURNING AROUND LOW-PERFORMING SCHOOLS

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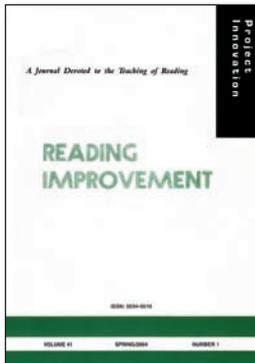
Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

Peer-Reviewed Journals and Respected Third Parties Have Documented READ 180’s Effectiveness



This Reading and Writing Quarterly article documents the foundational research conducted by Dr. Ted Hasselbring and his team from Peabody College at Vanderbilt University. Collaborating with Dr. Janet Allen, a reading specialist from University of Central Florida, this team of researchers successfully field-tested the adaptive technology algorithm and instructional strategies that became *READ 180* with thousands of students in the Orange County, Florida, Public Schools.

Hasselbring, T., & Goin, L. (2004). Literacy instruction for older struggling readers: What is the role of technology? Reading and Writing Quarterly, 20, 123–144.



In this study of 8th graders in the Los Angeles Unified School District, published in Reading Improvement, two years of SAT-9 Reading and Language Arts scores were analyzed for *READ 180* students and for a matched comparison group similar in gender, ethnicity, language proficiency, and pretest SAT-9 reading scores. Results showed that *READ 180* students made significant growth of over three normal curve equivalents (NCEs) in Reading and almost two NCEs in Language Arts on the SAT-9, while the comparison group lost ground in both Reading and Language Arts. Importantly, disaggregated data for limited English proficient students demonstrated that their gains were essentially identical to those of the group of *READ 180* students at large.

Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. Reading Improvement, 41(1), 24–37.



Based on the evidence of effectiveness with students in special education as well as the instructional practices designed to meet the needs of students with disabilities, the Council of Administrators of Special Education (CASE) endorsed *READ 180* for use in Special Education.



Although the Council of Great City Schools does not endorse programs, this respected organization partnered with Scholastic to conduct the first large-scale trial of *READ 180*. This study documented the positive impact of *READ 180* with students in Boston, Dallas, and Houston and led to recommendations on effective implementation.

TURNING AROUND LOW-PERFORMING SCHOOLS

1 Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.



Tier I

Within Expert 21 vertical alignment is achieved across Grades 6–9 through the use of inquiry types and a common workshop structure focused on an essential question. Text difficulty and comprehension skill increases with each grade. Expert 21 also leverages all the consistent instructional elements presented on page 12.

Course	Grade	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5	Workshop 6	Workshop 7	Workshop 8
		Personal Inquiry	Intellectual Inquiry	Content Area Inquiry	Social Inquiry	Personal Inquiry	Intellectual Inquiry	Content Area Inquiry	Global Inquiry
I	6/7	Expert Question: How can I get what I want out of life? Expert Project: Create Your Future MyPage Skills: Ask Questions; Gather Information	Expert Question: What makes something amazing? Expert Project: Pick the 8th Wonder of the World Skills: Set and Use Criteria; Build an Effective Team	Expert Question: How are we changing the Earth? Expert Project: What's Your Carbon Footprint? Skills: Analyze Data; Solve Problems	Expert Question: What does it take to fit in? Expert Project: Create a Welcome Guide Skills: Gather Information; Determine Priorities	Expert Question: Who will survive? Expert Project: Survival in the Snow Skills: Follow Directions; Make Decisions	Expert Question: How do humans and animals change each other? Expert Project: What to Do About Zoos? Skills: Understand Persuasive Techniques; Understand Multiple Perspectives	Expert Question: How can we find out what really happened? Expert Project: Mystery from the Stone Age Skills: Organize Information; Classify; Analyze Images	Expert Question: What is our responsibility to others? Expert Project: The Big Give Skills: Set Goals; Evaluate Sources
II	7/8	Expert Question: Where am I going? Expert Project: Create Your Life Map Skills: Make Decisions; Set Goals	Expert Question: Do we care too much about winning? Expert Project: School Teams: Who Deserves to Play? Skills: Justify an Argument; Understand Multiple Perspectives	Expert Question: How can we deal with natural disasters? Expert Project: Evacuate the City? Skills: Organize Information; Solve Problems	Expert Question: How do we protect our rights? Expert Project: Heroes Hall of Fame Skills: Gather Information; Evaluate Sources	Expert Question: What does it mean to be American? Expert Project: Story of a Lifetime: Oral History Skills: Analyze Images; Ask Questions	Expert Question: How can we fight the battle against disease? Expert Project: Quarantine the School? Skills: Set and Use Criteria; Analyze Data	Expert Question: Does the thrill of adventure outweigh the risks? Expert Project: K-2 Mountain: What Went Wrong? Skills: Analyze Errors; Analyze Risk	Expert Question: What can I do to make the world a better place? Expert Project: Get Involved! Skills: Understand Persuasive Techniques; Analyze Media Messages
III	8/9	Expert Question: How can I get ready for the future I want? Expert Project: Future 101 Skills: Analyze Data; Analyze Risk	Expert Question: What are the costs and benefits of technology? Expert Project: Invention Zone Skills: Solve Problems; Design: Visual Aids	Expert Question: How do people survive in extreme environments? Expert Project: Extreme Habitat Skills: Gather Information; Build an Effective Team	Expert Question: How can we be heard? Expert Project: Rally for a Cause Skills: Understand Persuasive Techniques; Analyze Media Messages	Expert Question: What makes art powerful? Expert Project: Self-Portrait: Pick Your Media Skills: Set and Use Criteria; Analyze Images	Expert Question: Should we explore outer space? Expert Project: Should We Continue to Explore Space? Skills: Evaluate Sources; Deliver Speeches	Expert Question: What was it like to be there? Expert Project: Eyewitness to the Present Day Skills: Ask Questions; Play a Role	Expert Question: What values do we live by? Expert Project: What Would You Do? Skills: Make Decisions; Examine Multiple Perspectives

TURNING AROUND LOW-PERFORMING SCHOOLS

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Use data to identify and implement a program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.

Vertical Alignment from One Grade to the Next



Tier II and III

Within *READ 180* and *System 44* there are stages of instruction that present age-appropriate content, yet leverage a consistent set of instructional elements (presented on page 12). That allow for a fluid transition from Tier II to Tier III.

THREE STAGES OF INSTRUCTION AND SUPPORT			
	STAGE A Elementary Transitional 3–6	STAGE B Middle School Grades 6–8	STAGE C High School Grades 9 and up
	BR to 2.5	BR to 2.5	BR to 2.5
LEVEL 1 Levels 200–400	1.5 to 2.5	1.5 to 2.5	1.5 to 2.5
LEVEL 2 Levels 400–700	2.5 to 4.0	2.5 to 4.0	2.5 to 4.0
LEVEL 3 Levels 500–900	4.0 to 6.9	4.0 to 6.9	4.0 to 6.9
LEVEL 4 Levels 800–1200	N/A	6.0 to 8.9	6.0 to 12.0

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Vertical Alignment from One Grade to the Next

The entire structure of the Blueprint for Comprehensive Literacy Improvement was designed to facilitate fluid movement from one core instructional program to the next as students’ skills improve. Common elements throughout the Blueprint also enable teachers and administrators to leverage their knowledge, training, and data analytics practices across all programs.

Common elements across all grade levels served include:

- **UNIVERSAL SCREENING AND PLACEMENT**
SRI and SPI work together to ensure all students are placed in the appropriate intervention or core English Language Arts program.
- **COMPUTER-BASED PROGRESS MONITORING**
SRI is a computer-based progress-monitoring tool that is easy to administer and reports growth using the Lexile Framework® for Reading.
- **LEXILE FRAMEWORK FOR READING**
The Lexile Framework for Reading is a common scale for leveling text. Because Scholastic programs also utilize a Lexile®-based progress monitor (SRI), matching students to text is easy.
- **ANCHORED INSTRUCTION**
Engaging age-appropriate anchor videos provide students with background knowledge and help them build mental models of text, which has been proven to increase comprehension.
- **FASTT ADAPTIVE SOFTWARE ALGORITHM**
Until students reach proficiency, the Fluency and Automaticity Through Systematic Teaching with Technology (FASTT) algorithm helps manage cognitive load so that students can effectively move new information from working to long-term memory.
- **CENTRAL DATA MANAGEMENT SYSTEM**
All student data feeds automatically and continuously into one central management system called the *Scholastic Achievement Manager* (SAM).
- **ACTIONABLE AND CONSISTENT REPORT FORMAT**
All reports follow a consistent structure, which helps students, teachers and administrators become adept at using data to inform instruction.
- **STRUCTURED ENGAGEMENT ROUTINES**
Consistent classroom routines—such as “give one, get one” and “think, pair, share”—ensure all students are active participants in class and that all programs will be familiar to teachers.

TURNING AROUND LOW-PERFORMING SCHOOLS

2

Promote continuous use of student data (such as formative interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Student Data

The Blueprint for Comprehensive Literacy

Improvement includes the formative and interim data specified in R2T and SIG guidance as well as a universal screener and progress monitor. The advantage for leaders involved in school turnaround is that all the assessment instruments in the Blueprint for Comprehensive Literacy Improvement work together and feed automatically into one consolidated management system called the *Scholastic Achievement Manager (SAM)*.

Types of Data	Data Capture and Use
Universal Screening and Placement	<p>The <i>Scholastic Reading Inventory (SRI)</i> and the <i>Scholastic Phonics Inventory (SPI)</i> work together to ensure all students are placed in the appropriate intervention or core English Language Arts program in the following way:</p> <ul style="list-style-type: none"> • All students take the SRI to determine their Lexile Level. • All students scoring below a 400 Lexile in upper elementary or below a 600 Lexile at secondary are further screened using the SPI to determine the need for phonics-based intervention. <p>SRI also provides students and educators with a benchmark reading level against which to measure future growth.</p>
Computer-Based Progress Monitoring	<p>In Tier I and II programs (Expert 21 and <i>READ 180</i>), SRI is the progress-monitoring tool. Technology-based, students take this assessment independently 3–5 times per year and results feed automatically into SAM for educator analysis.</p> <p>Because Tier III students are still acquiring foundational skills, there is an embedded progress monitor within the <i>System 44</i> software that assesses mastery of individual component skills (individual sound–letter correspondence) at the conclusion of each topic (160 in all). Results from these progress monitors also flow automatically into SAM for educator review and analysis.</p>
Formative	<p>In Tier I, performance-based assessments aligned to the Common Core Standards, enable students to demonstrate what they've learned through projects and writing assignments. Each of these includes a rubric for student self-assessment as well as a rubric for teachers to evaluate skills mastery.</p> <p>Tier II and III interventions also capture student recordings, which are invaluable to teachers in assessing fluency at the sound, word, and passage levels. These recording are stored and can be shared during conferences with students and/or their caregivers.</p>
Interim	<p>Interim assessments typically assess mastery of content taught in the previous 4–6 weeks. All three comprehensive instructional programs include interim assessments.</p> <p>System 44: Progress monitors double as interim assessments in that they measure the skills taught in the previous topic.</p> <p>READ 180: rSkills are computer-based tests administered after every other workshop.</p> <p>Expert 21: xSkills are computer-based tests administered at the end of every workshop and measure reading comprehension skills and strategies aligned with the Common Core Standards.</p>
Summative	<p>Scholastic is not a publisher of state tests. However, multiple supports are provided for aligning program-generated assessment data with summative assessment results:</p> <ul style="list-style-type: none"> • The SRI has been proven to be predictive of performance on many of the largest state tests (including California and Florida). • Gains analysis are performed by the Scholastic Data Analytic teams.

TURNING AROUND LOW-PERFORMING SCHOOLS

2

Promote continuous use of student data (such as formative interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Actionable Reports Promote Continuous Use

Clearly, data is more likely to be used to inform instruction if it is user-friendly, available in real-time and actionable for educators. All Scholastic programs share a common report structure that is intentionally designed to be actionable at the classroom, building, and district levels.

Powerful Reports With Immediate Actionable Data

Data is managed by the Scholastic Achievement Manager (SAM), the data backbone of Scholastic's Enterprise Edition reading and math programs and assessments. SAM features powerful reporting with actionable data for screening, placement, and progress monitoring.



Screening and Placement Report
CLASS: PERIOD 2

School: Cesar Chavez Middle School
Teacher: Mercedes Cole
Grade: 7
Time Period: 09/01/09-09/30/09

STUDENT	DATE OF SPI PLACEMENT TEST	% ACCURATE AND FLUENT ON SPI SUBTESTS						SPI FLUENCY SCORE	SPI DECODING STATUS	SPI SCORE (Lexia®)
		LETTER NAMES ACCURACY	SIGHT WORDS ACCURACY	SIGHT WORDS FLUENCY	NONSENSE WORDS ACCURACY	NONSENSE WORDS FLUENCY	NONSENSE WORDS FLUENCY			
Anderson, Darrell	09/04/09	100%	80%	13%	60%	17%	9	Beginning Decoder	BR	
Benson, Kate	09/07/09	100%	90%	40%	77%	27%	20	Developing Decoder	350	
Donato, Aimee	09/04/09	100%	80%	37%	70%	13%	15	Developing Decoder	220	
Gonzalez, Lydia	09/04/09	55%	10%	N/A	7%	N/A	5*	Pre-Decoder	BR	
Huang, Hsin-Yi	09/04/09	100%	80%	13%	80%	17%	9	Beginning Decoder	150	
Lee, Andrea	09/08/09	100%	97%	80%	90%	77%	47	Advancing Decoder	450	
Mamdani, Aliyah	09/07/09	100%	70%	13%	80%	43%	17	Developing Decoder	280	
Robert, Robert	09/04/09	100%	83%	37%	70%	13%	15	Developing Decoder	220	

Screening and Placement Report provides teachers with baseline performance and specific placement guidelines. This report is best used to identify students who may need foundational reading instruction.

Summary Progress Report
CLASS: PERIOD 2

School: Cesar Chavez Middle School
Teacher: Mercedes Cole
Grade: 7
Time Period: 09/01/09-05/31/10

STUDENT	LAST THREE TESTS IN SELECTED TIME PERIOD								
	TEST 1			TEST 2			TEST 3		
	TEST DATE	SPI FLUENCY SCORE	SPI DECODING STATUS	TEST DATE	SPI FLUENCY SCORE	SPI DECODING STATUS	TEST DATE	SPI FLUENCY SCORE	SPI DECODING STATUS
Anderson, Darrell	09/04/09	9	Beginning	01/12/10	14	Developing	05/27/10	23	Advancing
Benson, Kate	09/07/09	20	Developing	01/13/10	27	Advancing	05/25/10	34	Advancing
Donato, Aimee	09/04/09	15	Developing	01/13/10	21	Developing	05/27/10	29	Advancing
Gonzalez, Lydia	09/04/09	5*	Pre-	01/12/10	23*	Beginning	05/25/10	46*	Developing
Huang, Hsin-Yi	09/04/09	9	Beginning	01/12/10	15	Developing	05/25/10	23	Advancing
Lee, Andrea	09/08/09	47	Advancing	N/A	N/A	N/A	N/A	N/A	N/A
Mamdani, Aliyah	09/07/09	17	Developing	01/12/10	24	Advancing	05/25/10	33	Advancing
Robert, Robert	09/04/09	18	Developing	01/15/10	27	Advancing	05/25/10	36	Advancing

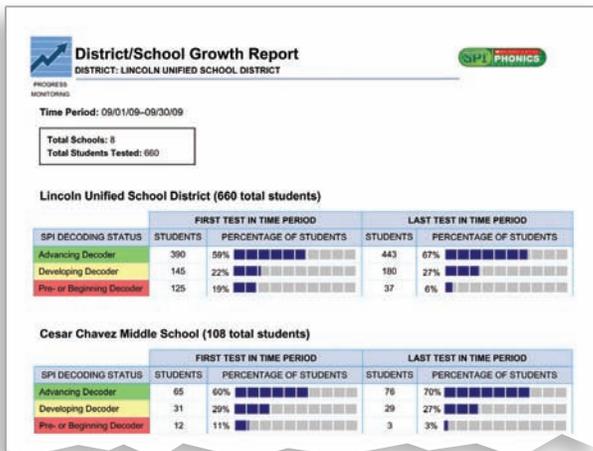
Summary Progress Report shows changes in student performance and progress.

TURNING AROUND LOW-PERFORMING SCHOOLS

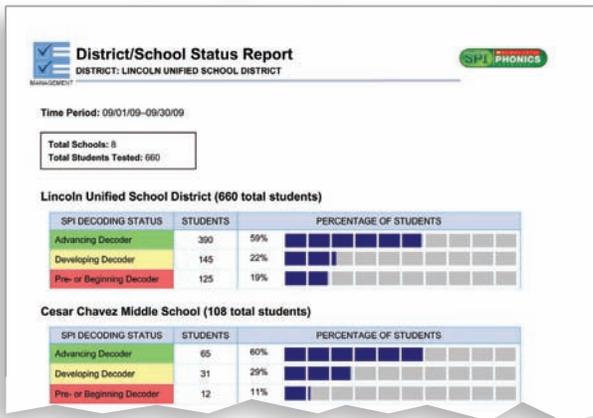
2

Promote continuous use of student data (such as formative interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

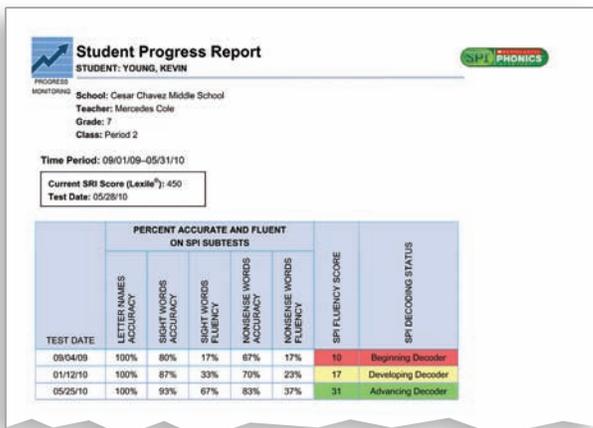
Actionable Reports Promote Continuous Use



District/School Growth Report is a progress-monitoring leadership report that shows performance over time, by school or classroom.



District/School Status Report is a scalable leadership management report that provides a snapshot of reading proficiency at the school or classroom levels.



Student Progress Report features performance data specific to a single student, showing the student's test scores over time to monitor progress. This report is useful for child study meetings and parent conferences.

TURNING AROUND LOW-PERFORMING SCHOOLS

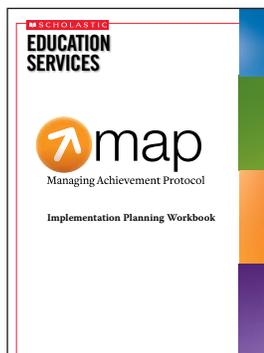
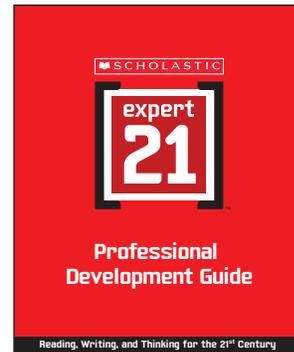
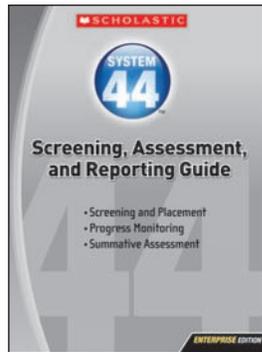
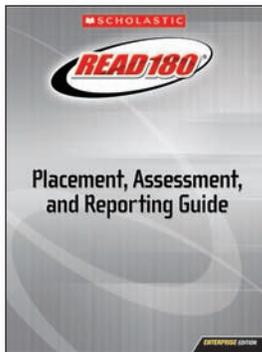
2

Promote continuous use of student data (such as formative interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Promoting Continuous Use

Extensive implementation support provides teachers and leaders with explicit guidance on how to use data to make placement, grouping, differentiation, and promotion decisions.

The Screening, Assessment, and Reporting Guide provides teachers with a high-level overview as well as detailed drill downs on all key assessments and reports.



Leaders are coached in how to use data to make building-wide decisions and evaluate implementation fidelity.



The Scholastic Achievement Manager (SAM) enables leaders to aggregate and analyze data at the school and district levels in real time.

TURNING AROUND LOW-PERFORMING SCHOOLS

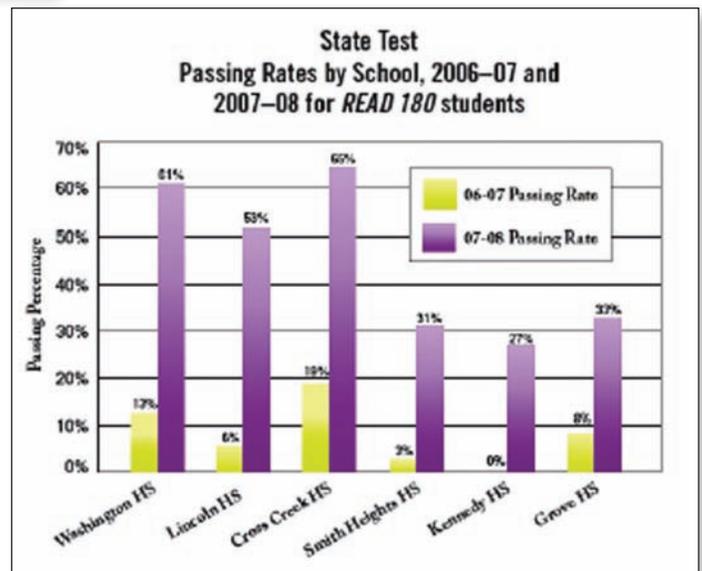
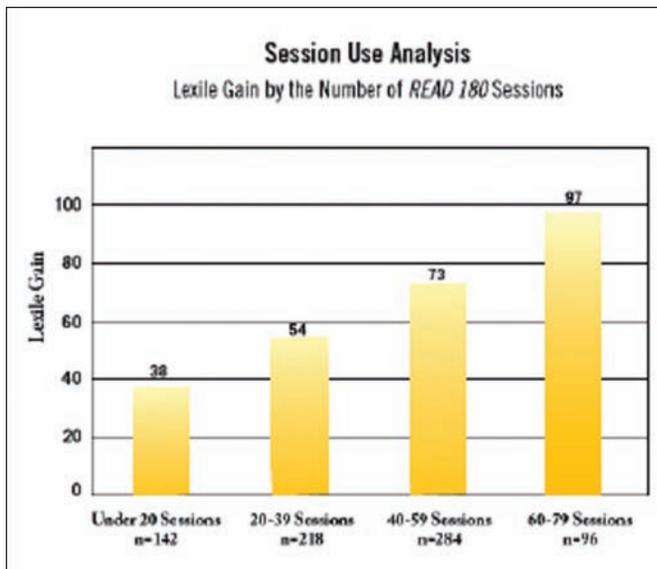
2

Promote continuous use of student data (such as formative interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Gains Analysis

Mid- and end-of-year gains analyses have become a standard best practice. Scholastic will conduct this analysis and, if requested, present the data to teachers, parents, school-level leaders, and boards.

Our experience indicates that, when implemented with fidelity, students in Tier II intervention (*READ 180*) can be expected to make approximately two years' growth for every year of intervention treatment. The example below documents one district's mid-year gains analysis.



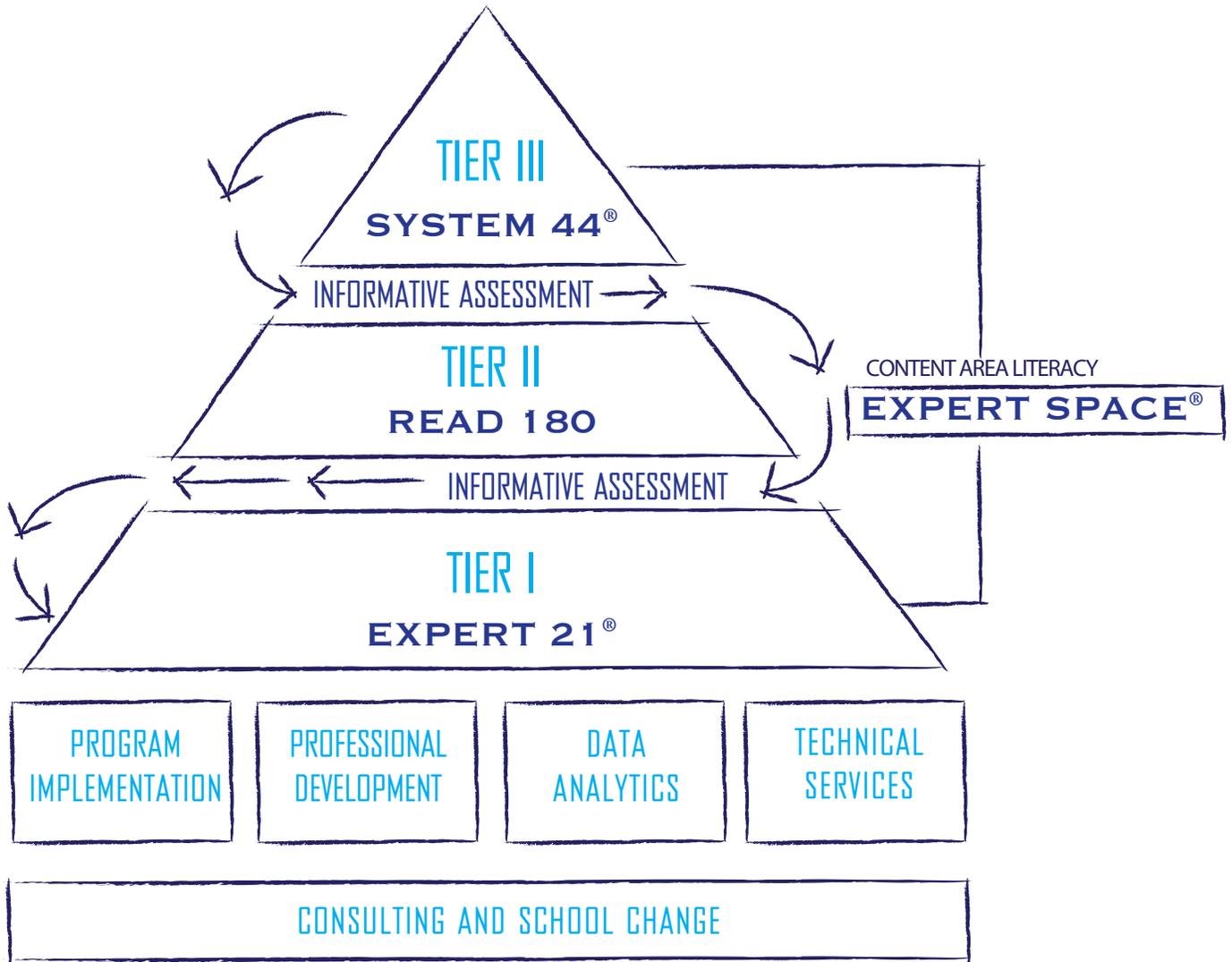
TURNING AROUND LOW-PERFORMING SCHOOLS

3

Implement a school-wide Response to Intervention (RtI) Model.

The Blueprint for Comprehensive Literacy Improvement Is a Blueprint for RTI

Anyone familiar with Response to Intervention (RTI) will recognize the three-tiered model of delivery inherent in the Blueprint for Comprehensive Literacy Improvement. This is not an accident. The Blueprint was created to offer educators a vertically aligned system of curriculum, instruction, assessment, and professional development that could be implemented across all levels of literacy proficiency in Grades 3–12.



TURNING AROUND LOW-PERFORMING SCHOOLS

3

Implement a school-wide Response to Intervention (RTI) Model.

How the Blueprint for Comprehensive Literacy Improvement Supports RTI

- Tiered model of instructional delivery
- Universal screener
- Ongoing progress monitoring
- Use of data to inform instruction
- Aligned professional development

TURNING AROUND LOW-PERFORMING SCHOOLS

3

Implement a school-wide Response to Intervention (RTI) Model.

Scholastic's Unique Contribution to RTI: A Model that Works at the Secondary Level

Nearly all guidance on RTI coming from the U.S. Department of Education and major research institutions is focused on implementation in a primary setting. This can present challenges to leaders at the upper elementary and secondary levels.

With experience in over 15,000 classrooms (85% of them at the secondary level), Scholastic has amassed a body of knowledge around RTI at the secondary level that is unmatched anywhere else.

Federal Guidance on RTI	Challenges in Serving an Adolescent Population	How the Blueprint for Adolescent Literacy can Help
A universal screener should be used.	Most of the instruments currently in use for young children are not appropriate and too labor intensive for large populations of adolescents.	SRI and SPI work together seamlessly to provide a quick, easy, validated way to determine which students are in need of intervention.
A tiered model should be implemented in which... <ul style="list-style-type: none">● 85% of students are in Tier I (meeting benchmarks)● 15% of students are in Tier II (in need of targeted intervention)● 5% of students are in Tier III (in need of intensive intervention)	In low-performing middle and high schools, the universal screener often reveals much higher percentages of students in Tiers II and III. Thus, the “pyramid” is often inverted (or not a pyramid at all).	<i>READ 180</i> and <i>System 44</i> are proven to work at scale. Currently serving over a million students/day across the country, these programs often serve thousands of students in individual LEAs. Adaptive technology, comprehensive teaching support, and embedded progress monitoring enable efficient delivery of research-based intervention at scale.

TURNING AROUND LOW-PERFORMING SCHOOLS

3

Implement a school-wide Response to Intervention (RTI) Model.

Federal Guidance on RTI	Challenges in Serving an Adolescent Population	How the Blueprint for Adolescent Literacy can Help
<p>6–8 weeks of increasingly intense intervention should be applied for students who are identified as needing intervention</p>	<p>By the time students reach middle school and high school they are often several YEARS behind where they need to be, thus rendering a 6–8-week intervention inadequate. Furthermore, without intervention, research indicates these students will continue to LOSE ground.</p> <p>Most adolescents identified as needing Tier II or III intervention require at least a semester of intervention and, depending on their level of proficiency, up to two years.</p>	<p>When implemented on model, <i>READ 180</i> students have typically proven to gain two years in reading growth for every year they are in the program. Furthermore, because it was designed from the beginning for older students, <i>READ 180</i> can keep students motivated and engaged for the length of time necessary to regain lost ground and accelerate to grade-level proficiency.</p>
<p>Interventions should be research-based</p>	<p>Very few programs for older students have the body of evidence necessary to qualify as “research-based” by the U.S. Department of Education standards. In fact, the What Works Clearinghouse did not even offer a review category for adolescent literacy until 2009.</p>	<p><i>READ 180</i> is one of only two programs that has sufficient evidence to be reviewed and the What Works Clearinghouse, which documents positive effects.</p> <p><i>READ 180</i> has been the subject of 37 other studies, having been reviewed in the Harvard Educational Review and the Journal of Reading Research, and has been endorsed by CASE for use with students in Special Education.</p>
<p>Ongoing progress monitoring</p>	<p>In most primary settings, ongoing progress monitoring consists of running records and/or DIBELs (sometimes Rigby or DRA). These are (a) labor intensive, (b) not appropriate for older students, and (c) not always measuring the right things.</p>	<p>Embedded progress monitoring in <i>READ 180</i> and <i>System 44</i> along with point-in-time administration of SRI is continuously offering educators a real-time window into student progress. Automatic reporting provides an up-to-the-minute snapshot of individual, classroom, school, or district-wide progress.</p>

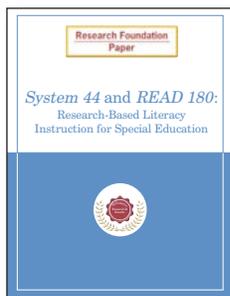
TURNING AROUND LOW-PERFORMING SCHOOLS

4

Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.

Students with Disabilities

Many of Scholastic Tier II and III implementations across the country include regular and special education students in the same classroom. Teachers and leaders often remark that one of the things they appreciate about the Scholastic implementation models is that it is often impossible to tell which students are which. Because the instructional model for these programs is rotation-based, this also provides an ideal environment for co-teaching.



For complete documentation on the research findings base around special education students, please visit us at www.scholastic.com/research



READ 180 and *System 44* were developed with substantial input from the Center for Applied Special Technologies (CAST) and incorporate multiple scaffolds and practices that afford all students maximum access to the intervention curriculum.



READ 180 has been endorsed by the Council of Administrators of Special Education (CASE) for use with students in special education. Their endorsement came after a review of the many features that create access for students with disabilities, which are detailed on pages 23–24.

TURNING AROUND LOW-PERFORMING SCHOOLS

4

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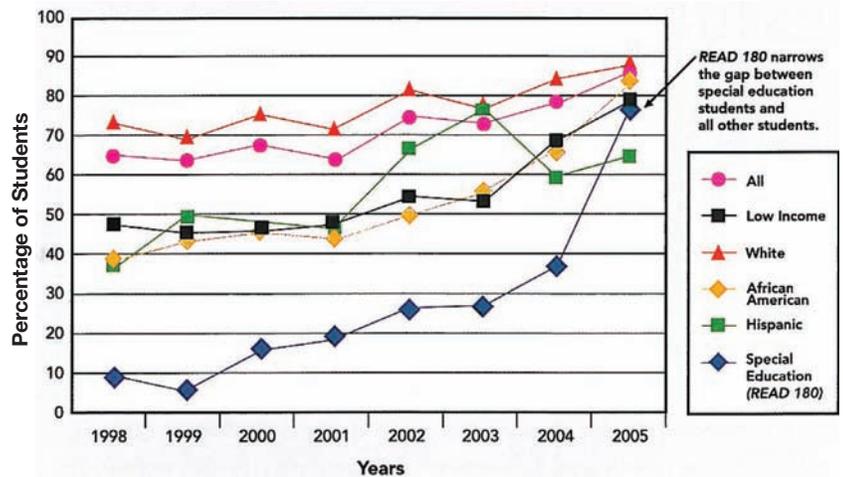
Proven to Close the Achievement Gap with Students in Special Education

INDIAN RIVER SCHOOL DISTRICT, DE

Selbyville Middle School was identified as a School Under Review by the Delaware Department of Education in the 2001–02 school year. While 82.6% of all students in Grades 6–8 met the standard in reading on the spring 2002 Delaware State Testing Program (DSTP), only 30.8% of the special education students did.

RESULTS: *READ 180*'s impact was fast—and significant. In the spring of 2004 the number of special education students meeting the standard on the DSTP rose to 55%. This dramatic improvement occurred in just nine months and helped the Indian River School District dramatically narrow the gap in achievement between regular and special education students.

Indian River School District, eighth-grade reading percentage meeting or exceeding Delaware State Testing Program (DSTP) standards

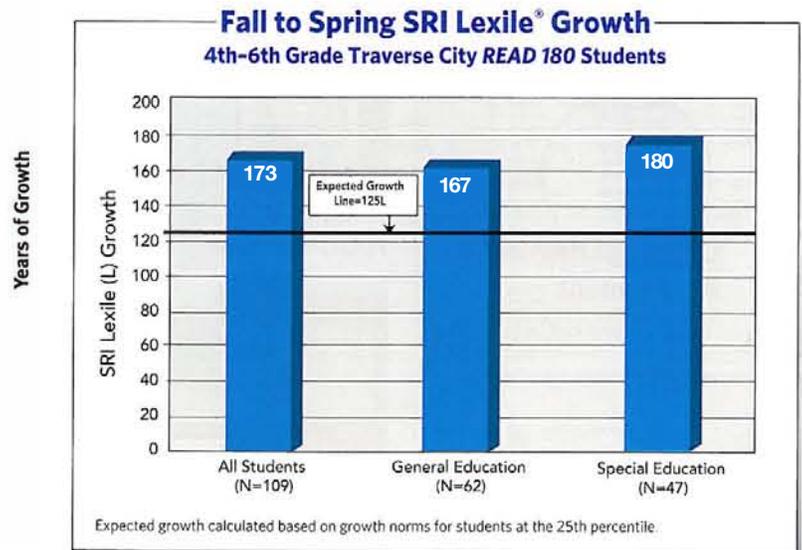


TRAVERSE CITY AREA PUBLIC SCHOOLS, MI

Traverse City Area Public School (TCAPS) implemented *READ 180* in Grades 4–6 with students who had been identified using multiple measures including SRI (within the first three stanines). Approximately 42% of the students identified were designated as Special Education and the results for these students were disaggregated after one year.

RESULTS: Overall, *READ 180* students in Grades 4–6 achieved a mean gain of 173 Lexiles, or 140% of expected growth for elementary students (125 Lexiles on the SRI). But Special Education students outperformed their general education peers, achieving a mean gain of 180 Lexiles versus a mean gain of 167 Lexiles for general education students.

Special Education students' performance on the SRI exceeded growth expectations.



TURNING AROUND LOW-PERFORMING SCHOOLS

4

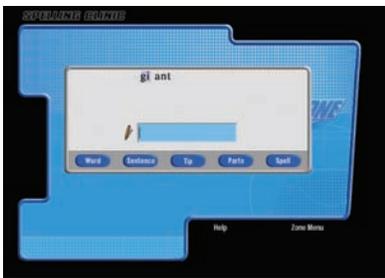
Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.

Unique Supports for Students with Special Needs



Anchor Videos Provide Background Knowledge and Context

Before attacking text, students watch Anchor Videos, which preview the topics about which they will read. This helps all readers build background knowledge and develop mental models, increasing comprehension. Anchor videos are closed captioned in Spanish in all programs and four additional languages (Haitian Creole, Vietnamese, Cantonese, and Hmong) in *READ 180*.



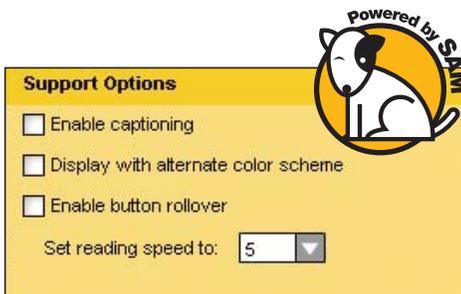
Individualized Instruction

In Tier II and III students are placed into the adaptive software at their reading level. The software analyzes student responses with every click of the mouse; while students progress, their reading level changes accordingly. Teachers can easily see areas of strength and weakness for students through the *Scholastic Achievement Manager (SAM)*, leveraging the computer's findings to differentiate instruction.



Technology-based Progress Monitoring

All students take the *Scholastic Reading Inventory*, a software-based reading comprehension battery, to assess students' Lexile level. The Lexile Framework for Reading is a widely used developmental scale score that drives student placement and growth.



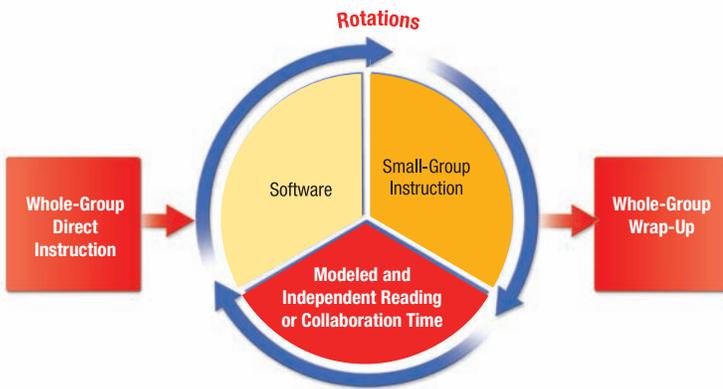
Universal Access Provisions

All Scholastic curriculum technology programs can be easily programmed by teachers to provide universal access for students. Provisions include closed captioning, alternate color schemes, and mouseover text. Dr. David Rose, Chief Scientist and Co-executive Director of Center for Applied Special Technology (CAST), served as a consulting developer for the Expert 21, *READ 180*, and *System 44* universal access provisions.

TURNING AROUND LOW-PERFORMING SCHOOLS

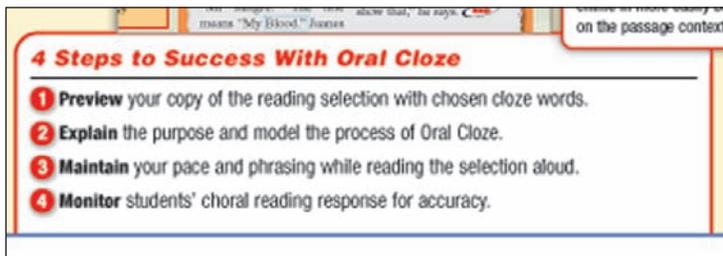
4

Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.



Instructional Model

All Scholastic instructional programs follow a rotation-based instructional model. This provides students in Special Education with a dynamic yet repetitive structure. Students are able to enjoy multimodal learning without feeling overwhelmed. Many educators say that the structure gives their students a sense of independence and accomplishment.



Instructional Routines That Promote Active Participation of Special Education Students

All scholastic curriculum programs present educators with best-practice routines designed to help ALL students participate. Routines include: Oral Cloze, Text Marking, Repeated Readings, Explicit Instruction of Academic Words, and Sentence Starters. All material is pre-taught with Anchor Videos, leveling the playing field for those with limited background knowledge.



Multimodal Approach

All Scholastic programs facilitate learning through varied media: video, software, paperbacks, and audiobooks. The software and independent reading rotations offer students learning opportunities that require low levels of interpersonal dynamics and create systematic independence, while small-group and whole-class instruction rotations provide teachers and students the opportunity to interact and expand to other modalities if they choose.

TURNING AROUND LOW-PERFORMING SCHOOLS

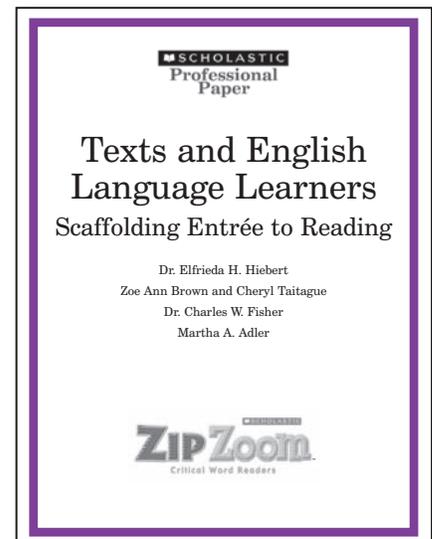
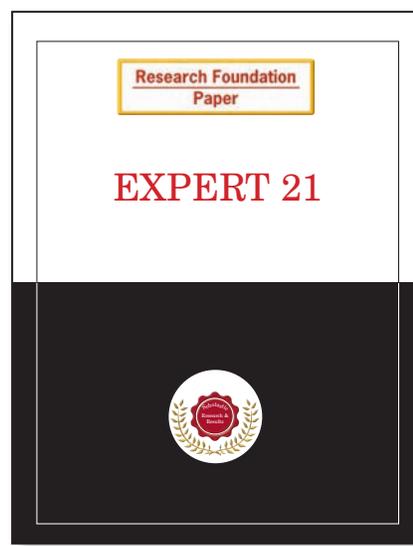
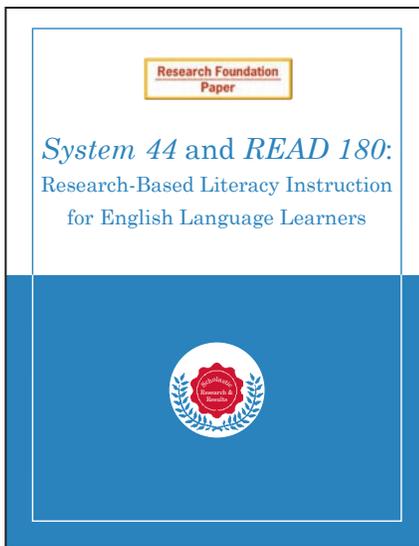
4

Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.

Supports for English Language Learners in the Least Restrictive Environment

All Scholastic instructional programs have been designed to provide multiple supports for English Language Learners, including anchor videos, second-language support, differentiated vocabulary routines and, multicultural content. When combined with a rotation-based instructional model and real-time data to support instruction and grouping, English Language Learners can easily be accommodated within the same classroom as their native-speaking peers. This approach has been proven to work at scale. Highlights of evidence can be found on pages 28–29.

Scholastic programs have an extensive research base around English Language Learners. To review this research base in its entirety, please visit us at www.scholastic.com/research.

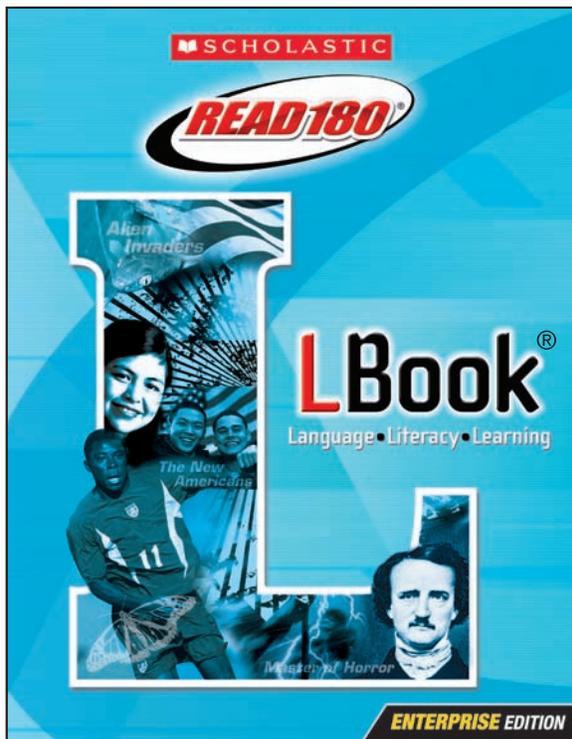


TURNING AROUND LOW-PERFORMING SCHOOLS

4

Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.

Preparing, Supporting, and Extending Instruction for English Language Learners



Scholastic partnered with one of the country's respected advocates and researchers for adolescent English Language Learners, Dr. Kate Kinsella and Tonya Ward Singer, to create the LBook®, which prepares, supports, and extends instruction for English Language Learners. Focused on oral language development and academic vocabulary, this resource can be used in an ELL pullout setting or within an inclusive setting.

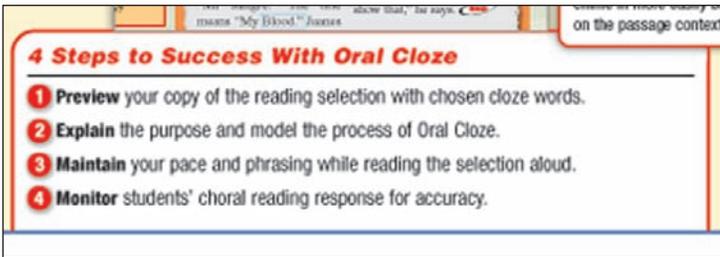
TURNING AROUND LOW-PERFORMING SCHOOLS

4

Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.

Routines Designed for English Language Learners

The *rBook* features routines and best practices that promote active participation of English Language Learners. Drs. Kate Kinsella and Kevin Feldman, two of the most respected practitioners in the English language education, developed many of these routines.



Multicultural Content

All the content—Anchor Videos, software reading passages, paperbacks, and audiobooks—was chosen to offer maximum multicultural appeal. As Francie Alexander, Chief Academic Officer of Scholastic, has said, *READ 180* truly offers all students “a mirror to themselves and a window to the world.”



Second-Language Support

Second-language support is available in Spanish for all programs as well as Haitian Creole, Hmong, Cantonese, and Vietnamese for *READ 180*.



Demographic Reporting

Data presented through SAM reports can be sorted according to demographics so that teachers can disaggregate and analyze the progress of their students with limited English proficiency.

Screenshot of a 'Demographic Growth Report' table showing student data for 'District Twelve (582 total students)' and 'The Lincoln School (174 total students)'. The table includes columns for 'District Twelve (582 total students)', 'The Lincoln School (174 total students)', and 'Total'. The data is organized into rows for 'District Twelve (582 total students)' and 'The Lincoln School (174 total students)', with columns for 'District Twelve (582 total students)', 'The Lincoln School (174 total students)', and 'Total'. The table includes columns for 'District Twelve (582 total students)', 'The Lincoln School (174 total students)', and 'Total'. The table includes columns for 'District Twelve (582 total students)', 'The Lincoln School (174 total students)', and 'Total'.

TURNING AROUND LOW-PERFORMING SCHOOLS

4

Provide additional supports and professional development to support students with disabilities and ELLs in the least restrictive environment.

Proven to Close the Achievement Gap with English Language Learners

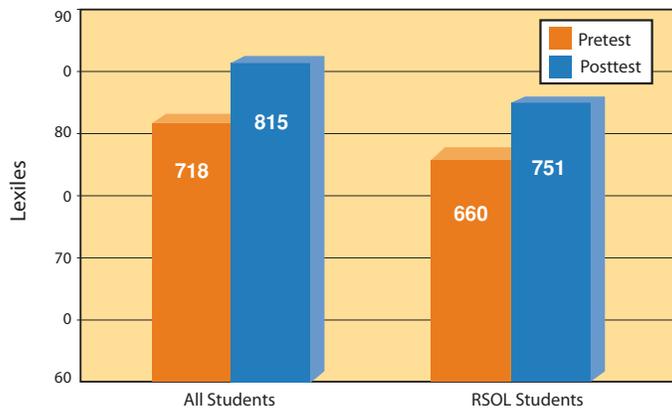
READ 180 has been proven in nine studies to positively impact reading achievement for English Language Learners. To read complete descriptions of these studies, please visit us at www.scholastic.com/read180. Executive summaries follow:

FAIRFAX COUNTY PUBLIC SCHOOLS, VA

In partnership with Fairfax County Public Schools, Scholastic launched an assessment of the impact *READ 180* has on student reading ability. *READ 180* teachers were asked to provide information on the characteristics of their students and on student reading ability at the beginning and end of each student's participation in the program.

RESULTS: Students classified as in need of English for Speakers of Other Languages (ESOL) made significant gains on their SRI scores during their participation in *READ 180*, with an average gain of 91 Lexiles.

Pretest and Posttest SRI Scores for *READ 180* Participants, 2002–03 (N=548)

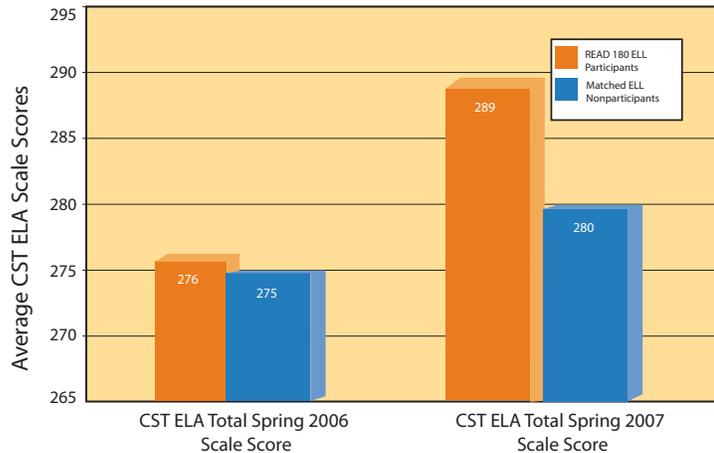


DESERT SANDS UNIFIED SCHOOL DISTRICT, CA

During the 2006–2007 school year, DSUSD implemented *READ 180* to increase the literacy levels of sixth-, seventh-, eighth-, and ninth-grade students performing at the below basic or basic performance levels on the California Standards Test, English Language Arts (CST ELA). More than half of the students were classified as English learners (58.2%).

RESULTS: Dependent *t* tests revealed that *READ 180* ELLs made statistically significant gains on the CST ELA ($p < .05$). Moreover, *READ 180* ELLs had significantly higher 2007 CST ELA scores than did their matched nonparticipating peers, controlling for differences in their 2006 CST scores ($F = 9.76, p = .002$).

Average CST ELA Scores for *READ 180* and non-*READ 180* English Language Learners from Spring 2006 to Spring 2007 (N=166)



TURNING AROUND LOW-PERFORMING SCHOOLS

4

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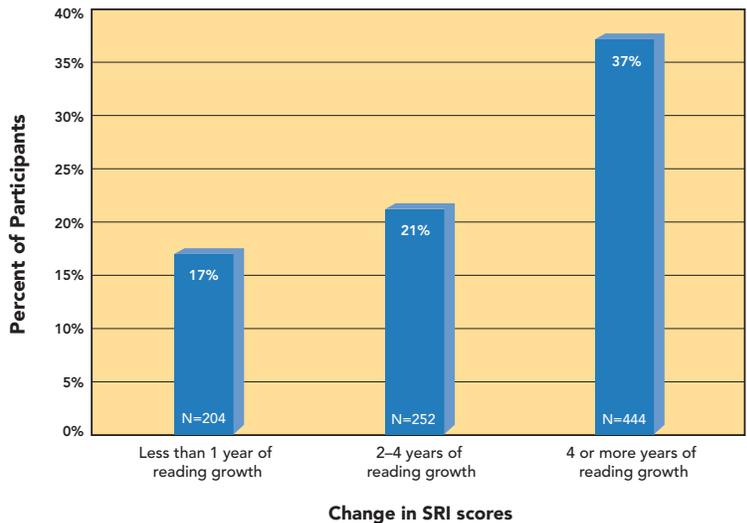
Proven to Close the Achievement Gap with English Language Learners

PHOENIX UNION HIGH SCHOOL DISTRICT, AZ

The PUHSD students selected to participate in *READ 180* were performing below grade level. Specifically, ninth-grade participants scored below a grade equivalent of 8.0 on the SAT-9 test administered during the spring of their eighth-grade year.

RESULTS: After completing *READ 180*, the ninth-grade *READ 180* participants in Cohorts 1 and 2 averaged substantial gains in their performance on the SRI. Cohort 1 participants averaged a gain of 14 NCEs (± 1 NCE) on the SRI, or nearly three years of growth, between August 2003 and May 2004; more than 50% achieved two or more years of growth in reading ability and 37% achieved four years of growth or more.

Ninth-Grade *READ 180* Participants' Growth in SRI Scores, Phoenix Union High School, 2003-04 (Cohort 1)



"All the News That's Fit to Print"

The New York Times

NEW YORK, WEDNESDAY, APRIL 14, 2004

In Cities, a Battle to Improve Teenage Literacy

By TAMAR LEWIN

PHOENIX — Earphones on, eyes on the computer screen, the ninth grader types the word he hears: I-M-I-G-I-N-E. Wrong, the computer tells him. He tries again: I-M-I-G-I-N-E-S. Still wrong. He starts the next word, T-E-C-H-N-I-C. . . . In a flash of frustration, he leaves the spelling program and clicks into a reading drill, where he correctly answers questions about the Blue Man Group, and then, calmer, he returns to the spelling program.

Across the room, some of his classmates are at other computers, some are gawped on beaming chairs reading to themselves, and some are at a table where the teacher, Matt Bailey, is teaching how to paraphrase.

It does not look particularly revolutionary. But the reading classes at Cesar Chavez High School are part of a new breed of high-intensity efforts to deal with adolescent illiteracy, one of the toughest problems facing urban high schools.

In Phoenix, about two-thirds of the incoming ninth graders read at least a year below grade level. And the statistics from other cities are similar. That reading lag, experts say, is largely why almost every big-city school district has at least twice as many 9th graders as 12th graders.

Thousands of high school students are held back each year because they cannot read well enough to absorb information from their textbooks. Many spend several years in 9th and 10th grade before dropping out, never becoming fluent readers.

In New York City, Schools Chancellor Joel I. Klein said recently that 36 percent of 9th graders and 41 percent of 10th graders were forced to repeat the grade last year.

Glenn Frout, president of the Alliance for Excellent Education, a private research group, cited data from the federal Department of Education's 2002 reading assessment, showing the extent of the problem.

"Right now," Mr. Frout said, "nationwide, 25 percent of the students arriving in ninth grade are unable to read well enough to take high school courses, let alone rigorous courses to prepare them for college. If you want a predictor of who will leave before 10th grade, it's those 8th-grade reading scores."

In the last few years, however, almost every urban school district has begun experimenting with programs to bolster adolescent literacy. Further research is now under way to determine which approaches work best.

"For 20 years, everyone was saying you have to teach kids to read by the end of third grade or they're lost," Mr. Frout said, "but now what the research is showing is that teaching them to read, to decode words, isn't the same thing as teaching them how to use reading, how to have the fluency and comprehension and vocabulary they need."

There is, of course, a problem of priorities. Most educators, and the federal No Child Left Behind act, still stress the goal of teaching young children to read, and most districts focus on the youngest children, not the adolescents who have fallen behind. The Phoenix Union High School District has been able to put adolescent literacy at the top of its agenda because it is made up solely of high schools.

"If we were a K-12 district, would we be putting all this energy and investment into the 9th and 10th graders," asked Jean Anderson, the district's curriculum director, "or would we be putting our money in the early grades, and writing the high school kids off late every day? I don't know."

In the Phoenix district high schools, 3,000 9th and 10th graders with low reading scores now spend a double period, 120 minutes a day, in a program called Read 180, rotating through activities intended to help them develop reading comprehension and fluency. They tend to be students who have never liked reading, never read for pleasure and never had much sense of academic success. All of them started the year reading below the eighth-grade level — but many are now catching up, some jumping two grades in reading in just one semester.

"I was getting C's, D's and F's last year, and at the beginning of this year, I was having a bad time," Angelica Ocasio, a ninth grader, said. "But now I'm getting A's and B's. This class is really increasing my ability, and I'm liking school more."

And Angelica recently reached a milestone. She picked up a book for fun. "I'm reading 'Go Ask Alice' at home," she said. "It's interesting."

Some students say they particularly like the computer drills because they are individualized, allowing them to go at their own pace and make mistakes in private.

"I used to be the one always asking how do you spell things," said Juan Avalos, another ninth grader. "You feel stupid. Now people come and ask me how to spell things. Doing spelling on the computer is my favorite part of the reading class."

Juan said his progress was so noticeable that his English teacher singled him out as one of the most im-

Phoenix Union High School District's accomplishment in raising reading achievement for English Language Learners was featured in the New York Times

TURNING AROUND LOW-PERFORMING SCHOOLS

5

Use technology-based interventions as part of the instructional program.

All Components of the Blueprint for Comprehensive Literacy Improvement Are Technology-Based

Scholastic has been a pioneer in the use of technology as outlined in the new National Educational Technology Plan.

Blueprint Components	USE OF TECHNOLOGY
<p>Curriculum</p>	<p>All three comprehensive programs for Tiers I, II, and III are technology-based. The adaptive software algorithm underpinning Tier II and III programs drives a differentiated path for each individual student as well as multiple scaffolds, such as read-aloud, translations, anchor videos, and vocabulary support. For Tier I students, the software provides access to all core readings online as well as reading scaffolds and 125,000 related, leveled articles. To experience the software for any of these programs, please visit:</p> <p>www.scholastic.com/system44 www.scholastic.com/read180 www.scholastic.com/expert21</p>
<p>Instruction</p>	<p>The Interactive Teaching System (ITS) provides teachers with:</p> <ul style="list-style-type: none"> ● Web-based access to their teacher’s edition so they can plan online wherever it is convenient for them ● The ability to project lessons on an interactive whiteboard ● Point-of-need links to anchor videos, model lessons, and related SAM resources <p>The Scholastic Achievement Manager (SAM) supports teachers in differentiated instruction with:</p> <ul style="list-style-type: none"> ● Hundreds of individual resources that are linked to student performance reports, allowing teachers to “drill down” on a specific skill or strategy based on identified gaps
<p>Assessment & Reporting</p>	<ul style="list-style-type: none"> ● SRI, SPI, rSkills, xSkills, <i>System 44</i> Progress Monitors, and Fast Tracks are all technology-based assessments that students take independently on the computer. Results flow automatically into SAM, which is also technology-based. ● SAM generates actionable reports at the individual, classroom, school, and district levels. ● Interim and performance based assessments aligned to the Common Core Standards are embedded in Tier I curriculum
<p>Professional Development</p>	<ul style="list-style-type: none"> ● RED provides teachers and leaders with 24 online courses that can be used for independent study or to form the basis of a professional learning community within a school or district ● The Digital Training Zone supports teachers and leaders at point-of-need with on-demand tutorials, how-to’s, author chats, and more ● A state-of-the-art online community provides a social networking space customized for Scholastic teachers using <i>System 44</i>, <i>READ 180</i>, and <i>Expert 21</i>. This online community enables teachers to share knowledge and best practices with other teachers in their school or around the country. Teachers can post and share resources, including lesson plans and videos

TURNING AROUND LOW-PERFORMING SCHOOLS

6

Facilitate a smooth transition from middle to high school through summer transition programs.

Summer Transition Programs

The following features of Scholastic instructional programs make them ideal for use in summer transition programs:

- Validated progress monitoring tool (SRI)** ensures that all students are placed in the correct type of intervention treatment, ensuring that instructional time during the summer is optimized.
- Adaptive technology** allows each individual student to make the most of the summer, advancing as fast as their skills and effort level will take them.
- Highly motivating, age-appropriate content** keeps students engaged.
- Comprehensive teaching support** is designed to scaffold a new teacher or a teacher who is not credentialed in reading.
- Rotation-based instructional model** keeps students moving within the classroom and facilitates small-group, differentiated instruction for teachers.
- Adaptive technology** allows each individual student to make the most of the summer, advancing as fast as their skills and effort level will take them.
- Availability of real-time data** enables both students and teachers to see evidence of success early and often.
- Workshop-based instructional units** enable teachers to integrate themes, reading materials, and technology.
- Vertical alignment of the Scholastic Blueprint for Literacy Improvement** enables a smooth transition from summer to regular term, whether a student is continuing within one instructional program or transitioning into another.

TURNING AROUND LOW-PERFORMING SCHOOLS

7

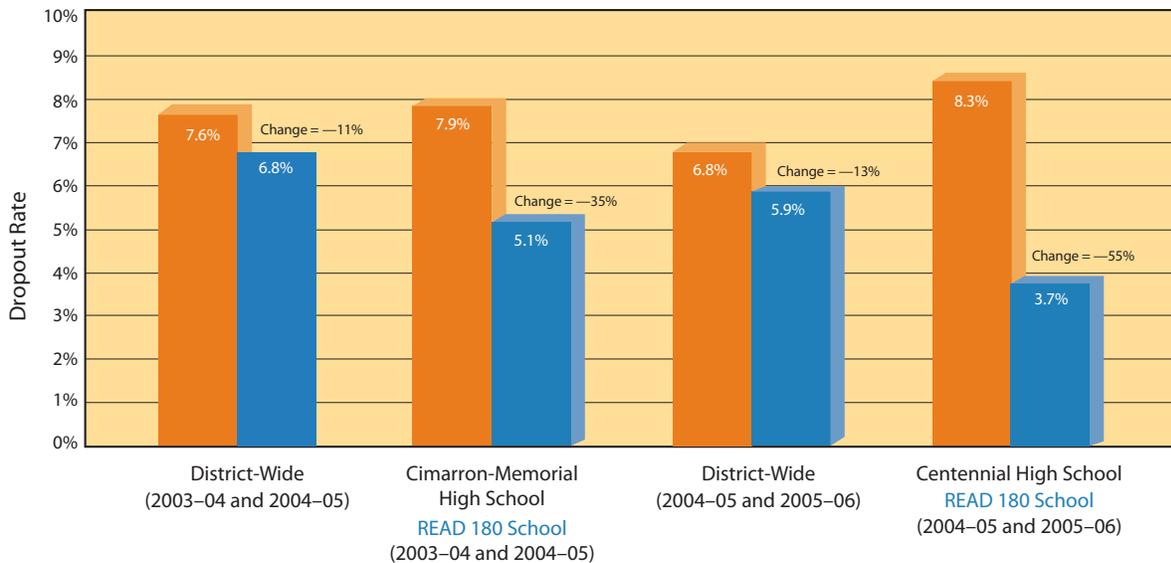
Increase graduation rates through acceleration of basic reading and mathematics skills.

Reducing the Dropout Rate by 55% in One Year

Clark County School District, Las Vegas, NV

Clark County School District in Las Vegas, NV, is one of the fastest growing school districts in the country. The district was one of the earliest adopters of *READ 180* and now has one of the largest implementations of *READ 180* and *System 44* in the country. The growth of *READ 180* in this district has been driven by demonstrated gains in achievement among Clark County students, all of whom were either classified as Special Education, English Language Learners, or both. During the 2004–05 school year, Clark County closely examined their results in two high schools in an effort to measure the impact on their dropout rate.

RESULTS: *READ 180*'s general impact on high school students is demonstrated by a reduction in the dropout rate at Cimarron-Memorial High School (Richmond, 2006). At Cimarron-Memorial, which began its *READ 180* program with 215 students during fall 2004, and at Centennial High School, which began its program with 106 students in fall 2005, the dropout rate decreased by 35% and by 55%, respectively during the first year of implementation, as compared to Clark County School District overall, where the dropout rate decreased by 11% during 2004–05 and 13% during 2005–06.



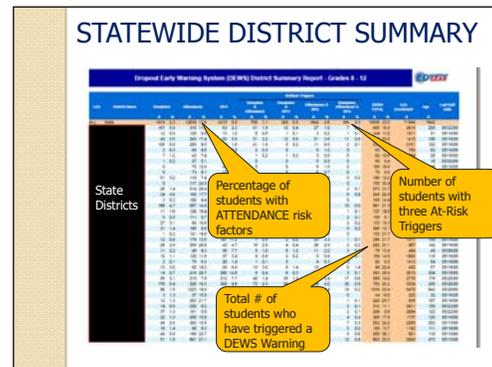
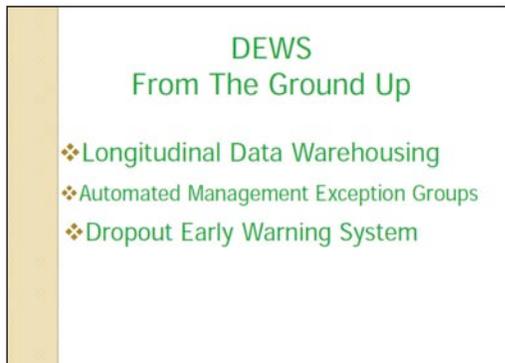
TURNING AROUND LOW-PERFORMING SCHOOLS

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Establish an early-warning system to identify students who may be at risk of failing.

Identify Students Who May Be at Risk of Failing

The National Dropout Prevention Center (NDPC) has built a model called the Dropout Prevention Early Warning System (DEWS) that has proven to be predictive and has the ability to alert school leaders to students who are high risk of dropping out.



The risk factors that, when weighted according to NDPC’s model, have proven to correlate to dropping out include: Suspensions, age, attendance, disability, and reading ability. Clearly, Scholastic’s Blueprint for Comprehensive Literacy Improvement is a proven framework to address reading. Studies have also shown that improved reading ability can impact attendance as demonstrated in the study featured below.



Harvard Educational Review

Adolescent Literacy

Edited by
JACK BRONCKHO
GREGORY A. BROWN
JENNIFER C. BROWN

Contributors
MICHAEL A. BAKER
JENNIFER B. BROWN
JENNIFER C. BROWN
JENNIFER D. BROWN
JENNIFER E. BROWN
JENNIFER F. BROWN
JENNIFER G. BROWN
JENNIFER H. BROWN
JENNIFER I. BROWN
JENNIFER J. BROWN
JENNIFER K. BROWN
JENNIFER L. BROWN
JENNIFER M. BROWN
JENNIFER N. BROWN
JENNIFER O. BROWN
JENNIFER P. BROWN
JENNIFER Q. BROWN
JENNIFER R. BROWN
JENNIFER S. BROWN
JENNIFER T. BROWN
JENNIFER U. BROWN
JENNIFER V. BROWN
JENNIFER W. BROWN
JENNIFER X. BROWN
JENNIFER Y. BROWN
JENNIFER Z. BROWN

READ 180 and Attendance

READ 180 has been proven to improve student attendance rates as well as completion of an after-school program. In a study conducted in Brockton, MA, and documented in the Harvard Educational Review, attendance among *READ 180* students was significantly higher than that of control group students, and that *READ 180* students and teachers found the program engaging and motivating.

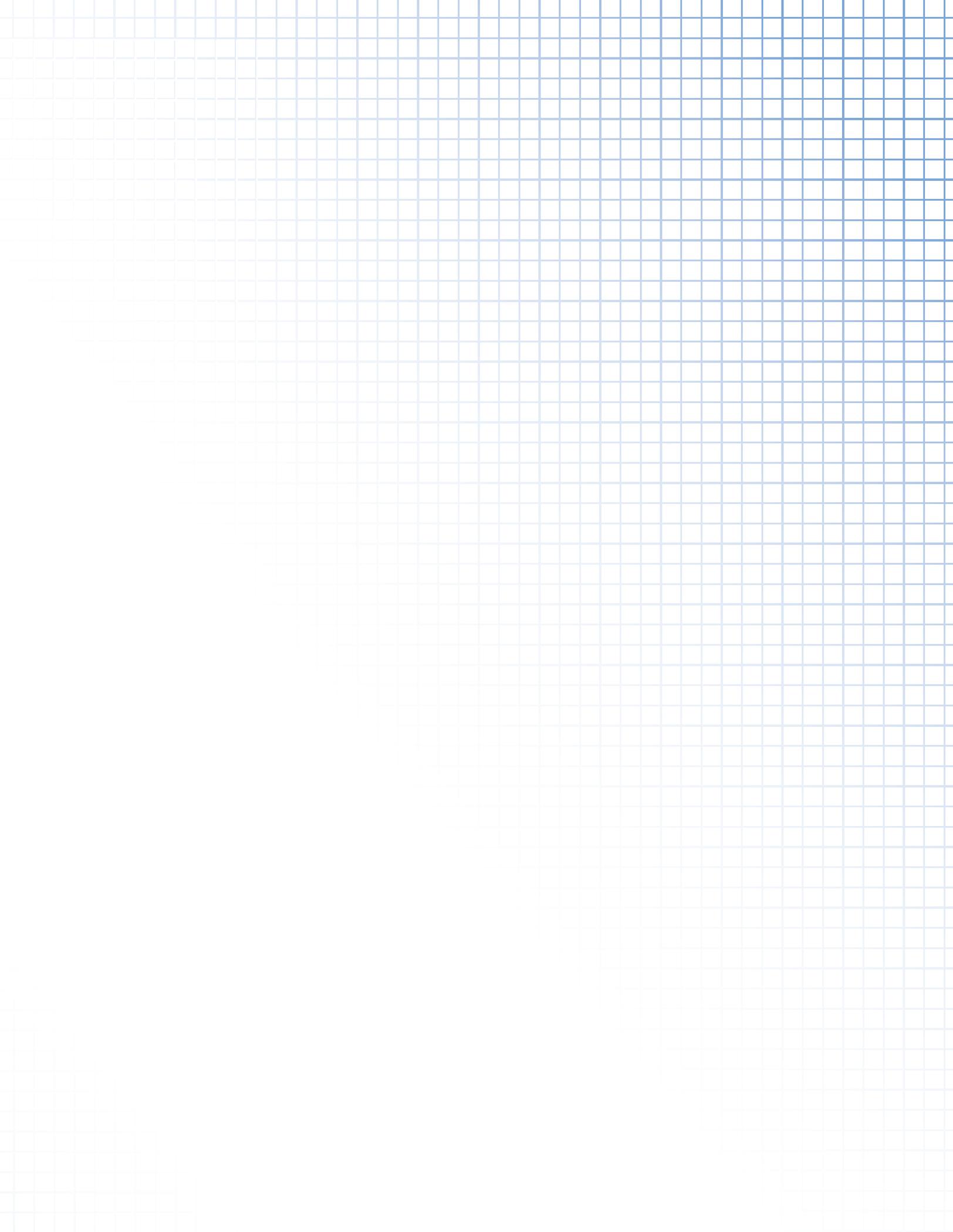
An Accelerated Path to the Common Core Standards

As 48 states consider the adoption of the new Common Core Standards, the question must be asked: What about the roughly 66% of eighth graders that cannot currently read on grade level? How do we accelerate these students so that they too can develop the skills necessary to demonstrate proficiency on the new standards and become college and career ready by the end of high school?

The Blueprint for Comprehensive Literacy Improvement is a vertically aligned system of curriculum, instruction, assessment and professional development that does the following:

- Uses a validated universal screener to determine which students have the requisite skills to attack grade-level work aligned to the new standards, and which do not
- Offers students who are ready a rigorous English Language Arts program that was built from the ground up to correlate to both the substance and the spirit of the new standards
- Provides students who are at two or more years below grade level in reading proven, motivating intervention programs that reward sustained effort and help students catch up
- Helps schools and districts build capacity of teachers and leaders who understand this tiered system of delivery and all its consistent components

If literacy is the ultimate turnaround strategy, Scholastic's Blueprint for Comprehensive Literacy Reform is a proven structure for achieving this goal.



Scholastic Inc.

557 Broadway
New York, NY 10012