



READ 180®

Aligns to 21st Century Community Learning Centers Criteria


The following chart details how **READ 180** can support the development of a *21st Century Community Learning Centers (21st CCLC)* program. The criteria are drawn from the federal *21st Century Community Learning Centers Non-Regulatory Guidance* (February 2003).

Key Criteria for 21st CCLC Programs	 READ 180
1. Activities that provide remedial education and academic enrichment to improve academic achievement	<p>READ 180 is a research-based, intensive reading intervention program designed to meet the needs of students in grades four and above who are reading below the proficient level. Through a systematic program that combines computer adaptive instructional software, leveled literature, and direct instruction, students are able to make significant gains in reading achievement.</p>
2. Activities for limited English proficient students that emphasize language skills and academic achievement	<p>Instructional strategies in the READ 180 program are specifically tailored to the needs of students who are limited English proficient. For example, video clips in the instructional Software help students build mental models and develop visual images before reading. Students also have ample opportunities to hear modeled reading and practice reading along with skilled narrator.</p> <p>Support is also available for the instructional staff to better equip them to serve limited English proficient students. The intensive in-service plan for implementing READ 180, including the <i>Scholastic Red</i> course, <i>READ 180: Making it Work in the Classroom</i>, provides a variety of instructional strategies and practical suggestions for working with this population group.</p>
3. Activities involving telecommunications and technology education programs	<p>READ 180 effectively integrates technology to raise the reading achievement of below level students. The READ 180 Software provides patient, nonjudgmental feedback as well as encouragement and success for struggling readers. The program delivers assessment-driven, standards-aligned instruction that addresses students' specific deficits. It develops essential skills, provides continual guided practice, and includes motivating materials that promote success in reading as well in as other aspects of the school experience.</p>


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<p>4. Activities to promote parental involvement and family literacy</p>	<p>READ 180 has proven to effectively raise reading scores and provide at-risk middle and high school students with the critical literacy skills they need to be successful. Because the program successfully addresses the literacy needs of older struggling readers, parents and family members who have similar needs can benefit from the systematic and individualized instruction that is patient, non-threatening, and encouraging.</p>
<p>5. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement</p>	<p>During the research and development phase of READ 180, the program was piloted in three middle school classrooms in 1994-1995 as part of the Orange County Literacy Project in Orange County, Florida. After one year in the program, students in the Project showed significant gains in reading. In addition, significant gains were noted in self-esteem and spelling. School attendance and grade point average also improved.</p> <p>READ 180 addresses the problems of students who are trapped in a cycle of failure by providing them with many opportunities to experience success from the start. In the <i>Software</i>, the instruction and practice are customized according to students' abilities—to prevent frustration and build success. Motivational videos help students adopt positive attitudes toward reading. Anecdotal records from studies of READ 180 indicate that students are enthusiastic about the program and that their reading confidence improves while using the program. Research on older struggling students suggests that this positive shift in student attitudes can contribute to long-term academic success.</p>
<p>6. Programs and activities that follow <i>principles of effectiveness</i> by being based on:</p> <ul style="list-style-type: none"> ▪ Assessment of objective data regarding need for before- and after-school programs ▪ Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities ▪ If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards 	<p>As a comprehensive reading intervention program, READ 180's research foundation is extensive. Scholastic can provide specific citations from research that support the content, design, and instructional methods and strategies for these areas:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Spelling • Writing • Technology and Instruction • English-Language Learners • Motivation <p style="text-align: right;"><i>(Continued)</i></p>


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Scientifically based research, <i>cont.</i>	<p>All professional development from <i>Scholastic Red</i> is grounded in research-based and validated practices that result in teachers learning and applying new strategies to directly influence student performance. Every Red course incorporates characteristics that research confirms are key for effective professional development:</p> <ul style="list-style-type: none"> • Research-based content and strategies • Modeling and presentations by skilled practitioners • Practice in a controlled risk-free environment • Coaching, feedback and reflection • Coherence and alignment to academic standards • Promotion of strong, shared leadership by principals and district leaders
7. The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.	<p>READ 180 has a history of helping struggling students break the reading failure cycle and turn their lives around. The READ 180 program shows respect for the older, struggling reader by presenting age-appropriate materials that engage them at reading levels where they can experience success. As students experience reading success they also develop more positive attitudes towards learning.</p> <p>READ 180 was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998, the program was tested in Orange County Public Schools in Orlando, Florida, and repeatedly proved that it could raise reading scores. Since 1998, READ 180 has been successfully implemented in thousands of classrooms and continues to demonstrate its success at improving the literacy skills of struggling readers. READ 180's effectiveness at raising reading scores has been independently validated through efficacy studies conducted in Atlanta, GA; Boston, MA; Dallas, TX; Columbus, OH; Los Angeles, CA; and the Department of Defense Schools.</p>


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<p>8. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p>To ensure the success and sustainability of the READ 180 program, Scholastic offers a four-step in-service and professional development plan that district teams may customize. Options include:</p> <ul style="list-style-type: none"> • On-site leadership development for principals, reading coaches, and technology coordinators. • On-site implementation training for READ 180 teachers and reading coaches. • On-site interactive follow-up for READ 180 teachers and reading coaches. • A facilitated online or in-person professional development course from <i>Scholastic Red</i> entitled READ 180: Making It Work in the Classroom. The course provides: <ul style="list-style-type: none"> ○ Proven, scientifically based teaching strategies and methods to help raise student achievement in reading. ○ 24-hour, just-in-time access to resources and training. ○ Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms. <p>Optional ongoing training and support for teachers by <i>Scholastic Red</i> Consultants and <i>Red</i>-trained Facilitators is also available, as well as additional <i>Scholastic Red</i> online courses that build upon the READ 180 program.</p>
<p>9. Academic activities are aligned with the school's curriculum in the core subject areas.</p>	<p>READ 180 provides targeted skills instruction for the core subjects of reading and language arts. READ 180 is correlated to state standards and will effectively reinforce and support the regular curriculum in these areas:</p> <ul style="list-style-type: none"> • Phonics and syllabication • Spelling • Fluency • Word analysis and vocabulary development • Comprehension • Writing • Grammar, usage, mechanics • Test-taking strategies <p>For READ 180 correlations to state standards, visit this website: http://teacher.scholastic.com/products/read180/fund/index.htm</p> <p>READ 180's <i>Topic CDs</i> deliver individualized reading instruction in the context of these curriculum content areas: people and cultures, science, math, history and geography. Students also independently read leveled paperbacks in a variety of genres such as fiction, nonfiction, poetry, classics, and biography.</p>

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<p>10. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>Scholastic will collaborate with a district to develop a customized plan for the implementation of READ 180 for a 21st CCLC program. The READ 180 instructional model follows a recommended 90-minute block plan, but flexible scheduling options are also possible to accommodate before- and after-school times.</p> <p>District collaboration also involves identifying a plan for staff training. The READ 180 program offers a four-step in-service and professional development plan that includes:</p> <ul style="list-style-type: none"> • Onsite implementation training to provide teachers with literacy and technology support for starting the program. • Follow-up training sessions that focus on instructional strategies and practical suggestions for using READ 180. • An online professional development course through <i>Scholastic Red</i>, <i>READ 180: Making it Work in the Classroom</i>, to provide teachers with added support for successfully implementing and managing a READ 180 classroom.
<p>11. The program includes a plan for how the community learning center will continue after funding under this part ends.</p>	<p>Scholastic is committed to ensuring the sustainability of READ 180 beyond the period funded by a 21st CCLC grant. To this end, Scholastic will work with a district to train its teachers in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.</p> <p>READ 180 and training from <i>Scholastic Red</i> can be effectively integrated with other school or district activities that are being funded from sources other than 21st CCLC. The federal funding programs for which READ 180 and <i>Scholastic Red</i> qualify include:</p> <ul style="list-style-type: none"> • Title I, Part A – Improving Basic Programs • Title I, Part B – Reading First • Title I, Part F– Comprehensive School Reform • Title II, Part A – Improving Teacher Quality • Title III – English Language Acquisition • Title V, Part A – Innovative Programs

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<p>12. The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p>	<p>READ 180 data can be used to evaluate the progress of 21st CCLC activities and determine the effectiveness of the program at raising reading achievement.</p> <p>READ 180 provides continuous assessment and immediate feedback for students and teachers. The READ 180 program contains tools for initial screening, diagnostic placement, progress monitoring, and progress evaluation. All student data generated by the <i>Software</i> is tracked and monitored by the <i>Scholastic Management Suite</i> and used to adjust instruction. The <i>Management Suite</i> also generates detailed reports to track learning gains and inform teacher-led instruction.</p>