

 SCHOLASTIC

READ 180:
English-Language
Learners

IMPACT STUDY

READ180[®]

Final Report

A Study of
READ 180[®]

with English-Language
Learners

*Final Report prepared by Scholastic
Research and Evaluation Department*

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Foreword

English-Language Learners (ELLs) are the fastest growing population of students in the nation. This growth in ELL students, coupled with the national shortage of teachers who are prepared to teach them, plus Adequate Yearly Progress (AYP) reporting requirements in reading achievement for ELL students, is creating significant challenges for school districts. To meet this challenge, a growing number of schools with ELL students are turning to Scholastic *READ 180*[®] as their reading solution.

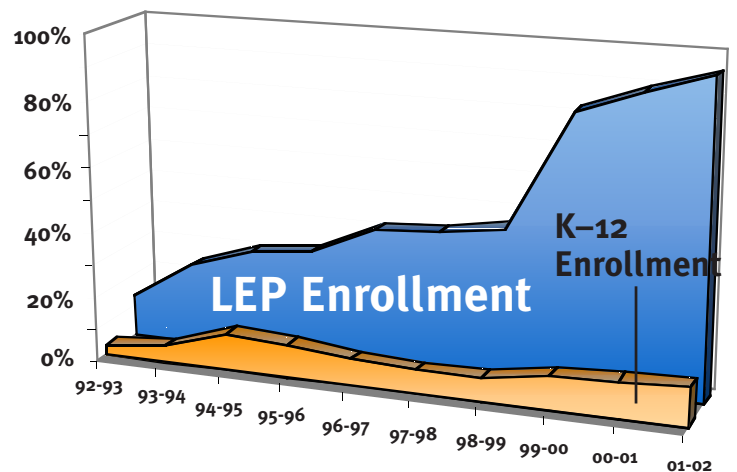
READ 180 is a research-based reading intervention program that has been proven to raise the reading achievement scores of ELL students. *READ 180* enables ELL students to quickly master critical reading skills—phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Students using *READ 180* have shown significant increases in motivation resulting from their program participation and enjoyment of reading. After ten years of scientific research in association with Vanderbilt University, plus years of research and implementation in thousands of classrooms, *READ 180* is producing quantifiable gains and is reshaping the attitudes and perceptions of the English-Language Learner—from a student with few prospects to one with unlimited possibilities.

This impact study examines the challenges schools face with a rapidly growing and diverse ELL population. It provides a detailed analysis of how Scholastic *READ 180* features meet the needs of ELL students. Further, this study presents the research history behind *READ 180* and the effectiveness of the program among English-Language Learners.

The Challenge

Schools are being significantly challenged by the rapid growth of English-Language Learners. From 1991 to 2001, the ELL population grew eight times faster than the general student population (95% growth versus 12% growth). The ELL population is currently 4.7 million students. This sizeable and diverse group includes students of different ethnicities, languages, and learning abilities. While the growing ELL student population is found in districts throughout the nation, the greatest concentrations of ELL students are in California, Texas, and Florida. Among ELL students, approximately 79% speak Spanish as their native language.

Year	Total K-12 Enrollment	Growth since 1991	LEP Enrollment	Growth since 1991
91-92	43,134,517	—	2,430,712	—
92-93	44,444,939	3%	2,735,952	13%
93-94	45,443,389	5%	3,037,922	25%
94-95	47,745,835	11%	3,184,696	31%
95-96	47,582,665	10%	3,228,799	33%
96-97	46,714,980	8%	3,452,073	42%
97-98	46,023,969	7%	3,470,268	43%
98-99	46,153,266	7%	3,540,673	46%
99-00	47,356,089	10%	4,416,580	82%
00-01	47,665,483	11%	4,584,946	89%
01-02	48,296,777	12%	4,747,763	95%



Increasing the challenge, many teachers feel unprepared to teach this growing population of ELL students. In a U.S. Department of Education report on Teacher Quality (1999), it was found that 54% of all public school teachers taught English-Language Learners; however, only 20% of this group felt they were well-prepared to meet the ELL student needs. Additionally, a 1999–2000 Department of Education survey found that 40% of all public school teachers, or 1.2 million, teach English-Language Learners. However, in the last three years, only 13% of these teachers received eight or more hours of training in the education of ELL students.

Finally, schools are challenged by two key requirements of the No Child Left Behind Act of 2001 (NCLB), which reauthorized the Elementary and Secondary Education Act (ESEA). First, NCLB requires that ELL students receive instruction that will allow them to “master English and meet the same rigorous standards for academic achievement as all children are expected to meet, including meeting challenging State academic content and student academic achievement standards.” Second, NCLB significantly raises the standards of accountability by requiring all schools to report reading achievement scores for ELL students and to show that all ELL students are making steady progress to become proficient readers.

The Solution

OVERVIEW

READ 180 is a research-based reading intervention program with a proven track record of delivering measurable learning gains to struggling ELL students. *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 was repeatedly proven to raise reading scores. Since 1998, the program has been used in thousands of classrooms across the nation and has consistently proved to be successful in improving literacy skills of struggling readers.

READ 180 helps educators meet the accountability requirements of the Elementary and Secondary Education Act (ESEA)—also known as No Child Left Behind (NCLB). The legislation states that five essential elements must be part of an effective reading program: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Through a variety of well-designed approaches, *READ 180* addresses each fundamental reading component.

“READ 180 enables students to experience success. It builds confidence and makes students want to achieve more. This success soon helps them become better students in all subjects.”

*—Kathy Murphy
Rogers Middle School
Boston, Massachusetts*

HOW *READ 180* SUPPORTS ENGLISH-LANGUAGE LEARNERS

Comprehensive Curriculum

A well-designed, challenging curriculum can be effective in improving performances for children who speak English as a second language.

READ 180 helps ELL students learn to read in English in order to start closing the “achievement gap” for themselves. According to Meltzer (2002), “effective literacy instruction is key to the success of second-language learners.” The program directly provides these students the foundational experience needed while presenting age-appropriate and engaging materials.

Focus On Phonemic Awareness and Phonics

Each language has different phonological characteristics and English-Language Learners may encounter specific difficulties related to their home language, especially during the initial learning phases.

READ 180 Software develops skills in phonemic awareness both in the context of decoding, or word identification, and encoding, or spelling. Training is also provided in segmentation and blending, with instruction in letter-sound relationships. Extensive phonics instruction is provided through modeled practice in structural analysis and correct pronunciation. August (2003) found, “Phonics Instruction contributed substantially to children’s growth in reading comprehension.” Modeled examples of correct pronunciation are further presented in Audiobooks and during teacher-led instruction. In addition, the systematic review of previously studied words ensures student mastery.

“My students are making the kind of progress they deserve to make. The *READ 180* Software tracks reading progress, meets student needs, and provides actionable information.”

—Betty Lewing
Special Needs Teacher
Lufkin High School,
Lufkin, Texas

Practice in Fluency

Assisted reading holds promise for increasing reading rates, word accuracy, and comprehension for English-Language Learners.

READ 180 improves fluency through multiple methods of oral reading practice. First, the program’s universal access provisions include a closed captioning feature, shown to be helpful to English-Language Learners. Students even have the ability to control the speed of text, either one word at a time or phrase by phrase, allowing them to read text while listening to modeled examples of fluent reading and accurate pronunciation. In researching the benefits of closed captioning with ELL students, Parks (1994) writes, “Students using captioned materials show significant improvement in reading comprehension, listening comprehension, vocabulary acquisition, word recognition, decoding skills, and overall motivation to read.” Second, through exercises in the Software, students make their own recordings of text passages and study words, receiving the hands-on practice that is so critical to ELL success. Students subsequently match these study words with an announcer’s reading of each word, allowing them to measure their own accuracy. Third, Audiobooks allow students to read text while listening to examples of fluent reading, pronunciation, and phrasing of text. Lastly, whole-group and small-group rotations provide additional practice for students to read aloud or listen to the teacher model fluent reading.

Context-Relevant Vocabulary

Captioned-TV provides visual and printed contexts and has been shown to increase word recognition in English-language students.

Throughout the program, students receive intensive vocabulary support, a skill that is critically important for English-Language Learners. Meltzer (2002) found that “to meet the needs of weaker readers and second-language learners, we know that we must focus on explicitly teaching vocabulary...” The Software introduces students to context-relevant vocabulary for each passage. These vocabulary words are used in at least three reading practice activities in each segment, providing multiple exposures. As students practice, they receive definitions, context sentences, and decoding tips for each word.

According to Ybarra and Green, English-Language Learners, “need to learn vocabulary in context with visual clues to help them understand. Computers can provide this rich, contextual environment allowing students to become active learners in a one-on-one environment. Additionally, computers can incorporate various learning strategies as well as accommodate a variety of learning styles.”

In addition to the Software, vocabulary support is also offered in Audiobooks, through a Reading Coach who models vocabulary strategies using “think alouds”; in pre-reading exercises found in the Reading Strategies Book; and in specialized lessons found in the Strategies for English-Language Learners book, offering topics such as ‘Idioms’ or ‘Easily Confused Words’.

READ 180
Listening and Speaking

Objectives

- Recognizing numbers
- Listening for information

TESOL Standards

- Academic Language
- Social Language

Additional Practice
Listening/Speaking: Have students play the game again using another concept from the Idea Bank.

Number Bingo

BACKGROUND: Bingo is a good way for students to practice saying and recognizing numbers. Use whatever numbers are most appropriate for the English and math levels of your students.

DEMONSTRATION: To prepare for the demonstration, write the following numbers on index cards: 1 through 10, 12, 23, 34, 59, 78, 87, 127, 244, 351, 496, 567, 678, 892, 933, and 1000. Hold up the cards 1 through 10 one at a time and have volunteers say each number aloud. Then shuffle all the cards together and hold them up at random. Have volunteers say the numbers as you hold them up. Shuffle the cards again and display them face up on a table. Say a number and ask a student to find the card and hold it up. The class should clap if the student holds up the correct number.

ACTIVITY: Invite students to play a game of bingo to provide them with more practice saying and recognizing numbers.

- Make a bingo board five squares by five squares and leave the squares blank. Make copies so that each student can have his or her own, and distribute them to the class.
- Name each of the numbers on the number cards and have students write them in a square on their bingo boards.
- Place the number cards in a bag. When students have completed their bingo boards, choose a volunteer to pick the numbers from the bag and say them aloud.
- Students should find the number on their cards and cover it with a marker.
- The first student to cover five numbers in a vertical, horizontal, or diagonal row is the winner. Have him or her read the numbers aloud and check them against the number cards.

Idea Bank
random numbers in the 1,000s and 10,000s
fractions
decimals
percentages

MODIFICATIONS: Beginning English speakers will recognize the larger numbers but may find it difficult to name them. If a beginning speaker wins the game, allow him or her to write the numbers on the board. When they are all written, read them aloud and have the student point to them.

READ 180
Listening

Word Jumbles

BACKGROUND: This activity will give students an opportunity to listen to and recognize the letters of the alphabet. It will also provide them with good practice visualizing words and their spellings.

DEMONSTRATION: Draw a large word web on a sheet of chart paper or on the chalkboard. Write sports in the center of the web. Ask volunteers to name sports and then write them on the web.

Choose one of the words that students suggest, for example, baseball. Write each letter of the word on an index card. Shuffle the cards and stand them up along the chalk ledge. Ask a volunteer to come to the front of the room and unscramble the letters to spell the name of a sport.

ACTIVITY: Group students into pairs and invite them to unscramble letters to spell the names of different sports.

- Have pairs take out a sheet of paper and a pencil.
- Scramble the letters of one of the sports words. Then dictate the scrambled letters.
- Have students listen and write down the scrambled letters. Then challenge pairs to unscramble the letters to identify the word.
- Students should raise their hands when they are done. Choose a volunteer to say the word.

Repeat this with all the words in the Idea Bank as well as other sports names that students suggested.

Idea Bank
baseball bicycling ice hockey
basketball swimming football
soccer running skating

MODIFICATIONS: Extend the word web by writing related sports words around each sport. Support beginning English speakers by allowing them to refer to the word web while they do the activity.

STRATEGIES FOR ENGLISH-LANGUAGE LEARNERS

READ 180

Includes Activities for Developing Oral Language

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Mental Model Development for Text Comprehension

Bilingual children may lack the background knowledge needed to understand text; building background knowledge helps students to mentally visualize the text and increases reading performance.

Researchers have found that in order to achieve comprehension, students need to be able to mentally visualize the text. Activating background knowledge helps students create images or mental models for improved comprehension. Given the cultural differences and academic vocabulary gaps among ELL students, background knowledge is especially important. Teachers of ELL students can activate and build background knowledge through the use of “pictures, objects, demonstrations, and graphic organizers” (Williams, 2001). All of the *READ 180* pre-reading activities help students build background knowledge.

The *READ 180* Software begins with a short, engaging video that develops content area background and academic vocabulary to help students form a mental model. This is followed by a text passage related to the video. Since students have the background information necessary to understand the text and develop a mental picture of what they are reading, comprehension improves. The videos also provide support for high-utility academic language, which is embedded in the text passages. This combination of video and vocabulary support is especially helpful for ELL students because it provides context and develops a conceptual framework that enriches students’ academic language.

“English-Language Learner (ELL) students need a variety of language experiences. They need to hear language, write language, speak language, and read language.”

—Ybarra and Green (2003)

The Reading Strategies Book, aligned with the TESOL Standards (Teachers of English to Speakers of Other Languages), also promotes mental model development. Each lesson provides teachers with tips and information to build background knowledge during whole-group rotations. These lessons assist teachers in drawing on a student’s prior knowledge through active discussions on a topic. In a report on English-Language Development, Frederickson (1999) writes, “Unless teachers assist ELLs in explicitly realizing what they already may know about an upcoming lesson, these students may not be able to draw upon this very essential prior knowledge.” The *READ 180* pre-reading activities accomplish just this.

Multi-Sensory Support

English-Language Learners benefit from a variety of learning experiences on a daily basis including hearing language, writing language, speaking language, and reading language enabling all to benefit regardless of learning modality.

READ 180 offers a multi-sensory instructional approach, mixing video software, Universal Access provisions, Audiobooks, and Paperbacks in one classroom section. The benefit of this instructional approach is confirmed by Ybarra and Green (2003) who write, “English-Language Learner (ELL) students need a variety of language experiences. They need to hear language, write language, speak language, and read language.” On a daily basis, *READ 180* students have the opportunity to view, listen, and speak/record, ensuring that all students, regardless of learning modality preference, are able to benefit.

Multicultural and High-Interest Materials

Comprehension is enhanced in young adult readers when what they read has culturally familiar content.

The content found in *READ 180* Software, Audiobooks, Paperbacks, and teacher materials is multicultural and relevant to the English-Language Learner. Promoting ethnic, cultural, and linguistic diversity helps ELL students find a sense of belonging in their new environment. Additionally, as students relate what they are reading to their personal experiences, they become better connected with the characters and content of the materials they read, and therefore, are more motivated to read (CREDE). In addition to providing multicultural subject matter, the *READ 180* literature, vocabulary, and activities are age-appropriate, primarily nonfiction, and content-based, so students feel they are reading about their interests and what motivates them. To ensure success for ELL students, Coady et. al. (2003) suggests texts that are comprehensible, reader friendly, and make links to students’ prior knowledge and experience.

Innovative Technology

Computer-assisted instruction offers English-language students the opportunity to receive customized support, learn at a comfortable pace, encourage the active processing of appropriately-leveled text, and receive immediate feedback.

Educational technology has an important role to play in enhancing the instruction of today's students. English-Language Learners, in particular, who are often uncomfortable having their struggle with language exposed, benefit from the private assistance that technology offers. Computers can also increase the interest level for older students, while keeping the text simple and easy to read, by offering immediate feedback on performance. Alvemann (2002) finds that there is promising evidence, especially among populations of second-language learners, demonstrating the effectiveness of literacy instruction that integrates print and visual texts. *READ 180* Software offers unparalleled support to English-Language Learners through non-judgmental and individualized coaching, data to inform instruction, and an engaging medium that students enjoy working with. In addition, the multimedia technology is easy to use for both students and teachers.

Differentiated Instruction

Computer Software allows English-Language Learner students to work at their own pace, leveled Paperbacks and Audiobooks, and small-group instruction that permits individualized direct teaching all help to ensure that teachers are teaching ELL students at their particular level.

As research shows, struggling readers need intensive and individualized instruction to address their unique reading problems. Through continuous assessment, *READ 180* is able to provide differentiated instruction at every level. As student reading levels increase, the content level changes accordingly. Additionally, students are able to work at their own pace. They no longer need to feel left behind their peers or feel ashamed for not mastering specific skills as quickly as their classmates.

“According to a study of public school teachers, only 28% of all teachers reported that they provide information or advice to parents to help them create supporting environments at home.”

—NCES 1999 (ALEXANDER)

Comprehensive Reporting

Keeping continuous track of error patterns that English learners make allows teachers to focus on these errors in their teaching.

Given No Child Left Behind (NCLB) legislation requires that the English proficiency of ELL students be assessed annually, the reporting feature of *READ 180* forms an integral component of the Software. The program's reporting and assessment tools provide teacher and school officials with detailed understanding of student strengths and weaknesses, enabling resources to be focused to help students in need of extra assistance well before annual state and local exams.

READ 180 is the only program of its kind that provides continuous assessment and immediate feedback for both student and teacher. Students begin the program by taking the Scholastic Reading Inventory™ test, a scientifically based and validated diagnostic tool that assesses student reading levels. Students are then matched to appropriate text and placed at the correct level in the Software activities.

Once the student has begun working on the Software, it tracks and translates the data into user-friendly reports for the teacher. *READ 180* Reports provide a record of student achievement that can be used to identify needs, determine instructional grouping, and inform instruction. Research (Rubinstein-Avila, 2003) supports that ELLs need prompt and helpful feedback. Keeping continuous track of error patterns students make, as individuals and the group, allows teachers to focus on the errors during mini-lessons. Additionally, *READ 180* Reports help schools consolidate data to track yearly progress.

Student Reading Report

PROGRESS MONITORING

STUDENT: COLLINS, CHRIS

Current READ 180 Level: 2
Current Topic CD: Extreme Sports (B08.4)
Last SRI Score (Lexile): 604

SEGMENT	DATE SEGMENT COMPLETED	NO. OF SESSIONS	Comp Score
(B08.1) Extreme Snowboarding	11/12/03	12	80%
(B08.2) Extreme Biking	12/05/03	12	60%
(B08.3) Extreme Kayaking	1/14/04	13	80%
(B08.4) Extreme Surfing	In progress	8	80%
TOTAL SEGMENTS COMPLETED= 3	TOTAL	45	75%

Using This Report
Purpose: This report reflects the student's progress on each segment in READ 180 Software.
Follow-Up: Find out more about areas of concern by reading the appropriate Student Diagnostic Report. Share this report with the student to discuss and set goals.

Student Diagnostic Report

DIAGNOSTIC

STUDENT: COLLINS, CHRIS

Current READ 180 Level: 2
Current Topic: (B08) Extreme Sports
Current Segment: (B08.4) Extreme Surfing
Last SRI Score (Lexile): 604

Comprehension & Vocabulary

SKILL	CORRECT	% CORRECT	SKILL	CORRECT	% CORRECT
Summarizing	1 out of 2	50%	Finding the Main Idea	2 out of 2	100%
Sequencing	1 out of 2	50%	Cause and Effect	2 out of 2	100%
Problem/Solution	1 out of 2	50%	Compare and Contrast	2 out of 2	100%
Understanding Vocabulary	13 out of 20	65%	Making Inferences	2 out of 2	100%
Reading for Detail	2 out of 2	100%	Drawing Conclusions	2 out of 2	100%

BENCHMARK 70%

Recent Word Recognition Errors

WORDS WITH PHONOGRAMS	INFLECTIONAL ENDINGS	MULTI-SYLLABLE WORDS	NON-DECODABLE WORDS	R-CONTROLLED VOWELS
gives	parachutes	direction	would	surf
plane	landing	parachute	wear	surface
spots	surfing	skysurfer	what	whirling
parts	tackles	resistance	through	sharp
still	conditions		piece	part

Recent Spelling Errors

WORDS WITH PHONOGRAMS	INFLECTIONAL ENDINGS	NON-DECODABLE WORDS	HIGH FREQUENCY WORDS	R-CONTROLLED VOWELS
bare	rides	off	too	firm
same	roads	does	has	huri
drops	bikers	once	use	surf
caught	riders	who	like	turn
thrown	muscles		look	surface

Reading Fluency

Discrepancy Passage Score: 3 out of 3 correct on first attempt (100%)
Context Passage Score: 38 of 56 correct (68%)
Context Response Rate: 1 correct response per minute
Average Final Recording Score: 2 on a scale of 1 to 6

Using This Report
Purpose: This report shows student progress and recent errors to help you identify and prioritize this student's needs in comprehension, word recognition, spelling, and fluency. Look for any error patterns in word lists.
Follow-Up: Target this student's needs using READ 180 instructional materials.

Student Segment Status

PROGRESS MONITORING

PROGRESS ON CURRENT SEGMENT

The Lincoln School
Teacher: Ms. Schirmer
Time Period: 09/08/03-01/20/04
Printed: 01/20/04

Activities required to move to the next segment.

7 minutes on segment

before moving to the next segment.

42 minutes on segment

Word Fluency Scores

1/14/02	80%
1/15/02	100%
1/15/02	73%
1/16/02	100%
1/19/02	83%

before moving to the next segment.

20 minutes on segment

Spelling Scores

1/15/02	98%
1/15/02	99%
1/16/02	96%
1/19/02	93%

segment. Compare the Zone. Monitor activity scores student to achieve a balance of goals for completing

Motivational Support

Experiencing success with text enables students to build confidence and a sense of accomplishment.

As teachers will attest, many ELL students have low self-esteem and confidence. *READ 180* builds student confidence by enabling students to experience success with text. Much research has been devoted to this psychological element in reading intervention (Guthrie and Wigfield, 1997), and *READ 180* Software was specifically designed to address this issue. The Software begins with an engaging video for mental-model development and presents age-appropriate instruction and practice at reading levels that allow students to experience a sense of accomplishment. Teachers consistently comment on the program’s ability to transform student attitude and self-esteem. The Software’s on-screen host, Ty, provides patient feedback and encouragement that is private, nonjudgmental, and respectful of students. As the smart Software tracks individual student progress, students are able to view their progress on on-screen charts and printed reports, making success a visible and measurable experience.

Spanish Support Features

Spanish speakers comprise 79% of the total ELL population in the United States.

Based on Department of Education data, English-Language Learners, whose native language is Spanish, comprise 79% of the total ELL population. *READ 180* provides additional support features for this group including:

- 1. Summaries of video content available in Spanish:** Previewing the lesson in the ELL student’s primary language, even minimally, gives these students an all-important frame of reference for organizing the academic language and concepts they will be hearing during the English-only lesson and for connecting the upcoming lesson’s knowledge with background knowledge they already may possess. Comprehension is also facilitated by providing students with background knowledge through content-rich videos that enable students to develop mental models.
- 2. Translation of all key words into Spanish with a simple click of a button:** Students who are reading a passage and come across an unfamiliar word can find its Spanish translation instantly.
- 3. Parent letters are translated into Spanish for a better school-to-home connection:** Parent letters translated into Spanish provide detailed information on each child’s progress in *READ 180*.

“Reports are very specific about what students are able to do and what they are having trouble with. There is a lot of support for teachers to relay information to parents and the administration.”

—WANDA BAKER
HOBBS MIDDLE SCHOOL
MILTON, FLORIDA

Flexible Instructional Model

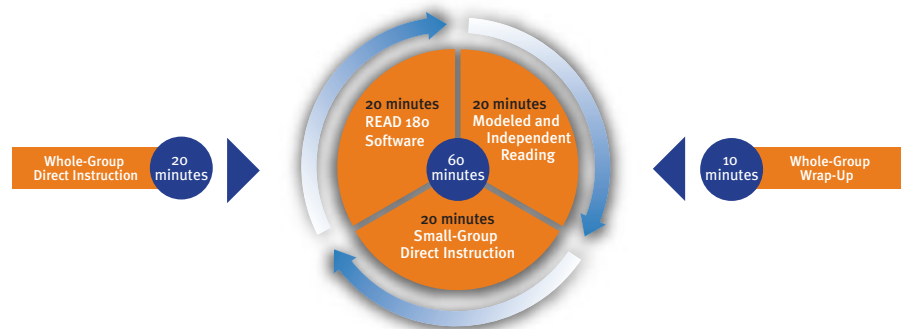
The *READ 180* Instructional Model promotes active engagement of students throughout the instructional time.

Given the diverse needs of English-Language Learners, one of the most compelling features of *READ 180* is the flexible instructional model that allows teachers to easily group students according to need for targeted instruction. It offers a simple way to organize teaching and classroom activity.

Consisting of a 90-minute block during which teachers and students engage in a variety of activities and instructional modes, the model incorporates the following:

1. **Whole-Group Instruction:** The teacher begins the class with a 20-minute period of whole-class direct instruction.
2. **Small-Group Rotations:** Students rotate among three different “stations,” at which they spend 20 minutes each, receiving small group instruction, working at computers on the Software, and independent or modeled reading.
3. **Whole-Group Wrap-Up:** The teacher ends class with ten more minutes of whole-group instruction

The 90-Minute Instructional Model



The principal advantage of the *READ 180* instructional model for teachers is that it provides much-needed structure and organization, while encouraging differentiated and flexible instruction. Teachers may do a read aloud during whole-group instruction or they may teach a skill lesson. Daily small-group activities allow the teacher to better monitor and address each student’s needs. In small-group instruction, teachers may group students who are having difficulty with a particular skill and provide intensive support or they may conference with individual students. In fact, research supports small-group instruction for ELL students.

In discussing the issues that Hispanic students encounter with current instructional models, Padron, Waxman and Rivera (2002) claim that too often this population receives only passive, direct instruction during which a teacher is primarily explaining concepts or factual knowledge instead of questioning students or providing an opportunity for students to respond. Rather than this approach, they advocate models similar to small-group instruction, where students are able to discuss and support their ideas with their teacher and classmates. The *READ 180* instructional model allows schools to offer this teaching mode every day.

Ongoing Professional Development

Research shows that a teacher's professional development can positively affect student achievement.

READ 180's emphasis on continuous professional development is a key contributor to the program's success. Through an array of educator support programs, *READ 180* helps foster and sustain best practices in the classroom. This kind of focused professional development for teachers is particularly critical for teaching ELL students, as documented by the research of Papalewis and Fortune (2002). They found that a key component of high-achieving schools with large percentages of Hispanic students was the implementation of a professional development plan to help equip teachers to better serve the English-Language Learner.

In *READ 180*, professional development begins with In-Service training during which principals, reading and literacy specialists, technology specialists, and teachers receive comprehensive multi-day training on employing the latest and most effective practices in literacy, implementing the *READ 180* instructional model, and applying data-driven instructional techniques. Many of the strategies taught in the *READ 180* In-Service program are particularly useful in helping teachers effectively meet the needs of ELL students, including:

- Forming groups for differentiated instruction;
- Classroom and instructional management;
- Instructional uses of ongoing diagnostic strategies that guide teaching and assessment;
- Explicit teaching skills that promote fluent reading, writing, and language use; and
- Use of technology for practice and reinforcement.

In addition to In-Service support, *READ 180* also offers an interactive online professional development course, *READ 180: Making It Work in Your Classroom*, hosted by Scholastic Red®. Developed by leading reading researchers and practitioners, this course offers:

- Professional development that is accessible anytime and anywhere;
- Interactive simulations and video modeling of research-based best classroom instructional practices; and
- Individualized and self-paced instruction.

In-Service training and the online course are supplemented with informal off-line and on-line teacher resources. Teachers have access to multiple strategy books, including a book devoted to working with English-Language Learners; parental support tools for an improved school-to-home connection; and online advice from an experienced *READ 180* teacher.

Together, these offerings ensure that teachers receive the training and support needed to effectively teach English-Language Learners using best practices.



A Rich History of Research

INITIAL RESEARCH AT VANDERBILT UNIVERSITY

The original research behind *READ 180* was conducted by Dr. Ted Hasselbring and other members of the Cognition and Technology Group at Vanderbilt University. Dr. Hasselbring and his team were investigating methods on how technology could be used to assist struggling students whose lack of basic reading skills prevented them from advancing to higher levels.

Dr. Hasselbring and his team synthesized the existing research on older struggling readers and identified the key problems these learners encountered. They found that these readers exhibited:

- A lack of decoding skills and reading fluency;
- Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge;
- An inability to process and understand grade-level content-area text with a high concentration of academic language; and
- Low motivation and lack of connection to materials and school.

The team sought to develop innovative methods using technology to provide assessment-driven individualized instruction. Partially funded by a grant from the U.S. Department of Education's Office of Special Education Programs, the team created a software program called the Peabody Learning Lab. The program consisted of a carefully planned sequence of student activities that provided individualized skills, instruction, and practice. Each element was designed to address one or more of the reading problems Dr. Hasselbring had identified.

The Peabody Learning Lab became the prototype for the software component of *READ 180*. The Software formed one element of what would eventually become a comprehensive reading intervention program.

ORANGE COUNTY LITERACY PROJECT

The second phase in the evolution of *READ 180* came in 1993 when administrators in Orange County, Florida, set out to create a reading intervention program and selected the support of Dr. Hasselbring and Dr. Janet Allen, a reading education specialist from the University of Central Florida. Their collaboration led to the development of the Orange County Literacy Project in 1994.

The Orange County Literacy Project was first piloted in three middle school classrooms in 1994. It proved so successful that eventually this *READ 180* prototype was used with more than 10,000 students in Orange County between 1994 and 1999. It is important to note that this included a significant ELL student population.

PARTNERSHIP WITH SCHOLASTIC

In 1997, Scholastic entered into collaboration with Orange County Schools and Vanderbilt University. Scholastic sought to replicate the best practices of the Literacy Project in a published program and to add its own expertise in the development of innovative components that are easily managed by teachers and are motivating for students.

READ 180 was published by Scholastic in 1999 and has been implemented in more than 3,000 schools. Since 1999, Scholastic has published the following scientifically based research studies on *READ 180*: Council of Great City Schools Study, Los Angeles Unified School District Study, English-Language Learners Study, and a Special Education Study. Several other research studies are currently in progress.

Students from different grades, ethnicities, education, language skills, and learning abilities are making strides in their reading. *READ 180* is a program that transforms the struggling reader into someone who has the skills and motivation to become a lifelong successful reader.



Proven and Accelerated Results

LOS ANGELES UNIFIED SCHOOL DISTRICT

“Results revealed significant gains in reading fluency and comprehension with 18% of students placing out of special education services for reading during the 2000–2001 school year.”

— Nancy Palmer
 Assessment Specialist
 Des Moines Independent
 School District

In the 2000-2001 school year, an independent research study of *READ 180* was conducted in the Los Angeles Unified School District by Dr. Rosemary Papalewis. Data was collected from more than 1,000 students from 69 classrooms in 58 schools. Most of the students in the study were repeating eighth grade due to having received grades of D or F in English, low scores on the SAT-9, or failing to pass the district’s writing performance test. A large portion (69%) of these students were classified as LEP and RFEP.

The students were divided into two groups (experimental and comparison) matched on pretest SAT-9 means, gender, ethnicity, and language proficiency. The experimental group had a sample size of 537 students and used the *READ 180* program for the full school year. The comparison group had a sample size of 536 students and no specific reading intervention. The Reading and Language Arts components of the SAT-9 test were used to measure achievement for all students in the study.

Figure 1 shows the results of this study. Note that the scores are expressed in Normal Curve Equivalent (NCE) gains. Positive NCE gains represent improvement compared with the national norming sample, a gain of zero represents keeping pace with the norming sample, and negative NCE gains represent losses compared to the norming sample.

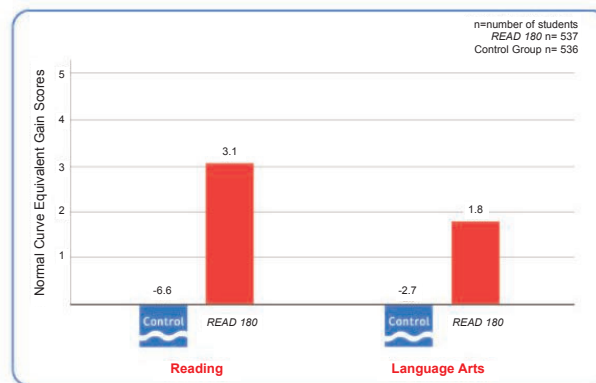


Figure 1
 SAT-9 NCE scores for *READ 180* and non-*READ 180* comparison students
 Spring 2000 to Spring 2001.

The *READ 180* group experienced significant gains, greater than 3 NCEs, on the SAT-9 Reading test over the course of the school year and gains of almost 2 NCEs in Language Arts. The comparison group actually experienced a loss of almost 7 NCEs in Reading and a loss of approximately 3 NCEs in Language Arts. Clearly, using the *READ 180* program helped the experimental group of students make significant progress in reading over the course of one school year.

FAIRFAX COUNTY PUBLIC SCHOOLS

In the 2002–2003 school year, Fairfax County Public Schools (FCPS) in Virginia adopted and implemented *READ 180*. In partnership with FCPS, Scholastic launched an assessment of the impact *READ 180* has on student reading ability. Policy Studies Associates, an independent research firm, reviewed, analyzed, and reported on their findings. Data was collected for 548 students in 11 middle schools. A large portion (42%) of the students participating were classified as ESOL.

As each FCPS student enrolls in *READ 180*, he or she takes the interactive form of the Scholastic Reading Inventory (SRI). The SRI is a computer-based assessment tool that measures how well readers read literature and expository texts of varying difficulties. SRI results are reported as a Lexile scale score. In this study, pre- and post-test SRI scores were used to measure the effectiveness of *READ 180* on improving student Lexile scores.

Table 1 shows the results of this study. To compute the magnitude of the pre-test to post-test change in each student’s SRI score, each student’s pre-test score was subtracted from their post-test score. In the middle grades, a change of 50 Lexiles over a year represents an increase in reading ability that could be expected from an additional year of school and development. Gains greater than 50 Lexiles represent an increase in reading ability beyond what would be expected over one year.

	N	Pretest	Posttest	Gain
ESOL <i>READ 180</i> Students	230	660 Lexiles (± 29 L)	751 Lexiles (± 30 L)	91 Lexiles

Table 1
Pretest and posttest scores on the SRI exam for ESOL students in Fairfax County Public Schools.

ESOL students had a mean score of 660 Lexiles on the pretest and a mean of 751 Lexiles on the posttest. The ESOL students made significant gains on their SRI scores during their participation in *READ 180*. ESOL students averaged a gain of 91 Lexiles, almost twice the expected gain in a year of schooling for middle school students. This gain was consistent with the gains for non-ESOL students using *READ 180* in Fairfax County Public Schools, with an average gain of 96 Lexile points.

Summary

As demonstrated by the effectiveness report for the Los Angeles Unified School District and the Fairfax County Public Schools Impact Report, *READ 180* proves to be a highly effective solution for delivering significant growth in reading achievement among English-Language Learners. ELL's benefit from the individualized support, intensive vocabulary instruction, multiple methods of oral reading practice, and the pre-reading support that activates and builds their background knowledge. Additionally, through teacher testimonials, *Read 180* consistently demonstrates its ability to transform student confidence and attitude, resulting in eager, self-assured, and capable learners.

With *READ 180*, schools which previously struggled with accommodating English-Language Learners and other struggling readers into their classrooms, are now achieving dramatic improvements in student test scores, attendance, and behavior. The program offers schools a comprehensive solution without overlooking the individual needs of each student. Through a flexible instructional model, leveled reading, and software that differentiates instruction, each student receives the appropriate and individualized instruction needed to become a successful reader.

The rapid growth in the number of ELL students is expected to continue for the foreseeable future. Fortunately, with *READ 180*, Scholastic has combined research and best practice into a reading intervention program that is proven to provide measurable learning gains to English-Language Learners.

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