
READ 180: A Decade of Proven Effectiveness



Executive Review
Fall 2009

READ 180: A Decade of Proven Effectiveness



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READ 180 Has Been *Proven* Effective in 37 Studies

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.

READ 180 has been *proven* to:

Improve 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

Reduce the dropout rate

Clark County School District, NV

✓ Improve 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

✓ Improve 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

✓ Improve reading achievement for students receiving Special Education services

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

✓ Increase teacher retention

Seminole County Public Schools, FL



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.

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(3). 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.



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.

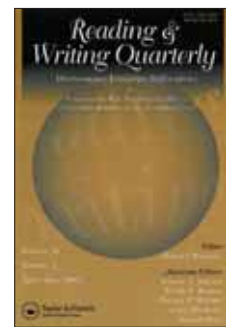
- This Brockton, Massachusetts study, published in the **Harvard Educational Review**, indicates that *READ 180* can be successfully implemented—with minor modifications to the model—in an after-school setting. Furthermore, the study showed that the rate of after-school attendance among *READ 180* students 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.



- 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.



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.

Experience in 15,000 Classrooms Across the Country Tells the Real Story of Results

The following district leaders tell the story of *READ 180*'s effectiveness far better than any report ever could. Feel free to contact them to hear about how they were able to implement *READ 180* to ensure the quantifiable gains in achievement in their districts.

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Looking for a site even closer to home?

Please call us at **1-800-387-1437** so we can connect you to a *READ 180* site near you.

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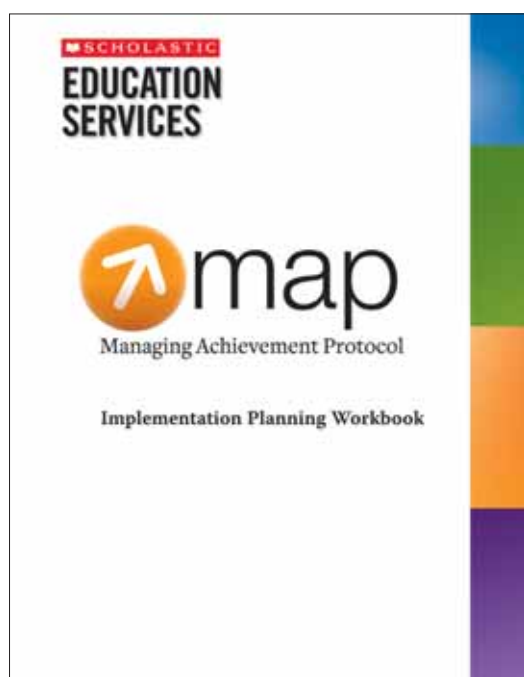
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The key to getting great results? Great implementation.

Nothing worth doing is easy. And nothing is more worth doing than embarking on a serious, district-wide literacy improvement effort. Research indicates this investment can pay back many times over in the form of improved performance on state tests, reduced dropout rates, and accelerating students out of special education to general education.

Eleven years of partnering with districts in this critical work has taught us that **implementation is critical**. While many literacy improvement initiatives begin with a passionate desire to improve the skills and lives of students, they cannot end there. Initiatives have to be followed up with a strong commitment from the top to implement with fidelity.

Experience in 15,000 classrooms across the country has given Scholastic unique insight into what works and, just as importantly, what doesn't. This experience has been distilled into a framework called the Managing Achievement Protocol, or MAP. The MAP is designed to facilitate discussion, *early in the process*, between Scholastic and district leadership, and to inform a fully developed implementation plan.



Five Key Success Factors . . .

- 1 A Commitment. A Strong Team. A Plan.
- 2 Effective Program Launch and Training to Lay a Foundation for Success
- 3 Ongoing, Collaborative Support to Improve Classroom Teaching Practices
- 4 Ongoing Implementation Progress Monitoring, Data Analysis, and Reporting
- 5 Defined Capacity Building Plan for Long-Term Literacy Improvement.

THE READ 180 PERFORMANCE PLEDGE

When implemented with fidelity, the majority of students will break the cycle of failure and show significant growth in reading, as measured by Lexiles®.

Successful implementation of *READ 180* is a shared responsibility.

For an overview of the responsibilities of Scholastic and its district partners, visit www.scholastic.com/read180/performancepledge.





www.scholastic.com/read180/strivingreaders