

## RESEARCH UPDATE

Columbus City Schools  
Columbus, Ohio

# Significant Changes in Performance on Ohio Achievement Assessment Evidenced After One Year of *READ 180*<sup>®</sup>

## PROFILE

**District:** Columbus City Schools

**Evaluation Period:** 2009–2010

**Grades:** Sixth and Seventh

**Model:** 52-minute *READ 180* Classrooms

**Assessment:** Ohio Achievement Assessment (OAA), Scholastic Reading Inventory (SRI)

## DISTRICT CHARACTERISTICS

The Columbus City Schools (CCS) district is large and diverse, serving more than 50,000 students at 77 elementary schools, 27 middle and alternative schools, and 24 high schools. Just over 80% of students come from economically disadvantaged backgrounds and the district experiences a high mobility rate (54.6% of students have been in the district for less than three years).

## IMPLEMENTATION OVERVIEW

For several years, struggling readers in kindergarten through grade five have received support from tutors and literacy specialists; however, no formal program was in place for those students once they arrived in middle school. To address this problem, CCS examined different intervention programs and selected *READ 180* because of its strong match to their needs. In particular, CCS noted the critical importance of establishing background knowledge, a hallmark feature of *READ 180*.

In the fall of 2009, 1,158 sixth -and seventh-grade students in 24 middle schools were identified for placement into *READ 180*. Students were selected for inclusion in the program based on a combination of factors including Ohio Achievement Assessment (OAA) score, Text Reading Comprehension (TRC) level, baseline Lexile score, and input from teachers and principals.

Rather than reassigning teachers from within the system, new part-time teachers were hired to teach the program. The position description specified that candidates with a K–12 reading endorsement were preferred.

This report summarizes OAA findings as reported by Jill Dannemiller, Director of School Improvement and Federal Programs, Columbus City Schools. SRI findings are presented as reported by Scholastic Implementation Services.

## Implementation Model

The *READ 180* model dictates a 90-minute class, but the district middle schools have 52-minute periods. To ensure that all program components are implemented, CCS splits the model over two days, including opening and closing whole group instruction plus three rotations – small-group instruction, modeled and independent reading, and instructional software.

## Participants

Table 1 presents the demographic data for this study sample, as provided by CCS. The demographic composition of *READ 180* students included 1,158 students (48.6% female and 51.4% male), the majority of which are in regular education (about 91.2%). This sample differs from the district as a whole in that there are a higher percentage of students with disabilities in the district than in this sample (about 17% compared to 6.2% in the *READ 180* program).

## MEASURES

### *Ohio Achievement Assessment (OAA)*

The Ohio Reading Achievement Assessment is an annual test that measures how well students have learned the reading concepts taught in grades 3–8. The scores are grouped into 5 performance categories: Limited, Basic, Proficient, Accelerated, and Advanced. The goal is for students to meet or exceed the Proficient level, which indicates that students show an overall understanding of literary elements and informational features and structures.

Table 1. Enrollment by Grade and Program

Grade	Total Students	General Education	Students with Disabilities	English Language Learners	Combined
6	577	521	24	56	2
7	581	535	48	39	7
<b>Total READ 180</b>	<b>1,158</b>	<b>1,056</b>	<b>72</b>	<b>95</b>	<b>9</b>

**Scholastic Reading Inventory (SRI)**

SRI measures reading comprehension by focusing on the following skills: identifying details in a passage; identifying cause-and-effect relationships and sequence of events; drawing conclusions; and making comparisons and generalizations. During test administration, the computer adapts the test continually, according to student responses. Performance on the SRI is reported as a Lexile® (L) scale score. The higher a student’s score, the more challenging material that student is likely to be able to read and understand. Scores can range from Beginner Reader (less than 100L) to Graduate-School Readers (1500L). The SRI was administered 3 times in order to measure growth in reading comprehension over time. The pretest was given between December and early January and the posttest in May 2010.

**RESULTS**

Teacher training took place in the fall of 2009 and the READ 180 classrooms were up and running by the middle of the first semester. While teachers began instruction with READ 180 materials, some delays in setting up the technology within the classrooms resulted in the first SRI administration between December and January.

**OAA RESULTS**

Results on the OAA revealed that among READ 180 students scoring “Basic” on the OAA prior to participation in the program, 42% reached “Proficient” or above on the 2010 tests. In

addition, 62% of students scoring “Below Basic” prior to READ 180, moved up a performance level: 45% reached “Basic” and 17% reached “Proficient.” These results are displayed in Table 2. Graph 1 displays these results by student count.

**SRI RESULTS**

Among students who participated in the program, the average Lexile growth was 124L and 62% of students achieved a year or more of reading growth; 36% had two or more years of growth. Results by SRI performance levels reveal very similar trends for improvement to those evidenced by the OAA performance level changes. More specifically, the number of READ 180 students performing in the Proficient range on SRI increased from 135 to 311 or from 12% to 27%, see Graph 2.

**CONCLUSION**

Students who participated in the READ 180 program revealed significant improvements in performance on both the Ohio state assessment (OAA) and the READ 180 progress monitoring assessment (SRI). These results reveal a noteworthy shift in the number of students performing in the Proficient range, with more than a threefold increase on the OAA. As a result of these successful findings, an additional READ 180 classroom was added in each middle school to serve eighth grade students and new part-time teachers were hired to meet the demand. The program was also expanded into three high schools within the district, funded by School Improvement Grants.

Table 2. Percent of READ 180 Students by OAA Performance Level in 2009 and 2010

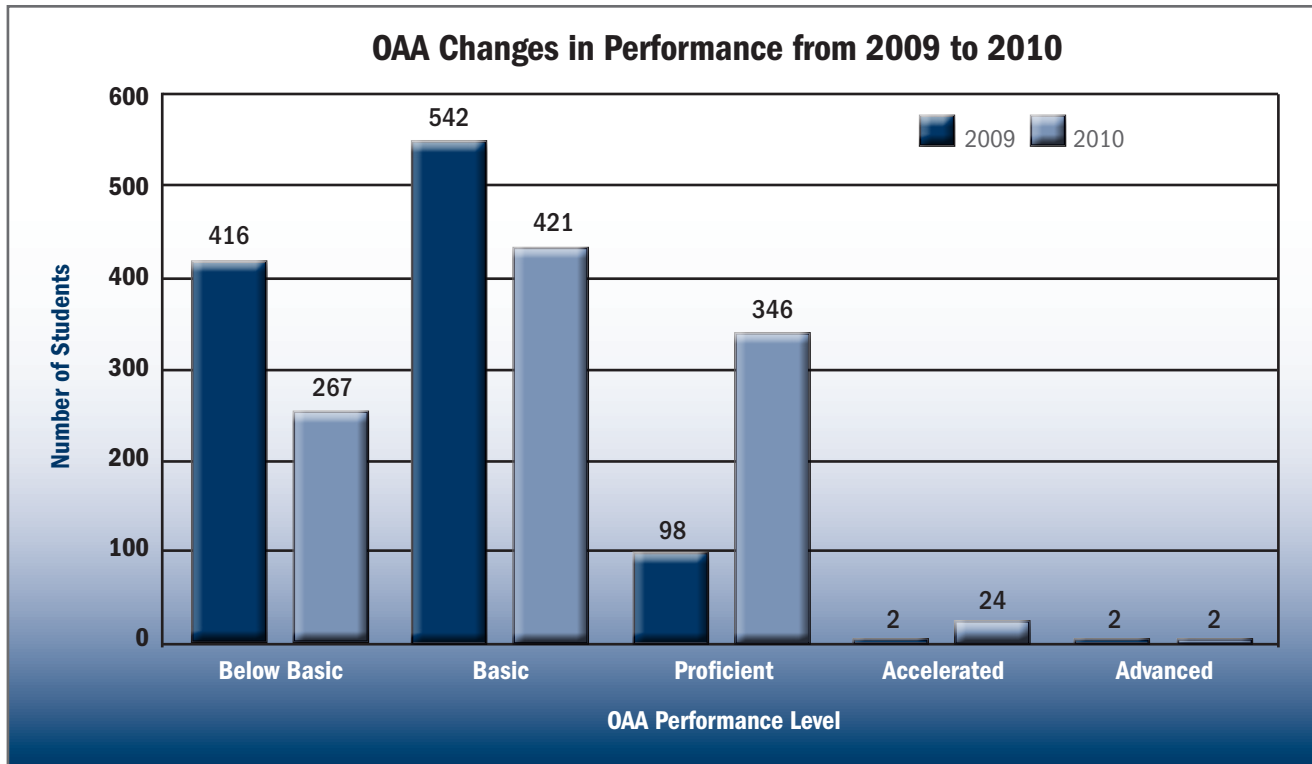
		2010 OAA					2009 Total Count
		Limited	Basic	Proficient	Accelerated	Advanced	
2009 OAA	Limited	37%	45%	17%			416
	Basic	19%	39%	39%	2%	1%	542
	Proficient	10%	21%	58%	9%	1%	98
	Accelerated			50%	50%		2
	Advanced			50%	50%		2
2010 Total Count		267	421	346	24	2	1,060*

Table 2 reads: out of the 416 students who scored in the Limited Performance Level on the 2009 OAA, 62% (45% +17%) of students moved up one or more Performance Levels on the 2010 OAA. Similarly, of the 542 students who scored in the Basic Performance Level, 42% moved up one or more Performance Levels on the 2010 OAA. Further, of the 98 students who scored in the Proficient Performance Level on the 2009 OAA, 10% moved up one or more Performance Levels on the 2010 OAA.

\*To be included in the study sample, students had to have valid 2009 and 2010 OAA data.

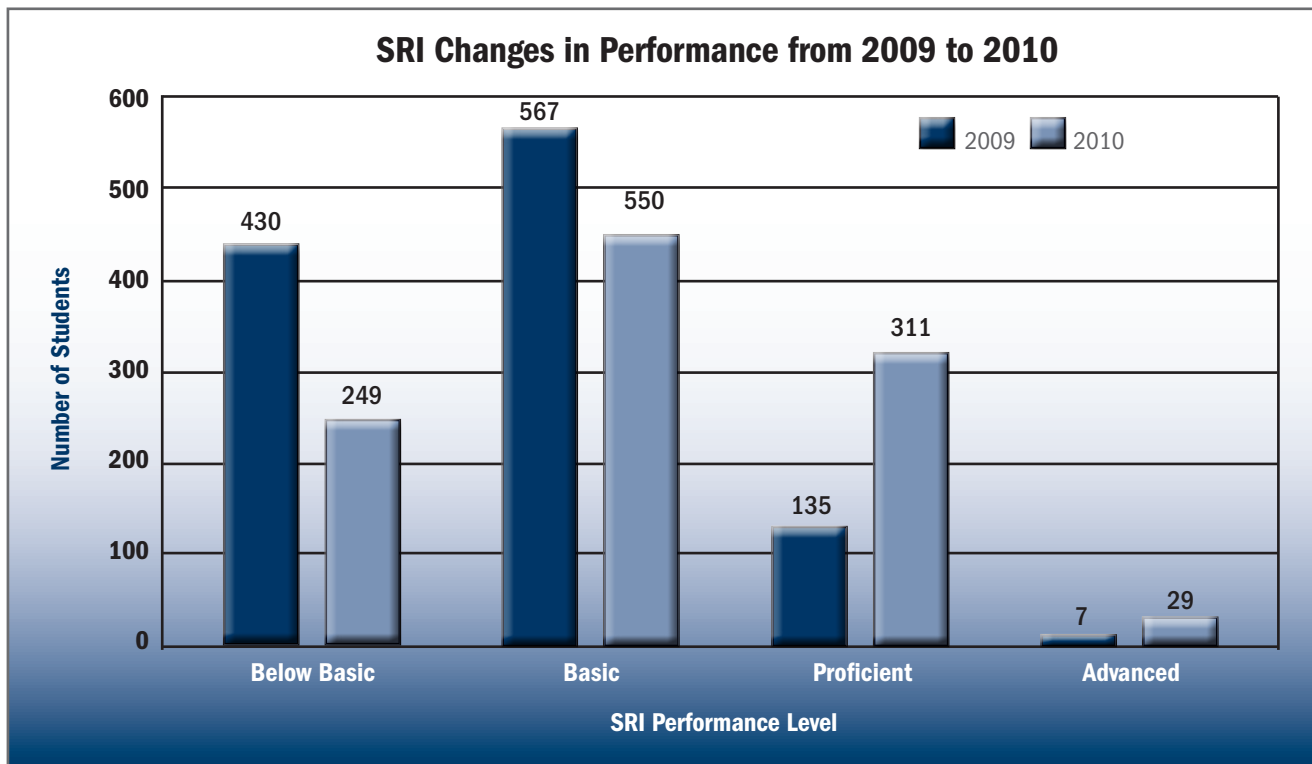
As noted in Graphs 1 and 2 below, a decrease in the number of students performing in the Below Basic and Basic Levels for both OAA and SRI represents positive changes in achievement, with many of these students now performing in the Proficient range or above on the two respective measures.

**Graph 1.** Number of Students by OAA Performance Level Before and After *READ 180* (N=1,060)



Note: 1,060 students had valid pre- and posttest OAA scores.

**Graph 2.** Number of Students by SRI Performance Level Before and After *READ 180* (N=1,139)



Note: 1,139 students had valid pre- and posttest SRI scores.

## RESEARCH UPDATE



Scholastic Inc.  
557 Broadway  
New York, NY 10012  
1-800-SCHOLASTIC

Scholastic is committed to developing innovative educational products that are grounded in research and proven to work. We collaborate with school districts and third-party research organizations to conduct evaluations that provide useful information to help school leaders assess and advance school change and improvement. In addition, Scholastic publishes professional papers authored by our nationally renowned Author and Advisor team. For more information, please visit the Scholastic Research website at <http://teacher.scholastic.com/products/research>.