

**STUDY OF THE IMPACT OF READ 180 ON STUDENT PERFORMANCE  
IN FAIRFAX COUNTY PUBLIC SCHOOLS**

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Fairfax County Public Schools (FCPS) in Virginia is one of the nation's largest school districts. During the 2002-03 school year, the district served over 162,000 students in grades K-12 in 241 schools and centers. FCPS is also one of the nation's most active districts in offering research-based programs to meet student needs and improve learning for each of its students.

READ 180, published by Scholastic, Inc., is one of the programs FCPS adopted for its ability to improve student performance. It is a comprehensive reading intervention program designed to improve the language skills of students who are reading below grade level. The program provides individualized and small group instruction through the use of instructional software, high-interest literature, and direct instruction in reading skills. During the 2002-03 school year, 13 specially trained teachers taught READ 180 to seventh- and eighth-grade students in 11 Fairfax County middle schools.

In partnership with FCPS, 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 start and end of each student's participation in the program. Teachers were also asked to complete a teacher survey on their implementation of READ 180 and their observations about its effectiveness. After assembling this information, Scholastic asked Policy Studies Associates, (PSA) to review and analyze it, and to report on its findings.

This report presents those findings. It is based on PSA's review and analysis of information provided to Scholastic by FCPS. PSA conducted no additional data collection of its own. The first section discusses the data that were available to PSA, followed by a section that briefly describes READ 180. The next four sections answer the questions:

- What was the implementation level in READ 180 classrooms?
- Who participated in READ 180?
- What pretest-to-posttest changes in SRI scores did READ 180 participants achieve?
- How did pretest-to-posttest changes in SRI scores differ for subgroups of READ 180 participants?

The report closes with our interpretation of the findings. An appendix contains the READ 180 Teacher Survey.

## **What Were the Available Data?**

The data assembled for this study came from a variety of sources about the academic performance of participating students and about the implementation of READ 180 by participating teachers during the 2002-03 school year. These data include:

- Pre- and posttest scores on the Scholastic Reading Inventory (SRI) test for 548 students in 11 middle schools who participated in READ 180 during 2002-03
- Information about each student's race/ethnicity, eligibility for special education, and eligibility for the English for Speakers of Other Languages (ESOL) program
- Responses to a survey on the implementation and impact of the program from 11 READ 180 teachers
- Information from the district's middle school curriculum specialist on how READ 180 has been implemented in these schools

Together, this information made it possible to examine several important dimensions of the implementation and effectiveness of READ 180 in Fairfax County middle schools, including:

- The READ 180 model developed and promoted by Scholastic, Inc.
- Implementation of READ 180 in Fairfax County middle schools, as reported by teachers
- Students selected to participate in READ 180
- Changes in SRI scores over the school year in which the students participated in the program
- Changes in SRI scores for subgroups of participating students
- Changes in SRI scores for students in classrooms with different levels of READ 180 implementation

### **Constraints of Data Availability on Analyses**

Because key information was not available for this analysis, we were not able to apply the elements of an experimental or a strong quasi-experimental design in our examination of the relationship between participation in READ 180 and changes in reading level. This restricts the level of confidence that can be placed on our conclusions as well as the populations to which the conclusions can be generalized. Information that would have strengthened the analyses included:

- Information about changes in the reading ability of FCPS students who did not participate in READ 180 but who were otherwise similar to them.

- We could not determine whether gains in reading ability among participating students were larger than gains among nonparticipating students
  - We could not estimate what portion of gains in reading ability among participating students should be attributed to READ 180 and what portion should be attributed to other factors, such as other FCPS initiatives to improve student performance.
  - The grade level in which each participating student was enrolled. While we knew that all students were enrolled in the seventh or eighth grades during the 2002-03 school year, we did not know which students were in which grade. This precluded the use of proficiency levels by grade as developed by Scholastic, Inc., to describe student performance.
- There was no detailed information about SRI test administration. This had two consequences:
    - We could not be certain of the magnitude of the standard error of measurement (SEM) for the SRI exam to apply when interpreting each student's test score. The determination of the SEM required information on the number of items the student was asked to complete and whether the student's reading level were entered prior to test administration
    - Because we did not know the dates on which students took the SRI and the amount of time that lapsed between their first and last testing, we could not know what reading gains to expect. Generally, a gain of 50 Lexile scale score points can be expected over 12 months of schooling and maturation, such as from October during the seventh-grade year to October of the eighth-grade year. If the pretest and posttest SRI scores submitted for this study represent October and May administrations, then the expected increase in SRI Lexile scale scores would be lower than what could be expected. Using a standard of 50 Lexiles, as we have done, potentially *underestimates* the proportion of students who achieved greater-than-expected gains in reading ability among students who participated in READ 180 for less than 12 months, and *overestimates* the proportion for students who participated in READ 180 for more than 12 months.

## **What Is READ 180?**

READ 180 is an intensive intervention program that is designed for students in grade 4 and above who read below grade level. It uses direct instruction in reading, engaging and age-appropriate content, and data-driven technology to ensure differentiated instruction and guided practice. READ 180 teachers base instruction on the results of diagnostic and curriculum-embedded assessments, as well as on periodic evaluations of student progress and mastery.

Among the elements that characterize READ 180 classrooms are:

- Daily 90-minute class periods
- Reduced class size of 15 students per class
- READ 180 software that provides students with daily, intensive, individualized skills practice
- Modeled or independent reading practice
- Individual or small-group instruction
- Whole-group instruction in word analysis, vocabulary development, reading comprehension, and writing
- Classroom areas designated for computer use, reading and listening to READ 180 audio-books, and working with the teacher individually or in small groups

During a typical READ 180 class, the teacher begins with 20 minutes of whole-class instruction during which students engage in shared reading, read aloud, or do mini skill lessons. Next, students are split into three groups, with each group participating in three 20-minute rotations consisting of small group work with the teacher, individual work at computer stations, and independent reading. Instruction ends with a 10-minute wrap-up that gives students an opportunity to reflect on their performance that day.

## **What Was the Implementation Level of READ 180 in Classrooms?**

To assess the implementation level of READ 180 in FCPS middle-schools, Scholastic and FCPS developed a teacher survey (Appendix A). The survey asked teachers to report the number of days per week that their READ 180 classes met, the length of the class period, and the instructional activities that took place during that time. Eleven of the 13 Fairfax county READ 180 teachers (85 percent) completed the survey.

Based on responses to this survey, and as shown in Exhibit 1, we classified four teachers as *fully implementing* the instructional model, which means that their students attended READ 180 classes five days per week for 90 minutes each session. Students of these teachers also rotated among the three core activities: teacher-led instruction, use of the Audiobooks, and use of the READ 180 software. Five other teachers *partially implemented* Scholastic’s instructional model by holding 90-minute sessions with rotations among the three core activities. However, students of these teachers did not attend the READ 180 class for five days per week. The remaining two teachers reported 45-minute class sessions, five days per week. These teachers’ READ 180 programs were furthest from Scholastic’s instructional model and were classified as *minimally implemented*.

**Exhibit 1**  
**Level of READ 180 Implementation, 2002-03**

Implementation Level	90-Minute Class Period	5 Days Per Week	3 Core Activities Each Day	Number of Teachers	Percentage
Full	Yes	Yes	All	4	36
Partial	Yes	No	All	5	45
Minimal	No	Yes	Some	2	18

Source: Survey of teachers conducted by Scholastic, Inc.

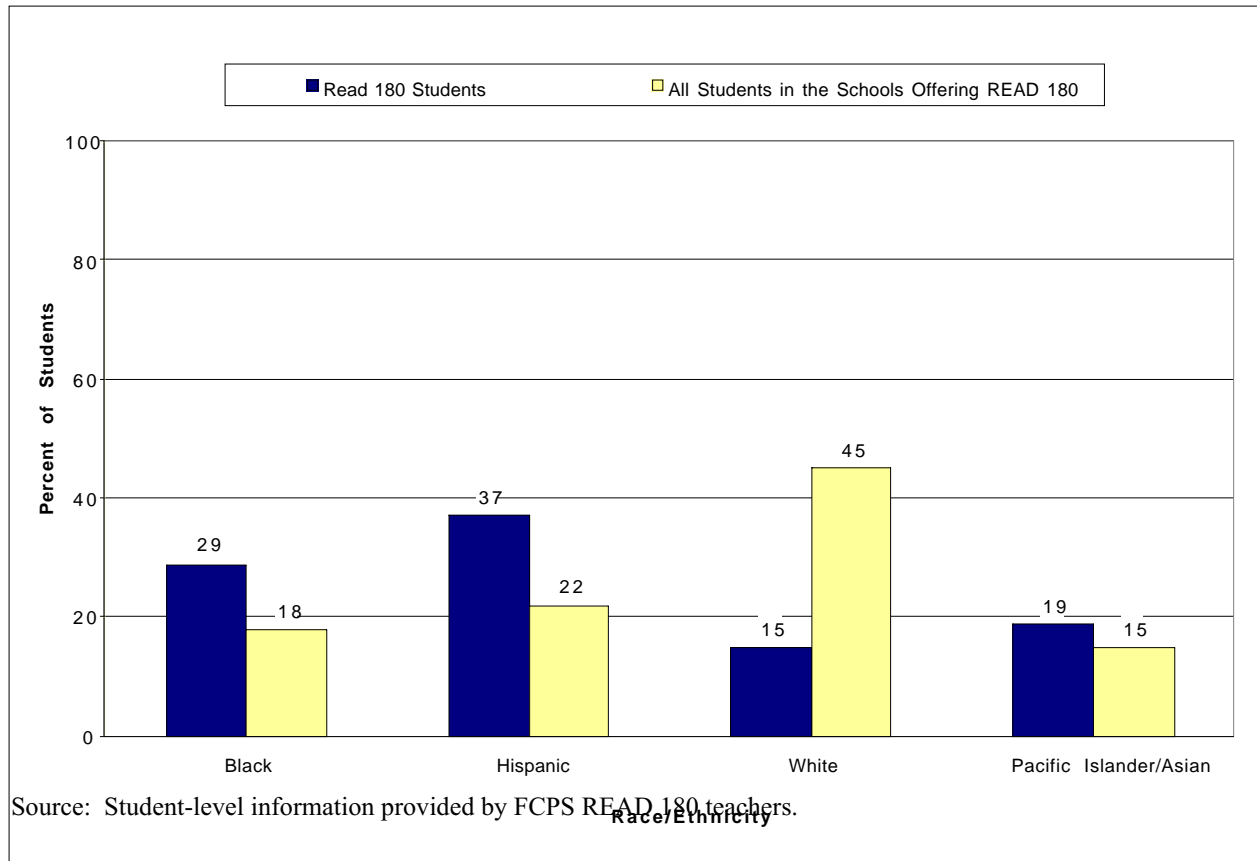
## Who Participated in READ 180?

Information on students who participated in READ 180 during the 2002-03 school year was provided by FCPS. Overall, these students were demographically different from the total population of students attending the 11 schools that offered READ 180. The most significant differences were in race, gender, ESOL status, and receipt of special education.

- **READ 180 participants were more likely to be Hispanic or black, and less likely to be white than the typical student in the same schools.** Fifteen percent of students participating in READ 180 were white, 37 percent were Hispanic and 29 percent were black (Exhibit 2). This compares with 45 percent white, 22 percent Hispanic, and 18 percent black among all students in the 11 READ 180 host schools.
- **READ 180 participants were somewhat more likely to be male than the typical student attending the same schools.** Fifty-five percent of READ 180 students were male, compared with 52 percent of all students (Exhibit 3).
- **READ 180 participants were more likely to be eligible for ESOL than the typical student attending the same schools.** Forty-two percent of participating students were classified as ESOL, compared with only 16 percent of all students (Exhibit 3).

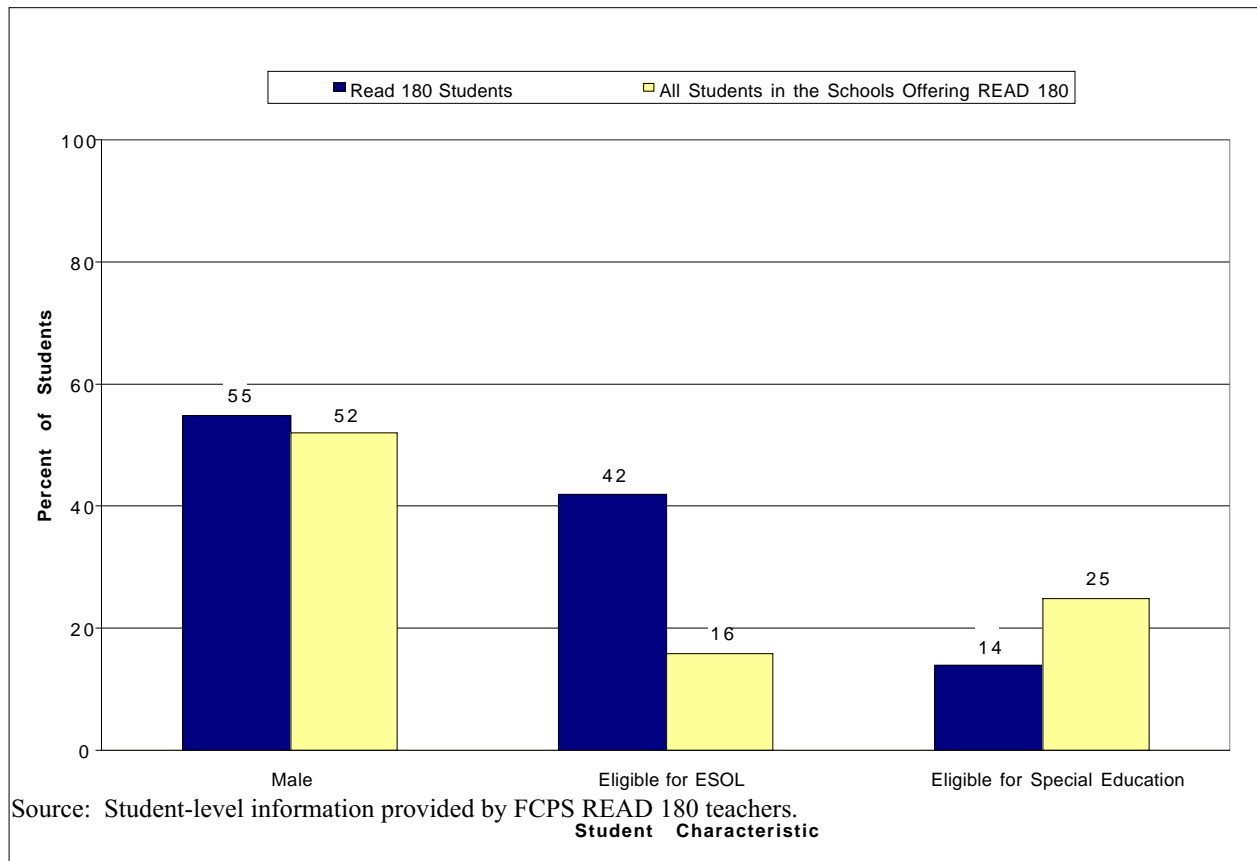
- READ 180 participants were somewhat less likely to be eligible for special education services than the typical student attending the same schools.** Fourteen percent of participating students were classified as receiving special education services. Among all students attending the same 11 FCPS schools, 10 percent of students received self-contained special education services and 15 percent received other special education services (Exhibit 3).<sup>1</sup>

**Exhibit 2**  
**READ 180 Students Compared to All Students Attending READ 180 Host Schools**  
**by Race/Ethnicity, 2002-03**



<sup>1</sup> The categories of special education services are not mutually exclusive. A student may receive both self-contained services and other services.

**Exhibit 3**  
**READ 180 Students Compared to All Students Attending READ 180 Host Schools**  
**by Gender, ESOL Eligibility, and Special Education Eligibility, 2002-03**



**What Pretest to Posttest Changes in SRI Scores Did READ 180 Participants Achieve?**

Teachers can choose to administer the SRI to READ 180 students several times during the school year to monitor student progress and assist in assigning appropriate level reading activities. At a minimum, students complete the SRI when they enter and leave READ 180. The results of the exit exam are used to make course assignments for the following year and to document the change in reading comprehension that occurred. For this study, we used results from the exit administration of the SRI as posttest scores. Comparing pretest and posttest scores provided a measure of the benefits of participating in READ 180.

## **Student Reading Levels Prior to Enrolling in READ 180**

As each FCPS student enrolls in READ 180, he or she takes the interactive form of the SRI. The SRI is a computer-based assessment tool “designed to measure how well readers read literature and expository texts of varying difficulties.”<sup>2</sup> Each student’s 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. Within the READ 180 system, SRI results help teachers to tailor the lessons and exercises presented to each student and to select books for independent reading.

For this analysis, we treated each student’s SRI score at the beginning of his or her participation in READ 180 as the pretest measure of reading ability. Among FCPS students who participated in READ 180 during the 2002-03 school year, Lexile scores on the pretest ranged from a low of 136L to a high of 1262L. The average score was 718L ( $\pm 17.8L$ ), as shown in Exhibit 4.<sup>3</sup>

The publisher of the SRI, Scholastic, Inc., has defined performance standards based on Lexile scores to describe “what students must do to demonstrate various levels of proficiency with respect to the specific content.”<sup>4</sup> At different grades, different ranges of Lexile scores are associated with each proficiency level. In seventh grade, for example, students scoring 549L and below are classified as “At-Risk,” those scoring 550L to 849L are classified as “Basic,” those scoring 850L to 1100L are classified as “Proficient,” and those scoring 1101L or above are classified as “Advanced.” Students with scores at the “Proficient” or “Advanced” levels are considered to be reading at grade level.

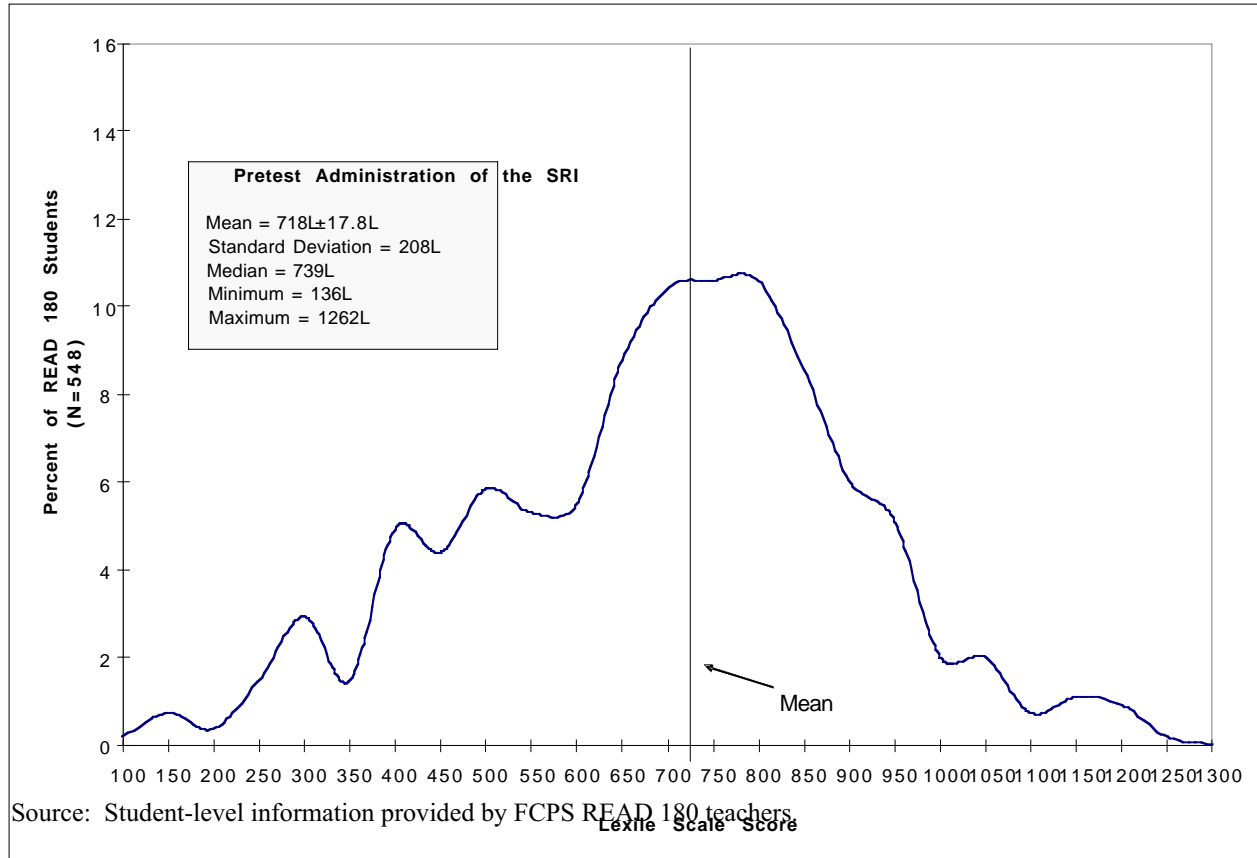
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<sup>2</sup> Scholastic, Inc. *Scholastic Reading Inventory™ Interactive: Technical Guide*. New York, New York. 2001. Page 3.

<sup>3</sup> The error associated with scale scores depends on the number of test items and the degree to which the test targets the student’s ability. Tests are targeted by entering student information into the SRI program before he or she takes the test. For an SRI test containing 20 questions, the standard error of measurement is 91L if the student’s grade level is entered and 56L if the grade level and prior reading level are entered. Because no information about the number of test items or the amount of information used to target each student’s SRI was provided for this study, we made the assumption that each student had completed a 20-question exam.

<sup>4</sup> Scholastic, Inc. *Scholastic Reading Inventory™ Interactive: Technical Guide*. New York, New York. 2001. Page 11.

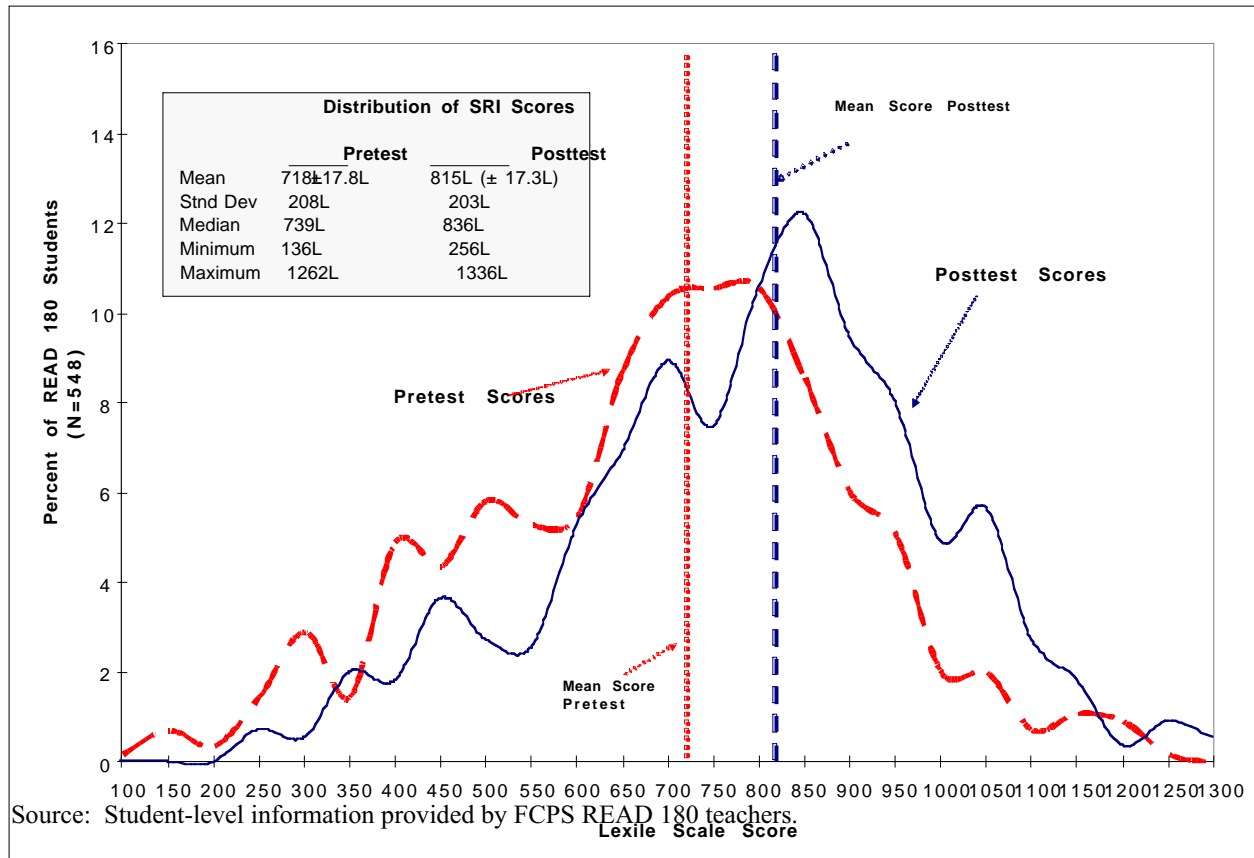
**Exhibit 4**  
**SRI Pretest Scores for READ 180 Participants, 2002-03**



**How Did READ 180 Students Perform on the SRI Posttest?**

The distribution of SRI posttest scores among FCPS middle-grade students participating in READ 180 in 2002-03 suggests improvement in reading ability between the pretest and posttest. The average posttest score was 815L (± 17.3L). Overall, SRI scores ranged from a low of 256L to a high of 1336L (Exhibit 5).

**Exhibit 5**  
**SRI Pretest Scores for READ 180 Participants, 2002-03**



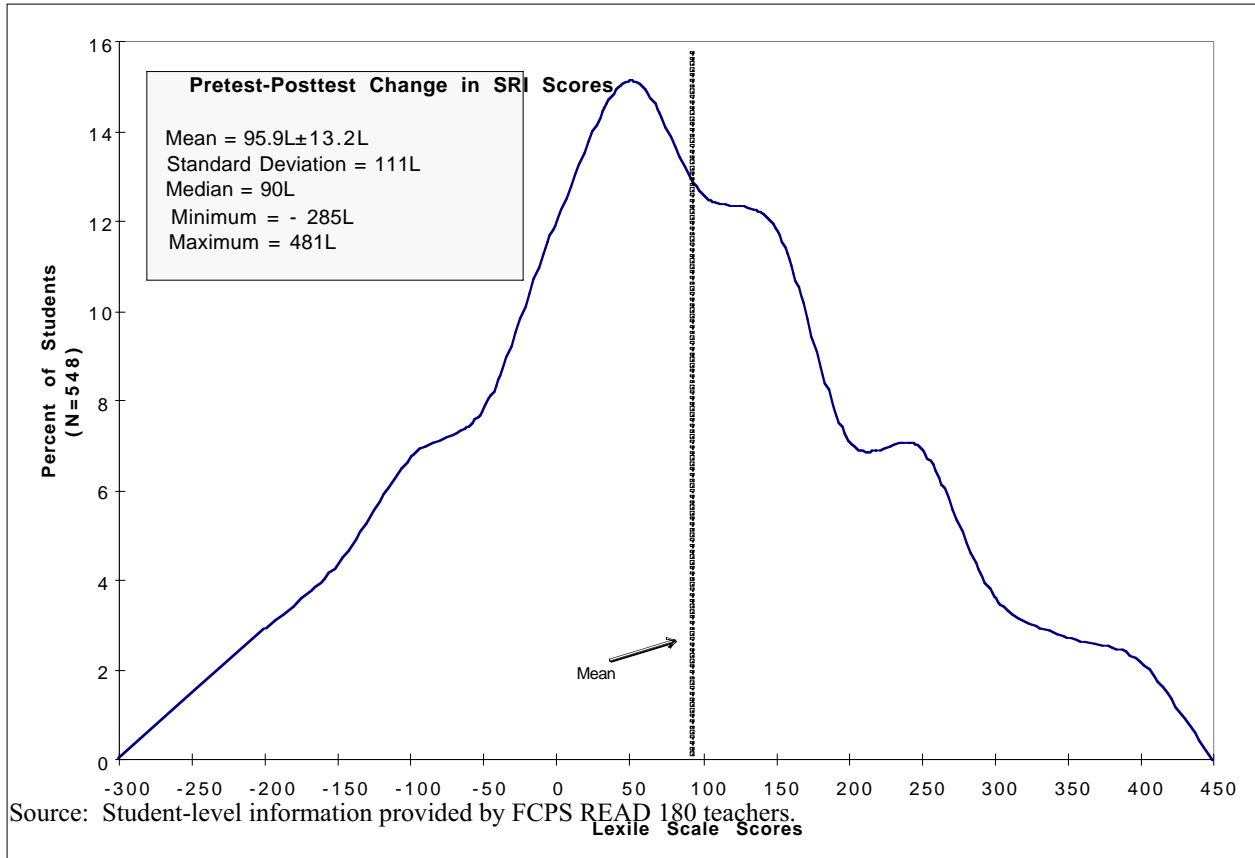
**Magnitude of Pretest to Posttest Changes in Reading Ability**

To compute the magnitude of the pretest-to-posttest change in each student’s SRI score, we subtracted each student’s pretest score from the same student’s posttest score. Using this method, the average change in SRI scores was 95.9L, with a 95 percent confidence interval of ± 13.2L and a standard deviation of 111.3L (Exhibit 6). The gains in Lexile scale scores from the pretest to the posttest were statistically significant, and the effect size<sup>5</sup> was 0.46 standard deviations, a moderate effect.

Among the 548 students for whom we had scores for both pretest and posttest scores, and allowing for the confidence interval, 80.6 percent of 2002-03 READ 180 participants improved their SRI scores from pretest to posttest (with 95 percent certainty).

<sup>5</sup> Computed as the average gain in SRI Lexile scale scores divided by the standard deviation of pretest Lexile scale scores.

**Exhibit 6**  
**Pretest – Posttest Change in SRI Scores for READ 180 Participants, 2002-03**



**Change in Reading Ability in Grade Levels**

In defining proficiency levels for each grade, Scholastic established measures of the magnitude of the increase in Lexile scale score points that represent a grade level. In the middle grades, a change of 50L over a year represents an increase in reading ability that could be expected from an additional year of school and development, and gains greater than 50L represent an increase in reading ability beyond what would be expected over one year. Because the distribution of pretest-to-posttest changes in our study was normal, we were able to estimate the proportion of 2002-03 READ 180 participants who had gains above a specified level.

Exhibit 7 shows the results of this analysis. Sixty-six percent of participants for whom both pre- and posttest scores were available gained one year or more in reading ability using READ 180. Lexile scores show that 48.5 percent of participants gained two or more years; 31.4 percent gained three or more years; and 17.5 percent gained four or more years.

**Exhibit 7**  
**Change in Reading Ability Expressed in Grade Levels,**  
**2002-03 READ 180 Participants**

<b>Gain in SRI Lexile Scale Scores</b>		
<b>Change Measured in Lexiles</b>	<b>Change Measured in Grade Level</b>	<b>Percent of 2002-03 READ 180 Participants (N=548)</b>
200L or more	Increase of 4 grade-levels or more	17.5
150L to 199L	Increase of 3 grade-levels but less than 4 grade-levels	13.9
100L to 149L	Increase of 2 grade-levels but less than 3 grade-levels	17.1
50L to 99L	Increase of 1 grade-level but less than 2 grade-levels	17.5
1L to 99L	Small increase but less than 1 grade-level	14.6
No change or decrease in score (-259L to 0L)	No change or decrease in grade-level	19.4

Source: Student-level information provided by FCPS READ 180 teachers.

**How Did Pretest-to-Posttest Changes in SRI Scores Differ for Subgroups of READ 180 Participants?**

We analyzed pretest-to posttest changes for subgroups of students to determine whether some categories of students experienced greater benefits from participation in READ 180 than others. Overall, students with lower levels of reading comprehension at the time of the pretest, and those taught by teachers who more fully implemented the READ 180 instructional model, benefited most.

### **Students with Lower Reading Ability at Compared to Students with Higher Reading Ability**

To assign READ 180 participants to categories according to their reading ability when they enrolled in READ 180, we used pretest score quartiles. Those with pretest scores in the lowest 25 percentiles were assigned to the lowest reading ability group, those with scores in the 26<sup>th</sup> to 50<sup>th</sup> percentiles were assigned to the next lowest group, and so on. Overall, students with the lowest pretest scores achieved the largest pretest-to-posttest gains (Exhibit 8). These differences were statistically significant.

**Exhibit 8**  
**Gain in SRI Lexile Scale Scores from Pretest to Posttest**  
**by Performance on the Pretest**

<b>Score on Pretest (Percentiles)</b>	<b>Average Gain on SRI Between Pretest and Posttest (with Confidence Intervals)</b>	<b>Percent of Students with a Gain in Scores After Allowing for Confidence Interval</b>	<b>Percent of Students Gaining One or More Grade-Levels After Allowing for Confidence Interval</b>
Lowest scores on Pretest – 1 <sup>st</sup> to 25 <sup>th</sup> Percentile	179.4L ( $\pm 28.6L$ )	93.2	85.8
26 <sup>th</sup> to 50 <sup>th</sup> Percentile	120.4L ( $\pm 25.6L$ )	86.9	74.4
51 <sup>st</sup> to 75 <sup>th</sup> Percentile	75.5L ( $\pm 20.1L$ )	87.2	65.0
76 <sup>th</sup> to 99 <sup>th</sup> Percentile	13.9L ( $\pm 22.7L$ )	57.2	32.0

Source: Student-level information provided by FCPS READ 180 teachers.

### **Differences in Pretest-to-Posttest Scores by Other Student Characteristics**

No statistically significant differences in the magnitude of pretest-posttest changes in reading ability were found to be associated with other characteristics of READ 180 participants for which information was available. These characteristics included: gender, race, eligibility for ESOL, eligibility for special education, and the number of days the student was absent from school during the 2002-03.

### **Level of Implementation of the READ 180 Instructional Model**

Students' pretest and posttest SRI scale scores varied substantially according to teachers' level of implementation of the READ 180 instructional model. Students enrolled in classes that incorporated all components of the Scholastic instructional model had the highest average change in scale score (106 L),

followed by students in partially implemented programs (89 L), and then students in minimally implemented programs (68 L) (Exhibit 9).

**Exhibit 9**  
**Pretest-to-Posttest Change in Reading Ability by Level of Implementation**  
**READ 180 Participants, 2002-03**

<b>Level of Implementation</b>	<b>Average Pretest-Posttest Change in Scale Score Points</b>	<b>Confidence Interval</b>	<b>Standard Deviation</b>	<b>N</b>
Full implementation	106 L	+26.3 L	108.5 L	134
Partial implementation	89 L	+21.7 L	116.3 L	211
Minimal implementation	68 L	+33.8 L	109.5 L	82

Source: Student-level information provided by FCPS READ 180 teachers and the survey of teachers conducted by Scholastic, Inc.

The average change in scale score points varied significantly by teacher. The largest average pretest-to-posttest change among the students assigned to one teacher was an increase of 171 L ( $\pm 61.8L$ ), while the smallest average change was an increase of 6 L ( $\pm 43.2L$ ). Differences in scores among students assigned to different teachers were statistically significant (Exhibit 10). The magnitude of achievement differences by teacher is larger than would be expected from the current measure of differences in implementation. This suggests that additional information about implementation and teacher preparation could explain more of the differences experienced by READ 180 students.

Some information was provided for two other elements of the implementation of the program model: the number of months a student was enrolled in a READ 180 class and the total number of minutes a student spent in READ 180 per week. This information was available for only a portion of READ 180 participants, and we found no differences in pretest-to-posttest reading ability associated with it.

**Exhibit 10**  
**Pretest-to-Posttest Change in Reading Comprehension by Teacher**  
**READ 180 Participants, 2002-03**

Teacher	Average Pretest-Posttest Change in Scale Score Points	Confidence Interval	Standard Deviation	N
1	171 L	±61.8 L	93.0 L	21
2	143 L	±49.6 L	72.1 L	27
3	138 L	±34.1 L	71.5 L	57
4	126 L	±40.0 L	108.3 L	58
5	123 L	±53.6 L	137.0 L	42
6	106 L	±36.9 L	100.2 L	63
7	91 L	±46.3 L	94.6 L	38
8	91 L	±65.9 L	145.3 L	30
9	82 L	±41.6 L	107.3 L	53
10	69 L	±46.6 L	106.6 L	42
11	67 L	±49.7 L	115.2 L	40
12	61 L	±55.9 L	98.2 L	27
13	6 L	±43.2 L	109.4 L	50

Source: Student-level information provided by FCPS READ 180 teachers.

### What Do These Results Tell Us?

With the important caveat that we do not know whether READ 180 students experienced greater gains in reading ability than similar students who did not participate in the program, the findings presented here paint a positive picture of the benefits associated with READ 180 participation for middle-grade students in FCPS. The information available does not allow us to attribute gains solely to Read 180, but upward trends are an encouraging sign. Had we found the opposite, that reading comprehension levels of READ 180 students were decreasing or were consistently increasing at a lower rate than expected for students completing an additional year of schooling, it would have been difficult to suggest (or we could not suggest) that READ180 had led to improvements in student learning.

Pre- and posttest differences in reading comprehension measured by the SRI exam show that the typical READ 180 participant experienced gains in literacy. In addition, the average gains made by READ 180 participants were greater than one grade level. Nearly half of the participating students (48 percent) achieved gains greater than the equivalent of two grade levels.

Students who had the lowest reading comprehension level when they enrolled in READ 180 experienced greater gains than students who started with higher levels of ability. This suggests that READ 180 was at least partially responsible for closing the achievement gap for these students. The 25 percent of students with the lowest pretest scores averaged gains of 179 L, equivalent to more than three grade-levels. The 25 percent of students with the highest pretest scores averaged gains of 14 L, equivalent to one-fourth of a grade-level.

The data available for this analysis also suggest that levels of implementation of the READ 180 instructional model are associated with different levels of improvement in reading comprehension. Students enrolled in classes that fully implemented READ 180 averaged gains of 106 L, while students in classes that only partially implemented the model averaged gains of 68 L. Significant differences in pretest-posttest gains in reading comprehension among students assigned to each teacher suggest that there are additional unmeasured elements of the READ 180 instructional model and teacher preparation that are strongly associated with different student gains.

## APPENDIX

### TEACHER SURVEY (Prepared and Administered by Scholastic, Inc.)

#### ***READ 180*** Teacher Survey

Name: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Grade Levels in School: \_\_\_\_\_

Type: \_\_\_\_\_ urban \_\_\_\_\_ rural \_\_\_\_\_ suburban

Date: \_\_\_\_\_

*Below are some questions designed to help us better understand the impact READ 180 is having in your classroom, how you are implementing the program, and what your opinions are about the program's strengths and weaknesses. Please tell us anything you think is important, and provide specific examples from your students.*

**1. Please indicate (check) your classroom program using the descriptors below:**

\_\_\_\_\_ 90-minute class period

\_\_\_\_\_ 45-minute class period

\_\_\_\_\_ no more than 15-20 students per class

\_\_\_\_\_ core class time consists of 3 rotating groups of students on core activities

\_\_\_\_\_ core activities are 20 minutes each consisting of

\_\_\_\_\_ independent reading (\_\_\_\_\_ with audiotapes \_\_\_\_\_ without audiotapes)

\_\_\_\_\_ instructional reading on computers

\_\_\_\_\_ small group or 1:1 direct instruction

\_\_\_\_\_ other \_\_\_\_\_ class ends with 10 minute wrap-up

\_\_\_\_\_ modeled reading on audiobooks or independent reading is done daily

\_\_\_\_\_ modeled reading on audiobooks or independent reading is done twice a week

\_\_\_\_\_ modeled reading on audiobooks or independent reading is done three times a week

\_\_\_\_\_ individualized software instruction is done daily

- \_\_\_\_\_ individualized software instruction is done twice a week
- \_\_\_\_\_ individualized software instruction is done three times a week
- \_\_\_\_\_ students participate in mini writing lessons
- \_\_\_\_\_ students record their reading
- \_\_\_\_\_ students attend the *READ 180* class 5 days per week
- \_\_\_\_\_ teachers integrate data from the Student Management Suite™ to guide student progress
- \_\_\_\_\_ in-service training was provided to teachers
- \_\_\_\_\_ homework is part of program model

2. Explain any variations you have used in your classroom this year.

3. Explain the impact you think *READ 180* has on your students' reading achievement. Please **provide specific examples** from your classroom.

4. Explain the impact you feel *READ 180* has on your students' motivation to learn and improve their reading skills. Please provide specific examples.

5. Please explain how you integrate data from the Student Management Suite to monitor student progress and inform instruction.

6. What components of the *READ 180* program do you feel MOST contribute to increases in student achievement? (i.e., Whole-Group Direct Instruction, Small-Group Direct Instruction, *READ 180* Software for Instructional Reading, Audiobooks for Modeled Reading, Paperbacks for Independent Reading, Continuous Assessment, SRI, etc.)

7. Are there any components of the *READ 180* program that you feel need additional support, that you are not comfortable with, or that you would like to modify? If so, please explain any suggestions or recommendations you have for the modification of *READ 180*.

***Thank you very much for your time and effort! Your input is greatly valued by Scholastic and the READ 180 team.***