

 SCHOLASTIC
Professional
Paper

Response to Intervention

An Alignment Guide for *READ 180*



Scholastic Inc. has prepared this Alignment Guide to assist Local Education Agencies (LEAs) and schools that are currently implementing or are considering adopting a *Response to Intervention (RTI)* model. This guide provides key background information on current educational policy related to *RTI*, and demonstrates how *READ 180* Enterprise Edition (EE) can complement and strengthen the implementation of *RTI* and effectively raise student achievement. This Alignment Guide provides the following key information:

- *Response to Intervention* Overview
- *READ 180* Enterprise Edition Overview
- Alignment of *READ 180* Enterprise Edition to *RTI* Core Components

READ 180 EE is a research-based, intensive reading intervention program designed to meet the needs of students in grades transitional 3 and above whose reading achievement is below the proficient level. *READ 180* EE:

- Has been formally endorsed by the Council of Administrators of Special Education (CASE), an endorsement that requires rigorous evidence of effectiveness with Special Education students.
- Effectively raises student achievement by delivering a systematic program of reading intervention that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills;
- Supplies software-generated assessment reports that can be used to develop students' academic achievement goals, monitor students' progress, modify direct instruction, and evaluate the effectiveness of the program;
- Provides professional development that is integrated into the teaching materials, and a customizable in-service and professional development plan that prepares instructors to effectively deliver the program.

Using the Alignment Guide

Beginning in January 2006, districts are permitted to use up to 15% of their *Individuals with Disabilities Education Act (IDEA)* funds for interventions and measurements to be used within a *RTI* framework. This Alignment Guide addresses how the Scholastic *READ 180* Enterprise Edition program supports and strengthens the implementation of *RTI*. For all questions regarding *Response to Intervention* services, please consult the final *IDEA*, Part B regulations governing the Assistance to States for Education of Children with Disabilities Program and the Preschool Grants for Children with Disabilities Program. They can be found at <http://idea.ed.gov/explore/home>.

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About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 85-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

We look forward to partnering with you to improve reading achievement, and would like the opportunity to talk with you about how we can best support your efforts to implement your *Response to Intervention* program.

Response to Intervention (RTI) Overview

Background

The reauthorization of the *Individuals with Disabilities Education Act (IDEA 2004)* changed the way students are evaluated for special services by encouraging schools to identify students in need of those services and use research-based interventions to address their needs early on.

What Is RTI?

Response to Intervention is not a particular program, curriculum, or model. Rather, it is an approach or framework for allocating instructional services and resources in response to students' needs. *RTI* aims to prevent unnecessary assignments to special education through the provision of tiers of intervention and continuous progress monitoring.

RTI is the systematic practice of:

- Providing tiers of increasingly intensive, high-quality instruction, and intervention matched to students' needs;
- Measuring and continually monitoring students' progress over time;
- Using resulting data to drive educational decision making.

The Purpose of RTI Is:

1. To focus on prevention and early identification of students in need of special services.
2. To better integrate services between general and special education.

RTI uses a multitiered model of service delivery to promote efficient response to students' needs. Each tier provides increasingly intensive support structures to ensure that students succeed.

Tier 1: Core Instructional Interventions

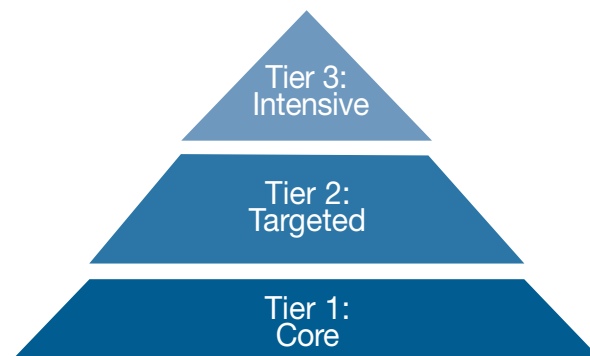
- General curricula for all students
- Proactive interventions oriented toward whole-group instruction

Tier 2: Targeted Group Interventions

- Supplemental instruction for students who are not successful in Tier 1
- Targeted interventions oriented toward small-group instruction
- Explicit instruction, rapid response

Tier 3: Intensive, Individual Interventions

- Individualized instruction for students who are not successful in Tier 2
- Intensive interventions oriented toward individual students
- Diagnostic assessments to determine student need
- Higher intensity, longer duration



Core Components of RTI

1. A Multitiered Intervention Model

Multiple tiers of intervention allow schools to offer increasingly intensive interventions to those students who are not making adequate progress in the core curriculum (Tier 1). Interventions in Tiers 2 and 3 are intensified by increasing instructional time, decreasing group size, using materials matched to students' instructional levels, modifying modes of presentation, and providing regular corrective feedback.

2. Universal Screening

All students should be screened three times a year to identify those students who are not making expected academic progress. Screening measures should be brief, reliable, and valid and appropriately identify those students who require more intense interventions.

3. Scientifically Validated and Research-Based Interventions

IDEA 2004 and *No Child Left Behind (NCLB)* require the use of research-based interventions to the extent possible. Interventions should be based on research-proven practices. In addition, the intervention should be validated by scientific efficacy studies.

4. Fidelity of Intervention Implementation

The fidelity of intervention implementation must be monitored to ensure that students are receiving the intervention as designed and validated by research. Interventions should include guidelines and tools regarding implementation fidelity.

5. Frequent Monitoring of Student Progress

The progress of students receiving interventions must be monitored frequently in order to determine if the interventions are producing the desired academic gains. The progress monitoring measures should be brief, target specific skills, be administered easily, and accompanied by decision rules to inform instruction.

6. Data-based Decision Making

In all tiers of intervention, data from screening and progress monitoring measures should be used to make educational decisions for individual students.

7. Professional Development

A high-quality professional development plan should be used to support teachers implementing *RTI*. The plan should allow for coaching, e-learning courses, and other opportunities.

8. Appropriate Interventions for At-Risk English Language Learners

Intervention programs should include literacy instruction that targets at-risk English language learners who have not yet been identified as needing special education services.

9. Supplemental Instructional Materials

The use of supplemental instructional materials, where appropriate, strengthens the efficacy of the comprehensive core curriculum and supports student learning in Tier 1.

10. Coordinated Funding

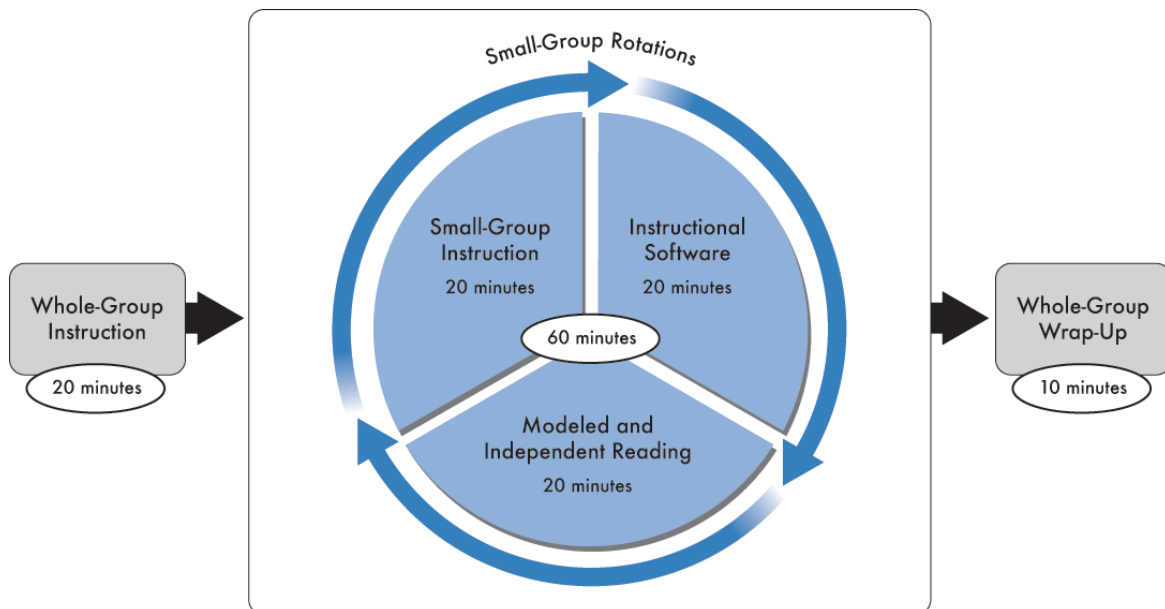
Components of *RTI* funded by *IDEA* may be coordinated with activities funded by, and carried out under, the Elementary and Secondary Education Act (ESEA).

READ 180 Enterprise Edition Overview

READ 180 Enterprise Edition is a 90-minute-a-day intensive reading program designed to meet the needs of students whose reading achievement is below the proficient level. *READ 180* directly addresses individual needs through adaptive and instructional software, high-interest literature, and teacher-directed instruction in reading and writing skills and strategies.

The instructional software was created as a result of more than ten years of research by experts at Vanderbilt University. Through a collaborative research effort between Vanderbilt University and the Orange County Public School System in Florida, the *READ 180* prototype was used with thousands of students between 1993 and 1999. The research conclusively showed that when schools implement and follow the program's instructional model for one to two years, significant reading gains can be expected, more positive attitudes and behaviors develop, and overall higher school achievement is realized.

The *READ 180* Instructional Model combines research-based reading practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of instructional, modeled, and independent reading components. The *READ 180* Instructional Model is designed to send a strong message that each individual is respected, supported, given choices, and can succeed.



***READ 180* Enterprise Edition Aligns to Response to Intervention Core Components**

The following information details how Scholastic *READ 180* Enterprise Edition (EE), with professional development support from Scholastic RED®, addresses the Core Components of a *Response to Intervention (RTI)* Model.

RTI 1 **A multitiered intervention model with intensity of services increasing as students move up the tiers**

This includes:

- Increased instructional time
- Decreased students per group
- Materials matched to students' instructional level
- Modified modes of presentation
- Regular corrective feedback

***READ 180* Enterprise Edition** The *READ 180* EE Instructional Model includes the intensity of services as described above. The program provides intensive intervention to struggling readers through three stages of instruction: Stage A for upper elementary, Stage B for middle school, and Stage C for high school. Each stage requires a 90-minute class period that meets 5 days per week. The on-model student-teacher ratio in *READ 180* is 15:1, and students get daily small-group instruction (5:1) for more targeted intervention. Within these small groups, teachers differentiate instruction based on student needs, using specific teaching methods for English language learners and students with specific learning issues. In addition, students can select reading materials at their reading level from the independent reading paperbacks using the Lexile Framework® provided with *READ 180*. Student performance on the Scholastic Reading Inventory™ (SRI) is used to adjust the reading passages on the software to meet each individual student at his or her level. As students progress through the program, they receive regular, corrective feedback on reading, spelling, and comprehension through the *READ 180* Software.

READ 180 EE delivers its reading achievement gains through four core instructional activities:

- **Individualized instructional software**—The *READ 180* Software provides each student with customized reading instruction plus continuous assessment of his or her progress. The software has built-in supports, such as anchor videos that build background knowledge for reading passages, Universal Access Provisions, and language translations.
- **Data-driven small-group instruction**—Comprehensive *READ 180* EE reports provide detailed and immediate feedback to identify student needs and to inform Small-Group Instruction.

- **Direct, explicit instruction in whole or small groups**— The *READ 180 EE rBook*[®] *Teacher's Edition* provides for explicit instruction and scaffolded practice through research-based routines.
- **Independent reading**—*READ 180* provides students with an independent reading library of high-interest and leveled paperbacks, as well as grade-level Audiobooks. Quick Writes and *Scholastic Reading Counts!*[®] (*SRC!*) are used to assess students' understanding of what they have read.

RTI 2 Universal screening measures that are brief, reliable, valid, and appropriately identify students for intervention

READ 180 Enterprise Edition *READ 180 EE* continually assesses students using a variety of instruments. Students begin by taking the Scholastic Reading Inventory (SRI), a research-based test that assesses student reading levels and determines if placement in the program is appropriate. All students may be screened using SRI.

The the Scholastic Reading Inventory and the Lexile Framework have been the subject of seven validation studies. The research ranges from a normative study with a sample of 512,224 students (Lexile Framework) to an analysis of gender, race, and ethnic differences among fourth-through ninth-grade students.

The Scholastic Achievement Manager (SAM), which collects data from SRI assessments and daily *READ 180* Software use, generates more than 40 detailed reports that allow teachers to identify and measure skill areas in which students require further improvement. Reports include:

- Student Diagnostic Report, which helps teachers to identify and prioritize students' needs in comprehension, word recognition, spelling, and fluency.
- Student Action Report, which describes students' performances and SRI test history using Lexile[®] measure, grade equivalency, and normative data, as well as recommends how to help students meet grade-level expectations.
- Demographic Proficiency Report, which provides a breakdown of SRI performance according to subgroup.
- Proficiency Summary Report, which reports the reading performance of students within a district, school, or grade for an individual teacher, class, or group.

RTI 3 Scientifically validated and research-based interventions

READ 180 Enterprise Edition The *READ 180 EE* program and services strongly align with the 15 key elements of effective adolescent literacy programs as cited in *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (Biancarosa & Snow, 2004).

The instructional software was created as a result of more than ten years of research by experts at Vanderbilt University. Through a collaborative research effort between Vanderbilt University and the Orange County Public School System in Florida, the *READ 180* EE prototype was used with thousands of students between 1993 and 1999. The research conclusively showed that when schools implement and follow the program's instructional model for one to two years, significant reading gains can be expected, more positive attitudes and behaviors develop, and overall higher school achievement is realized (Taylor, Hasselbring, & Williams, 2001).

Upon acquisition of the prototype, Scholastic agreed to maintain the integrity of all research-based principles and to enhance the library of books and the ease of use of the program. More recently, Scholastic developed the *READ 180* EE *rBook* Teaching System.

The Teaching System is a print-based interactive worktext for Small- and Whole-Group Instruction that includes nine content-area Workshops focusing on key reading and writing skills. The Teaching System utilizes research-based instructional strategies and routines (Feldman, 2002; Feldman & Kinsella, 2004). These Workshops cover mostly content-area nonfiction, with a high percentage of science and social studies passages, as well as grade-appropriate, high-interest literature. Additional resources, such as the Resources for Differentiated Instruction (RDI) books, the Scholastic RED Teacher Handbook, and *rSkills*® Tests, provide lesson plans, instructional routines, professional development, and assessment.

Reading and technology experts have written about the development of *READ 180* and its effects in numerous journals. This literature includes:

- *Struggling Middle School Readers: Successful, Accelerating Intervention* (Papalewis, 2004)
- *Literacy Instruction for Older Struggling Readers: What Is the Role of Technology?* (Hasselbring & Goin, 2004)
- *Turning the Tide* (Daley, 1999)
- *The Computer Doesn't Embarrass Me* (Hasselbring, Goin, Taylor, Bottage & Daley, 1997)
- *Multimedia Environments for Developing Literacy in At-Risk Students* (Cognition and Technology Group at Vanderbilt University, 1994)
- *Anchored Instruction and Its Relationship to Situated Cognition* (Cognition and Technology Group at Vanderbilt University, 1990)

For more information on the *READ 180* EE research base, please refer to:

- *READ 180: A Heritage of Research*
- *Compendium of READ 180 Research*
- *Before Reading Next: READ 180, An Alignment of READ 180 and Reading Next*
- *READ 180 Aligned to NCLB*

These publications can be downloaded at the Web addresses listed in the References section of this guide on page 17.

READ 180 EE has been the subject of numerous scientifically based research evaluations, including quasi-experimental, correlational, and descriptive studies. The studies report reading gains for various populations and subgroups of students, including middle and high school students, English language learners, students in special education, and Native Americans. Results from third-party evaluations show that struggling readers in *READ 180* EE show progress, often substantial, in learning to read. Impressive gains are reflected on students' reading scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), TerraNova, and the Scholastic Reading Inventory.

For more information on research that validates the use of *READ 180* EE, please refer to the Appendix on page 18 and to <http://teacher.scholastic.com/products/read180/research>.

RTI 4

An intervention with fidelity of implementation guidelines that can be evaluated through reporting or observational measures

***READ 180* Enterprise Edition** Ongoing evaluations reveal strong correlations between the quality of implementation and the desired achievement outcomes. The Research and Validation Department at Scholastic developed a *READ 180* Research Protocol and Tools guide that includes a detailed *READ 180* Observation Protocol that links to the *READ 180* Implementation Checklist. The checklist includes ten key indicators for evaluation of the quality of implementation. This implementation checklist and an abbreviated version of the Observation Protocol have also been made available in the *READ 180* Leadership Implementation Guide.

RTI 5

Use of frequent and brief progress monitoring assessments with decision rules that inform instruction

***READ 180* Enterprise Edition** *READ 180* EE provides continuous assessment and immediate feedback for students and teachers. *READ 180* EE contains assessments for initial screening, diagnostic placement, progress monitoring, and progress evaluation. Data from these assessments is fed into a software management system. The Scholastic Achievement Manager continuously monitors and assesses learning gains for each student through daily software use.

The Scholastic Achievement Manager provides detailed reports that allow teachers to identify and measure skills that students have or have not mastered. Reports are available for diagnostic, instructional planning, administration, progress monitoring, classroom management, and home communication purposes.

Scholastic Reading Inventory (SRI)

This computer-adaptive assessment instrument uses the highly accurate Lexile Framework for Reading as a diagnostic tool to place students at the appropriate levels in the program so they can read with success. SRI provides criterion- and norm-referenced reading comprehension level test results that can be used for instructional planning, intervention, and progress monitoring. This assessment instrument automatically generates 15 reports on class and individual learning gains for use by teachers and parents.

READ 180 EE Software

The *READ 180 EE* Topic CDs provide instruction within the context of cross-curricular areas, such as science, math, social studies, history, and language arts. After reading a topic-related passage with varying degrees of computer support, students work in four areas of the software:

- **Reading Zone**—The software provides scaffolded instruction and practice of phonics, fluency, vocabulary, and comprehension skills.
- **Word Zone**—Students receive systematic instruction in decoding and word recognition as they build automaticity. More than 6,000 words are defined and analyzed for study.
- **Spelling Zone**—Students practice spelling and receive immediate corrective feedback. To complete this Zone, students must spell a minimum of 6 to 12 new study words, depending upon their level.
- **Success Zone**—Students reach the Success Zone only after they have achieved all the requirements of the other zones and have demonstrated mastery of all words in the passage. The Success Zone focuses on comprehension; students demonstrate oral reading fluency in a final recording.

Assessment instruments are embedded within each zone to track student progress.

Scholastic Reading Counts!

Through computerized quizzes, the *Scholastic Reading Counts!* assessment instrument monitors student completion and comprehension of Audiobooks and Paperbacks in the *READ 180 EE* program. Data can be used for diagnostic, intervention, and progress-monitoring purposes.

In addition to these software-based assessments, teachers can track student performance through these tools:

rSkills Tests

Using these tests, teachers can monitor student understanding of key, standards-aligned skills covered during Small- and Whole-Group Instruction.

rBook

The student workbooks that are used during the teacher-directed instructional rotations include informal tests to help teachers monitor students' understanding of the material covered.

Placement, Assessment, and Reporting Guide

This guide includes tools for assessing students and using data to differentiate instruction. It includes an Oral Fluency Assessment for fluency progress monitoring.

RTI 6 Data-based Decision Making

READ 180 Enterprise Edition Through the Scholastic Achievement Manager, *READ 180 EE* continually monitors student achievement in the instructional zones of the software. It also captures students' performance data from every *Scholastic Reading Counts!* quiz that students take and achievement data from Scholastic Reading Inventory assessments. Teachers can use this software-management tool to generate detailed progress monitoring reports, such as:

READ 180 EE Software

- Reading Progress Report—overviews students' progress in the *READ 180 EE Software* during a select time period
- Student Reading Report—reflects the student's progress on each segment in the *READ 180 EE Software*
- Student Segment Status—shows student's progress on the current segment
- Student Word Zone Report—lists the study words that the student has worked on and mastered
- Student Spelling Zone Report—lists spelling study words that the student has worked on and mastered
- Level Promotion Announcement—lists students who have been automatically promoted to a higher level in the *READ 180 EE Software*

Scholastic Reading Inventory (SRI)

- Growth Report—measures reading progress during a specific time period by comparing student scores for any two testing sessions
- Student Yearly Progress Indicator—compares the student's SRI reading performance over time against the grade-level proficiency range
- Yearly Progress Indicator—displays how students in a group, class, or grade are performing compared to their grade-level proficiency range
- Student Progress Report—shows a student's scores on multiple SRI tests
- Proficiency Report—shows the performance of all students using SRI in a school, based on their last SRI test results
- Proficiency Growth Report—displays the changes in distribution across performance standards over time by district, school, grade, and teacher
- Proficiency Summary Report—presents the reading performance of students within a district, school, or grade for an individual teacher, class, or group
- Demographic Proficiency Report—provides a breakdown of SRI performance according to subgroup

Scholastic Reading Counts!

- Graph: Average Quiz Score—shows the average quiz score for an individual student over a period of time
- Graph: Books Read—graphs the total number of books that an individual student, group, or class has read

An Alignment Guide for *READ 180*

- Graph: Goals—graphs student, group, or class progress toward an annual reading goal
- Reading Progress Update—indicates student progress during a specified time period, using such measures as the student’s Lexile measure, number of quizzes passed, annual goal, and percent of goal achieved

Using the Scholastic Achievement Manager, administrators can also analyze data from SRI tests and report the performance gains of students in *READ 180 EE*.

- The Yearly Progress Indicator allows administrators to see how students within a group, class, or grade are performing on SRI tests compared to the grade-level proficiency range. This report plots students’ Lexile® scores over a fixed 12-month period, using dots to represent each individual student.
- The Growth Report can be used to determine the growth in Lexiles that individual students are making over the course of the year. On average, students are expected to grow approximately 75–100 Lexiles per year.
- The Proficiency Report shows the performance of all students using SRI in a school, based on their last SRI test results. It is particularly useful to generate this report at the beginning and the end of the year to help analyze annual reading growth. The report presents the percentage and number of students scoring:
 - In the Below Basic, Proficient, and Advanced SRI performance standard levels
 - Within a range of Lexile levels
- The Student Yearly Progress Indicator graphs an individual student’s SRI reading performance to his or her past performance scores and to the grade-level proficiency range. Administrators can also use the report to compare the student’s most recent SRI score to the current average score of all students in the same grade, based on their last test.

For reporting purposes, *READ 180 EE* can also generate the Student Roster, which provides a list of all students enrolled in SRI, and the Teacher Roster, which indicates the teachers who are using SRI and the number of students who have been tested.

RTI 7

A strong professional development plan to support teachers implementing RTI, including coaching, e-learning courses, and/or other offerings

READ 180 Enterprise Edition To ensure the effectiveness of *READ 180 EE*, Scholastic offers a customizable training and professional development plan including:

- In-person leadership development for principals, reading coaches, and technology coordinators
- In-person implementation training for *READ 180* teachers and reading coaches

- A facilitated, online professional development course from Scholastic RED titled “*READ 180: Best Practices for Reading Intervention*,” which provides:
 - Proven, scientifically based teaching strategies and methods to help raise student reading achievement
 - 24-hour access to online resources and training
 - Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms
 - Point-of-use professional development that is integrated into the *READ 180* teaching materials and that provides teachers with teaching routines, best practices, and other information for improving their teaching skills when they need it

The *READ 180* EE professional development support provides teachers with critical strategies for reaching and teaching struggling readers, including English language learners and students with special needs.

During implementation training, teachers learn:

- Teaching strategies for differentiated Small-Group Instruction
- Strategies for delivering Whole-Group Instruction in phonics, vocabulary, fluency, and comprehension
- A variety of instructional strategies and practical suggestions for working with students who are English language learners
- How to configure the software’s options to benefit students with disabilities
- How to use the *READ 180* EE reports to inform instruction and set goals based on data from individual classrooms
- How to effectively set up and manage a *READ 180* EE classroom

The Scholastic RED course “*READ 180: Best Practices for Reading Intervention*” also provides teachers with strategies to help struggling students. After completing the course, teachers are able to:

- Identify what leading researchers have determined as the most effective ways to help struggling readers and how to use *READ 180* EE to put these findings into practice
- Use the *READ 180* EE Software to guide students’ growth
- Analyze *READ 180* EE assessment data to inform and differentiate instruction
- Use *READ 180* EE materials to provide direct instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension to raise student achievement in reading

Throughout *READ 180* EE, Professional Development is integrated into the teaching materials so that teachers have access to what they need when they need it.

- The beginning of the *rBook Teacher’s Edition* and the beginning of each Workshop include a section on teaching routines and how to use and interpret the reports so that teachers can improve their skills as they teach.
- *Resources for Differentiated Instruction Book 3: Strategies for English Language Learners* provides differentiated lessons to help English language learners develop oral language skills.

An Alignment Guide for *READ 180*

The optional *READ 180* Seminar Series offers these pertinent half-day sessions:

- Decoding Strategies for *READ 180* Students
- Developing Independent Readers in the *READ 180* Classroom
- Motivating the *READ 180* Student to Success
- Strategic Comprehension and Vocabulary Instruction in *READ 180*
- Test-Taking Strategies for the *READ 180* Classroom
- Using *READ 180* Data to Differentiate Instruction
- Using SRI and the Lexile Framework Effectively With *READ 180*
- Writing in the Service of Reading for the *READ 180* Classroom

Optional Scholastic RED courses provide ongoing professional development in reading for all teachers in a school. Courses blend online learning with in-person workshops and support.

RTI 8

Literacy instruction that targets at-risk English language learners who have not been identified as needing special education or related services

***READ 180* Enterprise Edition** The *READ 180* EE's individualized, leveled instruction and practice activities can raise the achievement of students with varying abilities and needs, including those who are struggling and at risk of not meeting state academic standards.

These include, but are not limited to:

- English language learners
- Children from low-income families
- Students with learning disabilities
- Students attending urban, suburban, and rural schools

All students benefit from embedded decoding tips, point-of-use vocabulary definitions, and leveled reading passages. Video clips in the software and *rBook* Teaching System help students build background knowledge and develop mental models prior to reading. In addition, a variety of built-in features specifically support English language learners and students with special needs:

- The software delivers language support in Spanish, Hmong, Vietnamese, Cantonese, and Haitian Creole by providing summaries of the content-area videos and reading passages, as well as “clickable” translations of words in the passages.
- Phonics instruction provides decoding tips with modeled practice in segmentation, blending, structural analysis, sound-letter correspondence, and correct pronunciation.
- Students have ample opportunities to hear modeled reading and to practice reading along with a skilled narrator.
- Students can click on highlighted words to receive definitions, context sentences, and pronunciation tips for Spanish speakers.
- Students have the ability to slow down or speed up the narration of the passages.

- All of the program’s materials reflect a wide range of people and cultures.
- Teachers receive resources for differentiated instruction that are designed to meet the unique needs of English language learners.
- The unique layout of the *READ 180* EE classroom presents many opportunities for speaking and listening interactions with teachers and peers.
- Home connection letters are available in Spanish to keep Spanish-speaking families of striving readers informed of progress.

An intensive reading intervention program, *READ 180* EE delivers adaptive, individualized instruction and practice that addresses students’ specific needs and helps them achieve mastery. Features that support students with special needs include:

- The software contains universal access supports, such as closed captioning for video segments, customizable options like alternate color schemes for students with visual difficulties, customizable options for students with auditory difficulties, and button rollover.
- Audiobooks provide struggling readers with opportunities to appreciate quality literature that would otherwise be above their independent reading level.
- Assessments match students to text at an appropriately challenging level.
- Students receive immediate, patient feedback that is private and respectful to them.
- High-interest, age-appropriate books and passages increase students’ enjoyment of reading.

RTI 9

Supplemental instructional materials, where appropriate, to strengthen the efficacy of a comprehensive core curriculum and support student learning

READ 180 Enterprise Edition *READ 180* EE provides students who are reading at least two years below grade level with supplemental, research-based intervention in these areas:

1. **Basic Skills**—The program teaches essential reading skills through the software and during teacher-directed, whole- or small-group instruction. These skills are phonics, vocabulary, fluency, and comprehension. Instruction also includes writing, spelling, and grammar, usage, and mechanics skill. Students practice test-taking strategies as well. Teachers have access to differentiated instructional materials in the Resources for Differentiated Instruction (RDI) books and through electronic links provided by the Scholastic Achievement Manager.
2. **Vocabulary**—Students learn high utility and content-area vocabulary words that are taught using explicit and researched routines. They have many opportunities to review, practice, and reinforce skills during individualized software instruction and use, *rBook* instruction, writing, and Small- and Whole-Group discussions.
3. **Fluency**—Students build automaticity and fluency through individualized reading practice and instruction. The *READ 180* EE Topic Software, Paperbacks, and Audiobooks provide a wealth of opportunities for repeated reading of leveled text. The Placement, Assessment, and Reporting Guide provides an Oral Fluency Assessment to help teachers differentiate instruction.

4. **Comprehension**—The software and *rBook* anchor videos help students build background knowledge and mental models prior to reading. The *rBook* presents intensive, systematic, and explicit instruction in essential comprehension skills and strategies. Instruction focuses on key skills for extended periods to promote gradual release. Topic software helps students build mastery through higher-level thinking activities that promote strategic application of skills. A complete RDI provides extension lessons in reading skills and strategies.

5. **Writing and Grammar**—The *rBook* scaffolds instruction through the use of graphic organizers, sentence starters, and writing frames. The *rBook* instruction includes narrative, descriptive, expository, and persuasive writing practice. It also includes instruction for functional or technical writing and literacy response. *READ 180* EE materials integrate instruction in grammar, usage, and mechanics within the context of writing. A complete RDI provides extension lessons in writing and grammar strategies.

6. **Spelling**—The *READ 180* EE Software presents spelling instruction and practice that is assessment-based and individualized for each student. Spelling errors are addressed with immediate, corrective feedback.

7. **Motivation**—Students read high-interest, age-appropriate, leveled texts that they encounter in the software and independent paperback reading. The software and *rBook* Anchor Videos engage students in the topics and help them to form mental images of what they will read. Students using *READ 180* EE have shown significant increases in motivation resulting from their experiences of success and increased enjoyment of reading.

RTI 10 **IDEA RTI funding in coordination with activities funded by, and carried out under, the ESEA**

READ 180 Enterprise Edition *READ 180* EE can be integrated with funds from states, local districts, private foundations, and other sources. The federal funding programs for which it qualifies include:

- Title IA—Improving Basic Programs
- Title IA—Supplemental Educational Services
- Title IID—Enhancing Education Through Technology
- Title III—English Language Acquisition
- Title VA—Innovative Programs
- Enhancing Education Through Technology (Competitive)
- 21st Century Community Learning Centers
- Smaller Learning Communities
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- Striving Readers
- Comprehensive School Reform

Summary

READ 180 Enterprise Edition, along with Scholastic RED Professional Development courses, will support and strengthen the implementation of *RTI* in schools. *READ 180* EE provides supplementary materials to support instruction in the core curriculum (Tier 1), universal screening measures, intensive scientifically validated and research-based interventions for struggling readers in Tiers 2 and 3, progress monitoring measures accompanied by decision rules, and data management software to facilitate data-based decision making. Teachers are trained to implement *READ 180* EE with fidelity and in the use of effective instructional skills; guidelines and tools are included to ensure fidelity of implementation. *READ 180* EE includes research-proven instructional strategies and materials appropriate and effective for English language learners. *READ 180* EE can play an integral role in the implementation of *RTI*.

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Appendix

RTI requires the use of scientifically validated interventions, such as *READ 180* EE. Pertinent research of *READ 180* EE includes the following.

Elementary School

Department of Defense Education Activity Schools (DoDEA)

Scholastic evaluated the effectiveness of the *READ 180* program in the DoDEA schools, where the program was implemented in nine schools in the U.S. and Germany with students from Grades 4 to 9 during the 1999–2000 school year. Findings from the DoDEA study indicate that the *READ 180* program had an overall positive effect on the reading and language arts standardized test scores of the participating students. Results of the analysis on the TerraNova reading test showed a pretest mean of 38.47 Normal Curve Equivalents (NCEs) and a posttest mean of 41.95 NCEs in reading (a gain of 3.48 NCEs). Pretest and posttest means were significantly different at the .001 level. Results also reveal that students in on-model classrooms revealed statistically significant reading growth compared to students in off-model classrooms. On-model students showed a pretest mean of 39.9 NCEs and a posttest mean of 47.3 NCEs in reading (a gain of 7.45 NCEs) while off-model students showed a pretest mean of 37.7 NCEs and a posttest mean of 39.1 NCEs in reading (a gain of only 1.37 NCEs). Attitudes toward reading and self-esteem as a reader improved as well. Eighty-eight percent of the students indicated a negative response toward reading or self at the beginning of the school year. At the end of the year, the number of negative responses dropped to eight percent.

Iredell-Statesville Schools, NC

Iredell-Statesville Schools began implementing *READ 180* in the 2002–2003 school year to increase literacy levels among students performing at level 1 or 2, as defined by North Carolina's achievement levels for students. In order to measure the effects of *READ 180*, results of the North Carolina End-of-Grade Reading Comprehension Test were gathered for a sample of 441 students in Grades 4 to 8 who had both 2002 and 2003 reading test scores. One hundred and six of these students were learning disabled. The findings reveal that fifth-grade *READ 180* students had the highest gains, with a mean score of 238.91 at the spring 2002 pretest and 248.44 at the spring 2003 posttest, for a gain of 10.28 points. The growth for fifth-, seventh-, and eighth-grade *READ 180* students was more than twice the expected growth. Students using *READ 180* in all grades showed gains greater than the expected growth for their grade level, and approximately 51% of all students in Grades 4 to 8 revealed growth of at least one achievement level.

New York City Public Schools, NY

During the 2001–2002 school year, 652 students in Grades 4 to 8 in Community School District 23 in Region 5 participated in *READ 180*. *READ 180* participants averaged a gain of 17.4 scale-score points, with a median of 19 scale-score points, while nonparticipants in the same schools and grades averaged a gain of 14.8 scale-score points, with a median of 13 scale score points. In addition, there were a larger proportion of *READ 180* students (21%) scoring above grade level on the ELA after one year of *READ 180* than of other students (11%) who scored below grade level. New York City expanded the *READ 180* program to third grade in Region 8 during 2004–2005. The third-grade *READ 180* students scored 132 Lexiles at pretest and 323 Lexiles at posttest for a gain of 191 Lexiles. In addition, the number of third-grade Beginning Readers (BR) decreased from 31% to 9% after *READ 180*.

Middle School

Austin Independent School District, TX

In the fall of 2004, the Austin Independent School District (AISD) in Texas began using *READ 180* to help struggling seventh- and eighth-grade students become proficient readers. The achievement results of *READ 180* students were compared to carefully matched groups of nonparticipants. AISD students selected to participate in *READ 180* were either Limited English Proficiency (LEP) students, students in special education or students with special needs, or students performing below grade level on measures of reading proficiency. *READ 180* students gained more on the Texas Assessment of Knowledge and Skills (TAKS) Reading Test than students in a matched comparison group of nonparticipants. Specifically, the average score of *READ 180* participants increased by 6.6 Normal Curve Equivalents. The average TAKS score of nonparticipants increased by 4.7 NCEs.

Council of the Great City Schools

Scholastic collaborated with the Council of the Great City Schools (Boston, Columbus, Houston, Dallas) to evaluate the effects of *READ 180* on reading achievement of low-performing middle school students. For all *READ 180* students in three districts—Boston, Houston, and Dallas—that provided test scores from Spring 2000 to Spring 2001, the difference in growth on the SAT-9 between the treatment and control groups (+22.94 and +17.24, respectively) is statistically significant and in favor of the students in the *READ 180* classes. In Columbus, where the pretests were administered in the fall of academic year 2000–2001 and the posttests in the spring, the difference in the growth on the reading comprehension subtest of the SAT-9 between the treatment and control groups (+14.41 and -3.77, respectively) is statistically significant and in favor of the *READ 180* students. The difference in growth in Columbus rises to the level of considerable educational significance.

Daviess County School District, KY

Daviess County School District in Kentucky first implemented *READ 180* during the 2003–2004 school year, expanding reading intervention efforts into middle and high schools. At Daviess Middle School, sixth graders who scored below the 50th percentile on the Measures of Academic Progress (MAP) were selected to participate in *READ 180*. MAP was developed by Northwest Evaluation Association (NWEA) and is one of the most reliable and accurate measures of students' knowledge and growth. Middle school *READ 180* participants comprised 11 alternative education, 13 special education, and 13 mainstream education students. Prior to the study, 72% of the students that participated in *READ 180* were reading below grade average. After *READ 180* intervention, only 45% of the students were reading below average while the number of students reading above grade level doubled. The average gain on the Comprehensive Test of Basic Skills (CTBS) from sixth to ninth grades for this cohort of *READ 180* students was 6.03 National Percentile points.

Des Moines Independent Community School District, IA

Middle School Special Education students in Des Moines, Iowa, participated in a *READ 180* study during the 2000–2001 school year. The study reported scores on both normative and criterion-referenced tests, including the Stanford Diagnostic Reading Test (SDRT), the Scholastic Reading Inventory, and the Des Moines District Fluency Probes. Results for the 2000–2001 school year revealed significant gains for *READ 180* students in fluency and comprehension, allowing 18% of the participating students to place out of Special Education services for reading. During the second year of *READ 180* implementation, 25% of first-time *READ 180* students gained one or more equivalent grade levels on the Stanford Diagnostic Reading Test.

Fairfax County Public Schools, VA

Thirteen trained *READ 180* teachers in Fairfax County, Virginia, taught *READ 180* to 548 seventh- and eighth-grade students in 11 middle schools during the 2002–2003 school year. Pre- and posttest differences in reading comprehension measured by the SRI 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%) 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. The 25% of students with the lowest pretest scores averaged gains of 179 Lexiles, equivalent to more than three grade levels.

Indian River School District, DE

Indian River School District in Delaware piloted *READ 180* at Selbyville Middle School during the 2003–2004 school year for students in Grades 6–8 performing in the bottom quartile of standardized assessments. The previous year, Selbyville Middle School's results on the Delaware State Testing Program (DSTP) had indicated a considerable achievement gap between regular education students and students receiving special education services. After nine months of *READ 180*, 55% of Selbyville's eighth-grade special education students met the standard on the spring 2004 DSTP reading test, compared to only 24% of eighth-grade special education students the previous year. Because of Selbyville's early successes, in the 2004–2005 school year *READ 180* was expanded to Sussex Central Middle School, where the majority of *READ 180* students also received special education services. By the end of that school year (the second year of implementation in Selbyville and first year in Sussex Central), the district-wide percentage of eighth-grade students in special education meeting the standard on the DSTP reading test rose from 36% in 2004 to 78% in 2005.

Los Angeles Unified School District, CA

In the 2000–2001 academic year, *READ 180* was implemented in the Los Angeles Unified School District (LAUSD) through the Intensive Academic Support Program (IAS) in which designated eighth-grade students received specialized instruction to improve their reading skills. Students selected for IAS had received a grade of D or F in eighth-grade English and a non-passing grade on the district writing performance test. *READ 180* participants made significant gains of over three Normal Curve Equivalents (NCEs) on the SAT9 Reading test and almost two NCEs on the SAT9 Language Arts test—significantly higher than a comparison group matched on pretest means, gender, ethnicity, and language proficiency. Analysis of the disaggregated data showed that participants who were designated as Limited English Proficient (LEP) (42% of the overall *READ 180* group) had made significant reading gains. After one year in *READ 180*, LEP students gained an average of 3.1 NCEs on the SAT9 Reading, while the comparison group’s mean score actually dropped 6.6 NCEs over the school year.

St. Paul School District, MN

Scholastic research evaluated the first year of *READ 180* implementation in middle schools in the St. Paul School District in Minnesota. For the study, the seventh and eighth graders who participated in *READ 180* were divided into four subgroups: 45% regular education, 15% special education, 34% English language learners, and 6% students in combined ELL/SPED classrooms. The ethnic distribution of *READ 180* students was 44% African American, 30% Asian, 15% Caucasian, 9% Hispanic, and 2% Native American. After one year of *READ 180*, the entire student sample gained significantly on the Scholastic Reading Inventory (SRI), with an average gain of 110 Lexiles. ANOVA analysis revealed that mean pretest to posttest SRI gains across the subgroups were not significantly different, suggesting equal benefit to all students. These results provide evidence that *READ 180* can be used effectively with diverse readers.

High School

Anaheim Union High School District, CA

During the 2004–2005 academic year, Anaheim Union High School District in California used *READ 180* as an intervention for below grade-level readers who were not English language learners. Students placed in *READ 180* classes scored below the 40th percentile on the California Achievement Test and two grade levels or more below the norm on the Gates-MacGinitie Reading Test (GMRT). GMRT data was collected in September 2004 and March 2005 for 537 ninth-grade students receiving the *READ 180* program. *READ 180* students’ reading levels significantly increased between pre- and posttest. After six months of *READ 180* interventions, students progressed over 2.5 months ahead of the predicted reading growth level by March 2005, achieving 7.17 grade equivalents.

Central Consolidated School District, NM

Central Consolidated School District, located within the Navajo Indian Reservation in New Mexico, piloted *READ 180* in the fall of 2002 in Shiprock High School to increase student reading achievement among ninth- and tenth-grade students. Native American *READ 180* high school students from the 2002–2003 and 2003–2004 school years showed statistically

significant reading growth, half achieving over one grade level and a third achieving more than two grade levels in one year as assessed on the Scholastic Reading Inventory. The average gain made by *READ 180* participants was 193 Lexiles.

Clark County School District, NV

Clark County School District in Nevada first implemented *READ 180* during the 1999–2000 school year. Student achievement improved considerably and the district expanded the program. Fast-forward to the 2004–2005 school year: student dropout rates improved dramatically at Centennial High School and Cimarron-Memorial High School. At Centennial High School, the dropout rate decreased by 55%, and at Cimarron Memorial High School, the dropout rate decreased by 35%. These declining dropout rates are particularly notable compared to the Clark County School District's overall decrease in dropout rate of 11%. In addition, a district study of *READ 180* English language learner students and *READ 180* students with special needs showed significant growth compared to general education *READ 180* students. Although Scholastic Reading Inventory (SRI) status scores showed Special Education (SPED) students and English language learners were reading at significantly lower reading levels than general education students at the beginning of ninth grade, an analysis of reading growth rates from the 2004–2005 school year revealed that “students in these special populations grew at a faster rate than their peers during the ninth-grade school year. As a result, the achievement gap between special and general education students was smaller by the end of the ninth grade” (p.1, Zvoch & LeTourneau, 2006). The same was found to be true with English language learners and students considered proficient in English.

Phoenix Union High School District, AZ

In the fall of 2003, the Phoenix Union High School District (PUHSD) in Arizona, began using *READ 180* for struggling readers in the ninth grade. Students placed in *READ 180* had scored below the seventh-grade equivalent on the state-mandated assessment (SAT-9 or TerraNova) in the spring of eighth grade. The three-year study tracked three cohorts of *READ 180* participants—those who were ninth graders in 2003-2004, 2004-2005, and 2005-2006—and compared them with a group of students who were matched on average eighth-grade reading proficiency scores, ethnicity, gender, English learner status, and special education eligibility. Results indicated that after one year of *READ 180*, each cohort of participants significantly outperformed the matched comparison group on the ninth-grade state-mandated reading assessment (SAT-9 for Cohort 1, TerraNova for Cohorts 2 and 3), with effect sizes ranging from .10 to .27. An analysis by subgroups showed that English language learners and students who had scored in the lowest third on the eighth-grade test achieved significantly higher scores on the ninth-grade assessment than did similar students in the matched comparison group. Longitudinal results from the Arizona Instrument to Measure Standards (AIMS) Reading Test demonstrated that *READ 180* participants who were English language learners or who had scored in the lowest third on the pretest continued to outperform their counterparts in the matched comparison group one year after *READ 180*. For example, in Cohort 1, ELL *READ 180* participants averaged a score of 654 scale-score points on the AIMS compared to an average of 646 scale-score points earned by nonparticipating ELL students. Among Cohort 1 students who scored below the 33rd percentile on their eighth-grade pretest, *READ 180* participants averaged 656 scale-score points on the tenth-grade AIMS, whereas matched nonparticipants averaged 651 scale-score points.

Seminole County Public Schools, FL

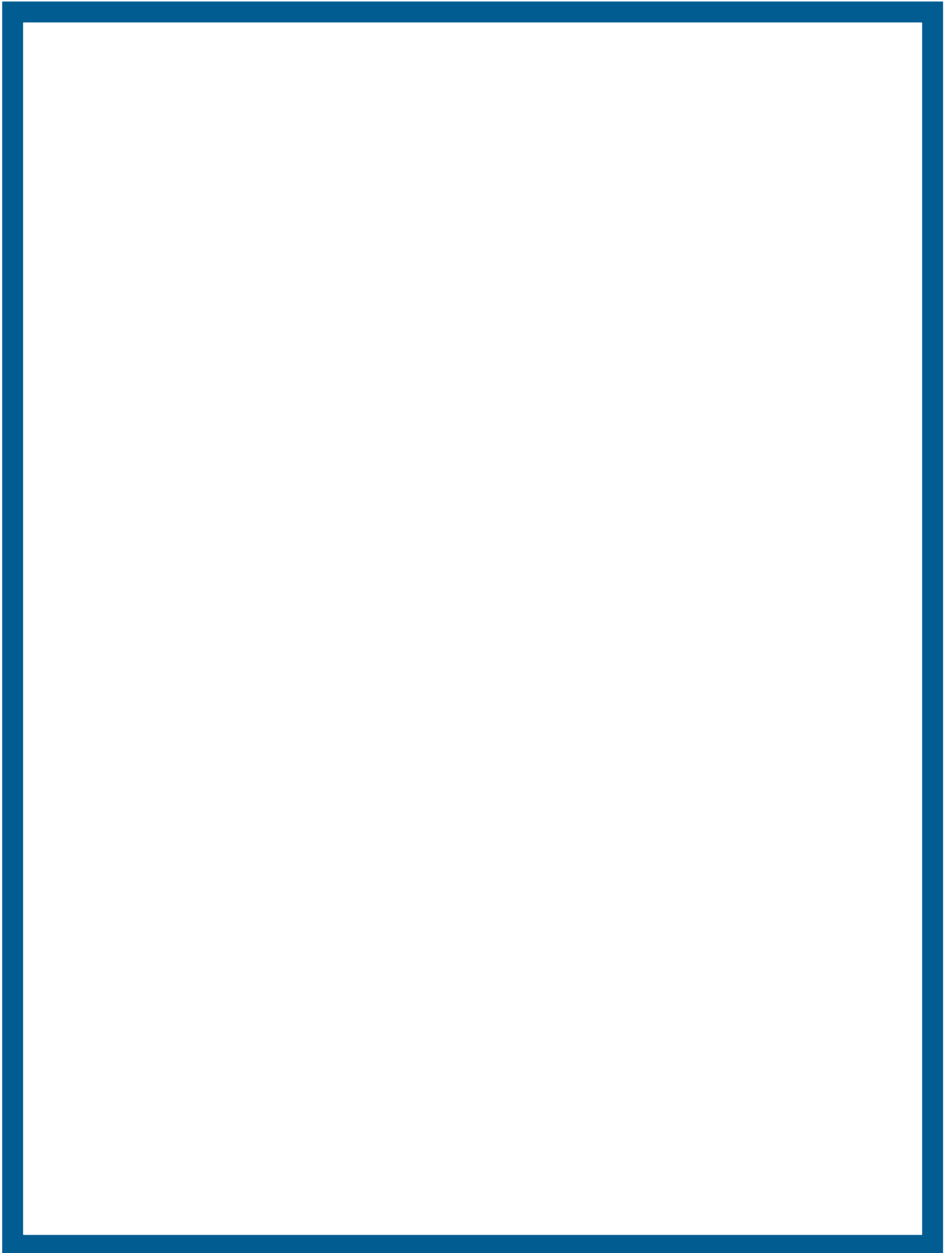
Seminole County Public Schools collaborated with researchers at Florida Center for Reading Research and Florida State University beginning the 2005-2006 school year to compare the effects of four high school reading interventions, including *READ 180*. Students in seven high schools who scored at Levels 1 or 2 on the FCAT were randomly assigned to *READ 180*, two other reading intervention programs, or a district-developed reading intervention curriculum used as the control. During the pilot year of the study (2005-2006), 25% of *READ 180* ninth- and tenth-grade students gained one or more levels on the FCAT; 29% of Level 1 students and 21% of Level 2 students grew one or more levels. Retention rates in the *READ 180* classrooms during this year were 96% compared with 75% and 50% in the other treatment groups. During the 2006-2007 school year, the study focused on ninth grade students. *READ 180* Level 2 students achieved the highest and statistically significant mean gain of 104 FCAT DSS points compared to the gains students in the two other reading interventions or the control group. *READ 180* Level 1 students achieved mean gains of 119 FCAT DSS points which was 11 points higher than the control group, who gained 108 points.

Alternative Settings**Brockton Public Schools, MA**

In the 2005-2006 school year, Brockton Public Schools in Massachusetts piloted *READ 180* in after-school programs at three elementary schools. Fourth-, fifth-, and sixth-grade students who scored below proficiency on state assessments were randomly assigned to either *READ 180* or the district after-school curriculum. *READ 180* was implemented 60 minutes a day, four days a week—a smaller dosage than recommended. After approximately five months, the *READ 180* participants had made positive and significant gains on the DIBELS assessment of oral reading fluency. *READ 180* students also made more than an average year's progress in word recognition skills as measured by the TOWRE assessment—a statistically significant gain compared to the control group. In addition, *READ 180* had a positive impact on students' attendance in the program; 65% of *READ 180* students remained in the after-school program compared to 34.8% of control group students.

Job Corps

One division of SIATech, a public charter high school with campuses nationwide, provides academic instruction to Job Corps students. In the 2002-2003 academic year, SIATech implemented the *READ 180* program at four Job Corps sites in California. In collaboration with Scholastic Research, an independent researcher analyzed the student achievement data that was collected by SIATech. Research findings indicate that *READ 180* was successful in improving literacy skills of Job Corps students, as measured by the Test of Adult Basic Education (TABE) standardized test. The amount of time in the program was analyzed using two methods of association: correlations and multiple regression. Time in the program was found to have a positive impact on TABE scores. The greatest gains were made by students who were in the *READ 180* program for an average of 16 weeks. Interestingly, these students were also the lowest performing students at pretest.



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