

RESEARCH UPDATE

Huntington Beach Union High School District
Huntington Beach, California

Students Using *READ 180*[®] in *English 1 Intensive* Course Outperform Students in Traditional *English 1* Course

PROFILE

District: Huntington Beach Union High School District

Evaluation Period: 2008–2009

Grades: 9th

Model: Daily 90-minute *READ 180* instructional model within *English 1 Intensive* course

Assessments: Gates-MacGinitie Reading Test (GMRT)
California Standards Test of English Language Arts (CST ELA)

DISTRICT CHARACTERISTICS

Situated in western Orange County, the Huntington Beach Union High School District (HBUHSD) enrolls more than 16,000 students. Approximately forty-five percent of students are Caucasian, 22% are Asian, 22% are Hispanic, 7% are American Indian, and the remaining students are Filipino, African-American, or Pacific Islander. Twenty-one percent of the students qualify for free or reduced-price meals. Ten percent of the students are categorized as English learners.

IMPLEMENTATION OVERVIEW

Goal

HBUHSD was seeking to implement an adolescent literacy program for at-risk ninth-grade students, with the goal of strengthening students' literacy skills and setting them on track for college. Toward this end, in September 2008 the district offered three high schools the opportunity to pilot a new *English 1 Intensive* class that carefully integrated *English 1* and *READ 180* into a comprehensive and cohesive course of study that would meet the A-G requirements for University of California-approved coursework.

Implementation Model

The *English 1 Intensive* course combined *READ 180* Enterprise Edition with additional core literature (an extensive variety of literary genres and rigorous writing based on California Standards of ninth-grade English). Students in the *English 1 Intensive* course followed a 90-minute instructional model where they rotated through the *READ 180* software, received small-group instruction, and participated in independent reading with grade-level appropriate literature. Along with the *rBook*[®], teachers

drew upon prewritten daily lessons that are aligned to the California English Language Arts Standards (Grades 9–10). Rigorous key assignments were designed for students to demonstrate the acquisition of the skills as outlined in the state framework (reading, writing, written and oral English Language conventions, and listening and speaking). The goal was to help build and transition students' skills into the higher levels of learning for college preparatory work.

Participants

During the 2008–2009 school year, the *English 1 Intensive* course was implemented with ninth-grade students in three classes in three different schools. Students who were selected to participate in the program had scored a grade equivalent of 7.5 on the Vocabulary and Reading Comprehension Subtests of the Gates-MacGinitie Reading Test (GMRT) in their eighth-grade year (in February 2008). The district also used the Test of Word Reading Efficiency (TOWRE), AGS Globe Group Reading Assessment and Diagnostic Evaluation (GRADE), and McCleod Assessment of Reading Comprehension as reference measures to confirm students' eligibility for the program.

The final sample used in the following analyses comprised 50 students enrolled in the *English 1 Intensive* course and

a comparison group of 118 students who were enrolled in the regular *English 1* course.

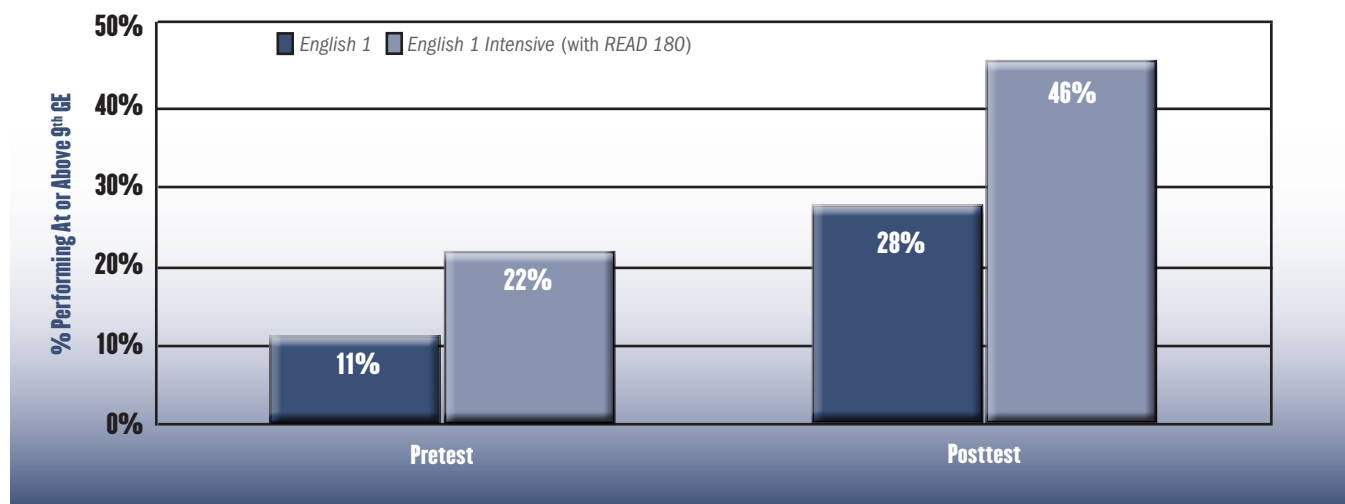
Measures

In order to measure achievement gains in the *English 1 Intensive* course, the Gates-MacGinitie Reading Test (GMRT) was administered in September 2008 (pretest) and June 2009 (posttest). The GMRT is a multiple-choice format, standardized test which measures reading achievement in Grades K-12 in the key areas of vocabulary and comprehension. The GMRT includes grade-equivalent scores that provide information on how a student's reading level compares to the grade he/she is enrolled in.

Data were also collected on participating students' 2008 and 2009 scores on the California Standards Test of English Language Arts (CST ELA), a standardized, state test of content standards in the English-Language Arts domain. A student's performance on the CST ELA Test is reported as both a scale score (which can range from 150-600) and a performance level. The performance levels were designed to bring meaning to these scale scores. Each of the five performance levels (Far Below Basic, Below Basic, Basic, Proficient, or Advanced) is associated with a range of scale scores for each grade level.

Figure 1.

Percentage of *English 1* (N=118) and *English 1 Intensive* (N=50) Students Performing at or Above the 9th Grade Equivalent (GE) on Gates-MacGinitie Reading Comprehension Subtest.



RESULTS

Gates-MacGinitie Reading Test

An analysis of variance (ANOVA) statistical test demonstrated that a significantly greater proportion of students in the *English 1 Intensive* classes (46%) performed at or above the ninth-grade equivalent on the Comprehension subtest of the Gates-MacGinitie Reading Test at posttest, as compared with 28% of students in the regular *English 1* classes (Posttest: $F(1, 166) = 5.24, p = .02$; Pretest: Difference was nonsignificant). See Figure 1.

California Standards Test of English Language Arts (CST ELA)

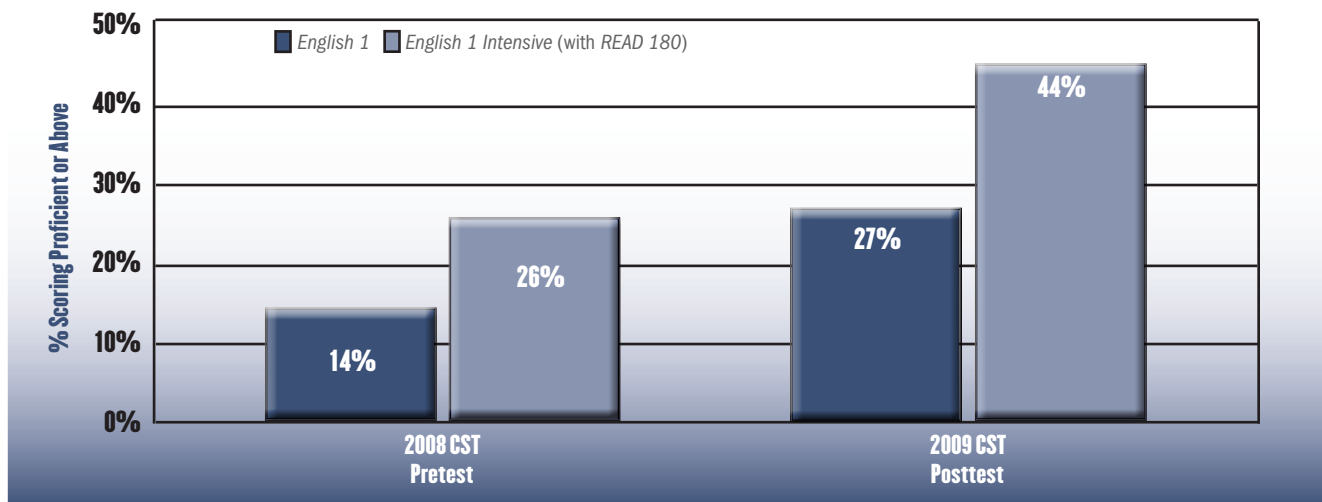
English 1 Intensive students also demonstrated positive outcomes on the CST ELA. ANOVA results indicated that although there was no significant difference in the proportion of students in either group scoring at the Proficient or Advanced Performance Level in 2008, a significantly greater proportion of students in the *English 1 Intensive* classes (44%) scored Proficient or Advanced on the 2009 CST ELA. Forty-four percent of the *English 1 Intensive* students scored Proficient or Advanced in 2009, compared with 27% of students in the regular *English 1* classes (2009 CST: $F(1, 166) = 4.66, p = .03$; 2008 Pretest: Difference was nonsignificant). See Figure 2.

CONCLUSION

Ninth-grade students who participated in HBUHSD's *English 1 Intensive* course, which systematically integrated the traditional *English 1* course with the *READ 180* program, outperformed their peers in the traditional *English 1* class on measures of comprehension skills and ninth-grade English Language Arts standards. On the Comprehension subtest of the Gates-MacGinitie Reading Test, significantly more *English 1 Intensive* students (46%) performed at or above the ninth-grade equivalent at posttest, as compared with 28% of regular *English 1* students. Additionally, significantly more students in the *English 1 Intensive* classes (44%) scored at the Proficient or Advanced Performance Level on the 2009 California Standards Test of English Language Arts, as compared with 27% of students in the regular *English 1* classes.

Figure 2.

English 1 (N=118) and *English 1 Intensive* (N=50) 9th Graders: Percent of Students Scoring Proficient or Above on the 2008 and 2009 CST ELA.



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557 Broadway
New York, NY 10012

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