READ 180 is a reading intervention program designed for older struggling readers—students in Grades 4–12+ who read at least two years behind grade level. The program is the most thoroughly researched and tested program for the treatment of adolescent reading difficulty in the world. Its effectiveness has been documented by the Institute of Educational Sciences What Works Clearinghouse, the National Center on Response to Intervention (NCRTI), the Best Evidence Encyclopedia (published by Johns Hopkins), the Harvard Review of Education, and other peer-reviewed journals.

Originally called the Peabody Learning Lab, *READ 180* was developed at Vanderbilt University by Dr. Ted Hasselbring, Professor of Special Education Technology, and his team, funded by a grant from the US Department of Education's Office of Special Education in 1985. After field testing with over 10,000 students in Orange County, Florida, the prototype was licensed by Scholastic Inc., the New York-based educational publisher, and now serves more than one million students per day in 50 states. Dr. Hasselbring continues to be the chief scientist on the program, overseeing every enhancement and revision.

How *READ 180* Works
READ 180 is available in three Stages with age-appropriate content for students from fourth through twelfth grade:
- Stage A—Upper Elementary (Grades 4—6)
- Stage B—Middle School (Grades 6—8)
- Stage C—High School (Grades 9—12)

The program is based on a blended instructional model that includes Whole-Group Instruction and three Small-Group rotations: adaptive and individualized Software, Small-Group Differentiated Instruction, and Independent Reading.

***READ 180* and the Common Core State Standards**
In 2011, Scholastic completed a multi-year, multi-million dollar research and development effort designed to bring *READ 180* into full alignment with the rigorous expectations of the Common Core State Standards and build in more support for successful implementation. New features include more rigorous passages for all students, a more transparent and explicit staircase of text complexity, and a new Writing Zone in the software focused on writing to make an argument and supporting it with evidence. New dashboards for students, teachers, and administrators help each of these groups track progress against key standards from the Common Core.

Placement and Monitoring
Most schools and districts identify a population of students who are candidates for intervention based on state test scores (performance in the bottom quartile), grades, or teacher recommendation. These students are administered the *Scholastic Reading Inventory* (SRI), a technology-based universal screener and progress monitor that generates a Lexile for each student. The Lexile Framework for Reading is a developmental scale score developed by MetaMetrics. Based on the results of the SRI,

students are placed within the appropriate level in the software and independent reading materials.

To ensure students continue working with appropriate materials as their reading levels elevate, the SRI assessment is given periodically, generally three or four times in a given school year.

Program Components
READ 180's blended instructional model begins with a teacher-lead, Whole-Group lesson. Students then rotate between three stations: Small-Group Instruction, Instructional Software, and Independent Reading. The class ends with a Whole-Group Wrap-Up where students reflect on what they have read and discussed.

Whole-Group Instruction
During Whole-Group Instruction students work to explore cross curricular topics ranging from wildfires to racism in their interactive worktext, called the *rBook*. Each Workshop builds in text complexity and includes two "stretch texts", which are at grade level and beyond.

Proven instructional routines are used during the Whole-Group lessons to ensure high levels of engagement, mastery of key academic vocabulary, and deep understanding of comprehension strategies.

Each Workshop also includes rigorous writing instruction, with a focus on making an argument and supporting it with data, and concludes with a performance-based task and curriculum embedded assessment, called *rSkills* Tests.

Small-Group Instruction
During Small-Group Instruction, students work with their teacher in a highly individualized way, focusing on areas identified by the Software as needing additional support. These lessons focus on three critical reading strategies: analyze, evaluate, and synthesize. Writing is also taught in Small-Group. The focus is on writing to make and support an argument.

READ 180 data makes it easy to differentiate instruction in small groups with the Teacher Dashboard. The Teacher Dashboard provides real-time access to student achievement data and includes a tool called the "Groupinator" that automatically groups students using criteria like reading level or skill mastery, which can be chosen by the teacher.

Instructional Software
Based on the results of the SRI, students are place into one of four levels in the *READ 180* Instructional Software. The primary goal of the Software is to provide students with sufficient practice in their "proximal zone of development" to build robust levels of fluency.

The Software offers students a choice of five content-area strands that include 12 segments each of instruction. Each topic begins with an Anchor Video, which builds background knowledge for that topic. After viewing the Anchor Video, students engage in adaptive instructional activities in five Learning Zones: the Reading Zone, the Word Zone, the Spelling Zone, the Success Zone, and the Writing Zone.

All aspects of the students' work within the Instructional Software is automatically monitored and recorded. The data is then available to the instructor at any time to be viewed in a number of instructional reports via the Scholastic Achievement Manager, or SAM.

Independent Reading
During Independent Reading, students have daily opportunities to engage with high-quality fiction and nonfiction materials. In this rotation, students have a high degree of choice, selecting from 60 leveled paperback titles, 12 on-level audiobooks and rigorous eReads, which are web-based nonfiction articles. All selections are accompanied by text-based questions and a comprehension assessment called *Scholastic Reading Counts!* (*SRC!*).

Whole-Group Wrap-Up
Research has shown that having students reflect upon what they have learned at the conclusion of a lesson has a positive impact on retention and performance. Therefore, the end of each *READ 180* class is reflecting on the day's lesson, discussing lingering questions, or setting future goals.

READ 180 **Next Generation Dashboards**
READ 180 Next Generation includes Student, Teacher, and Leadership Dashboards that encourage student engagement, help teachers to become more effective, and provide leaders with tools to review their *READ 180* implementation.

The Student Dashboard allows students to take ownership of their own learning by tracking their progress within *READ 180*. Students are motivated by tracking how they are doing in the program, rating their favorite books, and viewing reports that show their overall growth.

The Teacher Dashboard provides comprehensive support to *READ 180* teachers. The Teacher Dashboard provides data snapshots that highlight the most important implementation metrics; a report scheduler to ensure teachers receive their favorite reports on a regular basis; notifications to indicate and alert teachers of student progress; a class page including the Groupinator, which groups students based on their level or skill; and professional development support, including instructional videos and supports.

The Leadership Dashboard includes data snapshots providing an at-a-glance look at school and district performance on *READ 180* assessments, a breakdown of all the data to go in depth with school or district data to effectively monitor the implementation of

READ 180 and notifications to receive scheduled updates about what's happening in each school or district.

Scholastic Reading Counts!
Scholastic Reading Counts!, also known as *SRC!*, is a computerized database containing quizzes for thousands of books, including all *READ 180* titles. As *READ 180* students complete audio or paperback books in the Independent Reading rotation, they move to the computer to take the accompanying comprehension quiz.

The settings for *SRC!* can be adjusted by instructors and administrators to fit the needs of specific classrooms or individual students. Setting options include:
- The required passing grades.
- The number of questions per quiz.
- The days allowed between quiz attempts.

Teachers may also create their own quizzes for individual titles. This feature is often utilized to meet the special needs of specific students. All *SRC!* results are automatically uploaded into the Scholastic Achievement Manager (SAM) for teacher and administrator review.

Scholastic Achievement Manager (SAM)
The Scholastic Achievement Manager is the learning management system for all Scholastic instructional software programs, including *READ 180*, *Scholastic Reading Inventory*, and *Scholastic Reading Counts!*. In the *READ 180* classroom, student performance within the *READ 180* Software, *Scholastic Reading Counts!, Scholastic Reading Inventory*, and teacher added assessments are automatically incorporated into dozens of data reports.

The Scholastic Achievement Manager allows instructors and administrators to monitor student progress and provide data-driven instruction. Within SAM a teacher or administrator can:
- Manage student rosters and individualize student settings.
- Generate reports on student performance at the individual, classroom, and district level.
- Access teacher resources, including student consumable resources, lesson plans, and professional articles.
- Review and assess student recordings from the *READ 180* Software.
- Generate certificates as positive reinforcement for student achievement.

History of *READ 180*
READ 180 is the result of scientific research that began in 1985 with the work of Dr. Ted Hasselbring and members of the Cognition and Technology Group at Vanderbilt University. At that time, Dr. Hasselbring developed breakthrough software that used student performance data to individualize and differentiate the path of computerized reading instruction. This state-of-the-art software was funded by a grant from the US Department of Education's Office of Special Education and eventually became the prototype for the *READ 180* program.

Between 1994 and 1998, Dr. Hasselbring and his team put their work to the test in Orange County, Florida. The Orange County Literacy Project used this *READ 180* prototype with more than 10,000 struggling students. The dramatic results Orange County public schools experienced were documented in the *Journal of Research on Educational Effectiveness*. These results led Scholastic to partner with Orange County public schools and Vanderbilt University to license the software, and to launch *READ 180*.

After the initial launch of *READ 180*, Scholastic released Enterprise Edition in 2006 in collaboration with Dr. Kevin Feldman and Dr. Kate Kinsella. *READ 180* Enterprise Edition featured the *READ 180 rBook*, structured engagement routines for English language learners, and the Scholastic Achievement Manager (SAM).

The newest edition of *READ 180, READ 180* Next Generation, was released in May 2011 and contains many new features designed to bridge struggling students to the rigor of the Common Core State Standards.

READ 180 Efficacy Studies
Below is a sample of the multiple peer-reviewed journal articles and effectiveness reports that have documented *READ 180*'s success.

Iredell-Statesville Schools, NC: [1] a non-matched comparison study of upper elementary and middle school students, Grades 4–8.

Federal Job Corps Program: [2] an evaluation of elementary and middle school *READ 180* students within the federal Job Corps program.

St. Paul School District, MN: [3] a descriptive study of middle school students in Minnesota, including an analysis of English language learners.

The Reading Research Quarterly [4] placed *READ 180* in a select group of adolescent literacy programs that showed more evidence of effectiveness than 121 other programs reviewed.

The Reading and Writing Quarterly [5] documented the foundational research by Dr. Ted Hasselbring and his team from Peabody College at Vanderbilt University.

READ 180: Implementing a Structured Reading Program in an Afterschool Setting: Problems and Potential Solutions [6] a reprint of a *Harvard Educational Review* article reporting on the effectiveness of adapting *READ 180* for an afterschool setting.

Austin, TX: "Improving Student Literacy: *READ 180* in the Austin Independent School District, 2004—05": [7] a matched comparison of struggling seventh- and eighth-grade students in Austin, Texas.

Des Moines, IA: "Five Years of *READ 180* in Des Moines: Improving Literacy Among Middle School and High School Special Education Students" [8] a longitudinal study of middle and high school special education students in Des Moines Public Schools.

The *Journal of Research on Educational Effectiveness* [9] published a study which indicated that ninth-grade students enrolled in *READ 180* exceeded the benchmark for expected yearly growth on the Florida Comprehensive Assessment Test.

READ 180 students in striving-readers programs show significant gains in achievement. [10] US Department of Education research shows *READ 180* effective in combating adolescent illiteracy.

Clark County School District: [11] a descriptive study of middle school students, Grades 6–8.

Implementation Matters: Systems for Success - A descriptive study of *READ 180* in urban middle schools: [12] the Executive Summary of a comprehensive technical report on *READ 180* implementation in five large urban districts, authored by American Institutes for Research and Berkeley Policy Associates. The one-year qualitative study investigated the conditions and practices surrounding high-quality implementation of *READ 180* at the classroom, school, and district levels.

Shiprock High School, NM: Central Consolidated School District: [13] a study of *READ 180* at Shiprock High School in Central Consolidated School District on the Navaho Indian Reservation, New Mexico.

Indian River School District, DE: [14] a descriptive study of at-risk middle school students, including an analysis of students in special education.

Seminole County, FL: [15] a gold-standard study utilizing random assignment in seven high schools in Seminole County, FL.

Colton, CA: [16] a report summarizing results among ninth graders participating in an English 1 Intensive course that incorporates district-required novels into *READ 180*.

Holyoke Public Schools, MA: [17] a descriptive study of middle school students in Massachusetts.

Huntington Beach, CA: [18] a report summarizing results among ninth graders participating in an English 1 Intensive course that incorporates district-required novels into *READ 180*.

Northeastern Florida School District, FL: [19] a report summarizing results among more than 2,000 sixth-, seventh-, and eighth-grade students who received 90-minutes of daily *READ 180* intervention in addition to their regular English language arts curriculum.

Columbus, OH: [20] a report summarizing results among sixth and seventh graders who participated in a modified 52-minute daily model of *READ 180* intervention.

Lawrence, MA: [21] a report summarizing results among elementary, middle, and high school students who received 90-minutes of daily *READ 180* intervention, including results disaggregated by students who received special education services and students who were English language learners.

The *Reading and Writing Quarterly* [22] documented the foundational research by Dr. Ted Hasselbring and his team from Peabody College at Vanderbilt University.

Phoenix Union High School District, AZ: Longitudinal Evaluation of a Ninth-Grade Reading Intervention: Phoenix, Arizona 2003—2006: [23] a matched comparison, longitudinal study of high school students in Arizona.

The Institute for Educational Sciences (IES) What Works Clearinghouse [24] has recognized *READ 180* for potentially positive effects in comprehension and general literacy achievement.

New York City District 23, NY: "Performance of District 23 Students Participating in Scholastic *READ 180:*" [25] a matched comparison study of elementary and middle school students.

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