



# Foundation Paper Supporting Special Education Students with *READ 180*<sup>®</sup>

*READ 180* is a scientifically research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader. The program is designed to accelerate reading achievement with students in upper elementary through high school who are seriously below level. *READ 180* was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998 the program was tested in Orange County Public Schools in Orlando, Florida with over 10,000 students and was repeatedly proven to raise reading scores. Since 1998, the program has been used in over 14,000 thousand classrooms across the nation and has consistently proved to be successful in improving literacy skills in older struggling readers.

## OVERVIEW OF THE *READ 180* PROGRAM

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


- **Individualized Software** *READ 180* contains “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs. The software provides students with individualized reading instruction plus continuous assessment of their progress. Reading passages are leveled using the Lexile Framework<sup>®</sup> for Reading and are matched to the individual student’s achievement level. The software has a number of built-in supports for the older struggling reader, including: anchor videos to build background knowledge for reading passages, vocabulary support with phonics tips, closed captioning and Spanish language support for English-Language Learners, and universal access features for Special Education students.
- **Data-driven, teacher-led instruction in whole or small groups** *READ 180* provides teachers with a curriculum that supports the direct instruction of reading, writing, and grammar. The program includes a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension plus specialized instructional strategies for writing, test-taking, and English-Language Learners. The *READ 180* Teaching System offers a clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction to address individual student needs. Comprehensive, actionable reports and teacher alerts provide detailed and immediate feedback to identify student needs and to inform small-group instruction.
- **Modeled and independent reading** *READ 180* provides students with an independent reading library of high-interest and leveled paperbacks, plus grade-level audiobooks where a Reading Coach models successful reading and comprehension strategies. Students build fluency, critical thinking, vocabulary, and comprehension skills through independent reading of age-appropriate, carefully leveled Paperbacks, using the Lexile Framework<sup>®</sup> for Reading, and through the modeled reading and coaching in the Audiobooks.
- **Professional Development** *READ 180* integrates professional development into the *rBook*<sup>™</sup> Teacher’s Edition, provides teachers with comprehensive implementation training and ongoing professional development, and includes enrollment in an online professional development course, *READ 180: Best Practices for Reading Intervention*.

*READ 180* is available in three instructional stages – Stage A for Upper Elementary, readability 1.5–6.9; Stage B for Middle School, readability 1.5–8.9; Stage C for High School, readability 1.5–12.0. The program is complete with all the materials needed for teachers and students, as well as professional development and training.

## RESEARCH FOUNDATION

*READ 180* has been the subject of continuous scientific research since its inception. The original prototype was tested with 10,000 students in the Orange County Literacy Project in Orlando, Florida. *READ 180* was informed by the work of three groups:

1. The Cognition and Technology Group at Vanderbilt University, which identified four major deficits demonstrated by struggling readers:
  - o Lack of decoding skills and reading fluency
  - o Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge
  - o Inability to process and understand grade-level content area text with a high concentration of academic language
  - o Low motivation and lack of connection to materials and school
2. The Orange County Literacy Project in Florida, which analyzed student data and found that student behavior problems were linked with low reading scores in the district
3. Scholastic Inc., which engages in ongoing research, testing, and development of *READ 180*

 *A Heritage of Research, READ 180*, provides specific information regarding the research background for the program. Please contact your Scholastic Account Executive to request a copy.

The *READ 180* program has been in classrooms across the country since 1999. Results from third-party evaluations show that students in upper elementary classrooms through young adult programs reveal significant growth on multiple measures of reading comprehension. In addition to impressive gains in scores on state assessments and standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the Scholastic Reading Inventory™ (SRI), anecdotal reports from students and teachers also show significant improvement, as well as important changes in attitudes toward reading and school.

 The *Compendium of READ 180 Research*, provides specific information about these effectiveness studies for the program. Please contact your Scholastic Account Executive to request a copy.

## UNIVERSAL DESIGN FOR LEARNING (UDL)

The Center for Applied Special Technology (CAST) has defined three facets of content to support the Universal Design Principles for Learning (UDL). *READ 180* addresses each:

1. *Multiple Means of Representation*, to provide students a variety of ways to learn.  
Students read high-interest, age-appropriate, leveled texts that they encounter in the Software and in 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.
2. *Multiple Means of Expression*, to offer students alternatives to show what they know.  
*READ 180* materials integrate instruction in grammar, usage, and mechanics within the context of writing. Writing instruction and practice include frequent opportunities for timed writing that builds readiness for the on-demand writing required in standardized tests. Students write for specific purposes and audiences. Writing is shared through peer feedback and a variety of publishing opportunities.
3. *Multiple Means of Engagement*, to motivate and challenge students appropriately.  
*READ 180* materials show respect for the struggling reader by presenting age appropriate materials at multiple reading levels. The *READ 180* Software features an on-screen host who provides private, non-judgmental feedback and continuous encouragement. *READ 180* technology also provides a snapshot of where students are every day, so teachers can adjust instruction and keep students motivated and on track. High-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success.

*READ 180* promotes success in the special education population because its research design and unique features support a wide range of learning abilities. It is uniquely positioned to meet the needs of special and regular education teachers facing increasing special education populations in their classrooms. The program focuses targeted attention on essential reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Universal access allows students and teachers to customize the Software to meet individual needs without implementing separate or complex adaptations. *READ 180* offers a multitude of universal access features including:

- Activating closed captioning of video text to accommodate students with hearing impairment.
- Altering the color scheme and to increase text font size to accommodate students with vision impairment.
- Activating Spanish-language support features.
- Adjusting the speed of certain activities.

*READ 180*'s multimodal features allow students who might have a disability to learn and experience text through a broader range of senses and abilities compared to traditional classroom activities. Thus, the program ensures that all students, regardless of learning modality preference, are able to benefit.

#### EXPLICIT, SCAFFOLDED INSTRUCTION

The ***READ 180 EE*** Instructional Model, which is designed to be used daily, presents an effective way to organize instruction and classroom activities. Students have sufficient time to develop reading skills during effective 90-minute sessions. The model begins and ends with whole-group, teacher-led instruction. In between whole-group meetings, students break into three small groups that rotate among three stations.

1. Whole-group, teacher-led instruction (20 min.)—Using ***READ 180 EE*** instructional materials, the teacher begins the day by providing systematic instruction in reading, writing, and vocabulary to the whole class.
2. Three small-group rotations (20 min. each)
  - a. Individual computer-adapted instruction using the Software
  - b. Teacher-directed small-group instruction using the *rBook* Teaching System and *Resources for Differentiated Instruction*
  - c. Independent and modeled reading with Audiobook CDs and Paperbacks
3. Whole-class, teacher-led wrap-up discussion (10 min.)

Research has shown that when the Instructional Model is followed, students can make significant learning gains after one to two years of program participation. However, there is flexibility in how the model can be applied. Scholastic will work with a district or extended learning program to customize an effective schedule.

The *READ 180* Instructional Model promotes a balance of teacher-led direct instruction and computerized differentiated instruction every day. The Whole- and Small-Group Instruction provides structured engagement routines, such as Oral Cloze or Think (Write)-Pair-Share, to ensure that all students are accountable for speaking, listening, reading, and writing. *READ 180* Topic Software provides one-on-one dynamic instruction as it continuously assesses and adjusts according to students' needs and learning rates. Structured Independent/Modeled Reading provides students with access to a variety of literature and holds them accountable for their own reading. Small-Group Instruction is used to teach *rBook* skills or to follow up with individual students. SAM reports provide detailed diagnostic data to help group students, target key skills, and understand individual needs.

During the teacher-directed portions of the ***READ 180 EE*** Instructional Model, teachers address key skills in reading comprehension, vocabulary, and writing and grammar. They are trained on teaching routines that are proven to engage all students in the task at hand. This ensures that everyone is focused on the

instruction and participating in the lesson. During small-group instruction, teachers are able to work closely with students who have like needs. **READ 180 EE** provides supplemental lessons and activities to help teachers differentiate instruction for reinforcement and added instruction in certain skills.

## ASSESSMENT

Through the *Scholastic Achievement Manager (SAM)*, **READ 180 EE** continuously collects students' performance data and monitors their progress over time. *SAM* generates detailed reports that can help educators evaluate student learning gains. *SAM* can disaggregate student data by population subgroups to report adequate yearly progress (AYP), as well as aggregate assessment results to chart students' achievement at the classroom, building, and district levels.

Assessment tools include:

- **READ 180 EE Software**—Instructional CDs contain embedded assessments that automatically measure and monitor students' comprehension skills, vocabulary acquisition, fluency, and spelling/encoding achievement. Educators can generate 18 reports that they can use for grant project reporting purposes.
- **rSkills Tests**—The program provides periodic curriculum-embedded, interactive *rSkills Tests*, which assess students' mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills covered during the teacher-directed portions of the day. There are five *rSkills Tests* reports that show class/group and individual progress.
- **Scholastic Reading Inventory (SRI)**—This computer-adaptive assessment instrument provides criterion- and norm-referenced reading comprehension-level test results. It can generate 11 reports that help administrators gauge the project's effectiveness in increasing students' achievement.
- **Scholastic Reading Counts!**—Students independently read Paperbacks at their reading level and take short quizzes on the computer to verify completion and comprehension of the book. Data includes quizzes passed, number of books read, and number of words read successfully. Educators can generate 13 reports to show student performance and progress.

## PROGRESS MONITORING

The *READ 180* individualized instructional software continuously measures over 250 data points relative to student reading achievement. Student assessment data is stored in a database and is accessible by teachers through the *Scholastic Achievement Manager*. The management system facilitates differentiated instruction for all students by providing over 40 detailed reports on student achievement. The chart below lists the types of reports, their purpose, audience, and specific examples.

Report Type	Purpose	Audience	Examples
Progress Monitoring	These reports on skills progress and time spent on the various activities let teachers know how individual student, classes, or groups are doing over time.	Teachers use these reports for ongoing progress monitoring  Teachers may share these reports with students, families, and administrators to set goals and discuss progress, successes, or concerns.  Reports that are best for sharing with students and those in leadership positions.	<i>READ 180</i> <ul style="list-style-type: none"> <li>▪ Comprehension Skills Overview</li> <li>▪ Grading Report</li> <li>▪ Reading Progress Report</li> </ul> <i>SRI</i> <ul style="list-style-type: none"> <li>▪ Reading Performance Summary</li> <li>▪ Growth Report</li> <li>▪ Yearly Progress Indicator</li> </ul> <i>READING COUNTS!</i> <ul style="list-style-type: none"> <li>▪ Reading Progress Update</li> </ul>

Report Type	Purpose	Audience	Examples
Instructional Planning	Instructional Planning reports help teachers plan targeted, data-driven instruction. With these reports, teachers may group students according to their skill needs or according to the activities or texts on which the students are working.	Teachers will use these reports as they set up student groups and assign materials.	<p><i>READ 180</i></p> <ul style="list-style-type: none"> <li>▪ Grouping Report: Comprehension Skills</li> <li>▪ Grouping Report: Phonics and Word Study Skills</li> <li>▪ Topic CD Report</li> </ul> <p><i>SRI</i></p> <ul style="list-style-type: none"> <li>▪ Targeted Reading Report</li> <li>▪ Intervention Grouping Report</li> </ul>
Alerts	Alerts send a signal that something noteworthy has occurred.	Alerts can be triggered automatically when a teacher logs on to SAM.	<p><i>READ 180</i></p> <ul style="list-style-type: none"> <li>▪ Word Recognition Alert</li> <li>▪ Level Promotion Announcement</li> </ul> <p><i>SRI</i></p> <ul style="list-style-type: none"> <li>▪ Incomplete Test Alert</li> </ul>
School-to-Home	These letters, available in English and Spanish, include student-specific progress information as well as home-involvement suggestions.	Families will appreciate these progress reports, which may be sent home or shared during conferences.	<p><i>READ 180 and SRI</i></p> <ul style="list-style-type: none"> <li>▪ Parent Letter in English</li> <li>▪ Parent Letter in Spanish</li> </ul>
Management	Management reports provide lists of enrolled students and all teachers using SAM.	Teachers and administrators will use these reports to help with record keeping.	<p><i>SRI</i></p> <ul style="list-style-type: none"> <li>▪ Student Roster</li> <li>▪ Teacher Roster</li> </ul>

## MOTIVATION & ENGAGEMENT

***READ 180 EE*** is a unique program that raises student achievement through innovative uses of technology. The program delivers:

- Individualized instructional Software that automatically collects students' performance data and adjusts instruction to meet their needs
- Intensive interactive instruction and practice in research-based reading, spelling, and writing skills
- Motivating anchor videos that help students build background knowledge and form mental models
- Engaging Topic CD reading selections and Audiobooks
- Immediate feedback on activity and quiz responses
- Patient, nonjudgmental feedback from an on-screen host
- Audiobook Reading Coaches that model effective comprehension, vocabulary, and self-monitoring strategies
- Continuous assessment of student performance in the Software, on *Reading Counts!* quizzes, and *Scholastic Reading Inventory* comprehension tests
- Actionable computer-generated placement, diagnostic, instructional planning, and progress monitoring reports
- Relevant electronic links to resources for differentiating instruction that can be accessed directly from students' performance reports

## PROFESSIONAL DEVELOPMENT

To help teachers effectively integrate ***READ 180 EE*** into the curriculum, the program provides multiple layers of on-going professional development, service, and support with additional customized service options as needed.

- Implementation Training and Professional Development for Teachers—Scholastic will provide 2 days of Implementation Training. Day 1 provides initial training and program background and Day 2, six to eight weeks later, provides training on data-driven instruction and meeting individual needs.
- Training for Administrators—Scholastic will provide a half-day Leadership Implementation Training for district- and school-level administrators, as well as coaches.
- Implementation Support—Scholastic will provide a detailed implementation plan to ensure timely preparation, set-up, and roll out of the program, as well as checkpoints throughout the school year to ensure district objectives are met.
- In-Classroom Ongoing Training & Support—Trained Scholastic Consultants are available for in-person, one-to-one support in the classroom throughout the year for an additional purchase.
- Online Professional Development—READ 180 includes two educator registrations to the online professional development course *READ 180, Best Practices for Reading Intervention* that is available 24/7 for the full term of the program.