

Alignment Guide
Supplemental Educational Services
Featuring Scholastic's *READ 180*[®]

Scholastic Inc. has prepared this Alignment Guide to demonstrate how **READ 180** can strengthen a *Supplemental Educational Services (SES)* program to effectively raise student achievement. The Alignment Guide provides the following key information:

- SES Program Overview
- Alignment of **READ 180** to SES requirements

Scholastic's READ 180 is the program featured in this Alignment Guide.


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

- 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, and evaluate the effectiveness of the program
- Provides a comprehensive in-service and professional development plan that prepares instructors to effectively deliver the program

Using the Alignment Guide

This Alignment Guide is designed as a resource to provide information that can be used when designing an SES program. It only addresses application requirements that are pertinent to **READ 180** and does not cover all SES criteria. Please contact your State Department of Education for the official application that has all the requirements and guidelines.

Please note these symbols throughout the Guide to help you write your application:

 *Highlights additional support and suggestions for writing your application.*

 *Refers to Scholastic's **READ 180** features.*

Scholastic's Commitment

Scholastic is committed to the sustainability of quality programs in order to improve teaching and learning. For more information about the products included in this toolkit, please contact your Scholastic Regional Office.

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800-342-5331

Northeast
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* Because every Supplemental Educational Services program is unique, it is important to adapt the language provided in this Alignment Guide rather than copy it. Your proposal is more likely to be successful if you **customize** your application. Be sure to incorporate specific information about your program’s design, components, and delivery methods when you write your application.*

Supplemental Educational Services Program Overview

The information in this section of the Alignment Guide is based on the final *Supplemental Educational Services Non-Regulatory Guidance* (August 22, 2003) that is available at this web-site: <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Purpose of SES

Title I, Section 1116(e) of the *No Child Left Behind Act of 2001 (NCLB)* requires low-performing schools to provide *Supplemental Educational Services (SES)* to raise student achievement, particularly in reading/language arts and mathematics. Local Education Agencies (LEAs) must use SES funds to purchase high-quality, research-based programs and services that have demonstrated their effectiveness in increasing student academic achievement. Parents are active participants in the SES process. The State must consult them while developing criteria for approving providers, the LEA must allow parents to choose which state-approved provider in their community will service their children, and parents must take part in developing specific, attainable academic goals for their children in consultation with the LEA and provider.


 *Multiple studies have proven that **READ 180** is highly effective in raising students' reading achievement. Low-performing students benefit from the program's research-based instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, writing, and grammar. Please see pages 7-14 of this Alignment Guide for more information.*

Student Eligibility

Eligible students attend Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three consecutive years. Schools required to provide SES include those that are in their second year of school improvement, in corrective action, or in restructuring. Priority must be given to students from low-income families as determined on the same basis that the LEA uses to make allocations to schools under Title I.

Allocation of Funds

An LEA must spend on *Supplemental Educational Services* the equivalent of 5-15% of its Title I allocation, and as much as 20% if it does not have any demand for choice-related transportation. LEAs may augment these funds by using other Title I funds and funds from other federal education grant programs, such as Title II, Part A – Improving Teacher Quality; Title II, Part D – Improving Education Through Technology; and Title V – Innovative Programs.

 *Each stage of **READ 180** contains all the necessary materials to address teacher and student needs for one year. These materials include student software licenses and professional development. Because **READ 180** materials are nonconsumable, and the software licenses can be transferred from student to student as they move in and out of the program, the cost per student decreases over time.*

Identification and Approval of Providers


The State must consult with parents, teachers, LEAs, and interested members of the public to identify a large number of qualified SES providers. The State is also required to maintain a list of all approved providers in the State. LEAs must notify parents that *Supplemental Educational Services* will be available, and if requested by parents, assist them in the selection of a provider. Parents may select any provider from the state-approved list as long as that provider is able to provide services in or near the area served by their LEA.


Providers may be any nonprofit or for-profit entity that meets the State's criteria for approval. This includes public schools, private schools, LEAs, educational service agencies, institutions of higher education, faith-based and community-based organizations, and private businesses. If an LEA is classified as in need of improvement, corrective action, or restructuring, the LEA cannot be an SES provider. However, schools within this identified LEA that are making adequate yearly progress may apply to be approved providers.

The State Education Agency must ensure that each provider it approves:

1. Has a demonstrated record of effectiveness in improving student academic achievement
2. Will use instructional strategies that are high-quality, based upon research, and specifically designed to increase student academic achievement.
3. Provides services that are consistent with State academic content and achievement standards

At a minimum, the State must notify potential service providers on an annual basis of the opportunity to provide SES and of the procedures they must follow to be considered for inclusion on the approved list.

 *Scholastic is pleased to partner with potential and approved SES providers to raise student achievement through the implementation of **READ 180**. The company has an 84-year history of delivering research-based programs and effective instructional strategies.*


 *For more information about requirements that SES providers must meet to become state-approved, you should contact your State Department of Education.*


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Required SES Components

All supplemental educational services must be provided outside of the regular school day and may include tutoring, remediation, and other educational interventions. SES programs must include these components:

- Instructional programs and strategies that have a demonstrated record of effectiveness in improving student achievement, particularly in reading/language arts and mathematics
- Research-based strategies that are high-quality, based on research, and specifically designed to increase student academic achievement
- Specific achievement goals for the student, which must be developed in consultation with student's parents, and the opportunity for students to attain their goals
- Student progress monitoring and regular communication of results to students' parents and teachers
- A timetable for improving students' achievement that is developed by the LEA in consultation with students' parents and the provider
- Services that are consistent with the instructional program of the LEA and with State academic content and achievement standards
- Programs that are accessible to eligible students covered under the Individuals with Disabilities Education Act (IDEA) and those covered under Section 504 of the Rehabilitation Act
- Programs that are accessible to eligible students with limited English proficiency (LEP)


 **READ 180** assessment tools generate detailed reports about students' progress, which can be disseminated to caregivers in Parent Letters. Teachers can print out and share with parents more than 25 different progress monitoring reports generated by **READ 180** software.

 **READ 180** instructional strategies and software features support students with disabilities and those who need accommodations. Please see page 17 of this Alignment Guide for details.

 *Parent participation is an important component of an SES program. Be sure to specify how it will include parents in setting children's goals, notify parents of their children's progress, and use parental input to develop a timetable for improving achievement.*

The SES funding program encourages providers to also address these issues when designing their program:


- Is the progress of students receiving these services regularly monitored?
- Is instruction focused, intensive, and targeted to student needs?
- Do students receive constant and systematic feedback on what they are learning?
- Are instructors adequately trained to deliver services?
- Are students and parents who are participating in the program satisfied with the instructional program?


 **READ 180** provides a customizable in-service and training plan that includes on-site leadership development, on-site implementation, and a facilitated online professional development course.

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Accountability


States must develop and implement standards and techniques for monitoring the quality, performance, and effectiveness of the services offered by approved SES providers. Providers are required to demonstrate student academic progress. They may use data from their own assessments, state standardized tests, district tests, or other instruments. States may choose to gather information on an annual or periodic basis.



 **READ 180** contains built-in, computerized assessments that continually monitor students' performance. Reports detail individual and group scores on reading comprehension quizzes and tests, as well as students' work done in the software's Spelling Zone, Word Zone, and other areas.

 Providers should specify in their contract with the LEA which assessment(s) they will use.



READ 180 Aligns to Supplemental Educational Services Requirements


The following chart details how Scholastic’s **READ 180**, a comprehensive reading intervention program, can support the development of a *Supplemental Educational Services (SES)* program. The criteria are drawn from the federal Non-Regulatory Final Guidance (August 22, 2003).


Key Criteria for SES Programs	 READ 180
<p>1. Shows a demonstrated record of effectiveness in improving student academic achievement</p>	<p>The subject of continuous scientific research since its inception, READ 180 has been proven to significantly raise the academic achievement of participating students.</p> <p><u>Upper Elementary/Middle School</u></p> <p>READ 180 research was conducted in nine Department of Defense schools in the United States and Germany with students from Grades 4-9. Ten teachers and 229 students participated in the project during the 1999–2000 school year. Results indicated 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 Terra Nova Reading test showed a pretest mean of 38.47 NCEs and a posttest mean of 41.95 NCEs in reading (a gain of 3.48 NCEs).</p> <p>The study analyzed the performance of “on-model” versus “off-model” students. The READ 180 “on-model” students participated in a 90-minute class, five days a week, with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period. The class schedule consisted of three 20-minute rotations, five days per week, with no more than five to seven students per group. The “on-model” group was provided with all the READ 180 hardware, books, and available software; adequate training of staff, professional development, and technical support; appropriate furniture and technology configuration for ease of mobility through rotations; frequent use of the Scholastic Management Suite™, guides and reproducibles; and administration of the <i>Scholastic Reading Inventory™ (SRI)</i> reading comprehension assessment at the beginning, mid-point, and end of student participation. “On-model” students participated in the study for at least one year.</p> <p>Results revealed that the “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). The “on-model” students’ scores were significantly greater than the “off-model” students’ scores.</p> <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for SES Programs	 READ 180
Shows a demonstrated record of effectiveness in improving student academic achievement, Continued	<p>In North Carolina, students using READ 180 in Grades 4-8 showed greater gains on the North Carolina End-of-Grade standardized reading test than the expected growth for their grade level. The growth for fifth-, seventh-, and eighth-grade READ 180 students was more than twice the expected growth. Approximately 51% of all students in Grades 4-8 revealed growth of at least one achievement level. Over 60% of the students in fifth and eighth grade revealed growth of at least one achievement level.</p> <p> <i>For complete statistical data, please see the 1999-2004 Compendium of READ 180 Research.</i></p> <p><u>Middle School</u></p> <p>Scholastic collaborated with the Council of 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.</p> <p>During the 2000–2001 school year, Grade 8 struggling readers and writers in the Los Angeles Unified School District’s Intensive Academic Support Program participated in a READ 180 study. These students, including 42% who were noted as Limited English Proficient (LEP) and 27% who had recently been reclassified from LEP, took pretests and posttests of the SAT-9 Reading and Language Arts Tests. Overall, the READ 180 participants made significant gains of over 3 NCEs in Language Arts (SAT-9). An analysis of LEP students revealed significant reading gains. After one year in READ 180, LEP students gained 3.1 NCEs (SAT-9 Reading), while the comparison group actually lost 6.6 NCEs.</p> <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for SES Programs	 READ 180
Shows a demonstrated record of effectiveness in improving student academic achievement, Continued	<p>Middle School Special Education students in Des Moines, Iowa, participated in a READ 180 study during the 2000–2001 and 2001–2002 school years. The study reported scores on both normative and criterion-referenced tests, including the Stanford Diagnostic Reading Test (SDRT), the <i>Scholastic Reading Inventory</i>, 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, enabling 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.</p> <p> <i>For complete statistical data, please see the 1999-2004 Compendium of READ 180 Research.</i></p> <p><u>High School</u></p> <p>Central Consolidated School District, located within the Navajo Indian Reservation, piloted READ 180 during the 2002-2003 school year with the goal of increasing reading achievement among students in Grades 9 and 10. During the 2003-2004 school year, the study included students in Grades 9-12. The study analyzed pretest and posttest Lexile® scores from the <i>Scholastic Reading Inventory</i> reading comprehension assessment. More than half of Native American students increased their achievement over one grade level in one year; a third achieved more than two grade levels in one year. Eighty-one percent of 2003-2004 READ 180 participants improved their <i>SRI</i> scores from pretest to posttest.</p> <p>During 2001-2002, the Santa Rosa County School District in Florida implemented READ 180 with high school students identified as reading significantly below grade level on the Florida Comprehensive Assessment Test (FCAT). At the end of the academic year, results showed that the READ 180 program significantly helped students in the lowest quartile of reading achievement pass the FCAT. At the end of the 2002-2003 school year, READ 180 students in two other District high schools experienced greater gains in reading compared to non-READ 180 students. Data revealed that 67% of READ 180 students made greater score gains, with 42% moving out of READ 180's level one. These students gained an average of 16 points on the FCAT.</p> <p> <i>For complete statistical data, please see the 1999-2004 Compendium of READ 180 Research.</i></p> <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for SES Programs	 READ 180
Shows a demonstrated record of effectiveness in improving student academic achievement, Continued	<p><u>Vocational Education</u></p> <p>Guajome Park Academy/SIATech implemented the READ 180 program at four Job Corps sites in California during the 2002-2003 academic year. Researchers compared pretest and posttest scores from the Test of Adult Basic Education. The 68 students who participated in READ 180 for four to eight weeks averaged an improvement of four equivalent grade levels and the 39 students participating for nine or more weeks averaged improvement of five equivalent grade levels.</p> <p> <i>For complete statistical data, please see the 1999-2004 Compendium of READ 180 Research.</i></p>
2. Uses instructional strategies that are high-quality, based upon research, and specifically designed to increase student academic achievement	<p>READ 180, a research-based, comprehensive reading intervention program, significantly increases the academic achievement of struggling students in grades transitional three through high school. READ 180 features these components:</p> <ul style="list-style-type: none"> ▪ Individualized, explicit instruction in the five essential components of successful reading as identified by the National Reading Panel—phonemic awareness, phonics, fluency, vocabulary, comprehension—as well as instruction in spelling; grammar, usage, and mechanics; and writing ▪ Practice and application of skills in multiple contexts ▪ Support and motivation for students as they progress toward becoming lifelong readers and learners. <p>READ 180 delivers its reading achievement gains through four core instructional activities:</p> <ul style="list-style-type: none"> ▪ <u>Individualized instructional software</u>—The READ 180 software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos that build background knowledge for reading passages. ▪ <u>Data-driven small-group instruction</u>—Comprehensive READ 180 reports provide detailed and immediate feedback to identify student needs and to inform small-group instruction. ▪ <u>Direct instruction in whole or small groups</u>—READ 180 provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary, and text comprehension. ▪ <u>Independent reading</u>—READ 180 provides students with an independent reading library of high-interest and leveled paperbacks, as well as grade-level Audiobooks. <p style="text-align: right;"><i>(continued)</i></p>



Key Criteria for SES Programs	 READ 180
<p>Uses instructional strategies that are high-quality, based upon research, and specifically designed to increase student academic achievement, Continued</p>	<p>READ 180's instructional model encourages differentiated and flexible instruction. Teachers may provide direct instruction of a specific skill during a whole-group or read-aloud session. Daily small-group activities enable the teacher to monitor and address each student's needs. Teachers may group together students who are having difficulty with a particular skill and provide them with intensive instruction, or they may conference with individual students. While the teacher works directly with a small group, the other students work independently at computer and reading stations.</p> <p><u>Research Base</u></p> <p>After 10 years of research, Dr. Ted Hasselbring and his colleagues at Vanderbilt University began developing READ 180 to address four major deficits that he identified in the older, struggling reader:</p> <ul style="list-style-type: none"> ▪ Lack of decoding skills and reading fluency ▪ Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge ▪ Inability to process and understand grade-level, content-area text with a high concentration of academic language ▪ Low motivation and lack of connection to materials and school <p>His prototype software program was tested in the Orange County Literacy Project in Florida with 10,000 students, and repeatedly proved that it could raise reading scores. Scholastic collaborated with Dr. Hasselbring and the Orange County Schools, enhanced the student-proven software, developed more research-based materials, and in 1999 launched READ 180. To date, over 500,000 students in over 6,000 classes across the nation use READ 180.</p> <p>READ 180 aligns with 15 key elements of effective adolescent literacy programs identified by the Carnegie Corporation of New York (<i>Reading Next: A Vision for Action and Research in Middle and High School Literacy, 2004</i>). These include direct, explicit comprehension instruction; motivation and self-directed learning; diverse texts; extended time for literacy; a technology component; ongoing formative assessment of students; and professional development.</p> <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for SES Programs	 READ 180
<p>Uses instructional strategies that are high-quality, based upon research, and specifically designed to increase student academic achievement, Continued</p>	<p>In addition, READ 180 reflects these research findings:</p> <ul style="list-style-type: none"> ▪ Phonemic Awareness—Phonemic awareness instruction helps children learn to read, spell, and comprehend text (<i>Put Reading First</i>, 2001). Several researchers have shown that students who are taught to analyze speech sounds in words and relate them to their spelling progress faster in spelling and reading (Moats, 1995). <i>Based on individualized assessment, the READ 180 software delivers instruction in segmentation, blending, and letter-sound relationships. Students learn through explanation, modeling, and guided practice with immediate corrective feedback by the READ 180 software.</i> ▪ Phonics—“Systematic and explicit phonics instruction significantly improves children’s reading comprehension” and “is effective for children from various social and economic levels” (<i>Put Reading First</i>, 2001). “Clearly, explicit phonics instruction and reviewing needs to occur for many students in the intermediate grades” (Blevins, 2001). <i>Instruction begins with a controlled passage that provides multiple exemplars of targeted sound-spelling patterns. READ 180 software continually adjusts instruction and models specific audio and visual phonics decoding tips and word recognition strategies.</i> ▪ Fluency—Guided, repeated oral reading has a significant, positive impact on word recognition, fluency, and comprehension (National Reading Panel, 2000). Repeated and monitored oral reading improves reading fluency and overall reading achievement (<i>Put Reading First</i>, 2001). <i>Audiobook narrators model fluent reading and the software’s “reading coaches” model strategies used by successful readers. Students build fluency through independent reading of leveled paperbacks.</i> ▪ Vocabulary—The use of computer technology enhances vocabulary acquisition. Repetition and multiple exposures to new words are crucial to vocabulary development (National Reading Panel, 2000). <i>The READ 180 software provides content-area vocabulary words that appear in several contexts to guarantee multiple exposures to the words. Students click on highlighted vocabulary words to receive definitions, context sentences, and pronunciation support.</i> <p style="text-align: right;">(continued)</p>

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Key Criteria for SES Programs	 READ 180
<p>Uses instructional strategies that are high-quality, based upon research, and specifically designed to increase student academic achievement, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Comprehension</u>—Students can be taught to use comprehension strategies through direct explanation, modeling, guided practice, and application. Comprehension strategies can also be taught through cooperative learning (<i>Put Reading First</i>, 2001). <i>READ 180 presents multiple comprehension strategies, including summarizing, cause/effect, comparing/contrasting, and making inferences. Students apply strategies to their individual reading using graphic organizers that represent text structure.</i> ▪ <u>Spelling</u>—Poor spellers can improve through spelling instruction that is tailored to match the developmental level of their word knowledge (Invernizzi, Abouzeid & Gill, 1994; Moats, 1995). “Teachers will get the best results if they give students immediate, corrective feedback when they make errors and if they model active study strategies for students” (Moats, 1995). <i>The READ 180 software presents spelling instruction and practice that is assessment-based and individualized for each student. Students learn words that are at their developmental level and that they have not yet mastered. When students spell a word incorrectly on the software, they receive immediate and corrective feedback customized to the specific error.</i> ▪ <u>Writing and Grammar</u>—“Even as students develop the building blocks for writing, shared and modeled writing helps them transcend the daunting challenges of generating and organizing their thoughts (Moats, 2001). More than 20 years of research supports the use of providing good models of writing for analysis, particularly when used along with other validated instructional techniques (Cotton for NWREL, 1988). <i>Each lesson provides a writing model that the teacher analyzes as part of the lesson. This analysis, using a graphic organizer, clearly illustrates the building blocks of the writing type.</i> <p style="text-align: right;"><i>(continued)</i></p>

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Key Criteria for SES Programs	 READ 180
<p>Uses instructional strategies that are high-quality, based upon research, and specifically designed to increase student academic achievement, Continued</p>	<ul style="list-style-type: none"> ▪ Technology and Instruction—Technology can be created according to principles of “universal design,” where it can be designed to accommodate differences among users, including but not limited to, people with disabilities of various types (Center for Applied Special Technology, 2002). Computer-based instruction helps students “learn more, in less time, and with more enthusiasm.” It gives students sustained practice opportunities that build fluency (Fulton 1998). <i>The READ 180 software provides universal access features, such as options to activate closed captioning of videotext and to adjust the speed of certain activities. The software presents struggling students with a new and engaging way to address their reading difficulties.</i> ▪ English-Language Learners—Multilingual classes should be “language-rich,” providing many opportunities for speaking and listening in a variety of styles, including formal and idiomatic language (Beckett & Haley, 2000). Among other things, good ESL products provide help for students in their native language, immediate corrective feedback, and rewards (Bishop, 2001). <i>READ 180 supplies specialized instructional strategies for English Language Learners, Spanish language support features, and reading materials in multicultural contexts.</i> ▪ Motivation—The National Academy of Sciences has identified loss of motivation as one of the three major obstacles some students face when learning to read (Snow, Burns, & Griffin [eds.], 1998). Meaningful, high-interest texts that engage students provide the required balance to the necessary skill instruction for struggling readers (Braunger & Lewis, 1998). <i>Students read high-interest, age-appropriate texts matched to their abilities. Students using READ 180 have shown significant increases in motivation resulting from their experiences of success and increased enjoyment of reading.</i> <p> For complete statistical data, please see the 1999-2004 Compendium of READ 180 Research.</p>
<p>3. Develops specific academic goals for children in consultation with their parents</p> <p>Enables students to attain his or her specific achievement goals</p>	<p>READ 180’s assessment instruments provide teachers and parents with actionable data they can use to help develop students’ academic goals and the realistic attainment of these goals. Teachers use test results to help place students at the best level in the reading program, match them to appropriately challenging text, and differentiate instruction so students can be successful. The data can also be used to fine-tune or revise goals as students reach milestones.</p> <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for SES Programs	 READ 180
<p>Develops specific academic goals for children in consultation with their parents, Continued</p> <p>Enables students to attain his or her specific achievement goals, Continued</p>	<p>These effective READ 180 assessment tools support goal setting:</p> <p><u>Scholastic Reading Inventory (SRI)</u>, which teachers can administer throughout the school year, enables educators to quickly and accurately assess reading comprehension and use the data to benefit students. Customizable reports generated by <i>SRI</i> include:</p> <ul style="list-style-type: none"> ▪ The Targeted Reading Report, an instructional planning tool that teachers can use to match students to text ▪ The Student Progress Report, which shows a student's results on all <i>SRI</i> tests and which can be shared with parents to note student performance from test to test ▪ Student Action Report, a diagnostic narrative of each student's achievement and recommendations for teaching strategies customized to the student's grade level and reading abilities ▪ The Recommended Reading List, which provides a list of appropriately leveled books for each student that parents can use to support their child's reading at home ▪ Intervention Grouping Report, which targets students that need immediate instructional attention <p>READ 180 software-embedded assessments provide teachers with reports that help them plan instructional groups and lessons according to students' needs. This includes lists of words that the students have recently mastered in the Word Zone and Spelling Zones of the software, as well as details of which word recognition and spelling errors each student has made during the specified time period.</p> <p><u>Scholastic Reading Counts!</u>TM reports match students to books that are part of the READ 180 program, create reading groups, and assess which students need additional independent or modeled reading support.</p> <p>READ 180 directly addresses the problems of students who are trapped in a cycle of failure through adaptive and motivating instructional software, high-interest literature, and many opportunities to experience success from the start. READ 180 customizes instruction and practice according to students' goals and abilities, to prevent frustration, and build success. It develops essential skills, provides continual guided practice, and includes motivating materials that promote success in reading. In addition, parents receive a letter that contains suggestions about how they can be supportive at home.</p>


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<p>4. Measures students' progress and regularly informs students' parents and teachers of that progress</p>	<p>READ 180's assessment tools present detailed information about students' progress, which can be disseminated to caregivers in Parent Letters. Available in English and in Spanish, customized Parent Letters can include these measurements:</p> <ul style="list-style-type: none"> ▪ Total number of reading words mastered ▪ Total number of spelling words mastered ▪ Total number of books read ▪ Vocabulary quizzes average ▪ Comprehension quizzes average ▪ Student comprehension level measured in Lexiles® <p>Teachers can print out and share with parents more than 25 progress monitoring reports generated by READ 180's Scholastic Management Suite.</p>
<p>5. Adheres to the timetable for improving the students' achievement that is developed by the LEA in consultation with the students' parents and provider</p>	<p>Because READ 180's instructional model encourages differentiated and flexible instruction, students can reach milestones and accomplish goals in a timely manner. While the teacher works directly with a small group, the other students work independently at their own pace at computer and reading stations. The READ 180 software provides each student with customized reading instruction plus continuous assessment of his/her progress so that parents, providers, and the LEA know when students have reached milestones.</p>
<p>6. Provides services that are consistent with the instructional program of the LEA and with State academic content and achievement standards</p>	<p>READ 180's Topic CDs deliver individualized reading instruction in the context of these content areas: people and cultures, literature and the arts, history, geography, science, and math. Students also independently read leveled paperbacks in a variety of genres such as fiction, nonfiction, poetry, classics, and biography.</p> <p>READ 180 provides targeted skills instruction that is aligned to state standards in these areas:</p> <ul style="list-style-type: none"> ▪ Phonics and syllabication ▪ Spelling ▪ Fluency ▪ Word analysis and vocabulary development ▪ Comprehension ▪ Writing ▪ Grammar, usage, and mechanics <p>For READ 180 correlations to state standards, please visit this website: http://teacher.scholastic.com/products/read180/fund/index.htm</p> <p>Scholastic will collaborate with a district to develop a customized plan for the implementation of READ 180 in a <i>Supplemental Educational Services</i> program.</p>

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Key Criteria for SES Programs	 READ 180
7. Ensures that eligible students covered under the Individuals with Disabilities Education Act and those covered under Section 504 of the Rehabilitation Act may participate	<p>An intensive reading intervention program, READ 180's design delivers adaptive, individualized instruction and practice that address students' specific deficits and help them achieve mastery. The software supplies universal access supports that further benefit students with disabilities and those who need accommodations.</p> <p>READ 180 provides these options and features:</p> <ul style="list-style-type: none">▪ Closed captioning of videotext▪ Color and contrast settings▪ Voice over descriptions of images and image labels▪ Adjustable speed of certain activities▪ Assessments that match students to text at an appropriately challenging level▪ Immediate, patient feedback that is private and respectful to students▪ Audiobooks that afford struggling readers with opportunities to appreciate quality literature that would otherwise be above their independent reading level▪ High-interest, age-appropriate books and passages that engage students and increase their enjoyment of reading
8. Ensures that eligible students with limited English proficiency (LEP) may participate	<p>Instructional strategies in the READ 180 program provide English Language Learners with valuable support as they develop language and reading skills.</p> <ul style="list-style-type: none">▪ Students begin the program at their ability level, which helps eliminate frustration and motivates them to increase their reading skills.▪ The software provides instantaneous feedback.▪ Video clips in the software help students build mental models and develop visual images before reading.▪ The software delivers Spanish language support through Spanish summaries of the content-area videos and reading passages, as well as "clickable" translations of passage text.▪ Phonemic awareness and phonics instruction provides decoding tips with modeled practice in segmentation, blending, structural analysis and correct pronunciation.▪ Students have ample opportunities to hear modeled reading on the computer and practice reading along with a skilled narrator.▪ Students can click on highlighted words to receive definitions, context sentences, and pronunciation support.▪ The READ 180 classroom presents many opportunities for speaking with and listening to the teacher and peers.▪ All the program's materials reflect a wide range of peoples and cultures. <p>The intensive in-service plan for implementing READ 180, including the <i>Scholastic Red</i> course, <i>READ 180: Making it Work in the Classroom</i>, provides teachers with a variety of instructional strategies and practical suggestions for working with LEP students.</p>

Key Criteria for SES Programs	 READ 180
<p>9. Assesses students' performance to monitor their academic progress and to demonstrate the effectiveness of the SES program</p>	<p>READ 180's software-generated assessment reports display detailed information that can be used to evaluate students' progress towards achieving measurable goals, as well as to help determine the effectiveness of an SES program. Some of the available reports are:</p> <p><u>READ 180 Software</u></p> <ul style="list-style-type: none"> ▪ Comprehension Skills Overview—reports student scores for nine specific comprehension skills ▪ Reading Progress Report—overviews students' progress in the READ 180 software during the selected time period ▪ Student Reading Report—reflects the student progress on each segment in the READ 180 software ▪ Student Segment Status—shows student progress on the current segment ▪ Student Spelling Zone Report—lists student spelling study words that the student has worked on and mastered ▪ Student Word Zone Report—lists the 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 software <p><u>Scholastic Reading Inventory (SRI)</u></p> <ul style="list-style-type: none"> ▪ 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 <i>SRI</i> 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 <i>SRI</i> tests. ▪ Reading Performance Summary—after each test administration, reviews all <i>SRI</i> test results of any class or group's reading performance ▪ Proficiency Report—shows the performance of all students using <i>SRI</i> in a school, based on their last <i>SRI</i> test results. <p><u>Scholastic Reading Counts!</u></p> <ul style="list-style-type: none"> ▪ 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 ▪ Graph: Goals—graphs student, group, or class progress toward an annual reading goal ▪ Reading Progress Update—specifies 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

Key Criteria for SES Programs	 READ 180
<p>10. Considers including in the SES program these additional components:</p> <ul style="list-style-type: none"> ▪ Constant and systematic feedback to students on what they are learning ▪ Instructors who are adequately trained to deliver the services ▪ Instructional programs that satisfy the students and parents who are participating in the SES program 	<p><u>Feedback</u></p> <p>Throughout the computerized lessons, READ 180's on-screen host provides immediate, nonjudgmental feedback and encouragement. Students also receive immediate feedback on <i>Scholastic Reading Counts!</i> quizzes.</p> <p><u>Professional Development</u></p> <p>To ensure the effectiveness of the READ 180 program, Scholastic offers a customizable in-service and training plan. Professional development includes the following:</p> <ul style="list-style-type: none"> ▪ On-site leadership development for principals, reading coaches, and technology coordinators ▪ Two days of on-site implementation training for READ 180 teachers and reading coaches ▪ A facilitated online professional development course from <i>Scholastic Red</i> entitled <i>READ 180: Making It Work in the Classroom</i>, which provides: <ul style="list-style-type: none"> ○ Proven, scientifically based teaching strategies and methods to help raise student achievement in reading. ○ 24-hour, just-in-time access to resources and training. ○ Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms. <p><u>Satisfaction</u></p> <p>READ 180 students experience success from the start and build their confidence and enjoyment of reading. Parents can be proud of their children as they watch them at home reading the program's leveled books. Meaningful assessment reports inform parents of their children's growth in reading achievement and the effectiveness of the intervention program.</p> <p>READ 180 software provides students with essential support and encouragement. The software targets reading instruction and practice to meet students' needs. Students actively participate in their learning as they highlight text for added decoding and vocabulary development support. The READ 180 program provides the older, struggling reader with age-appropriate, engaging, and respectful content at the student's reading level. Students learn about their world, topics of special interest, and themselves. READ 180 paperbacks and Audiobooks represent a variety of genres and high-interest topics.</p>

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 84-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 ***No Child Left Behind (NCLB)*** over the next several years.