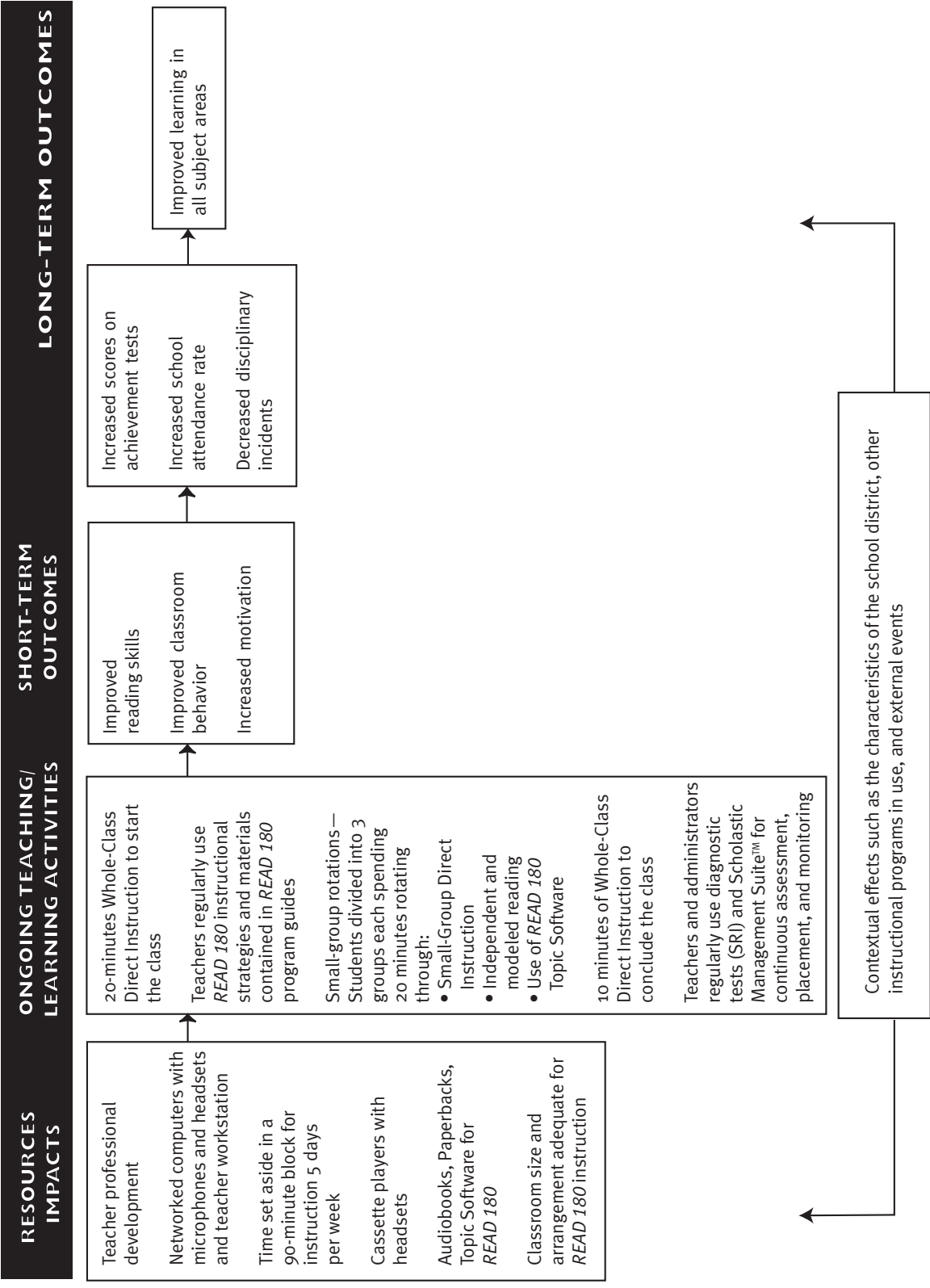




**FIGURE 1 READ 180 LOGIC MODEL**





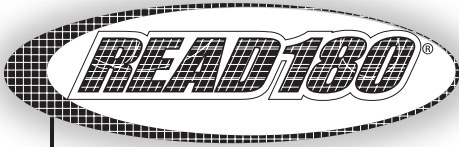
## UNDERSTANDING SCHOLASTIC'S *READ 180*

*READ 180* is designed to help struggling readers improve their reading ability, experience success in completing assigned reading tasks, and boost their interest and enjoyment of reading. Specially-developed reading materials, instructional tools, and software offer *READ 180* students a variety of learning opportunities. With over three dozen detailed reports, *READ 180* promotes data-driven instruction by providing teachers with accurate and individualized diagnostic, progress monitoring and instructional planning reports, allowing teachers to focus on specific problem areas during small-group and one-on-one instruction. In addition, the program includes an extensive portfolio of teacher professional development activities, technical support for the use of software and the appropriate configuration of computers and networks, and visits by Scholastic representatives. Scholastic also provides online professional development.

*Figure 1* displays the *READ 180* logic model. This model represents a conceptual overview of how the program is intended to work, the resources required to make it effective, and the outcomes that you can expect your students to reach. Examining this model can help you and your colleagues hone in on the questions that you would like your study to address and the kinds of data you will need to collect in order to do that. A study that examines any of the items or groups of items could provide useful information about *READ 180* in your district.

The first column on the left lists resources that should be in place in order to implement *READ 180* fully. These resources include professional development for *READ 180* teachers, functioning networked computers, working cassette players, print materials, Audiobooks, adequate classroom space, and a 90-minute block of instructional time scheduled during the regular school day. The second column highlights appropriate time allocations for teaching and learning activities within the 90-minute block, as well as the ongoing instructional support tasks of using student data to gauge progress, ensuring appropriate assignment of learning activities, and identifying problems. As you will see later in the section of this guide on finding and organizing data, the first two columns form the framework for **Tool 3—*READ 180* Classroom Observation Protocol**, **Tool 2—*READ 180* Teacher Survey**, and **Tool 4—Protocol for *READ 180* Teacher Interview** that can be used to assess implementation. The three columns on the right side of the model illustrate the types of outcomes that you can expect from *READ 180*. These three columns provide a framework for the student outcome data that you might collect as part of your study.

The order in which the columns appear and the direction of the arrows connecting them suggest a causal chain for the outcomes you can expect to see from *READ 180*. The first step in implementing the program is to ensure that all of the necessary resources are in place. The second step is to see that all of the teaching and learning activities actually occur. Both steps are essential for students to reap maximum benefits from *READ 180*.



Only when the conditions in these two columns are met, can you expect growth in reading skills and improvements in students' attitudes and behaviors. For example, if *READ 180* is implemented fully in the early fall, about the time that classes begin, and students engage in *READ 180* instructional activities over a 14-week period, some indicators of progress should begin to appear. Specifically, students should have worked their way through two to four of the *READ 180* Topic CDs and raised their scores on the Scholastic Reading Inventory (SRI) between 50 Lexiles and 100 Lexiles. The longer students are in the program, the more their outcomes should accrue. However, the rate of these increases is almost certain to vary with the quality of program implementation, especially the amount of time allocated for *READ 180*. Scholastic strongly recommends that students remain in the program for at least one school year. Based on experience and anecdotal reports from teachers and others who are familiar with *READ 180*, you should expect to see other improvements. Even small classroom successes for students who have been struggling may result in changes in motivation, attitudes toward school, behavior, and attendance.

In addition to establishing a definition of full implementation of *READ 180* as reflected in the first two columns of the logic model, Scholastic has defined two other levels of implementation that fall short of full implementation and so are less likely to yield the same student outcomes. For purposes of research and reporting, Level 1 defines full implementation, and Levels 2 and 3 define partial implementation. Implementation that does not at least meet the standard suggested by Level 3 will be considered as not implementing the program.

Once you have collected implementation data, you can use **Tool 1—Implementation Level Worksheet** to assign implementation categories.