

**Academic Intervention at the
Secondary Level**

READ 180: Grades 9-12

EPC 550

Dropout Methods/MTSS

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READ 180-LEVEL C – HIGH SCHOOL

- ▶ **Read 180(Level C)** is a 90 minute intensive reading program designed to meet the needs of high school students with reading skills below the proficient level. The instructional model breaks into three small groups(small group instruction, instructional software and modeled independent reading), that rotate every 20 minutes beginning with a whole group for 5-10 minutes and ending with a 10-15 minute whole group wrap-up.
- ▶ **Materials include:** age-appropriate-high school, leveled books that students can read with success. Audio books assist students by modeling good reading fluency and questioning techniques are incorporated within the audio book as a reading coach. The r-books: are used as the student workbooks, they include high-interest fiction and non-fiction texts. Daily instruction is provided in reading comprehension, vocabulary and writing. Students also use technology to reinforce fluency, comprehension, word study and spelling skills. Students are also provided with books within their lexile ranges to read independently.

RELIABILITY AND VALIDITY

- ▶ **The READ 180 program aligns with the 15 key elements of effective adolescent literacy programs cited in *Reading next: A Vision for Action and Research in Middle and High School Literacy* (Biancarosa & Snow, 2004).**
- ▶ **The instructional software was created as a result of 10 years of research by developers at Vanderbilt University. It was used with thousands of students between 1993-1999. The research confirmed that when schools implemented it in their schools for one to two years, significant reading gains can be expected. (Scholastic READ 180 America's Premier)**
- ▶ **READ 180 is currently in use in more than 6,000 classrooms. It aligns well with the RTI framework. In a study conducted in Boston, Dallas and Columbus, students showed an increase their reading scores using the SAT-9 for reading. An increase of 2.8, 4.9 and 1.7 NCE's were reported. In other words, in each case, students using READ 180 showed improvement with average NCE gains that doubled to those of equivalent control groups. (Scholastic Compendium of READ 180 Research)**

RELIABILITY AND VALIDITY CON'T

***The READ 180 program meets the needs of a diverse population of struggling readers as shown by research of AYP in demographic groups. . It addresses the needs of the ELL population by providing background knowledge and has multicultural materials that are relevant and appealing to the age group. . (Scholastic READ 180-Implementation Guide)**

- ▶ **Free and reduced Lunch- studies were completed in NM, CA, TX ,AZ and FL, continuous assessment and reports allow for differentiated instruction.**
- ▶ **Racial groups, studies completed in NY,AZ,FL,VA, NV, NC,FL and TX , the instructional software individualizes instruction and uses non-fiction text as a means of literacy content.**

SUMMARY OF JOURNAL ARTICLES

In Scholastic's(Professional paper), "Response to Intervention- An Alignment Guide for *READ 180* describes how to implement *READ 180* as a supplemental support for Tiers 2 and 3. Its intention is to support Tier 1. However, students may need an intensive program to support the skills needed to be a proficient reader. *READ 180* can be used as a "boot camp," to improve the deficit skill areas and can be used with a more intense Tier 3 model. Universal screening measures, intensive research based interventions for Tier 2 and 3 can lessen the gap and provide explicit instruction so students can return to Tier 1. It is well aligned with an RTI framework with data to support the decision-making process. It can be used short term pending the students progress shown by using the SRI and SAM manager system progress reports.

SUMMARY OF JOURNAL ARTICLES CON'T

- ▶ In “*Evaluating Intervention Effects of Scholastic READ 180 on low – achieving Incarcerated Youth*”(2006), the authors studied the effects of the fact that adolescents who drop out of school are three and a half more likely than high school graduates to commit offenses.(Coalition for Juvenile Justice, 2001). Research has shown that “quality” reading programs may help reduce the rate of incarcerated youth by over 20%. A two year study was conducted at the Ohio Department of Youth Services(ODYS). 1,149 eligible youth were included in the study. 53% were assigned to *READ 180* and 47% were assigned to a traditional English classroom. The results found that *READ 180* had a significant positive impact on the reading proficiency of low performing incarcerated youth. In comparison to the traditional English class, *READ 180* students gained 70-80 lexile increase in one year.

SUMMARY OF JOURNAL ARTICLES

- ▶ In the RTI transcript “*Establishing a Multi-Tier System of Supports in the Secondary Schools*”(Dec. 2013), Dr. Rebecca Sarlo answers questions about implementing a MTSS to improve academic and behavioral weaknesses. A question proposed to her was “what to do for students who have basic foundational reading skills and do not require an intensive reading intervention such as READ 180, but do have gaps interfering with success in the core ELA class?” Her response was that most likely at the high school level, if students were demonstrating reading skill gaps, then most likely they would be in need of intensive intervention to have their needs met.

SUMMARY OF JOURNAL ARTICLES

- ▶ **She also elaborated that especially at the high school level, the team would need to determine if the intervention is the cause of an intense(performance gap is significantly different than expected levels of performance) and severe(performance is resistant to intervention).When high school students demonstrate reading gaps the team must consider both strategies and supports are provided during core instruction(Tier 1) and Tier 3 is aligned with the core instruction. She emphasizes coloration to core curriculum teachers and preparing students in Tier 2 and 3 to be able to access the core curriculum.**

RESEARCH EVIDENCE:

- ▶ **What Works Clearinghouse(October 2009)found READ 180 to show positive effects in comprehension and general literacy achievement. Comprehension includes two constructs: reading comprehension and vocabulary development. Seven studies included 10,638 students ranging from grades 4-9, attending schools in Arizona, California, Florida, New York, Ohio, Texas and Virginia. The rating of effectiveness improvement index concluded *Read 180* to have potentially positive effects in comprehension with an average of +4 percentile points and an average of +12 percentile points in general literacy achievement. The study was conducted one year after implementation of the program.**
- ▶ ***READ 180* has been researched for 20 years with the collaboration of reading experts. Developed in clinical and classroom settings, the program is used in over 6,000 schools.**

RESEARCH EVIDENCE CONT.

Uniquely targeted to address the needs of struggling readers. Dr. Ted Hasselbring of Vanderbilt University started his research funded by a grant from the Office of Sp. Education. Dr. Hasselbring joined forces with Dr. Janet Alen in Florida and tried the program in Orange County public schools. The instructional model becomes the basis of the *Read 180* program. Scholastic collaborated with the *READ 180* program in 1997. Over the years, it collaborated with new partners Dr. Feldman and Dr. Kinsella and with Scholastic the *READ 180* Enterprise Edition was launched. Today *Read 180* also has the *Next Generation* which is similar to the Enterprise edition with more emphasis placed on writing and literacy beyond high school. (Scholastic *READ 180* America's Premier Reading Intervention Program)

ASSESSMENT AND PROGRESS MONITORING METHODS

- ▶ **READ 180** is data driven and the students performance impacts the instruction. Based on the students performance on the software, the instruction can become more challenging or a review of skills is reinforced based on the data reports. Assessments built into the program include:
- ▶ **Placement- SRI**-determines placement in the program and should be given every 3 months to evaluate progress. The lexile range at the high school level should be between 1200-1500L .
- ▶ **Curriculum Based Assessment**- on-going during small and large group instruction.
- ▶ **Diagnostic Assessment**-the software can identify strengths and weaknesses so teacher can address specific student needs.

ASSESSMENT AND PROGRESS MONITORING METHODS

- ▶ **Quick Writes-rbook writing assignments. Rubrics are provided as guidelines for the student to respond to a writing topic. Narrative, Expository, persuasive, descriptive, functional writing , poetry and research are included in the small group instruction of the program.**
- ▶ **Overall, students are engaged in oral reading, software, and independent reading to determine progress. Teacher conferences with the student to assess their comprehension skills. In addition, upon completion of a story, the program also has a Reading Counts! Assessment in which the student reads independently and answer multiple choice questions to assess progress with comprehension. The data is included in the student's progress reports .**

EVALUATIVE SUMMARY

- ▶ **Given the research on the *READ 180* program, the findings conclude that it is an effective program to use with below proficient high school students. It should be used as a Tier 2 and 3 to improve the reading skills needed to become a proficient reader. The research indicates that it is a motivating program that engages students to improve their reading skills as documented in the use of the incarcerated youth article. Because it continually assesses students with the SAM tool, the data is provided to the problem-solving team on a daily basis. If the student is not making progress, adjustments can be made according to the progress reports. It has been well researched and is used in over 6,000 schools nationwide. Although in the transcript with Dr. Sarlo, she agrees if a student demonstrates gaps in their basic reading skills, an intensive approach should be used; however pre-teaching skills may prove to be more valuable to return to Tier I sooner rather than later.**

EVALUATIVE SUMMARY

All three journal articles were positive with the *READ 180* used as a Tier 2/3 intervention. In the Rtl transcript with Dr. Sarlo, she recommends Tier 2 and 3 should support the core curriculum in the class. Vocabulary from the content areas should be reinforced. Perhaps *READ 180* could be used as after school as a supportive program. Although this would need to be investigated in terms of motivating the students to attend a remedial program after school. At the secondary level, “time is the essence” and students need to have positive engagements with teachers, curriculum and feel empowered by their learning. In the reading and research that was completed, the *READ 180* is an intensive approach to make gains and improve skills that are needed beyond high school for the College and Career readiness. I would recommend the *READ 180* as a Tier 2/3 process within the Rtl framework.

R E F E R E N C E S

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