

# Read 180<sup>®</sup>

## Meets ESSA Strong Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

**STRONG**  
ESSA EVIDENCE  
RATING



### PROGRAM OVERVIEW

*Read 180* is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners, including newcomers. *Read 180* accelerates students to achieve grade-level proficiency by:

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students' understanding of text
- Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- Supporting effective expression and language development

### INDEPENDENT REPORTS



#### What Works Clearinghouse (WWC) Intervention Report: Adolescent Literacy (2016)

The What Works Clearinghouse (WWC) examined nine *Read 180* studies, and *Read 180* was found to have positive effects on comprehension and general literacy achievement and potentially positive effects on reading fluency for adolescent readers.



#### Summary of 20 Years of Research on Adolescent Literacy Programs and Practices (2016)

Researchers from the Florida Center for Reading Research at Florida State University examined 33 studies of adolescent literacy programs and practices published over the last 20 years, and *Read 180* was found to have potentially positive effects on students' reading outcomes, one of the highest ratings measuring the effectiveness of research studies (Herrera, Truckenmiller, & Foorman, 2016).



#### Best Evidence Encyclopedia (BEE): Effective Reading Programs for Secondary Students (2016)

Researchers from Johns Hopkins University and the U.K. examined the evidence base for reading programs designed to improve the reading skills of middle and high school students and found that two studies about *Read 180* demonstrated significant positive effects (Baye, Lake, Inns, & Slavin, 2016).



#### Striving Readers Report (2015)

Results from 17 rigorous Randomized Controlled Trial studies that evaluated 10 separate interventions for struggling adolescent readers in Grades 6 through 10 as part of the Striving Readers program showed that *Read 180* was the only reading intervention of 10 evaluated programs to provide evidence of positive effects on reading achievement (Boulay, Goodson, Frye, Blocklin, & Price, 2015).

# Read 180 Randomized Controlled Trial Studies

## STUDY 1

Brockton PS, MA

- 1,203 Students in Grades 4–6
- Conducted by MPR® Associates

**RESULTS:** Urban students improved their attendance and significantly increased their scores on vocabulary, comprehension, and total reading measures on the SAT-10™ after using *Read 180* in an after-school program during the 2006–2007 school year (Kim, Capotosto, Hartry, & Fitzgerald, 2011; Herrera et al., 2016; WWC, 2016).

## STUDY 2

Milwaukee PS, WI

- 619 Students in Grades 6–9
- Conducted by American Institutes for Research®

**RESULTS:** On the NWEA® MAP® Reading assessment, there was a statistically significant impact on the reading achievement of *Read 180* students in Grades 6–9 during the 2010–2011 school year (Swandlund et al., 2012; Boulay et al., 2015; WWC, 2016).

## STUDY 3

Newark PS, NJ

- 5,098 Students in Grades 6–8
- Conducted by Westat®

**RESULTS:** In a study spanning the 2006–2011 school years, students who received two years of *Read 180* instruction performed significantly better on the Reading Comprehension subtest of the SAT-10 than control group students (WWC, 2016; Baye et al., 2016).

## STUDY 4

Ohio Dept. of Youth Services

- 1,245 Students in Grades 7–12
- Conducted by Ohio State University

**RESULTS:** Results revealed a significant overall impact on Lexile® measures and on reading outcomes on the ReadCAT Grade Equivalent scores for *Read 180* students during the 2006–2011 school years (Boulay et al., 2015).

## STUDY 5

Seminole County PS, FL

- 1,483 Students in Grades 9–10
- Conducted by Florida Center for Reading Research at Florida State University

**RESULTS:** The FCAT® Developmental Scale Score gains evidenced by *Read 180* students significantly exceeded both the state average and the state's benchmark for expected growth during the 2005–2007 school years (Baye et al., 2016).

## STUDY 6

Springfield PS & Chicopee PS, MA

- 679 Students in Grade 9
- Conducted by Education Alliance

**RESULTS:** *Read 180* students demonstrated statistically greater gains than control group students on the SDRT-4 throughout the 2006–2011 school years (Boulay et al., 2015; WWC, 2016).

## REFERENCE

- Baye, A., Lake, C., Inns, A., & Slavin, R. (2016). Effective reading programs for secondary students. Baltimore, MD: Johns Hopkins University School of Education's Center for Data-Driven Reform in Education.
- Boulay, B., Goodson, B., Frye, M., Blocklin, M., & Price, C. (2015). Summary of research generated by Striving Readers on the effectiveness of interventions for struggling adolescent readers. NCEE 2016-4001. National Center for Education Evaluation and Regional Assistance.
- Herrera, S., Truckenmiller, A. J., & Foorman, B. R. (2016). Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices (REL 2016-178). Washington, DC: US Department of Education, Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ied.ed.gov/ncee/edlabs>
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- Swandlund, A., Dahlke, K., Tucker, N., Kleidon, B., Kregor, J., Davidson-Gibbs, D., & Halberg, K. (2012). Striving readers: Impact study and project evaluation report. Naperville, IL: American Institute for Research. Retrieved from <https://files.eric.ed.gov/fulltext/ED595200.pdf>
- What Works Clearinghouse. (2016). WWC Intervention Report: *Read 180*. Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

# Read 180 Foundational Skills Research

Read 180 Foundational Skills integrates the System 44 program and, therefore, is supported by the System 44 research.



**DISTRICT:** Saginaw Public Schools, Michigan  
**STUDY YEAR:** 2011–2012  
**STUDY CONDUCTED BY:** RMC Research

## EVIDENCE CRITERIA

## STUDY EVIDENCE & HIGHLIGHTS

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

An experimental RCT study, where intervention teachers implemented *System 44* for one school year. Results were analyzed using matched pretest and posttest scores.

Students in the *System 44* classrooms were expected to receive approximately 20 to 25 minutes of computer-delivered instruction, complete 25 to 30 minutes of small-group and individual work, and receive 5 to 10 minutes of whole-class instruction daily. Control group students received various district interventions.

Large & multi-site sample

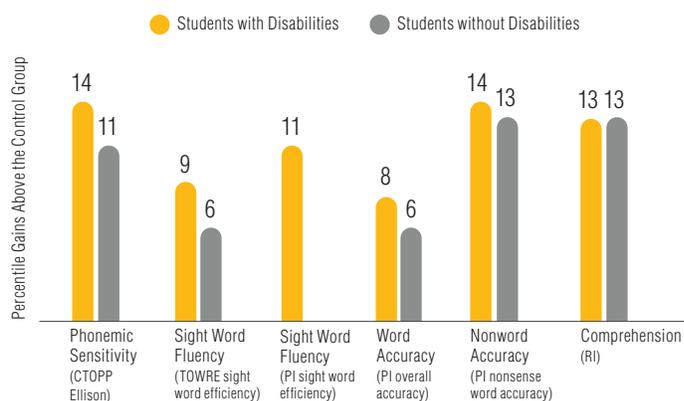
*System 44* was studied in two large and diverse school districts. This *System 44* RCT study, conducted in Saginaw Public Schools, MI, in combination with the *System 44* RCT study conducted in Murrieta Valley USD, CA, represents a large and multi-site sample.

### ANALYTIC SAMPLE:

- Large and diverse urban school district
- 16 schools
- Grades 4–8
- 317 participating students
- 79% African American; 10% Hispanic; 10% Caucasian
- 5% English learners
- 54% Students with disabilities
- 96% Free/reduced-price meals

Shows statistically significant & positive effects

*System 44* students with and without disabilities in Grades 4–8 demonstrated statistically significant and positive percentile gains above the control group.



Note: CTOPP: Comprehensive Test of Phonological Processing; TOWRE: Test of Word Reading Efficiency; PI: Phonics Inventory; RI: Reading Inventory

**EVIDENCE CRITERIA**

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

**STUDY EVIDENCE & HIGHLIGHTS**

An experimental RCT study, where intervention teachers implemented *System 44* for one school year. Results were analyzed using matched pretest and posttest scores.

Students enrolled into *System 44* classrooms were expected to receive 60 minutes of instruction daily. The implementation guidelines included specified time for whole-group instruction (5–10 minutes), *System 44* instructional software (20–25 minutes), and small-group/independent work (20–25 minutes). Students enrolled in control group classrooms were expected to receive the district’s regularly implemented instruction using a variety of grade-appropriate reading intervention programs.

Large & multi-site sample

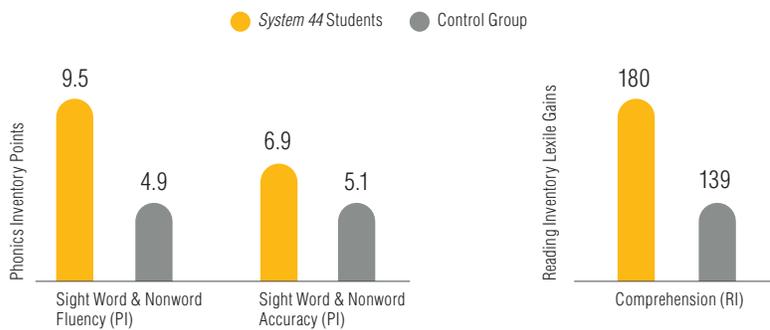
*System 44* was studied in two large and diverse school districts. This *System 44* RCT study, conducted in Murrieta Valley USD, CA, in combination with the *System 44* RCT study conducted in Saginaw Public Schools, MI, represents a large and multi-site sample.

**ANALYTIC SAMPLE:**

- Large and diverse urban school district
- 11 schools
- Grades 4–8
- 344 participating students
- 63% White; 10% African American; 16% Hispanic; 5% Asian; 5% Filipino
- 13% English Learners
- 30% Students with Disabilities
- 42% Free/reduced-price meals

Shows statistically significant and positive effects

*System 44* students made significant improvements on multiple measures of word reading accuracy, decoding, fluency, and comprehension. Specifically, *System 44* students significantly outperformed students receiving other district interventions on *Phonics Inventory*® and *Reading Inventory*®. Dosage analyses revealed that student software usage was significantly related to reading outcomes, with greater topic completion resulting in stronger end-of-year gains.



To learn more about the research behind *Read 180*, visit [hnhco.com/read180research](http://hnhco.com/read180research)

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