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*Read 180 in
Four District
High Schools*

Examining Implementation
Conditions and Processes

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All district, school and locality names have been changed.

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Executive Summary

The municipal school district in which this study took place serves approximately 21,000 students in a mid-sized metropolitan area in the state of Indiana. With all four of its comprehensive high schools struggling to meet state accountability criteria, the district has implemented a number of programs targeted to increase student learning. *Read 180*, a nationally recognized reading intervention program, has been implemented in the district's four main high schools since the fall semester of 2007.

The purpose of this study was to understand the conditions and processes associated with the implementation of *Read 180*. We investigated the following three questions:

- 1) How do the design and implementation of the district's *Read 180* intervention program align with the recommendations of Scholastic, Inc. for *Read 180* implementation?
- 2) What were the similarities and differences among the four district high schools in the conditions and processes by which *Read 180* was implemented and utilized?
- 3) How do the district's *Read 180* and English 1100 programs differ with regard to student characteristics, including test scores?

We conducted 32 semi-structured interviews with teachers, counselors, school administrators, and district personnel. Interviews were designed to gather information about perceptions of the program, challenges to implementation, solutions to those challenges, and enduring issues. We sought to understand the complexity of implementation at the classroom, school, and district levels.

In addition, documents related to *Read 180* including district reports, a Scholastic Gains Analysis, Scholastic research, and professional development agendas were analyzed in an attempt to understand the processes that influenced the scope and depth of implementation over time.

Quantitative data was provided by the Office of Research and Evaluation, including students' race, socioeconomic status (free or reduced-price lunch) and standardized test scores. The high school *Read 180* coordinator provided SRI scores for students in the district's two reading interventions, *Read 180* and English 1100. These data were analyzed to describe the differences between participants in *Read 180* and English 1100 in terms of entry characteristics, pre- and post-test SRI scores, and performance on the 10th grade English End of Course Exam (ECA).

Our data reveal that:

- *Read 180* is valued widely by school stakeholders. Through their own data analysis, district leaders have found the results to be positive.

- Constraints with time and resources have limited the deployment of the *Read 180* implementation. The school corporation allows for flexibility of the *Read 180* program implementation, which has led to a lack of fidelity.
- A lack of clarity about the selection and placement of students was reported by administrators, teachers, and counselors.
- According to indicators defined by Scholastic, Inc., three high schools are currently classified as Level 3 implementations; one high school is a Level 2 implementation. Anything less than Level 3 is considered by Scholastic as to be not implementing *Read 180*. The lack of 90 minute periods with time for three 20-minute rotations plus whole group instruction is preventing all from being Level 1 implementations.
- Changes in district and state testing over the last few years have limited the ability to compare the effect of *Read 180* on student outcomes. The district data system and the Scholastic Achievement Manager, used for *Read 180* (and English 1100 when it was active) are not currently structured for alignment.
- English 1100, when in use district-wide, served different students than *Read 180*, with higher achieving students in English 1100.
- In 2008-2009, the average SRI score gains of *Read 180* users exceeded those of English 1100 participants. English 1100 students had higher overall SRI scores.
- When controlling for background characteristics, including prior achievement, no statistically significant difference could be detected between the SRI gains for 2008-09 students in English 1100 and those in *Read 180*.
- In spring of 2010, the first year of the grade 10 English ECA, just 3.1% of students who completed *Read 180* in grade 9 (2008-09 school year) passed the Reading portion of the grade 10 ECA. The rate was higher for English 1100 at 19.5%.
- Also in 2009-2010, the first year of trimesters at Harrison High School, *Read 180* was expanded to a full year with 70-minute periods per day. Students in this program gained substantially more than those in the semester-long *Read 180* programs at other schools, more than tripling the difference in SRI scores.
- Evolving perceptions, expectations and political pressure with regard to school reform have left the *Read 180* program in SBSCS high schools without a clearly defined purpose.

In light of these findings, we offer the following recommendations:

- 1) Improve fidelity to the *Read 180* instructional model.
 - a. Make *Read 180* a full year at all high schools.
 - b. Structure time to allow for three rotations daily.
 - c. Create clear parameters to govern *Read 180* curriculum and instructional processes.
- 2) Clarify the role of *Read 180* in district high schools.
 - a. Specify the anticipated outcomes for the program.
 - b. Align data systems to measure and track those specific outcomes.

- 3) Clarify and communicate the student selection process for *Read 180* to school-level stakeholders.
 - a. Consider widespread use of the SRI test at lower grades.
 - i. With widespread use, scores of struggling students' can be considered in the context of the broader distribution of their peers.
 - ii. Multiple administrations reduce measurement error.
 - b. Give stronger consideration to SRI scores, which measure reading ability, than the 8th grade ISTEP+ cut score, which is based on a combination of both Reading and Language Arts standards.
- 4) Target reading intervention at earlier grade levels to enhance effectiveness.
 - a. Focus intervention efforts where gaps first appear.
- 5) Adjust professional development for changing needs
 - a. Differentiate professional development for new and veteran *Read 180* teachers.
 - b. Train teachers on specific adaptations, where necessary, to conform faithful implementation of *Read 180* to structural constraints inherent in schools' schedules.

Introduction and Guiding Questions

Context of the District

The district under study serves the urban center of a mid-sized metropolitan area in Indiana with over 21,000 students and 3,500 employees spread across a geographical area of 160 square miles. The district maintains four comprehensive high schools: Ralston, Porter, Thorpe and Harrison, which served a combined 5919 students in 2009-2010. As of 2009-2010, three schools, Ralston, Porter and Thorpe, served roughly similar populations with approximately 60% of students eligible for free- or reduced-price lunch and 45-55% of students of minority race/ethnicity. The fourth school, Harrison High School, served a population that is 75% free- or reduced-price lunch and 70% minority. However, Harrison has a higher graduation rate (86%) than Ralston (75%), Porter (80%) or Thorpe (77%).

State Scores as an Impetus for Change

In 1999, Indiana's Public Law 221 (P.L.221, Indiana Code 20-31) established the state's accountability system, which places schools into one of five categories based upon student performance and improvement on state tests in English and mathematics. The five categories, Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, and Academic Probation (High Priority), are determined by a combination of overall test performance as well as year-to-year improvement in passing rates averaged over three years. Schools in Academic Probation face a series of consequences and interventions designed to provide support and stimulate reform to improve student achievement, and following six straight years of probation, the law mandates state intervention, including the possible assignment of a management team to operate part or all of a school. Harrison and Thorpe are both in year 5 of this process.

Through 2008-09, high schools were evaluated on their performance on two ISTEP+ tests, English/Language Arts and Mathematics, which were administered to grades 9 and 10, part of the annual ISTEP+ series begun in grade 3. In 2009-10, the state discontinued the ISTEP+ in high schools, replacing it with End of Course Assessments (ECAs) in Algebra I, English 10, and Biology I. Only the Algebra I and English 10 ECAs are used for high school accountability ratings. The federal No Child Left Behind Act of 2001 (NCLB) was incorporated into the state's accountability system following its passage so that Indiana schools not making Adequate Yearly Progress (AYP) under NCLB for two consecutive years cannot place higher than the "Academic Progress" category under P.L. 221.

Academic Similarities and Differences

As with demographic makeup, three of the schools' academic performances are roughly similar, with passing rates for students at Ralston, Porter and Thorpe on the English/Language Arts portion of the ISTEP+ test, last administered to grades 9 and 10 in 2008-09, between 55% and 57% while Harrison was 43%. Similarly, roughly between 43% and 47% of students at the first three passed both the Algebra I and English 10 ECAs, while just over 22% of students at Harrison passed both. All of these are well below the state average of just over 74% on the ISTEP+ and just under 56% on the ECAs. None of the four main district high schools has ever achieved AYP under NCLB.

Table 1: Demographic Information for District High Schools, 2009-10

Category	State	District	Ralston	Porter	Thorpe	Harrison
Total Enrollment	1,120,909	21,217	1,709	1,419	1,379	1,412
American Indian	0.26%	0.48%	0.47%	1.20%	0.65%	0.42%
Black	11.45%	34.23%	32.48%	33.05%	25.96%	48.09%
Asian/Pacific Isl.	1.47%	1.31%	2.05%	1.48%	0.65%	0.21%
Hispanic	6.82%	16.39%	18.37%	4.72%	12.33%	16.36%
White	69.33%	39.07%	42.77%	54.97%	55.18%	29.89%
Multiracial	4.15%	8.53%	3.86%	4.58%	5.22%	5.03%
Free Lunch	34.24%	59.85%	51.02%	47.36%	49.38%	64.45%
Reduced Lunch	8.09%	8.67%	8.60%	10.92%	11.68%	10.91%
ELL	4.38%	12.14%	13.75%	2.82%	4.28%	7.08%
Spec. Ed.	14.04%	19.04%	16.38%	20.23%	18.78%	17.14%
Pass English 10 ECA	64.07%	48.93%*	54.10% (211/390)	48.56% (135/278)	55.83% (182/326)	40.33% (146/362)
Pass Alg. 1 ECA	62.83%	29.90%*	27.45% (70/255)	43.67% (69/158)	30.65% (61/199)	14.43% (29/201)
Pass Both ECAs	55.88%	38.01%*	43.24% (160/370)	47.03% (111/236)	45.51% (137/301)	22.32% (77/345)
Graduation Rate	84.5%	73.6%*	75.70%	80.80%	77.40%	86.80%

Read 180 in Four District High Schools

The passing rates for both Thorpe and Harrison have fallen short of state standards for student performance both on the ISTEP+ tests, which were administered in grades 9 and 10 through 2008-09, and the English 10 and Algebra I state ECAs, first administered in 2008-2009. This has led to the placement of both schools on a fifth year of probation with the state.

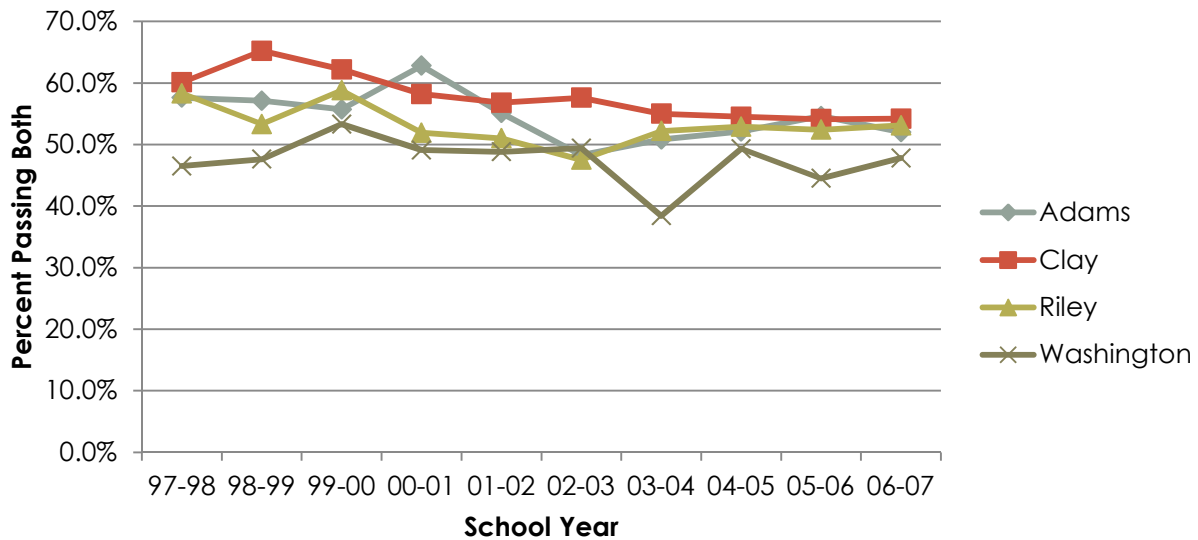
Table 2: PL221 Categories of District High Schools*

School	2005	2006	2007	2008	2010
Ralston	Probation	Probation	Probation	Watch	Probation
Porter	Probation	Probation	Probation	Watch	Probation
Thorpe	Probation	Probation	Probation	Probation	Probation
Harrison	Probation	Probation	Probation	Probation	Probation

* PL221 Categories were not calculated for 2009 due to changes in state testing

Figure 1 illustrates combined passing performance for each of the four main high schools on the English/Language Arts and Math ISTEP+ tests for grades 9 and 10. Despite some upward and downward movement, the overall picture indicates a flat to gradually declining trend for the ten years prior to the implementation of the Smaller Learning Communities grant and the *Read 180* program.

**Figure 1:
ISTEP+ % Pass - All Tested Grades
for English/Language Arts and Math**



Read 180 Program

Facing pressure from the state to improve state test scores, the district secured a grant from the United States Department of Education to fund the Smaller Learning Communities (SLC) initiative in the fall of 2006. Portions of those funds were used to purchase *Read 180* to improve reading scores in the four main high schools of the district. The SLC initiative, which included as a major focus the creation of freshman academies, targeted 9th grade students for entry into the *Read 180* program.

Read 180 is an intensive reading intervention program for adolescents that incorporates differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. The *Read 180* program is provided commercially by Scholastic, Inc., which retails the related software, print reading materials, teacher materials, professional development, and other related items.

Read 180 is grounded in the research on adolescent literacy development. Its origins trace back to the work of the Dr. Ted Hasselbring and the Cognition and Technology Group at Vanderbilt University, who in 1985 began development of a software prototype designed to utilize individual student performance data to differentiate reading instruction. From 1994 through 1996, the Vanderbilt group partnered with Dr. Janet Allen of the University of Central Florida to make the software a key instructional element of the Orange County Literacy Project for struggling readers in Florida's Orange County public school system. The resulting instructional model became the basis for the *Read 180* program. By 1997, the two groups partnered with Scholastic Inc. to replicate the best practices and incorporate the Lexile Framework as a common metric for measuring text difficulty and student reading levels. After further development and pilot testing, the program became commercially available in 1999 and has been implemented in hundreds of schools nationwide.

Over 100 studies of the effectiveness of *Read 180* on student achievement have been reviewed by the United States Department of Education's *What Works Clearinghouse* (WWC). Housed in the Institute of Education Sciences, the WWC conducts reviews of research about educational practices and programs and publishes online reports to inform educational decision makers. Of the over 100 studies on *Read 180* reviewed by the WWC, only seven met evidence standards with reservations. Of these, two specifically focused on the impact of *Read 180* on student achievement in high schools.

Lang et. al. (2008) conducted research examining four intensive reading interventions and their effects on student achievement as measured by the Florida Comprehensive Assessment Test (FCAT). They reported that students identified as having moderate and high risk of failing the FCAT made statistically significant gains as compared to the control group. The researchers commented however, "It is interesting to note that the *Read 180* program was associated with the smallest reading gains for the high-risk students and the largest gains for the moderate-risk students." The WWC confirmed the results of this research with regard to the moderate risk students but refuted the findings associated with the high-risk students noting that the effect reported by Lang et. al. was not statistically significant or large enough to be substantively

significant. The WWC based their findings on the study's limited examination of the effect of attrition on student achievement and the substitution of missing data on several occasions.

White, Haslam, and Hewes (2006) examined the impact of *Read 180* on the student achievement of high school students in 12 Arizona schools. Using a quasi-experimental design they compared student scores on nationally standardized assessments to a matched comparison group. The students were assigned to one of four cohorts defined by the years and duration of participation in the evaluation. The researchers found that *Read 180* had a statistically significant effect on student achievement as measured by the Stanford Achievement Test, TerraNova, and Arizona's Instrument to Measure Standards (AIMS). The WWC, however, stated that the only statistically significant effect of *Read 180* was found when comparing the results achieved on the Stanford Achievement Test and the TerraNova for cohort 2. While the WWC concurred with the evaluation with regard to statistically significant results for cohort 3 on the TerraNova, the results were not substantively significant.

One additional study included an evaluation of the impact of *Read 180* on the student achievement of 6th, 7th, and 9th, graders as measured by the California State Test English Language Arts assessment. Scholastic Research (2008) followed students that had previously performed at the below-basic or basic performance level on the assessment. The 285 students that fell into this category were matched with a comparison-group that received either the Holt Literature and Language Arts curriculum or Prentice Hall Literature curriculum. Scholastic Research reported, and the WWC corroborated, that *Read 180* had a statistically significant positive impact on student achievement as compared to the comparison-group.

Over the last four school years, the *Read 180* program has grown unevenly across the four high schools and in the district's intermediate centers. In addition, a pre-existing, homegrown literacy intervention program, English 1100, was redesigned as an alternative to *Read 180* to serve as many students in need of remediation as possible. The teachers of *Read 180* and English 1100, along with the district coordinator and support personnel, make up the district's High School Literacy Intervention Team. Over the first three years of *Read 180* implementation, the team collected data on both programs demonstrating some success, as well as some concerns. In a tumultuous political context including possible state takeover of some district high schools, *Read 180* is viewed favorably by district leaders and the school board as welcome good news. However, the reports of the Literacy Intervention Team, as well as those from Scholastic Inc., suggest potential shortcomings including inconsistent achievement gains across schools. The district wishes to learn how effective the *Read 180* program has been and if the district is ready to scale up its number of *Read 180* classrooms. Before an outcomes study can measure the effect of the program, a study must be conducted to discover the extent to which the program has been implemented with fidelity.

To that end, our study focuses on three guiding questions:

- 1) How do the design and implementation of the district's *Read 180* intervention program align with the recommendations of Scholastic, Inc. for *Read 180* implementation?

- 2) What were the similarities and differences among the four district high schools in the conditions and processes by which *Read 180* was implemented and utilized?
- 3) How do the district's *Read 180* and English 1100 programs differ with regard to student characteristics, including test scores?

The first part of our report examines the similarities and differences between the students served by the two reading intervention programs, English 1100 and *Read 180*.

In the second part of our report, we seek to understand the district level organizational structure and its relationship to the implementation of the *Read 180* program. Using Desimone's (2002) framework for understanding the role of the district, we examine the district level organizational structure as it relates to implementation efforts of *Read 180*.

Finally, the third facet of our report determines the extent to which the current implementation of *Read 180* in the four district high schools aligns with the recommendations of Scholastic, Inc., the provider of the *Read 180* product, with regard to structure, content, student selection, and instructor qualifications and practices.

Sample and Methods

Qualitative Sample

In order to evaluate the fidelity of implementation of the *Read 180* program in the district, we utilized a qualitative design, interviewing all current personnel involved in the implementation of *Read 180* or English 1100 in all four district high schools and the district offices.

We interviewed all current *Read 180* teachers in the four high schools (n=12) including teachers in the BEST program (n=3) and the ELL program (n=2) who were implementing *Read 180* in their classrooms. Because there were a large number of teachers new to the program, we also asked to interview teachers who had previously taught *Read 180*, but were no longer doing so. Only one teacher still remained in the school corporation, and she agreed to be interviewed. We decided to include all of the teachers because we wanted to capture all of the challenges and successes experienced during the *Read 180* implementation. These teachers were best positioned to describe for us how the program operated on a day-to-day basis.

Key central office personnel interviewed (n=8) were the superintendent and the directors and coordinators of each division involved with *Read 180* implementation, including the former Director of High Schools who had since moved to another position in the district after the position was terminated in 2010. Each of these people had a role in either identifying *Read 180*, providing funding or personnel to support *Read 180*, or offering professional development and coaching to support the implementation of *Read 180*. Therefore, their perceptions and understandings of the program and the results of the implementation were important.

Because knowledgeable and supportive administration at the school level is important for an effective implementation, we interviewed the principals (n=4) at each of the four sites. We also included counselors (n=5) from all four high schools in the interviews because we wanted to understand how students were placed in the *Read 180* classrooms and what differences in future student performance may have been observed by the counselors.

Though some personnel had moved in the last three years, we were able to include a former assistant principal of one of the high schools who was considerably involved in the implementation. Two former English 1100 teachers (n=2) were also interviewed. Although the class has been discontinued in the ninth grade at all four district high schools, the English 1100 course had been linked to the *Read 180* program during the first three years of *Read 180* implementation. These two were included because we sought to understand how English 1100 was related to *Read 180* in terms of students, structure, and content.

All personnel accepted our requests and participated in interviews for a response rate of 100%.

Table 3: District *Read 180* Participant Sample

Participant Type	Total
Central Office Administrators	8
Superintendent	1
Directors	4
Coordinators	3
<i>Read 180</i> Teachers	12
General Ed. <i>Read 180</i> Teachers	7
BEST <i>Read 180</i> Teachers	3
ELL <i>Read 180</i> Teachers	2
English 1100 Teachers	2
School Counselors	5
School Principals	4
Associate Principals	1
TOTAL	32

Data Collection

Data collection consisted of guided interviews with each respondent of approximately 45 to 75 minutes. Interview protocols were constructed around a conceptual framework grounded in the literature on (1) reading intervention programs, (2) *Read 180*, (3) program implementation, (4) professional development, (5) instructional leadership, and (6) organizational theory. The interviews were designed to gather information about how the corporation initiated the implementation; how each school met and overcame challenges to the implementation process; the way that respondents conceptualized the program as well as the implementation; and the respondents' perceptions about the effectiveness of the program. Interview protocols are included in Appendix B.

Method of Data Analysis

A multi-stage process was utilized to analyze the qualitative interviews. In the first phase, we securely shared the recorded interviews, listened to the recordings multiple times to compile narrative summaries, and began breaking down interview comments into data units (Rubin & Rubin, 2005). To ensure inter-rater reliability, several interviews were coded by all of the researchers. We built a shared understanding of the constructs based on the data. For each interview, data units were organized into a concept-clustered matrix built around our conceptual framework (Patton, 2002). In the second phase, following Rubin and Rubin (2005), we compared single topics from the conceptual framework across the entire set of interviews, each creating analytical memos which included notable supporting and illustrative quotes. From these comparisons, a master matrix was created, still framed around the conceptual undergirding of the study, in order to identify broad patterns in the data (Patton, 2002). Since we built the interview protocols on our conceptual framework, we were able to align the data set with the study questions easily.

In addition to the interviews, we gathered documents from the district, the high schools, and Scholastic – both from the website as well as through promotional and instructional materials we requested. The school corporation furnished us with agendas and instructional materials from

professional development, school board reports, the Scholastic Gains Analysis, and testing data from the cohorts of students who were enrolled in *Read 180* and English 1100 courses. These documents were analyzed for data that would further illuminate the implementation process and the perceptions of those we interviewed.

Quantitative Sample

In order to describe the characteristics of program participants and analyze select outcomes of *Read 180* and English 1100, multiple measures of student achievements and demographic characteristics were gathered and collated. SRI records for participants in *Read 180* and English 1100 were provided to the researchers by the district's *Read 180* Coordinator for High School and EL for three school years beginning with 2007-2008. The records consisted of students' names, schools, semesters of enrollment, class periods and SRI scores. Some records contained teacher names and number of days absent, but this information was systematically missing from numerous records by section, school or year. These records were the basis of summary information provided to the district regarding the results of the two programs. The SRI records were recorded locally by teachers and did not contain a student number or other unique identifier.

These records were then matched to master files provided by the Office of Research and Evaluation consisting of records tagged in the Student Management System as *Read 180* students. These master records contained student demographic information, including gender, race, free or reduced-price lunch status, English language learner status, special education status, current school, current grade level, and relevant standardized tests scores. The SRI records were matched by first and last name and, where possible, grade level and school. The lack of a unique identifier resulted in the exclusion of some records, and others appeared to have no match.

The *Read 180* Coordinator for High School and the Director of Research and Evaluation indicated that the unmatched records, those that were included with the SRI scores but not matched to the tagged records in the Student Management System, were likely those for students who were assigned or began the program but exited shortly thereafter. Most of the unmatched records were missing two or more SRI scores, which would be consistent with the scenario described.

Method of Data Analysis

Descriptive methods were used to report characteristics of the school populations as well as the student makeup of English 1100 and *Read 180* courses in 2008-09 and 2009-10. Where the guiding questions called for their use, inferential statistics were employed to compare differences in group makeup, using t-tests with confidence intervals, and to explore relationships among variables using ordinary least squares linear regression. Because much of the systematically missing data occurred in the 2007-08 files, they did not figure prominently into the analyses, and no 2007-08 analyses reported here.

The analyses performed on the quantitative data consider only treatment on the treated because the SRI records from the district's *Read 180* Coordinator excluded some students who were assigned but did not participate or did not complete participation in *Read 180*. Without complete assignment information, it is impossible to consider the effects of the intent to treat.

Limitations

Our interviews took place during the first week of November of 2010, the first semester of a school year in which 10 out of the 14 teachers involved with *Read 180* were new to the program this year. Because the *Read 180* program begins with several weeks of team building activities and lessons on procedures and expectations, teachers new to the program had only been teaching the *Read 180* curriculum for approximately 6-8 weeks. Several had not yet administered the mid-point SRI either because they had been delayed or because the school had moved to a yearlong implementation, which made the mid-point testing time later in the year. Therefore, some of the questions that we asked teachers were unable to answer or answered based on perception, but not on data they had seen themselves.

It was also election week, a politically charged time in which the nation turned out in near-record numbers for a midterm election, and the local media featured plentiful coverage of the school board elections. All three school board members whose seats were on the ballot that Tuesday lost. Additionally, the school board was experiencing pressure from the state to disband the teachers' union and begin laying off "ineffective" teachers while the teachers' union threatened to sue the school board if they took that action. These two political tensions may have factored into the perceptions and attitudes towards the *Read 180* program in those that we interviewed.

This study is about the four-year implementation of *Read 180*. In an effort to capture all of the relevant information, we conducted interviews with teachers who had previously taught either *Read 180* or English 1100 classes.

State and district tests have changed over the last four years. The district discontinued the NWEA, which had been used as part of the protocol to place students in *Read 180*. After the first year the district implemented *Read 180*, the state discontinued the 9th grade ISTEP+ and created an English End of Course Assessment (ECA) that was placed in the spring 10th grade. Where the assessments are not the same from year-to-year, the ability to compare across cohorts is limited. The results of district- and state-administered tests are used to describe and highlight implementation conditions and processes that are relevant to the study, and not to make causal claims of any kind.

Similarly, the implementations of *Read 180* and English 1100 have changed. Our study began by comparing student data from the English 1100 courses and the *Read 180* courses. However, at this time, all four schools have either discontinued English 1100 altogether or moved the class to 10th grade as an intervention class for the 10th grade English ECA. In some cases, this move happened after the current school year started. This caused a shift in students and teacher assignments that may have affected teacher attitudes or perceptions about the program.

Finally, our study is limited by the time frame of the investigation. This year several schools added new sections of *Read 180* to increase the offerings to students, and Thorpe High School began implementing the program for a full year. Unfortunately, we are unable to extend this study to follow these new developments.

Findings

Two Literacy Interventions

Structure of the *Read 180* program in the district

Initially, the structure of *Read 180* implementation was the same at each of the four high schools. The district first incorporated *Read 180* into its high schools in the 2007-2008 school year, beginning with one-semester classes for 9th graders starting in the fall semester at Ralston, Porter, Thorpe and Harrison High School. Because the resources necessary for *Read 180* implementation were significant, the schools did not have enough capacity for all students identified as struggling readers, so the poorest performing students were placed in *Read 180*, and the rest were placed in the district's own one-semester literacy intervention course for 9th graders known as English 1100. This course, which had evolved from earlier incarnations of a remedial course by the same name, maintained the identical objective of increasing literacy among struggling 9th grade readers, but differed from *Read 180* in two main ways. First, it did not utilize the *Read 180* program technology or course materials, and second, the students selected to participate scored higher than *Read 180* students on the placement criteria – mainly the 8th grade ISTEP+ or NWEA reading tests and the initial administration of the SRI – though they were still not proficient. All four of the district's high schools implemented both programs simultaneously, welcoming their first students in the 2007-2008 school year. By the spring semester, an additional *Read 180* lab was set up for the district's English Language Learner (ELL) program, housed at Ralston High School.

In 2008-2009, the second year of implementation, the pattern continued, with selected general education students taking either *Read 180* or English 1100 classes for one-semester at all four high schools. During this second year, additional *Read 180* courses were offered to target groups. The high schools also began offering *Read 180* to all students in the BEST program (Building Educational Skills Together), a self-contained program for emotionally disabled students. Both the BEST students and the ELL students at Ralston took *Read 180* for the entire school year.

In the 2009-2010 school year, Harrison High School moved to a trimester schedule in part to allow greater flexibility and opportunity for credit recovery. In doing so, Harrison began offering *Read 180* for three trimesters for 70 minutes per day. In an attempt bolster academic achievement, all students at Harrison were required to take three trimesters each of both English and Math in 9th grade, and the third English trimester incorporated the reading- and writing-oriented components of English 1100. *Read 180* course offerings at the other three high schools remained the same.

Before the opening of the 2010-2011 school year, Thorpe dropped the English 1100 intervention altogether while expanding the *Read 180* program to a full year for its participants, adding four additional sections. Porter High School also dropped English 1100, but maintained its four semester-long sections of *Read 180*, two each semester. Porter also ended its BEST program. Ralston likewise kept two one-semester sections of *Read 180* for general education 9th graders

and, by the second week of school, dropped the English 1100 program to focus resources on literacy interventions for struggling 10th grade students, some of whom had completed *Read 180* in the previous year, as they prepared to take the English 10 ECA.

At present, *Read 180* is in use for select 9th grade general education students at all four high schools, with semester-long classes at Ralston and Porter, and year-long classes at Thorpe and Harrison. Of the four schools, three are on semester schedules while the fourth, Harrison, is on a trimester. Both BEST and ELL students continue to take *Read 180* for a full year where the programs are available.

Differences in *Read 180* and English 1100 Student Characteristics and Test Scores

One rationale underlying the comparison was to inquire as to whether English 1100, fashioned after the *Read 180* model without the technology or instructional support materials, could advance the goals of literacy in a more cost effective way without a decline in quality. Given the data available, we are unable to answer this question conclusively. We are, however, able to perform some comparisons of participants in the 2008-2009 *Read 180* and English 1100 classes in all four district high schools to provide background for our study and inform this question with some generalizations.

Table 4: 2008-09 Reading Intervention Participant Demographics for General Ed. Students

	<i>Read 180</i> (n=129)	% of n	English 1100 (n=181)	% of n
Female	61	47.3%	83	45.9%
Male	68	52.7%	98	54.1%
Free Lunch	89	69.0%	123	68.0%
Reduced Lunch	12	9.3%	13	7.2%
Non free/reduced	28	21.7%	45	24.9%
American Indian	0	0.0%	4	2.2%
Black	64	49.6%	82	45.3%
Asian or Pacific Islander	1	0.3%	1	0.6%
Hispanic	29	22.5%	22	12.2%
White	32	24.8%	62	34.3%
Multiracial	3	2.3%	10	5.5%
LEP	37	28.7%***	10	5.5%***
SpEd	27	20.9%	39	21.6%

** $p < .01$

*** $p < .001$

Read 180 in Four District High Schools

As evidenced by table 4, the populations of the two different interventions across the four schools was fairly well balanced with regard to gender, socio-economic status (using free- or reduced-price lunch as a proxy), race, and special education status. Students identified as limited English proficient (LEP) were about 5 times more likely to be placed in *Read 180*. The table represents only general education students for 2008-09, and not the separate classes for BEST or English Language Learners who were only placed in *Read 180*.

Read 180 and English 1100 served students of differing abilities.

The two populations differed on measures of prior ability (See Table 5). A comparison of the prior performance on the 8th grade ISTEP+ELA test indicated a significant difference between those placed in *Read 180* ($M = 465.73$, $SD = 25.01$) and those placed in English 1100 ($M = 496.94$, $SD = 16.67$), $t(273) = 12.42$, $p < .0001$. Similarly, mean scores on the first SRI tests administered in 9th grade differed significantly with those placed in *Read 180* ($M = 643.25$, $SD = 241.40$) and those placed in English 1100 ($M = 917.51$, $SD = 200.09$), $t(308) = 10.91$, $p < .0001$. In both measures, students in English 1100 trended closer to the cutoffs for proficiency.

Table 5: Prior Achievement of 2008-09 *Read 180* and English 1100 Students by Placement

8th Grade ISTEP+ by Literacy Intervention Placement				
	<i>Read 180</i> (n=113)	English 1100 (n=162)	Difference	95% C.I. of difference
<i>M</i>	465.73	496.94	31.21***	26.26 - 36.16
<i>SD</i>	(25.00)	(16.67)		

*** $p < .001$

Note: 8th Grade ISTEP+ cut score = 516

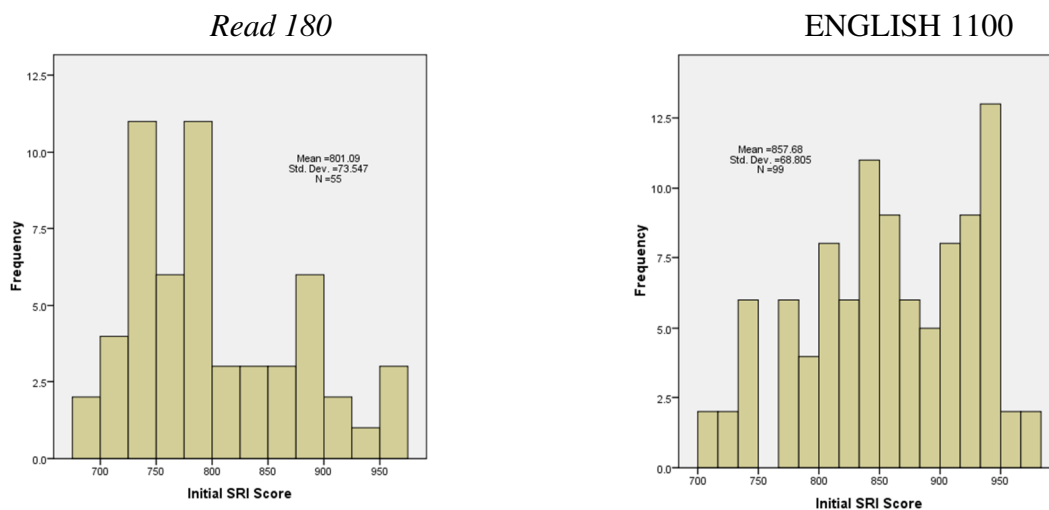
9th Grade Initial SRI Score by Literacy Intervention Placement+				
	<i>Read 180</i> (n=129)	English 1100 (n=181)	Difference	95% C.I. of difference
<i>M</i>	643.25	917.51	274.26***	224.79 - 323.73
<i>SD</i>	(241.40)	(200.09)		

*** $p < .001$

Note: 9th Grade SRI Proficient Range 1000 – 1200 according to Scholastic, Inc.

The two programs' means of prior ability differed significantly, though there was considerable overlap in measures of prior ability between the two programs. Figure 2 displays two histograms illustrating the middle 50% of the 310 students for whom initial SRI scores were available in 2008-09. Of the 154 students included, 35.7% were in Read 180 ($n = 55$) and 64.3% were in English 1100 ($n = 99$). These graphical representations of the middle 50% of students illustrate that, as expected, more of the higher scoring students were placed in English 1100, and more of the lower students were placed in *Read 180*.

Figure 2: Frequency of Initial SRI Scores by Assignment to *Read 180* or English 1100 for the Middle 50% of Students in 2008-09 ($n=154$)



Students in *Read 180* showed greater gains in SRI scores on average than students in English 1100 in 2008-09.

Understanding the different starting points, it is still useful to examine the means of both the pretest and posttest SRI administrations for the *Read 180* and English 1100 participants for whom data was available. Table 6 lists the means, standard deviations and differences, including a 95% confidence interval. For this analysis, where a pretest or posttest value was missing, the most recent SRI test value was substituted. General education *Read 180* students for whom data was available ($n=129$) gained an average of nearly 70 points from first to last SRI measure, $t(128) = 2.652$, $p = .0085$, a statistically significant difference. The average SRI scores for the English 1100 students ($n=181$), on the contrary, actually decreased from pretest to posttest, with a resulting difference of -25.8L that was not statistically significant, $t(180) = 1.108$, $p = 1.108$. The distributions for both English 1100 and *Read 180* demonstrated a great deal of spread; the large average gains in Lexile score for *Read 180* were accompanied by large standard deviations.

Table 6: 2008-09 Difference in Pretest and Posttest SRI Gains for *Read 180* and English 1100

	n	Pretest		Posttest		Mean Diff	95% Confidence Interval	
		Mean	SD	Mean	SD		lower C.I.	upper C.I.
<i>Read 180</i>	129	643.25	241.40	712.88	175.16	69.63	17.92	121.34
English 1100	181	917.51	200.09	891.67	205.75	-25.83	71.74	20.06

When controlling for student characteristics, participation in *Read 180* is not associated with significant score differences compared with participation in English 1100.

Because the differences in populations are significant, a regression model was constructed to examine the impact in participation on SRI posttest scores when student characteristics are controlled. For records missing a final post-test value, the most recent SRI test score was substituted. Table 7 displays the results of the regression analysis. Not surprisingly, the strongest predictor of performance on the last SRI posttest was performance on the SRI pretest. Noteworthy, however, is the relationship between participation in English 1100 compared with participation in *Read 180*. When other student-level characteristics are held constant, participation in *Read 180* is associated with an increase of 6.145 in SRI posttest score, a result that is substantively small and not statistically significant.

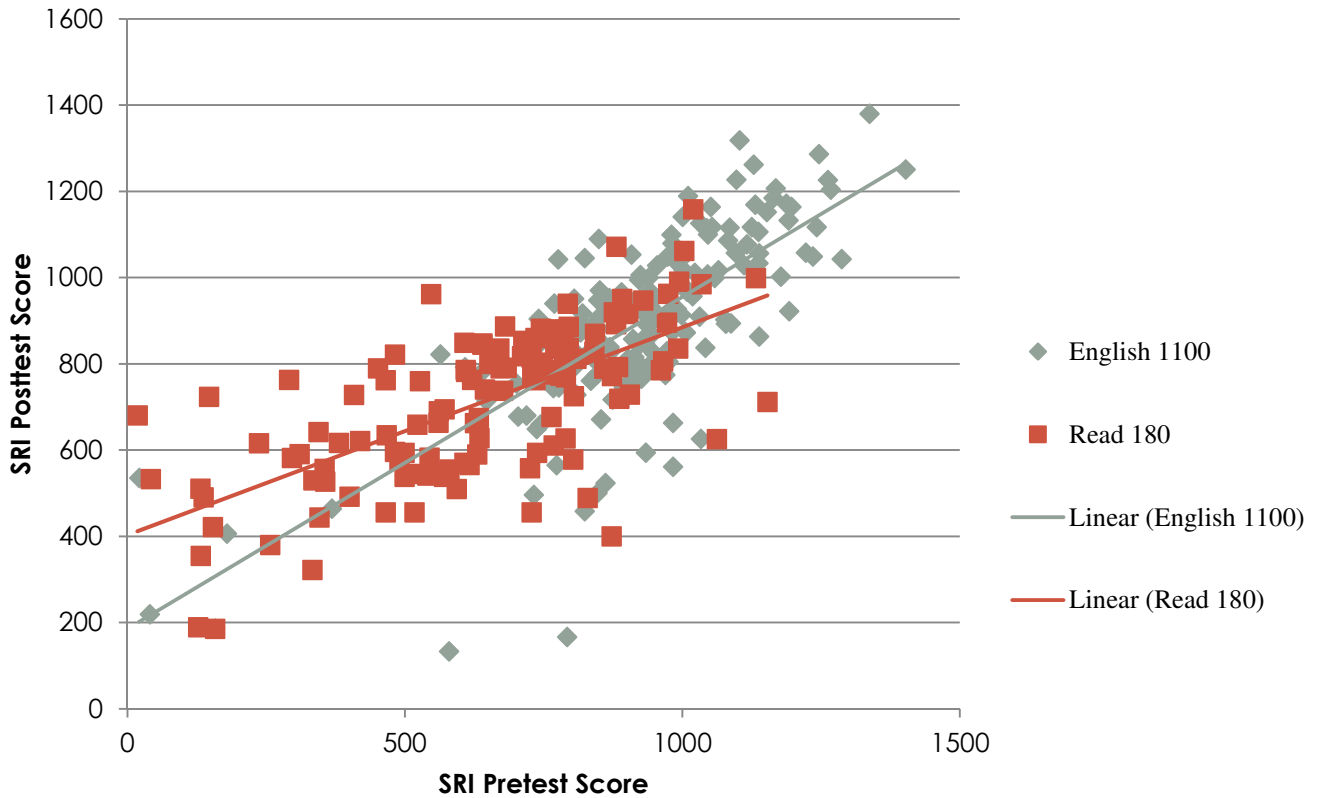
Table 7: Summary of Regression Analysis for
Final SRI Test Score Following Reading Intervention (2008-09)

	Model 1 (Unadjusted)	Model 2 (+ Initial SRI Test)	Model 3 (+ Gender, Race, SES)	Model 4 (+ LEP, SpEd)
Intervention				
<i>Read 180</i>	-178.80*** (22.31)	-7.86 (18.73)	-4.36 (18.83)	6.145 (19.37)
Race				
White			53.72** (19.62)	55.30** (19.51)
American Indian			29.48 (69.98)	46.71 (70.08)
Asian/Pacific Isl.			-78.56 (97.91)	-81.65 (97.57)
Hispanic			6.44 (22.73)	13.50 (23.58)
Multiracial			17.48 (40.57)	16.87 (40.32)
Socio-economic Status				
Reduced Price Lunch			5.92 (29.45)	7.13 (29.28)
Non-Free/Reduced			14.50 (20.01)	15.90 (20.00)
Classification				
Limited English Prof.				-55.08* (23.23)
Special Education				-19.29 (20.50)
R²	.17	.58	.60	.61
* $p < .05$				
** $p < .01$				
*** $p < .001$				

SRI pretest scores significantly predicted SRI posttest scores, $b = -.606$, $t(297) = 16.61$, $p < .001$. Assignment to treatment of either *Read 180* or English 1100, on the other hand, did not significantly predict SRI posttest scores, $b = 6.145$, $t(297) = .317$, $p = .751$, in a model that explained a substantial portion of the variance in SRI posttest scores, $R^2 = .61$, $F(1, 297) = 38.01$, $p < .001$. Figure 3 displays a scatterplot of the first and last SRI scores for both *Read 180* and English 1100 students.

Thus, while *Read 180* students in 2008-09 gained more from pretest to posttest in SRI than English 1100 students, when we control for student characteristics, we can detect no statistically significant difference between the gains of *Read 180* and those of English 1100 students.

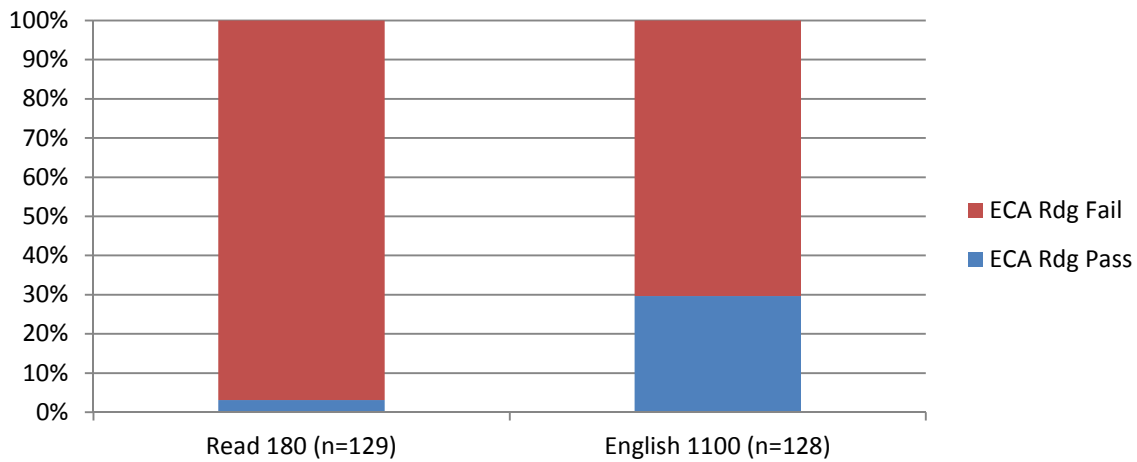
**Figure 3: 2008-09 *READ180* and English 1100
Pre-test vs. Post-test SRI Scores**



The Impacts of Read 180 and English 1100 on State Reading Tests are Limited.

Though both programs in their semester-long implementations were associated with similar degrees of change in student SRI scores, given the non-equivalent nature of the groups, one cannot assume that the programs are equal in effectiveness. Regardless, the district is concerned with substantive changes in reading ability, as measured by the state English ECA test administered in the spring of grade 10. For the purpose of this analysis, we will examine results on the English ECA Reading subtest, as it most directly aligns with the goals of *Read 180* and English 1100. In both groups, substantial numbers of students who completed either *Read 180* or English 1100 failed to achieve a passing score of 70 or higher on the English ECA Reading subtest (see Figure 4).

Figure 4: Passing Percentage on 2010 English End of Course Assessment Reading Subtest (N=257)



While the difference appears noteworthy, it must be understood in the context of the assignment to either *Read 180* or English 1100. A look at the prior performance of students who failed the ISTEP+ELA test in grade 8 and ultimately passed the Reading portion of the 10th grade English ECA (see Table 8) indicates that these students were reading at or near grade level at the start of their program in grade 9, and were relatively close to proficient in grade 8, where the minimum passing score on the ISTEP+ ELA test in Fall 2008 was 516, with $SD = 50$.

Table 8: Prior Achievement of *Read 180* or English 1100 Students Who Passed the 2010 English ECA Reading (N=42)

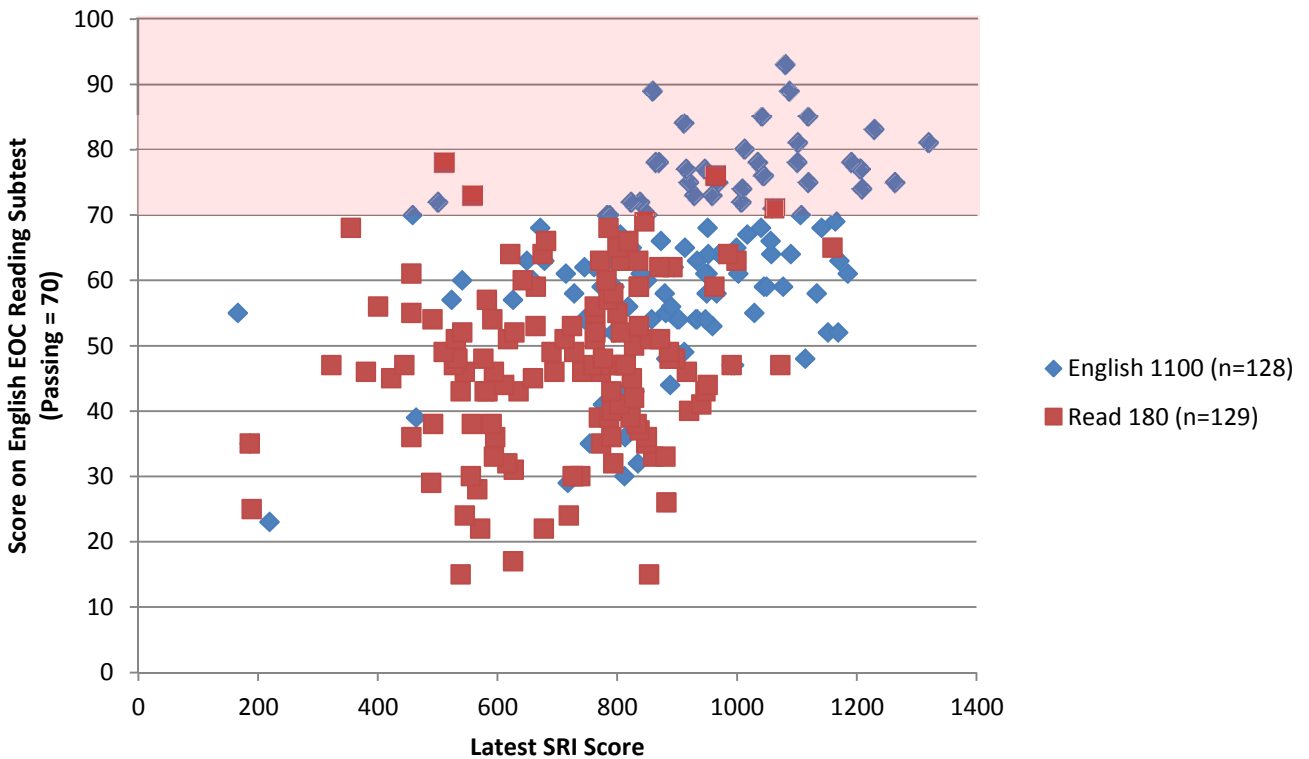
	Grade 8 ISTEP+ ELA Test*		Grade 9 SRI Pretest Score**	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<i>Read 180</i> (n=4)	473.25	24.2	708.3	350.36
English 1100 (n=38)	459.97	135.7	1003.9	156.05

* Cut score for passing was 516, $SD = 50$

**9th Grade SRI Proficient Range 1000 – 1200 according to Scholastic, Inc.

Whatever the efficacy of either the *Read 180* or English 1100 interventions might be, it is not enough to produce the desired results for most students on the English 10 ECA Reading test¹. To reiterate, only 38 of the 2008-09 128 English 1100 students (29.69%) for whom data was available passed the reading portion of the English 10 ECA a year later. And only 4 of the 129 2008-09 *Read 180* students for whom data was available passed (3.10%). The cut score for passing is 70. Figure 5 displays a scatterplot of final SRI posttest scores on the x axis and English ECA Reading subtest scores on the y axis for *Read 180* and English 1100 participants in 2008-09.

Figure 5: 2008-09 SRI Posttest vs. English ECA Reading Subtest for Read 180 and English 1100 students (N=257)



¹ The fact that strong gains in SRI scores are not associated with passing scores on the state English 10 ECA the following year is consistent with the little applicable research available. Of the seven studies that met evidence standards for the What Works Clearinghouse with reservations, only the Phoenix Union High School District study (White, Haslam & Hewes, 2006) examined performance on state tests in the year after treatment. For the two cohorts who experienced *Read 180* in grade 9, both scored significantly higher standardized tests administered during 9th grade, with the first scoring 1.3 normal curve equivalents (NCE) higher than the control group (effect size [ES] = +0.12, $p < .05$) on the SAT-9, and the second scoring 2.9 NCEs higher than the control on the Terra Nova (ES = +0.24, $p < .05$). In both cases, differences in scores on the state's Arizona's Instrument to Measure Standards (AIMS) reading test, administered in the spring of grade 10, were not significant (ES = 0.00).

The results of our analysis show that, though nearly all students taking part in *Read 180* or English 1100 failed the 8th grade ELA ISTEP+, there is wide variation among their prior abilities. On average, the English 1100 students are higher performing than their *Read 180* counterparts, though there is much overlap between the distributions of the two groups in the 2008-09 data that formed the basis of many of these comparisons. One reason for the overlap in the groups' abilities may be the relationship of scheduling, which took place prior to the start of school, and placement, which in 2008-09 happened after the SRI was administered in the first days of classes. Because students identified for reading intervention at the four different schools were scheduled into one of two semesters, each school then had two initial pools from which it selected students into *Read 180* and English 1100 classes. Thus, even when a strict protocol was adhered to, the cutoff between English 1100 and *Read 180* would vary based on the ability of the students in the potential pool and number of *Read 180* seats in a given period, at a given school during a given semester where the student had already been scheduled.

Threats to Reliability of SRI Scores

The results of the SRI score analyses should be interpreted with some caution. In the semester-long *Read 180* and English 1100 classes analyzed for 2008-09, the SRI test was first administered at the start of the semester, and scores were recorded only two times thereafter. The use of a single SRI administration to establish a baseline may be compromised by the standard error of measurement (SEM), or the estimate of error used in interpreting an individual's test score. Simply put, the SEM is the range of difference in student scores that could be related to chance or variability in the test itself. Scholastic reports two SEMs for the SRI depending on how much information is available for each student. If teachers only report grade-level for the student, the SEM is 93L. If teachers include both grade level and the approximate reading level, the SEM is 56L.

The wide variance illustrates the importance of estimating the approximate reading level of each student before administering the SRI. With only grade-level data, the SEM will be larger, which can cause a greater degree of difficulty in interpreting the scores. Because the Lexile scores are on a normal distribution, each SEM represents one standard deviation. To calculate a 95% confidence that the true score of a student lies within a particular range, one must calculate two standard deviations above and two standard deviations below the actual score. For example, a student with a score of 600, but with only grade-level data, has a SEM of 96L, resulting in a 95% confidence interval between 418L and 782L. However, if the approximate reading level of the student is included, the SEM is reduced to 56L. For the same student, the 95% confidence interval is reduced to between 488L and 712L. This increases the likelihood that the teacher will be able to match the student to the appropriate reading material according to program design.

Absent another approximation of reading ability, Scholastic recommends administering the SRI 3 times to achieve a valid baseline measure. This is particularly germane to the analysis of SRI growth scores discussed here. If a teacher does not account for reading ability before administering the test, a student's scores could vary considerably (182L) without indicating a difference in a student's true reading ability. At present, where *Read 180* is only being offered

one semester, the SRI is recorded only 3 times in total, thus limiting the validity of the reading score estimates.

In our interviews with teachers, it was unclear if teachers were estimating prior reading ability when administering the SRI tests. Obtaining reliable estimates may be problematic given the combined nature of the 8th grade ISTEP+ scores based on reading and language standards, the discontinuation of the NWEA test, and the lack of prior SRI administrations for 9th grade students. Scholastic's Gains Analysis for 2009-10 included a secondary analysis to account for reliability issues, described in greater detail in Appendix A.

District-level Organizational Structure

Understanding the implementation process is a foundational step in the district's quest to evaluate the effectiveness of *Read 180*. "Because projects must go through the complex and uncertain process of implementation before they can affect students, it makes sense to put first things first and to measure the effectiveness of implementation before examining potential student impacts" (Berman & McLaughlin, 1976). To that end, we examined the processes by which *Read 180* was introduced and implemented in the four schools and the wider district context, from its selection to the present. Desimone's (2002) work on implementation of school reform efforts is a meta-analysis of much of the reform literature that she synthesized into five domains: specificity, authority, power, stability, and consistency. These domains are widely used to understand school reform, and they effectively illuminate the role of the district-level organizational structure, so we employ these domains here as a framework for our analysis.

Authority and Power: Balancing Directives and Buy-In

Power is relevant in that schools wishing to implement programs quickly require a power structure to incentivize teachers and staff members to work quickly towards the goals of the program. Rewards and punishments, or sanctions, are hallmarks of this type of power. Although power increases the likelihood of a quick implementation, power structures are negatively associated with long-lasting change. Power is closely associated with fidelity of implementation. In the case of a literacy intervention such as *Read 180*, districts might choose to reward schools with high levels of implementation by providing additional resources. The district might also incorporate sanctions against schools with low levels of implementation by changing leadership, requiring more district oversight of the program, or forcing schools to pay for additional training.

Authority, by contrast, is related to long-lasting effects. "Effective implementation requires a strategic balance of power and support" from district and school leaders (McLaughlin, 1987). They should provide guidance through staff development and curriculum guides and provide appropriate resources, such as planning time and teaching materials (Desimone, 2002). Authority shows up in three ways: institutional authority, individual leadership, and normative authority.

Institutional authority explains the work of the district in terms of shaping the reform effort and providing resources for the reform to gain life and continue. Individual leadership relates the knowledge of the principal about how to create change as well as buy-in from the teachers. Finally, normative authority comes from the teachers who are actually implementing the reform. Implementation levels tend to be higher when teachers are involved in the selection and development process of a reform.

We probed for evidence of power and authority as explicated by Desimone with questions such as: *How was Read 180 chosen for your school and district? Briefly explain why your school should or should not continue using Read 180. How is your implementation of Read 180 monitored?* We sought to understand how involved teachers were with the selection and development of *Read 180* in their schools, how well principals understood the program and

oversaw the implementation, and how much the district shaped the *Read 180* program and provided oversight and guidance.

We found that teachers were not involved in the selection process. *Read 180* was introduced to the district during the 2007-2008 school year as a reading intervention for incoming ninth graders identified as struggling readers. *Read 180* was originally purchased under the Small Learning Communities Grant, an initiative at all four high schools to effectively prepare freshmen for the completion of high school. The \$2 million federal grant was allocated over five years and included the development of freshman teacher teams, homerooms, and the assignment of freshman peer mentors. The grant coordinator, after reviewing several reading intervention programs, selected *Read 180* as the primary reading intervention to be used for incoming ninth grade students.

Although selecting a reform effort without teacher input has been shown to lower normative authority and diminish the lasting impact of a reform effort (Slavin, 1999), in the case of this district's implementation of *Read 180*, teachers overwhelmingly reported satisfaction with the program and a desire to see the program continue past the grant-funded years. This sentiment was echoed at the district level as well as in the community. Newspaper articles and school board reports, as well as our interviews, all indicate a sense of energy around the *Read 180* program. One district administrator said,

If I were to bring it to the Board next Monday, I would not have any problem getting the Board saying we have got to put Read 180 into the intermediate schools.

Overall, teachers reported high levels of support from their school administration and district leadership. Teachers felt that their leaders worked hard to help them obtain the necessary resources and including adequate time to attend training opportunities.

One of the outcomes is that teachers feel comfortable that there is a long-term commitment by the district to the Read 180 program.

Teachers reported low levels of oversight by the school district in that schools and teachers are neither rewarded nor sanctioned based on the level of implementation they demonstrate. This is a symptom of a lack of a power structure, and Desimone found that when power structures were absent, fidelity of implementation tended to be diminished. The the absence of rewards and sanctions in this district may be associated with lower levels of fidelity, but may have also contributed to higher levels of normative authority and teacher buy-in.

Consistency: Working Towards a Harmonious Approach

Consistency is the degree to which various reforms and programs within an organization, as well as state and federal laws and mandates, work together. Organizations that are in the midst of reform sometimes experience dissonance when multiple reforms or programs interfere with each other. In this case, teachers in the *Read 180* program should be free to focus on implementing

the program with fidelity without having to worry about other mandates from the school or district interfering with the structure or curriculum of the program.

All respondents were asked about the degree to which *Read 180* aligned with district, state, and federal goals and mandates. In addition, we analyzed the placement of the program with the stated needs of the school district to determine the consistency of focus district-wide.

Lack of dissonance. We found that the school district did not have any mandates that interfered with the implementation of the *Read 180* program. A few teachers indicated a writing test mandated by the school district that caused minor interference because those teachers felt that the *Read 180* program did not have a strong writing component. However, those who mentioned the writing piece indicated that this did not adversely impact the *Read 180* program.

A few teachers and principals noted that *Read 180* was directly related to district, state, and federal laws and mandates because the program increases reading ability, which respondents believed would impact state testing scores. Some noted the consistency between the district's 8-Step Process reform, which emphasized the use of data, and the importance of data to the *Read 180* program.

Moving towards consistency. Several respondents said that the school district lacked a comprehensive plan to address the student needs and low test scores that exist. They felt that the district moved quickly from one solution to another without planning how these reforms would work together. We found ambiguity in the respondents' explanations of the purpose of *Read 180*. Some indicated that it would raise test scores, others stated that it was simply preparation for the life skill of reading, and still others indicated that they did not know why the district was using *Read 180*.

Moreover, respondents felt that too much focus was placed on high school reform without adequate attention to the needs of students in earlier grades. One respondent used an analogy to express real frustration about the expectations for high schools to fix the problems of student achievement that have been apparent for years.

We have all the right mechanics to make fine furniture, but we are given inferior materials. We cannot make long-lasting furniture with the material we are given.

Teachers, principals, and district administrators all mentioned the need for the *Read 180* program to be implemented earlier. Some noted longitudinal data from state tests of student achievement indicating that some of the students entering high school had been struggling since third grade.

Some students are in terribly tragic states, and we have tried to get to them, but we have not.

Respondents believe that students who have been struggling so long should have been served in an intervention of some kind long before high school. There was little to no knowledge among high school teachers of interventions offered in elementary or intermediate centers. Most

respondents felt that additional *Read 180* courses at the intermediate or elementary levels would be beneficial because they would create a consistent focus K-12 on student achievement and reading ability.

Stability: Issues of Capacity

Stability in the reform as well as in the environment is an important component of successful implementation. Where there is a lot of policy change or changes that happen too quickly, reforms are less likely to take root. In addition, high levels of mobility in the students, parents, principals, teachers, or district leaders can be problematic in the implementation process.

For *Read 180*, we examined teacher participation, student selection, and data sources. Because the *Read 180* program was funded through the SLC grant and selected by district personnel, we interviewed those in district positions that influenced the *Read 180* program and examined the district context that may influence the program.

District context. During the time in which we were conducting our study, the district was in the midst of political turmoil that included discord among the school board and superintendent, and conflict between the district and the state with a possible state takeover looming. In all three school board seats up for reelection, incumbents were voted out in favor of new school board members. Amidst pressure and change, proponents of *Read 180* were concerned about how the political climate might affect the program. Leaders cited *Read 180* as a positive program in newspaper articles, and school board communiqué reported positive results and indicated continued support for the program.

Respondents reported that this was the last year of grant funding. The coordinator of the program had already been moved to different department in an effort to fund the position for the current school year. The loss of further funding may influence the continued implementation of the program.

When *Read 180* was first adopted as part of the SLC grant, the intent was to provide a quick dose of reading intervention. At the same time, the SLC grant funded vocational education courses, which were a semester in length. Because of limitations in the master schedule, *Read 180* was relegated to a semester long-slot despite Scholastic Incorporated's published recommendations for a full year. As teacher, parents, students, and other stakeholders saw the progress students were making in the class, they began to ask for more time in the program, and they began to identify increasing numbers of students they believed could benefit from placement in the program.

School context. At present, the schools do not have the capacity to meet the needs of all identified students for a full year. In attempting to meet the demand, the number of classes has grown, but it has grown unevenly across the schools. Since its initiation, two schools have opted to expand *Read 180* to a full year. One school moved from a semester schedule to a trimester schedule. Changes in the number and length of the classes have led to a lack of stability in program offerings.

English 1100, the complementary intervention program aimed at serving struggling readers not placed in *Read 180*, has been discontinued in grade 9, though teachers at Harrison High School report that its curriculum has been integrated into 9th grade English, which is offered for three full trimesters. English 1100, which preceded *Read 180* by many years, was initially the district's only intervention program. After *Read 180* was introduced, English 1100 was adapted to reflect much of the *Read 180* instructional model, though it retained a greater emphasis on writing skills. Typically students with low state test scores but higher reading scores on the initial SRI assessment were placed in the English 1100 courses, and those with lower SRIs were placed in *Read 180*. The removal of English 1100 from the ninth grade schedule has exacerbated the capacity issue at the high schools.

Data sources and student selection. The district created a protocol for student selection that used data from state and local tests to determine reading ability levels for students. However, the local test, the NWEA, was discontinued by the district, which has caused the student selection protocol to change.

At the beginning of the implementation process, all ninth grade students took a state test for English/Language Arts at the end of the year. Later that test was moved to the end of tenth grade. This results in both a change and a gap in the data necessary to compare the annual program impacts of *Read 180* on state assessments.

Teacher participation. Teacher turnover and expansion of the program have led to high levels of instability in teacher participation. Eight of the twelve teachers (66%) working in the *Read 180* classrooms we visited were new to the program. Consequently, many are still learning how to run the program, pull reports, and manage the rotations in the classroom.

Overall, we found low levels of stability throughout the implementation of *Read 180*. High numbers of new teachers, changes in the structure of the schools and classes, and changes in testing data all effect the implementation of the program.

Specificity: A Structured Program

Specificity, sometimes labeled prescriptiveness, refers to the degree to which a policy is extensive and detailed (Desimone, 2002). Clarity of instructional materials, professional development, and guidance are all elements of specificity. Such clearly stated objectives and instructions are correlated with high fidelity to program structure. One can expect to find high levels of fidelity to the *Read 180* program if directions for how to carry out the program are explicitly stated. The less the teachers have to create on their own, the more likely that the program is to be implemented with fidelity.

Porter elaborates:

According to the policy attributes theory, the more specific a policy is in terms of materials, information, professional development, guidance, and instructions provided, the more likely teachers are to implement it. (1988)

Elements of specificity were examined with regard to student selection, professional development, and program instructions and regulation.

Desimone (2002) indicates that the locus of development is an important characteristic related to specificity. Desimone reports:

Although both internally and externally developed designs work, externally developed programs work faster – designed by outside experts. Internally developed programs – or tweaked programs – were likely to take longer to show results and sometimes are less effective. (2002)

Thus, the expertise brought to bear on *Read 180* should result in specific program designs that more rapidly translate into effective implementation. Scholastic Inc., creators of *Read 180*, provide specificity for most areas related to the implementation, including technical requirements, professional development, implementation guidelines, curriculum and instruction, and assessment.

The *Read 180* model consists of a 90-minute literacy block that is implemented five days a week. Class sizes are limited to 20 students or fewer. The 90-minute literacy block is divided into three phases beginning with 20 minutes of whole-group direct instruction followed by three 20-minute small group rotations and culminating with a 10 minute whole-group wrap-up. The three 20 minutes small group sessions are divided into small-group instruction, independent reading, and direct instruction provided via computers. Small-group instruction is designed so that the *Read 180* teacher sits with 5-6 students completing a reading or language arts lesson that is usually connected to the 20 minute whole-group instruction. Independent reading is an activity whereby students read leveled paperbacks with the option of adding audio through headphones as modeled reading. Direct instruction on the computers includes the completion of three distinct activities: Word Zone, Spelling Zone, Success Zone. Word Zone provides instruction for developing basic decoding skills and the ability to use structural analysis. Spelling Zone provides extensive individualized instruction in the acquisition and transfer of spelling patterns and sounds. Success Zone assesses student comprehension, word recognition and fluency skills. Thus the classroom expectations for curriculum and instruction are highly specific for the *Read 180* model.

Scholastic Inc. does not recommend specific selection criteria for participation in *Read 180*. Absent a specific protocol, and given the oversubscribed nature of *Read 180* in the schools, the district created its own protocol for selection. Teachers and administrators reported mixed perceptions about which children should be placed into the *Read 180* program. Changing assessments used to assign students, including the elimination of the NWEA and the delay of availability of 8th grade ISTEP+ scores have complicated the district's own protocol. The process was designed to allow some flexibility, and even the importance of the SRI for final placement of students was open to subjective decision. The lack of specificity with regard to the student selection process has resulted in teachers' reporting that the wrong students had been

selected for the program, which Hollisfield and Slavin (1983) would describe as specification failure.

The findings clearly indicate that teachers and administrators were highly satisfied with the quantity and quality of the professional development provided for *Read 180*. Desimone explains that the successful professional development must, “be specific instead of philosophical – pilot centers, proximity of designers, and frequent professional development to increase effectiveness” (2002). The main challenge with the professional development was the constant insistence by the trainers that it was acceptable to use a different model for the implementation of the *Read 180* program. O’Donnell brings light to the situation.

There is a need for greater clarity and specificity in the articulation of the critical components or features that make up a curriculum intervention. Distinctions should be made between measuring fidelity of structural components of a curriculum intervention and fidelity to the process that guide its design.

Teachers were given permission to stray from the process in part due to structural constraints imposed by school schedules. In the simplest terms, “Specificity enhances adherence” (Caroll, et. al., 2007). In contrast, the lack of specificity provided to the teachers during the professional development created a culture that lacked adherence to the *Read 180* instruction model, resulting in some teachers changing the *Read 180* writing curriculum and one eliminating the use of the R book altogether. In the end, students were not provided with the *Read 180* program as designed, and students experienced differing degrees of fidelity depending on the teachers’ individual implementations.

Read 180 was designed to be implemented according to a specific instructional model that when utilized correctly, in theory, increases the reading achievement of children. O’Donnell states, “Higher specificity often leads to higher fidelity” (2008). In the district, however, the diminished fidelity in implementation as related to structure, student selection and participation, and professional development had adverse effects on the most important factor in any program, curriculum and instruction. The *Read 180* program, a reading intervention program that uses a specific instructional model, was highlighted by instruction in all four high schools being implemented differently. Desimone summarizes the situation in the district.

The more specific the reform – as defined by the locus of development, professional development, information and materials, and monitoring – the higher the implementation of fidelity. (2002)

This was certainly not the case in this district. In summary, the findings reveal that the lack of specificity with regard to the implementation of the *Read 180* program resulted in an implementation with less-than-optimal fidelity.

Read 180 Implementation Indicators

1. Class Schedules includes 90-minute blocks five days a week beginning each class with 20 minutes of Whole-Group Instruction and ending with 10 minutes of Whole-Group Instruction.
 2. Class schedule includes three 20-minute rotations five days a week with no more than five to seven students per group.
 3. Sufficient working hardware, computers, headphones, and CD players for all students to pass through the rotations each day the class meets.
 4. Adequate set of *Read 180* rBooks, Paperbacks, Audiobooks, CDs, and Topic Software.
 5. Adequate training, professional development, and technical support to facilitate the use of the program model.
 6. Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and Whole/Small Group Instruction areas. The furniture and equipment is arranged for comfort and ease of mobility.
 7. Frequent (at least every 2-3 weeks) teacher use of the Scholastic Achievement Manager for tracking and monitoring student progress and reports.
 8. Regular teacher use of *Read 180* Teacher's Edition and of reproducibles contained in *Read 180* instructional materials.
 9. Administration of the SRI and the beginning, midpoint, and end of the period of student participation in *Read 180*.
 10. Student scheduled for participation in *Read 180* for at least a year.
-

School-level Processes and Resources

School level processes describe the components necessary for the effective implementation of a particular program. Evidence of implementation is facilitated by the presences of specific indicators associated with the completion of said indicators (Oakes, 1989; Porter, 1991). Shavelson et al. (1989) describe a model of school-level process indicators that incorporate inputs, processes, and outputs to gauge the fidelity of implementation of educational programs and reforms. This evaluation of *Read 180* focuses on the processes within this framework required for successful program implementation.

The *Read 180* Research Protocol and Tools (Scholastic, 2004) describes three possible levels of intervention based upon 10 indicators of implementation fidelity measuring areas such as student selection and participation, structure, curriculum and instruction, resources, and professional development (see sidebar). According to the guide, for purposes of research and reporting, an implementation that meets all 10 indicators is defined as a Level 1 implementation. Sites meeting indicators 2 through 7, plus any combination of 8 through 10 are considered Level 2 implementations. Those meeting only indicators 3 through 6, plus any combination of 7 through 10 are considered Level 3 implementations. Level 1 defines full implementation, and Levels 2 and 3 define incomplete implementation. Implementation that does not at least meet the standard suggested by Level 3 should be considered as no implementing *Read 180*, according to Scholastic's Leadership Implementation Guide (2004).

The indicators in the *Read 180* Research Protocol and Tools align with the school-level process indicators framework described by Shavelson et. al (Shavelson et. al, 1989; Oakes,

1989; Porter 1991). Daily time and structure are represented by indicators one, two, and six, which reflect the school's ability to implement a daily 90-minute *Read 180* block that includes 3-20 minute rotations. The school-level process of curriculum and instruction is evaluated using indicators seven, eight, and nine, examining the level of instruction and curriculum use within each school. The school-level process category of materials is highlighted by indicators three and four, appraised by the availability of items necessary for implementation of *Read 180*. The school-level process of training is assessed using indicator five. Overall duration is assessed by indicator 10, "Student schedule for participation *Read 180* for at least a year." The evaluation of the implementation process of *Read 180* at the school-level includes analysis of all 10 indicators.

Table 9 illustrates our assessment of *Read 180* implementations in the general education classrooms across each district high school using the ten implementation indicators based on interviews, observations and data collected for this study. All four high schools are considered incomplete implementations, with Harrison the highest at a Level 2 implementation.

Table 9: *Read 180* Implementation Levels in the District

Implementation Indicator Description	Ralston	Porter	Thorpe	Wash.
1. Class Schedules includes 90-minute blocks five days a week beginning each class with 20 minutes of Whole-Group Instruction and ending with 10 minutes of Whole-Group Instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Class schedule includes three 20-minute rotations five days a week with no more than five to seven students per group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Sufficient working hardware, computers, headphones, and CD players for all students to pass through the rotations each day the class meets.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Adequate set of <i>Read 180</i> eBooks, Paperbacks, Audiobooks, CDs, and Topic Software.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. Adequate training, professional development, and technical support to facilitate the use of the program model.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and Whole/Small Group Instruction areas. The furniture and equipment is arranged for comfort and ease of mobility.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. Frequent (at least every 2-3 weeks) teacher use of the Scholastic Achievement Manager for tracking and monitoring student progress and reports.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Regular teacher use of <i>Read 180</i> Teacher's Edition and of reproducibles contained in <i>Read 180</i> instructional materials.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. Administration of the SRI and the beginning, midpoint, and end of the period of student participation in <i>Read 180</i> .	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Student scheduled for participation in <i>Read 180</i> for at least a year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
IMPLEMENTATION LEVEL	Level 3	Level 3	Level 3	Level 2

Implementation: Innovation vs. Fidelity

The school district is not implementing the *Read 180* program with complete fidelity. While the diminished fidelity results from a multitude of factors, it is not unexpected according to Berman & McLaughlin (1976), who state “The bridge between a promising idea and the impact on students is implementation, but innovations are seldom implemented as intended.” The *Read 180* Research Protocol and Tools (Scholastic, 2004) describes three possible levels of intervention based upon 10 indicators of fidelity. One school rates a level 2 implementation and the other three qualify as level 3 implementations, the lowest quality implementation of the program as described in the *Read 180* Research Protocol and Tools. Anything less than the level 3 implementation is considered by Scholastic as not being a valid implementation of the program. The creator of *Read 180*, Ted Hasselbring explains:

The model is laid out specifically for good reason. If schools don't follow the model, it's not going to work. People think just because it's a computer-based program the teacher doesn't have to do anything. That's not true. (2010)

The term “fidelity of implementation” has been a topic of discussion and research for decades. In her synthesis of the literature on the definition of “fidelity of implementation”, O’Donnell found that, “Fidelity of implementation is traditionally defined as the determination of how well an intervention is implemented in comparison with the original program design during an efficacy and/or effectiveness study” (2008).

With regard to *Read 180* in the district, then, impediments to fidelity of implementation were in place prior to the implementation of the program. Our findings revealed that *Read 180* was adopted by the district with the knowledge that the program could not and would not be implemented with complete fidelity. The reality that the structure of the high schools did not match with the 90-minute, 5 day-a-week instructional model was not of consequence to the district administrators that chose *Read 180* as the intervention of choice for struggling 9th grade readers. One administrator described the decision as a compromise, noting that some *Read 180* was preferable to no *Read 180* for students most in need.

The research literature on the effects of preadoption practices on the subsequent implementation of a program is limited. Berman and McLaughlin concede, “In almost all the instances studied, adoption was not at issue; problems of implementation dominated the outcome and the success of the innovative projects” (1976). The traditional definition of “fidelity of implementation” aims to examine the outcome results of the program as a product of the inputs. Berman and McLaughlin explain:

The analytical case studies of educational innovations find on inspection that the most difficult and complex part of the problem of innovation has to do not with preadoption behavior but with postadoption behavior, or with the process of implementation. (1974)

Preadoption assumptions aside, much of the inconsistency apparent in the *Read 180* installations at the four different high schools originated during the implementation process. The preadoption decision to force the program into the schools' existing schedules begat the need for innovation. Due to issues with time and scheduling, teachers were encouraged to do what they believed was necessary to meet the articulated demands of the program in the time allotted. Due to issues with capacity, the district was forced to choose which students would be placed in *Read 180* and which would be excluded. The findings that follow are concerned mainly with the implementation, though some preadoption assumptions are discussed as they are precursors to implementation decisions. Findings related to student selection, time, curriculum and instruction, materials and training are presented.

Student Selection: A Lack of Clarity and Capacity

Since the inception of *Read 180* in the district, the selection process has been forced to respond to changes in the available student data as well as changes to the duration of the program at two schools, which have affected the number of *Read 180* seats available. The selection process began with a point system that identified struggling readers entering ninth grade. One district administrator explained, "*We developed a protocol that looked at their ISTEP, their NWEA, and their Lexile score.*" When *Read 180* was first implemented in the district during the 2007-2008 school year the ISTEP+ was given in the fall of each year, which allowed sufficient time for scheduling students into ninth grade classes including *Read 180*. Recently, however, the 8th grade ISTEP+ was moved to the spring semester, resulting in examination results not being available in time for student scheduling and placement. Thus, the current year's student selection process for students in *Read 180* began with the 7th grade ISTEP+. Scores for 8th grade ISTEP+ tests became available just prior to the start of school in August, and some students' schedules were adjusted at that time. Additionally, the district discontinued use of the NWEA after the 2007-08 school year, and it has thus been eliminated from the student selection procedure for *Read 180*.

Most interview respondents indicated that the placement of students in *Read 180* was based upon failure on the English Language Arts (ELA) portion of the 8th grade ISTEP+. However, a lack of clarity about how many failing students participate and how they are assigned, emerged. At one high school, the counselor was clear about how important the ISTEP+ scores were.

They are assigned strictly by their test scores coming out of 8th grade. If they didn't pass the ISTEP+ they go in, if they did, they don't.

Where *Read 180* is oversubscribed, the student selection process continues once the students identified as failing the ISTEP+ ELA portion enter the ninth grade. The students entered high school scheduled for a reading intervention course (Language Arts Lab). During the first week of class they are administered the computer-adaptive Scholastic Reading Inventory (SRI) that provides each student with a Lexile score. Dependent upon the Lexile scores, students are either maintained in a *Read 180* class or exited since students who score sufficiently high on the SRI are considered less suited for *Read 180*. When English 1100 was an available alternative,

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students who failed the grade 8 ELA ISTEP+ but scored highly on the initial SRI were placed there. As of 2010-11, however, English 1100 is no longer available to 9th grade students. For their part, teachers felt a lack of clarity with regard to exactly which students made the cut and which did not. Teachers' perceptions about the use of administrator judgment rather than strict criteria for student placement is evidenced by a comment from one district administrator.

If you got a 1100 on the Lexile score as your Lexile and you missed the ISTEP by 3 points, I might say, you know what, I think you can be better served, you don't have to be in Read 180.

Due to the lack of clarity with regard to the criteria for selecting students to participate in *Read 180*, some teachers felt that there were students placed in the program for which *Read 180* was not appropriate. Teachers described some students in *Read 180* as having problems that, while related to a reading deficiency, were not the primary reason for the student not being able to read. For example, some teachers felt that students that had a history of delinquency, social or emotional barriers to learning, or learning disabilities were not a solid fit for the *Read 180* Program. One *Read 180* teacher explained her viewpoint:

Read 180 is not a dumping class. There has to be a need for kids to be in that class. It is not necessarily the best to base it on ISTEP. All incoming freshman should take the SRI.

The lack of clarity for student selection extended into the availability of spaces for participating *Read 180* students. Since any student that failed the ISTEP+ was placed in *Read 180* without the consideration of other factors that might be the overarching cause of the reading deficiency, a lack of capacity to provide remediation for all students emerged. A high school principal explained:

Because we don't have enough seats, then we have to move the children out and move the next group in.

The lack of clarity in the student selection process coupled with a lack of capacity to serve all students that require remediation in reading has resulted in perceptions by some teachers that some students are in *Read 180* at the expense of other more deserving students. Also, teachers report that the wide variety of abilities present in a given period complicate the process of matching students in small groups by reading ability. Finally, the selection process does not specifically identify students that can be best served by a reading intervention as opposed to students that would be better served by targeting other causes of the poor ISTEP+ performance. The interviews suggest that teachers and administrators are frustrated with the current student selection process and do not perceive it as aligning with the needs of the students or the goals of *Read 180*.

Time: Implemented as the District Intended, Not as Scholastic Designed

The *Read 180* class instructional model recommends 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period, three 20 minute rotations that include small-group instruction, independent reading, and direct instruction via computers, culminating with 10 minutes of whole-group instruction at the end of each class period. The district adopted *Read 180* with full knowledge that it was not possible to implement the program with complete fidelity. A district administrator commented, “*None of us ever said we think at the high school it should be 90 minutes a day.*” Teachers acknowledge that historically the district has implemented new programs without taking into account the necessary resources to effectively run the program. One teacher expressed her frustration with the lack of fidelity of implementation with regard to *Read 180*.

It seems to me that whenever the school corporation gets an idea to improve this or improve that, they start a lot of grant funded projects, but they seem to be implemented not like they are supposed to be. For the most part, the people that I see implementing in our corporation really like it, really believe in it. I think it could be a lot greater results if they were to implement it according to the model.

Thorpe began offering *Read 180* for a full year this year. Harrison offers year-long *Read 180* for most students, though some students are moved out so that others may be moved in at the end of each grading period. Porter and Ralston continue to offer *Read 180* as a semester long class.

Some administrators stated that, initially, *Read 180* was not intended to be administered for a full year. As part of the SLC grant, it was therefore part of a larger program of school reform. The corporation administration at the time wanted to have a semester-long vocational education course, so *Read 180* became the partner to that vocational education course. The hope was that *Read 180* would provide a boost to the students’ reading ability and the vocational education course would provide necessary skills for the work force.

However, from as early as the first year of the program, calls for expansion are evident. The following year-end report for Porter High School in 2007-08, authored by the former principal, indicates the desire to expand *Read 180* to a full year at that time. Porter, however, remains one of the two schools with semester-long implementations.

During the 2007-2008 school year, Porter High School implemented the Read 180 program to improve the reading comprehension scores for freshmen who scored poorly on the Language Arts portion of the ISTEP+. When properly implemented, the Read 180 program should be a yearlong course. Currently, it is a semester course. In order to serve all students with deficient reading comprehension scores, the Read 180 program should be extended and available to upperclassmen. (Warren, 2008, p. 21)

Read 180 in Four District High Schools

Despite continued calls for expansion in subsequent years, *Read 180* has remained a semester offering in two schools, administrators reported, because there are so many students who need the course. Principals and teachers see a need for many students to be in the class, and by exchanging students at the semester, the schools can serve twice as many students with the existing number of licenses as they can with a full year implementation. At present, teachers and administrators still feel there are not enough seats in the classes for all of the children who need to be in the program. Resources are limited because the program is costly and, on top of the program cost, there are costs for the teacher as well as computers for the classroom.

We don't have the resources. We don't have the people, the equipment, the materials to say to a group of students, "You are going to stay in [all year]."

Almost all respondents reported that the instructional model prescribed by Scholastic was not feasible due to the configuration of the high school class schedules. Respondents reported using a variety of structural modifications to the instructional model in order to facilitate instruction. One teacher explained:

Since I can't follow the program as it is set up I had to decide how long I wanted to do it.

We discovered several modifications were made to the recommended instructional model were reported including using a model that required only two rotations per day and a model that shortened the length of each of the rotations, but still completed three rotations daily. Furthermore, respondents reported that the whole-group instruction at the beginning of each class and the wrap-up at the end of each class were eliminated completely at certain stages to allow for the completion of additional rotations as necessary. A professional development trainer described how she discussed structure with the teachers.

I've got a little diagram, here is the 90 minute model, and here is what we are going to do.

The pattern of responses from *Read 180* teachers is found in the structural implementation of the *Read 180* program in classes for students identified as ELL. Until this year, it was reported that all ELL *Read 180* classes were implemented with fidelity according to the recommended instructional model, "*Up to last year we had fidelity in the program.*" This was possible due to the Director of Bilingual Education modifying the schedule of students identified as ELL so that they received 90-minutes of instruction 5 days a week in their *Read 180* classes. Due to the recent reorganization of high school schedules and credit requirements, this has become no longer feasible.

Our interviews suggest that with regard to time, the district did not intend to implement *Read 180* to fidelity. However, as evidence mounted that *Read 180* students were increasing in reading achievement, a tension emerged between meeting the needs of as many students as

possible and meeting the demands of the schedule. As a result teachers attempt to squeeze 90 minutes of instruction into only 55 minutes, and administrators attempted to place as many students as possible into *Read 180*, even if it was for only a semester. What resulted was a condensed form of *Read 180* that may or may not have reached the desired results in student achievement.

Curriculum and Instruction: Subtle Modifications

In addition to the many structural changes teachers made to the *Read 180* instructional model, teachers also indicated that they did not follow the curriculum exactly as prescribed by the *Read 180* instructional and program guides. One teacher explained, “*I give them breaks from the R books; they don’t enjoy the R books at all.*” One administrator explained what steps had to be taken for teachers that strayed from the *Read 180* curriculum:

Those kind of teachers, we have to say “stick to the program” until they get good at being able to move on, you know, to add things or subtract things. They have been able to add or choose from the available things that Read 180 offers in a way that is more meaningful for their students.

It is evident that *Read 180* teachers are encouraged to modify the *Read 180* curriculum using teacher discretion about what is best for each particular student. None of the respondents indicated that there were any consequences for straying from the curriculum, and that *Read 180* instructional and program guides did not always meet the needs of the students. Teachers noted that, if necessary, they would change the planned curriculum for that day to adjust for student understanding. One teacher described such a situation.

If I have in the plans that I am doing small group rotations, but a lot of students are absent or they aren’t understanding something, I just have a whole group discussion.

Teacher decisions to modify the curriculum, which were encouraged by the administrators of the *Read 180* program, have created a slippery slope where some teachers stray far away from the *Read 180* instructional model. A teacher that has made many modifications to the curriculum commented,

I changed the writing because I don’t like the Read 180 material. As a professional I have chosen to go away from the R book.

Some *Read 180* teachers modify the *Read 180* curriculum and the associated instruction. The teachers modify the curriculum under the guise that they are doing so to meet the needs of their students. There was no evidence, however, that the *Read 180* curriculum required modification for students, as it was specifically designed for the students in the *Read 180* classes.

Furthermore, teachers reported that they are encouraged to deviate from the student scripted curriculum once they have gained enough understanding of how the scripted model is supposed to be implemented.

Materials: Sufficient, With Some Exceptions

Read 180 requires students to have access to computers, headphones, and sets of *Read 180* paperback books to accommodate the independent reading and direct instruction computer components of the instructional model. We found that all of the teachers we interviewed had the necessary resources for their classroom to accommodate all students during the 20 minute rotations. One teacher commented about the beginning of the school year, “*I told them I needed headphones, and they went and got me four of them.*” While it was evident from our interviews that there was adequate working hardware, R books, and sets of *Read 180* paperbacks, the supplies did not always arrive in a timely fashion at the beginning of the school year. A teacher who received her materials late explained.

I got all of the materials the third or the fourth week. It was definitely after day ten.

More distressing, however, was an experience a teacher had teaching *Read 180* prior to the program being purchased for her class. She stated, “*My kids weren’t under the license yet, so we couldn’t even start without the license.*” Her students were not able to begin the *Read 180* program until well into the school year.

However, the most poignant comment came from a principal of one of the high schools, who looked at the availability of resources in a different way. He was frustrated that not all of his struggling readers were capable of being served under the current funding structure for *Read 180* in the district. His frustration with a lack of resources was most evident.

We don’t have the resources, we don’t have the people, the equipment, the materials to say to a group of students you are going to stay in all 3 trimesters. If we had enough teachers, we had enough computers, if we had enough resources for the Read 180 material we can put all the children into the program that are not reading at grade level.

While this principal was talking about the availability of site licenses and materials that would be allocated under those site licenses, his view of the situation is important. Not all of his students who require remediation in reading are being provided with *Read 180* remediation. To him, this was the most significant example of a lack of resources for the *Read 180* program in the district.

Training: A Valuable Tool

An essential component to the successful implementation of *Read 180* is the existence of adequate training, professional development, and technical support to facilitate the use of the program model. One district administrator explained the importance of the teacher and training.

I think the teacher is key, training of the teacher, and how she is going to move and manage the classroom with 3 small groups.

Teachers responded favorably to the amount and quality of professional development that was provided throughout the school year. One teacher stated, “*Out of all of the professional development stuff that I have been requested to attend in my time here it has probably been the best one.*” Teachers reported having at least six days dedicated to professional development specific to *Read 180* during the school year.

The quality of the professional development was attributed to *the Read 180* coordinator for high schools and EL programs, for whom nearly all teachers had effusive praise. One principal reported, “*We have [the Read 180 coordinator], who is awesome.*” In addition to the professional development days provided during the school year, teachers reported that they received sufficient support when in need of advice or clarification with regard to *Read 180*. Furthermore, the response to requests for support was provided in a timely matter. We found that teachers reported the training provided as being exceptional.

As important as the quality and quantity of professional development was the ability of teachers to transfer what they learned from the professional development to the classroom. When asked whether the professional development influenced the structure and instruction in the classroom most teachers reported that it had. The professional development has also helped to build community among the teachers, creating a safe space to share ideas, challenges, as well as successful and unsuccessful teaching strategies.

From my point of view, all along what we've wanted is to build a sense of cohort, and I think that has really been accomplished.

Despite the positive response for the professional development provided for the teachers of *Read 180*, the principals and assistant principals of the high schools have little or no formal training in the administration of *Read 180* in the school. We found that of the administrators interviewed only one assistant principal had attended a Scholastic conference on how to use *Read 180* that had been offered during the 2007-2008 school year when *Read 180* was first implemented in the district. As a result, administrators were not well trained or knowledgeable about what precisely was supposed to be taking place within each *Read 180* classroom. Despite this finding, teachers reported no ill-effects of administrators' lack of knowledge of the *Read 180* program.

Spotlight on Harrison: Higher Fidelity, Scaling Up

Based on the current implementations in the district, there may be evidence to support the teachers' assertion that greater fidelity to the *Read 180* model in terms of minutes per day and/or meetings per year may be associated with greater reading gains from participants.

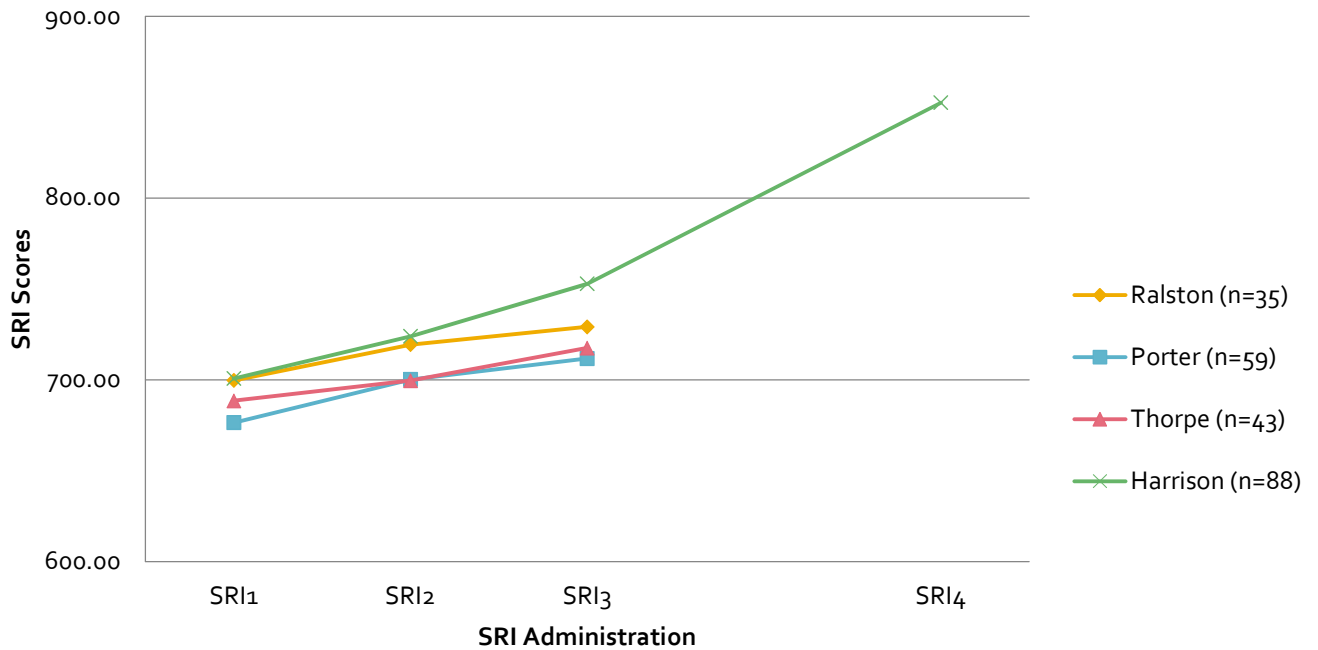
Harrison High School's expansion of its *Read 180* program to three trimesters, or approximately 180 days of instruction, with periods of 70 minutes in duration, began in 2009-10. While Harrison exited some high performing students prior to the year's end to replace them with other students in need of intervention, a majority of students remained in *Read 180* for the full year. Ralston, Porter, and Thorpe high schools continued to offer semester-long *Read 180* classes of 50-55 minutes duration. Table 10 shows the average SRI scores for the SRI testing intervals. Scores for Ralston (n=35), Porter (n=59) and Thorpe (n=43) represent the averages from both semesters' first, middle and last administrations of the SRI. Data for Harrison (n=88) includes only students with valid scores in all four SRI administrations, the first three in August, October and December of 2009, and a final administration in May of 2010. These data are displayed graphically in Figure 6.

Table 10 : 2009-10 Average SRI Scores for *Read 180* Students by School

School	SRI1		SRI2		SRI3		SRI4		Difference	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Diff	<i>p</i>
Ralston (n=35)	699.6	186.97	719.4	197.23	729.1	199.57			29.50	0.5255
Porter (n=59)	676.4	251.83	700.2	223.73	711.7	247.38			35.28	0.4443
Thorpe (n=43)	688.5	199.24	699.6	220.95	717.5	216.13			29.03	0.5192
Harrison (n=88)	700.7	227.17	724.0	220.51	752.8	221.77	852.4	185.40	151.69	< .0001

Students at Ralston, Porter and Thorpe averaged gains of approximately 29 to 35 Lexiles from semester pretest to posttest, which were not statistically significant. The average gain through December for the Harrison students was 52.1 Lexiles which, though larger, was also not statistically significant, $t(174) = 1.54, p = .126$. However, after the final SRI test in May, the increase from December to May was nearly double that of the first four months, an average of 99.6 Lexiles, $t(174) = 3.23, p = .0015$. The average gain for the entire year for these students, 151.69 Lexiles, was also statistically significant, $t(174) = 4.85, p < .0001$.

Figure 6: 2009-10 Average SRI Scores for Read 180 Students by School (N=225)



Because the students who exited early presumably met an appropriate benchmark, it is useful to compare the average pretest-to-posttest gains of all semester-long students in Ralston, Porter and Thorpe with those of all of Harrison's students using the last recorded SRI score as the post-test measure. Table 11 displays the pretest and posttest scores for the two groups along with differences and a 95% confidence interval.

Table 11: SRI Gains for 2009-10 Yearlong Trimester vs. Semester-long *Read 180*

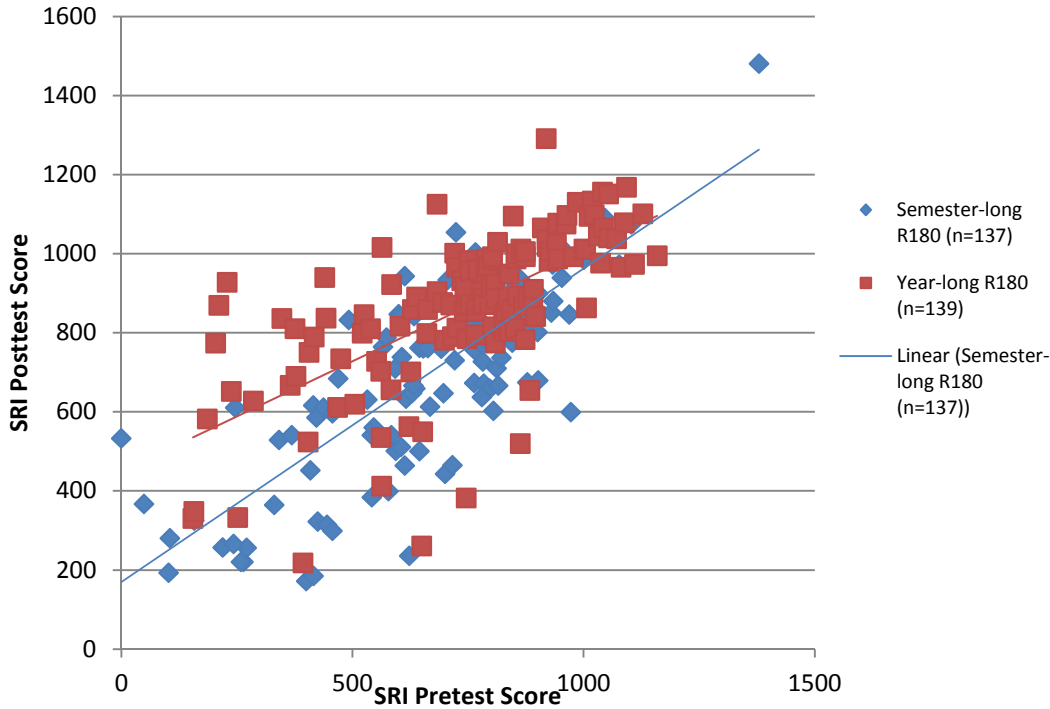
Duration		SRI pretest		SRI posttest		Difference	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Mean Diff	95% CI
Sem	(n = 137)	682.03	224.761	710.42	224.325	28.39*	(4.07 - 52.72)
Year	(n = 139)	746.50	229.222	865.24	191.096	118.75***	(68.92 - 168.58)

* $p < .05$

*** $p < .001$

Though tempered a bit, Harrison’s students outgain the other schools’ students by more than four times, 118.75 Lexiles to 28.39. Figure 7 displays a scatter plot of the pretest and posttest SRI scores by participation in the semester-long programs or yearlong program. It is worth noting again that the Harrison program, in addition to meeting approximately twice as many days per year, also meets 15-20 more minutes per day. Harrison also expanded its contact hours for English and Math to three trimesters of 70 minutes per day that same year.

Figure 7: 2009-10 SRI Pretest and Posttest Scores for Read 180 Students by Duration of Program



Scaling Up

Expanding programs often means buying more of the same program and putting in place in more schools. Coburn (2003) reconceptualized scaling up as being the long-lasting change that occurs in the instructional structure and practice due to the reform that was implemented. To measure readiness for school reform, Coburn identified four indicators: depth, shift in ownership, sustainability, and spread. The four domains of scaling up that Coburn identified are not mutually exclusive; rather, they tend to intertwine to form a network of support for the innovation. Beyond merely adding more classes, Coburn emphasizes that scaling up is about the permeation of basic ideas and principles of the program throughout the organization.

Teachers who experience a change in how they perceive their students and structure their interactions with students as a result of participating in a reform effort are indicators of depth according to Coburn. Depth means that teachers are not simply going through the motions of the

program at the surface level, but they understand there is a different way to teach. Teachers' natural tendencies are to gravitate to innovations that validate previously held beliefs as opposed to those designed to spur new ways of thinking (Coburn, 2003). Thus, the domain of depth is critical because it describes the degree to which the teachers involved in the innovation experience a fundamental shift in their beliefs about education. The depth of these beliefs should be observable as changes in teachers' behaviors, both in the intervention classrooms and beyond. We asked teachers to describe the instructional foundation of a *Read 180* classroom. We also asked teachers to give examples of how *Read 180* has affected other classes they teach.

Shift in ownership indicates that, although the district brought the reform into the schools, the teachers have taken ownership of the reform and want to see it continue. We asked teachers about how they feel about *Read 180* and whether it should continue. We found that *Read 180* has found a home in this district. Teachers, community members, administrators, and parents all feel strongly that *Read 180* works for their students, and they want to see it continue.

Spread, then, is the expansion of the underlying beliefs, norms, and principles of reform to new areas of the classroom, school or district. As this transformation occurs, there is a shift in ownership from the school leaders, who chose and implemented the program during the initiation stages, to the teachers, who believe the program is good for students. Spread is evident when teachers take the underlying principles of a reform effort and program and implement them in other areas or classes.

Just as consistency between the innovation and other school reforms is important to the successful implementation (Desimone, 2002), it is also important to spread. Consistency with other reforms, supportive professional colleagues and administration, connections to other teachers administering the same reform, and the presence of depth all contribute to an innovation's sustainability.

Besides adding more classes, Coburn says that scaling up is also about the basic ideas and principles of the program spreading throughout the organization. Administrators noted that teachers who had been in the *Read 180* professional development meetings had gained valuable information about reading.

The professional development is making teachers good reading teachers.

We found that there was very little evidence of spread district-wide. Respondents felt that the *Read 180* class was unique in structure and resources, and therefore, the concepts were not readily transferrable to another classroom. When asked about how their reading instruction has changed, many teachers only referenced their *Read 180* classes. Some teachers recognized the benefit of using *Read 180* strategies, but were not sure how to implement those ideas.

I wish I could do the rotations with small groups in my [other] class, but I don't have resources for the other rotations.

Read 180 in Four District High Schools

It should be noted that many of the teachers we interviewed who had other classes besides *Read 180* were also new to the program. The more experienced *Read 180* teachers were more likely to teach a full load of *Read 180*.

Harrison High School is unique because spread is beginning to occur here. Teachers have taken the rotation concept and used it as a model for instruction in the 10th grade English course.

We are able to break our classrooms down into stations using the same Read 180 philosophy, but using our own curriculum.

Coburn notes that much of the research done on scaling up happens after only one year of implementation (2003). Very little research exists on programs that have continued after grant funding has run out. Programs must be financially sustainable in order for them to continue. Fortunately, this school district decided to purchase the licenses instead of renting them. This has decreased the long-term costs of sustaining *Read 180*. However, challenges with funding personnel continue. Several district and school administrators reported their efforts to locate grant funding to continue *Read 180* despite budget cuts.

Discussion

Implementation of *Read 180* has been uneven due to issues of consistency and capacity. In general, these have led to diminished fidelity to the implementation protocol for *Read 180*. According to Coburn's (2003) research on scaling up, three of the four high schools have not integrated the *Read 180* program to the degree necessary to scale up. To be ready, they must improve their fidelity to the *Read 180* implementation standards. One school, Harrison High School is beginning to see spread occur, which may be related to the higher level of implementation already in place.

Issues of Consistency

Consistency demands that reform efforts align with the overarching goals of the district. The district plan to address student achievement has not been adequately communicated to stakeholders and the larger community. Teachers, administrators, and counselors are unsure of the steps the district is making and are therefore unsure of how *Read 180* fits into the larger picture. Although the district has done a good job of avoiding mandates that interfere with the implementation of *Read 180*, the lack of an articulated plan will impact the long-term implementation of the program (Desimone, 2002).

Different stakeholders have differing understandings of the selection protocol, its criteria and how it operates. The data used for placement as well as the timing of the assessments, such as the first administration of the SRI taking place after the school year has begun, have ramifications for the selection process.

Inconsistent data has also negatively impacted the implementation of *Read 180*. Some of the changes in data were due to decisions at the state level, which is outside of the district control. However, all the shifts in data sources, both by the state and district, created inconsistencies with the *Read 180* implementation. At this point, the district will need to identify appropriate data sources. Having consistent data will improve the implementation of *Read 180* and inform the larger district plan as well.

Scaling up to the intermediate centers is a popular idea in the district. Administrators at the district and school level as well as teachers believe that having *Read 180* in earlier grades would improve student achievement, motivation, and attendance.

Issues of Capacity

Respondents overwhelmingly felt that the high schools were not able to handle the high volume of students with learning deficits. A comprehensive plan from the district would allow schools to handle appropriate numbers of learning needs. Currently, the large numbers of students arriving at the high schools with low reading abilities and test scores have complicated the selection and optimal grouping of students for *Read 180*. In some schools the demand for the program exceeds the capacity.

Duration of the Program. This issue with capacity has been cited as a reason for limiting the intervention to a semester in two schools. Because of the high volume of students who could

benefit from *Read 180*, the district has made the intentional choice to give half as much of the intervention to twice as many students than if they maintained the same number of seat licenses and utilized them for year-long courses. Scholastic recommends a full year implementation for optimal results. Progressing toward a full year implementation may be important to the schools and district. It is worth noting that, in 2009-10, students at Harrison High School showed approximately double the gains during the second half of the year that they were involved in the program. Harrison is different from the other schools in numerous other ways, including minutes per period and baseline achievement among others, so expanding other programs to match Harrison's may not yield the same results. Still it is interesting to note that the association between fidelity of implementation and achievement gains was demonstrated much as promised by Scholastic. Within school scaling up has already begun at Thorpe and Harrison, where both schools have put resources into adding extra teachers to expand the program and increase the duration to full-year implementations.

Structure of the School Day. According to the *Read 180* implementation rubric, a 90-minute block of time is necessary for a Level 3 implementation, which is the highest level. Harrison has the longest block of time scheduled for the *Read 180* classes. The results at that school are almost twice the growth of the other schools. According to a 2009-10 Gains Analysis Report provided by Scholastic, Inc. to the district, the intermediate centers, which have 90-minute blocks for the special education and English Language Learner classes of *Read 180*, also experienced significantly higher growth scores than the high schools.

Diminished Fidelity of Implementation

Generally teachers reported a variety of classroom structures for the implementation of *Read 180*. Variations emerged to adapt to time constraints, and they were encouraged during professional development. According to Desimone (2002), the lack of specificity on how a *Read 180* classroom should be run, even given the time constraints, contributes to the diminished fidelity of implementation. Stronger guidelines are necessary to improve the implementation and results of the program.

Professional development should be geared towards fidelity of implementation to maximize results from the program. Professional development that enables teachers to stray from the program negatively affects the implementation process. It should be noted that the professional development is popular with teacher and administrators because they appreciate the information that helps improve instructional practice. While continuing with this trend is important, attention should also be paid to ensuring that teachers implement the program correctly or as faithfully as possible given the known constraints.

A lack of stability in the district in personnel has also had an adverse effect on the *Read 180* implementation. As schools continue scaling up the program by offering more courses at more schools, there will continue to be new teachers added to the program. Professional development that is targeted at the different needs of the educators in the program will reduce the impact of instability and improve the implementation process.

Scaling Up at Harrison

In 2009-2010, students in the *Read 180* program at Harrison achieved the most growth on average of any of the four high schools. The success of Harrison, however, is not limited to SRI scores. Our interviews found evidence of teachers and administrators scaling up the underlying principles of the *Read 180* program within the school.

Harrison High School is experiencing scaling up the way Coburn redefined it (2003). The depth of beliefs about how to teach reading among teachers and school leadership resulted in the push for yearlong *Read 180* classes, even if the 70 minute trimester periods were not instituted as a direct result of *Read 180*. We observed some evidence of depth from teachers who described the impact of their experiences with *Read 180*, as well as the professional development provided to the Literacy Intervention Cohort, on other areas of their teaching. Some of the teachers understand the premise of the program on a deep level and are finding ways to adjust their current teaching practices in other courses, typically in English classes, to reflect the powerful structural norms and pedagogical principles of the *Read 180* program. This reflects the shift in ownership, depth, and spread necessary for real sustainability. At this school, we also heard a secondhand report of the rotation model impacting 9th grade math classes, having spread through teacher collaboration brought about by the freshman academies.

The 10th grade reading intervention program at Harrison, as it was described by teachers, is another example of Coburn's (2003) concept of spread. While we did not study the grade 10 program explicitly, the degree to which teachers are successfully applying the underlying beliefs, norms, and principles of *Read 180* to the new reading intervention at the 10th grade level would be an example of sustainability and spread. If teachers are conducting an effective reading intervention rooted in the *Read 180* instructional model, even without the benefit of the software, R books, and other curricular resources, then they have sustained the reform and integrated it into instruction at Harrison.

We should again emphasize that we are unable to draw causal relationships for what we observed at Harrison, both in terms of SRI score gains and with regard to scaling up. As noted, Harrison is most different from the other implementations in terms of minutes per day, days per year, student demographics, and core academic requirements (all 9th graders take three trimesters of English and mathematics).

Integration Stage

Read 180 is popular with the school board, teachers, parents, and administrators throughout the district. Stakeholders throughout the community are asking for more resources to be invested into expanding the *Read 180* program to more students. However, the grant funding that has supported *Read 180* is approaching an end. Berman & McLaughlin (1976) define type of decision as the integration stage of an implementation of reform. During this time, the district must decide if it will integrate *Read 180* into the regular operation of the school system and on what scale.

Conclusion and Recommendations

Read 180 can serve as a tool to meet the student learning and achievement goals of the district. To achieve the desired results, the corporation should work to align *Read 180* with data systems to measure progress toward specified goals.

To bolster the effectiveness of the *Read 180* program in the district, we offer the following recommendations, further explicated below:

- 1) Improve fidelity to the *Read 180* instructional model.
 - a. Make *Read 180* a full year at all high schools.
 - b. Structure time to allow for three rotations daily.
 - c. Create clear parameters to govern *Read 180* curriculum and instructional processes.
- 2) Clarify the role of *Read 180* in district high schools.
 - a. Specify the anticipated outcomes for the program.
 - b. Align data systems to measure and track those specific outcomes.
- 3) Clarify and communicate the student selection process for *Read 180* to school-level stakeholders.
 - a. Consider widespread use of the SRI test at lower grades.
 - i. With widespread use, scores of struggling students' can be considered in the context of the wider distribution of their peers.
 - ii. Multiple administrations reduce measurement error.
 - b. Give stronger consideration to SRI scores, which measure reading ability, than the state test score, which is a measure that includes reading and language arts standards.
- 4) Target reading intervention at earlier grade levels to enhance effectiveness.
 - a. Reduce the number of students with low reading abilities entering high school.
 - b. Provide additional time to close achievement gaps.
 - c. Prepare data to conduct an outcomes analysis of the program.
- 5) Adjust professional development for changing needs
 - a. Differentiate professional development for new and veteran *Read 180* teachers.
 - b. Train teachers on specific adaptations, where necessary, to conform faithful implementation of *Read 180* to structural constraints inherent in schools' schedules.

Recommendation 1: Improve fidelity of the *Read 180* program model

Extend *Read 180* to a full year

Scholastic, Inc., provider of *Read 180*, intends the product to be used by students for at least one school year for optimal results. “Scholastic estimates that students should be able to raise their scores on the Scholastic Reading Inventory (SRI) between 50 and 100 Lexiles. The magnitude of gains in reading proficiency will, of course, vary among students and the longer a student remains in the program, the greater the gains are likely to be. Scholastic strongly recommends that students participate in the program for a full year” (Scholastic, 2007, p. 10). Results from the implementation in general education classes in the four district high schools may bear this out. The second semester results at Harrison for students who participated all year are nearly 200% greater than the first-semester gains of those same students.

Furthermore, despite the substantial gains in SRI scores made by general education students in *Read 180* at all four high schools in 2008-2009, the low passage rate of students from either intervention on the English 10 ECA the following year might suggest that greater improvements are necessary for lasting changes.

Structure class time to allow for three rotations daily

Over the four years *Read 180* has been in place, significant changes in implementations at the four schools have occurred. Essentially, no two years have been the same across the district. The district will want to examine the outcomes in light of these changes to determine whether they are producing the desired effects on student learning.

The *Read 180* protocol calls for three rotations per day of 20 minutes each. The purpose is to provide students with adequate time to work on the computer program, receive individualized instruction from the teacher, and apply reading skills independently. Because these time frames were developed based on research for sound reading instruction, careful consideration should be given to this requirement.

We recommend that the district provide a structure for the school day that allows for three rotations each day. Providing 70 to 90 minutes for the *Read 180* classes may lead to gains in student reading ability and overall achievement. One principal mentioned the possibility of getting rid of a homeroom class to provide more time in the schedule. Scheduling back-to-back double periods for *Read 180* may be an option for some schools. The district should help schools investigate solutions such as these to increase learning time in the *Read 180* class. Adding this element will move the implementation level from 3 to level 2 for three of the high schools.

Create clear parameters for *Read 180* implementation in the classroom

Mutual adaptation occurs during the implementation process whereby the school adapts to the reform while the reform is adapted to meet the particular needs of the school. However, some of the adaptations teachers described in the classroom were so extreme that they no longer fit the criteria for being a *Read 180* implementation. They include: not using the R book at all, teaching whole group most of the time because of time constraints, or limiting teacher instruction in small groups because of discipline issues in the classroom. Although the teachers who made these adaptations felt they were reasonable and substantiated, a review of the *Read 180* protocol

reveals the need for teachers to follow the program if they intend to improve student achievement.

We recommend that the district set clear parameters for what an effective implementation of the *Read 180* program looks like at the classroom level. Teachers repeatedly talked about the freedom they have to implement the program differently in each of their classrooms. Unfortunately, some have removed important elements of the program. Time limitations aside, district and school leaders should be clear about what is or is not negotiable in terms of the curriculum and instruction in the classroom, and they need to monitor the classrooms to be sure those elements are in place.

Recommendation 2: Clarify the role of *Read 180*

The district brought *Read 180* into the high schools through a Smaller Learning Communities grant to provide remediation to struggling 9th grade readers, but its expectations have shifted under mounting political pressures. *Read 180* is too often looked upon as a panacea for the struggling students at the four main district high schools, especially the schools in danger of state takeover, Harrison and Thorpe. The district should clarify its expectations for who should enter into *Read 180*, how long they should participate, and how much growth should be expected through the duration of the program. Steps should be taken so that the district can perform a thorough evaluation of outcomes for *Read 180* participants.

Specify the anticipated outcomes for the program

The district superintendent has repeatedly advocated for *Read 180* as a program that will both improve student achievement and help stave off state takeover (see, for example, Paul, 2010 and Lewis, 2010b). School board members and vocal community leaders have promoted *Read 180*, and some have lamented that costs have prevented more widespread implementation (see Fosmoe & Dukes, 2010, Dits, 2010). Still, despite calls from school board members at meetings and public discussions, no formal evaluation of the program's outcomes has taken place (Dits, 2010). As expectations on the program continue to grow and political pressure for its expansion mount, considering the lack of evidence, the growing expectations appear too great for any one program to bear.

At a public forum convened in the district in April of 2010 to discuss the looming state takeover of Harrison, Thorpe, and the district's alternative high school, the state Superintendent of Public Instruction stated, "Turnaround in this environment means serious transformation. We're not talking about adopting a reading program, we're not talking about tutoring kids for 15 more minutes, we are talking about true structural transformation and it's not for the faint of heart. It's tough work" (Lewis, 2010a). The comments came just days after the district sent the state Department of Education its proposed plan to improve the three high schools and avoid state takeover. The plan highlighted tutoring and after-school and study tables at Thorpe and Harrison as well as the expansion of the 8-step process in the district's schools.

We recommend clarifying how *Read 180* fits into the overall plan for student achievement in the district. *Read 180* is a reading program that seems to be increasing student reading ability as

measured by the Scholastic Reading Inventory (SRI). However, connections with student scores on the state test are unclear. A clearer plan for student success that identifies *Read 180* as an important component that improves student reading ability will allow the program to be fairly measured for its intended outcomes.

Align Data Systems to Enable Outcomes Evaluations

As these goals are clearly defined, the data systems of the district should be aligned to track student data and measure outcomes. Teachers and principals have credited *Read 180* with increasing attendance and motivation of students. Teachers have also espoused the value of *Read 180* as an intervention that increases reading ability, thus effecting future academic performance. Several district leaders have pointed to *Read 180* as the tool by which student test scores on high stakes tests would improve.

For its part, Scholastic identifies many non-cognitive benefits from the program, including improvement in classroom behavior, school attendance, and motivation and engagement in reading in as little as 12 to 14 weeks (Scholastic, Inc., 2007). However, the district has no consistent measures of these results in place. Nor have Scholastic's claims of improved learning for program participants in other subject areas been examined. More detailed recommendations for evaluating outcomes follow below. At present, the purpose of *Read 180* is frequently discussed as both improving reading performance and accelerating students to achieve state proficiency. If benefits from *Read 180* are, in fact, carrying over to improved learning in language arts classes, its impact has not been enough for the state assessment. For all but a few of the 9th grade *Read 180* students in 2008-09, neither reading improvement nor non-cognitive benefits resulted in greater success in passing the English 10 ECA in the spring of the following year. Of the 208 *Read 180* students for whom English 10 ECA scores were available, only 7 (3.38%) passed the test.

This raises interesting questions about the types of students with which the program may be most effective. However, at present, the district is not in a position to answer such questions easily due to the disconnected nature of *Read 180* data from other relevant student data that is centrally stored.

One such question might ask if reading deficiency is indeed the highest priority problem to be addressed with all of the selected students. An underlying assumption has been that reading ability has been the root of nearly all ISTEP+ English/Language Arts failures. The ISTEP+ in grade 8 consists of two tests, Mathematics and English/Language Arts. Of the six state standards for language arts assessed on the Grade 8 ELA ISTEP+, three standards, approximately half of the test, are reading standards: vocabulary/fluency, non-fiction comprehension, and literary comprehension. The other three standards, approximately half of the test, are writing standards. Performance on these individual standards are reported at the student, teacher, and school level.

As evidenced by the statements of the district superintendent and other leaders, the *Read 180* program expected to address an English/Language Arts problem, one that is identified on the 8th grade ISTEP+ and assessed again in the English 10 ECA test administered in the spring of 10th grade. However, the standards of those two tests, based on Indian's state English/Language Arts

standards, and the objectives of *Read 180* are not sufficiently aligned. The three Reading Comprehension standards under English/Language Arts measured on both tests are the same, adjusted for grade level, and similar types of questions on both tests are used to assess mastery. The three state Writing Applications standards, as well as the questions and prompts by which they are assessed, align poorly with the aims of *Read 180*.

Aligning data systems for further inquiry into the types of students for which *Read 180* is most effective may be useful to addressing some of the concerns about selection and placement.

Recommendation 3: Clarify and communicate the student selection process for *Read 180* to school level stakeholders.

Several issues with student selection into *Read 180* emerged during the study. Since *Read 180* is a program with a specific purpose and focused curricula, improving the alignment between student needs and program outcomes will increase the probability that the intended outcomes of the program will be present and measurable.

Use SRI scores to place identify student reading needs

Since the district discontinued the use of the NWEA after the spring administration of 2009, placement into a reading intervention program in high school has relied heavily on state test scores from 7th and 8th grade. Although this seems to be the most appropriate route given the district's desire to increase state test scores in the high school, the test is not aligned to the *Read 180* program and may be resulting in inappropriate placements for students.

The Scholastic Reading Inventory (SRI), which is the assessment used by *Read 180*, has been aligned with the Lexile Framework for identifying reading ability of students and reading levels of passages. When state tests are also aligned to the Lexile Framework, Scholastic claims that the SRI is predictive of student achievement on that state test. Unfortunately, the state test for this district is not aligned to the Lexile Framework. Therefore, student achievement on one is not necessarily predictive of that same student's achievement on the other.

One of the reasons this occurs is because the state test determines passing using a Language Arts cut score comprised of both reading and grammar standards. Students with high reading ability but low grammar achievement may receive low overall scores. *Read 180*, which is a reading program, may not provide appropriately targeted remediation for such students.

In addition, *Read 180* suggests a particular range of SRI scores do best in a *Read 180* program. Teachers indicated that students with markedly low SRI scores were not doing well in the class because the appropriate material was not available for these students. Simply putting the

students with the lowest SRI scores in the class may not ensure appropriate placement for all students.

Clarify the specifications for student placement

Principals, counselors, and teachers reported a wide-range of ideas about how students were placed in the *Read 180* classroom. Many teachers were able to identify several students in their classes that they felt did not need the class because the students' SRI scores were too high. Some teachers felt that counselors used the *Read 180* class as a “dumping ground”. Still others expressed confusion about how students were placed at all. Setting clear criteria and making those criteria evident to all involved will help improve the match between the students and the program.

Recommendation 4: Target literacy interventions earlier to enhance effectiveness.

Currently, the high schools are overwhelmed with the need for reading interventions. Those we interviewed at both school and district levels mentioned the large number of students entering high school without basic reading skills in place. One principal called the statistics a “black eye” on the district. Space in both interventions has been limited, and those limitations have increased with the dissolution of the English 1100 classes. Consequently, schools are choosing to enroll students for only a semester or two trimesters instead of the whole year because they are trying to give some time to all of the students who have low reading scores.

We recommend that the district consider moving some *Read 180* classes into the intermediate centers. Students who meet the criteria for the *Read 180* program can begin receiving services earlier and increase the amount of time the district has to close the reading achievement gap for those students. Since the program already exists in the special education classes of the intermediate centers, the cost of offering the program in a few more classes is comparatively lower than it would be to start a new *Read 180* classroom at a school.

Additional benefits of earlier interventions

Besides improving student reading scores, placing *Read 180* at the intermediate centers will also: 1) provide SRI scores for all incoming freshman, which will improve the student selection process, and 2) provide an avenue for the district to conduct an outcomes analysis of the *Read 180* program.

SRI scores for all incoming freshman. Currently, only students with low state test scores take the SRI. As previously mentioned, this method may cause the district to miss students who would benefit from the *Read 180* program, but who managed to do well on the state assessment. If the SRI were available at the intermediate centers, students could be assessed at the end of their 8th grade year, which would allow the high schools a full summer to place students into the program correctly.

Setting up the district for an outcomes analysis. Since the state moved the state test from 9th grade to 10th grade, there is a one-year gap between student participation in *Read 180* and the state test. However, the state test is given every year in the intermediate centers. Students in the *Read 180* classrooms would take a state test the same year. The district would be able to measure student growth on the SRI and compare that growth to student achievement on the state test.

Recommendation 5: Differentiate professional development

Professional development needs to focus on setting the parameters for the rotation schedule and giving teachers the understanding of how to work within those time frames. Teachers were quick to mention that in the professional development training they were told they could make the program work for their classrooms. Unfortunately, this meant some teachers were not doing rotations, were skipping small group instruction, and stopped using the *Read 180* materials.

Because 10 of the 14 *Read 180* teachers this year were new, much of the professional development was, out of necessity, focused on getting started with *Read 180*. As *Read 180* moves into its 5th year of implementation in the district there are some teachers that feel the professional development should be differentiated depending on time each teacher has spent with *Read 180*. One teacher explained.

Unfortunately, this is the fourth year I have done it so the Read 180 trainings are not geared towards me. They are geared towards the other people.

In order for teachers to continue to grow as professional educators they must be provided with professional development that meets their needs. Just as educators dictate that differentiated instruction should be used with students at different learning levels, the same should apply for teachers. Rather than placing veteran instructors with new teachers in initial offerings, attempt to provide more differentiated offerings or invite the veteran instructor into more meaningful collaboration with new teachers.

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Read 180 in Four District High Schools

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Appendix A: Reliability Issues in Scholastic Gains Analysis

In the a secondary analysis on the Gains Analysis presented to the district, Scholastic removed scores where there was a decline of more than 60L to show what the gains might have been had those scores not reduced the overall mean. Ralston and Porter were the two high schools with the highest number of students who declined more than 60L.

Scholastic's Gains Analysis for Porter High School, included 75 students with *Read 180* data, 75 SRI pre-test (100%), and 71 (95%) SRI post-tests. In the secondary analysis, Scholastic omitted the scores of 21 students (29.5%) because they declined more than 60L. The average decline in Lexile level of those students was -192L, greater than the . This is significant because it is more than 182L, which is the greatest amount a score should drop within the 95% confidence interval. This would suggest that the drop in scores may indeed reflect a decline in students' true comprehension ability from the pre-test to the post-test. Similarly, Scholastic reported 138 students at Porter High School with *Read 180* data, including 137 with SRI pretest (99%), and 115 with SRI post-test data (83%). In the secondary analysis, 30 students (22%) of the students declined more than 60L from the pre-test to the post-test. The average drop in Lexile scores was -164L at Ralston. Harrison and Thorpe were not included in the secondary analysis because the number of students who dropped more than 60L was not large at either school. Harrison had 14 students (8%) and Thorpe had 9 students (13%).

Appendix B: Interview Protocols

Interview Protocol: *Read 180* Teacher

Background

1. How many years have you worked as a teacher?
2. How many years have you worked for the district? How long in this school?
3. How would you describe your experiences teaching in this school?
4. How did you become a *Read 180* teacher in this school?
5. Do you have experience with reading interventions other than *Read 180*? How do they compare?

Reading Intervention/*Read 180*

6. How many years have taught in the district's *Read 180* program?
7. How many sections of *Read 180* are you currently teaching?
8. Are you currently teaching other non-*Read 180* courses?
9. How was *Read 180* chosen for the district and your school?
10. Describe the implementation process. How does closely matched is the "official" program with what happens in the school?
 - a. Prompt if say different – In what ways? How were those decisions made? How do you feel about those decisions?
 - b. Prompt if say same – Who made the decision to adhere to *Read 180* guidelines? Teachers? Principal? District?

Student Selection

11. How many students are currently in your *Read 180* sections? What grades are they in?
12. How are students selected for your *Read 180* course? Who makes the decisions? What factors are considered?
13. Can students opt out of *Read 180* if selected? Can students opt in?
14. Do you feel that students are appropriately placed in your *Read 180* course?
15. For how long do the students participate in *Read 180*?

16. What is the main reason students exit out of *Read 180*?

17. Briefly describe the students in your *Read 180* Classes

- a. How do *Read 180* students differ from students in English 1100 or standard English classes?
- b. Are they motivated to learn?
- c. What characteristics do they bring with them to the classroom that impact their learning?

18. Why are most 9th grade *Read 180* students behind in reading relative to their peers?

Professional Development

19. How many days of professional development specific to *Read 180* have you participated in this year?

20. Have you participated in professional development that was not specific to *Read 180* but could be applied to your *Read 180* sections? Describe them.

21. Did the *Read 180* training influence how you organize your classroom?

22. Did the *Read 180* training help you understand how to use SAM for monitoring student progress and planning instruction?

23. Did the *Read 180* training provide you with resources that you have used in *Read 180* instruction?

24. Overall, how would you describe your experiences with the *Read 180* professional development?

25. Do you feel that the professional development prepared you for using *Read 180* with your students?

26. How comfortable are you with technology? Do you feel comfortable with the technology used in *Read 180*?

Implementation

27. Can you briefly describe the *Read 180* Instructional Model?

28. Can you explain the “to, with, and by” model of literacy instruction?

29. How often and for what duration do you meet with your *Read 180* classes?

30. When did you begin *Read 180* instruction this year?

31. Describe a typical class meeting with your *Read 180* students.
32. In general, how often is the schedule you just describe disrupted by other activities in your school or elsewhere?
33. Sub-questions around the comfort/expertise with the major elements:
 - a. How comfortable are you with small-group instruction?
 - b. How comfortable are you with whole-group instruction?
 - c. How comfortable are you with modeling individual reading strategies? Independent reading?
 - d. How comfortable are you with the use of data to inform instruction?
34. Do you have enough materials, including computers, headphones, CDs, etc. to accommodate all students during a given class period? What materials are missing?
35. Do you have enough teacher resources? Planning time? Training/Professional Development?
36. Which of these are these provided by the school? The district? Both?
37. What support is provided by *Read 180* program? Technical assistance? Training?
38. What is the primary purpose of small-group instruction in the *Read 180* program?
39. How are students placed into groups for small-group instruction?
40. To what degree does the program allow for or require flexibility on the part of the teacher?
41. Have you made any adaptations to the *Read 180* program?
 - a. What are some examples of changes you have made?
 - b. What are some of the factors that influence whether you make changes?
 - c. Do you add materials or curriculum to the *Read 180* program? How regularly do you add these materials or curriculum?
42. Were any *Read 180* model components or *Read 180* instructional practices omitted this year? If yes, which components or practices and why?
43. How is a *Read 180* classroom different from a traditional reading classroom?

- a. Differences in student/teacher interaction?
- b. In Student/student interaction
- c. Pedagogical practice

Perception

44. How does *Read 180* compare to other approaches to reading instruction in this school? How does it compare to English 1100?
45. What do you feel has been the impact of *Read 180* on student learning and other areas of student outcomes? What is the evidence of this impact?
46. Is *Read 180* more effective with some kinds of students than others? If so, which students benefit most from the program? Which students benefit the least?
47. Would you recommend *Read 180* to other teachers? What specific advice would you give them about using the program?
48. What are the strengths of the *Read 180* Program? Weaknesses?
49. Briefly explain why you believe your school should or shouldn't continue using *Read 180*.

Student Outcomes

50. What evidence do you use to assess student growth? How do you grade students in your *Read 180* sections?
51. How would you describe your use of the Scholastic Management Suite for tracing and monitoring student progress?
52. Do you administer the SRI? How often?
53. Are there any aspects of *Read 180* that students find difficult? If so, can you describe those?
54. In general, how often do you assign homework to your *Read 180* students?
55. What do your students like best about *Read 180*? What do they like least?

Organization

56. Based on your observations and experiences, what have been the primary challenges in implementing and using *Read 180* in your school?
57. Have you and the other teachers been successful in overcoming the challenges?

58. Does your school or district implement any policies or programs that affect how you teach *Read 180*? For example: scheduling issues, district or school assessments, attendance policies, or other reforms?

Interview Protocol: English 1100 Teacher

Background

34. How many years have you worked as a teacher?
35. How many years have you worked for the district? How long in this school?
36. How would you describe your experiences teaching in this school?
37. How did you become an English 1100 teacher in this school?
38. Do you have experience with other reading interventions such as *Read 180*? How do they compare? Which do you think was most effective? Why?

Reading Intervention/Read 180

39. How many years have taught in the district's *English 1100* program?
40. How many sections of *Read 180* are you currently teaching?
41. What other courses are you teaching? What other courses do you have experience teaching?
42. How was *Read 180* chosen for the district and your school?
43. Describe the implementation process. How does closely matched is the "official" program with what happens in the school?
 - c. Prompt if say different – In what ways? How were those decisions made? How do you feel about those decisions?
 - d. Prompt if say same – Who made the decision to adhere to *Read 180* guidelines? Teachers? Principal? District?

Student Selection

44. How many students are currently in your English 1100 sections? What grades are they in?
45. How are students selected for your English 1100 course? Who makes the decisions? What factors are considered?
46. Can students opt out of English 1100 if selected? Can students opt in?
47. Do you feel that students are appropriately placed in your English 1100 course?
48. For how long do the students participate in English 1100?

49. What is the main reason students exit out of English 1100?

50. Briefly describe the students in your English 1100 classes

- a. How do *Read 180* students differ from students in English 1100 or standard English classes?
- b. Are they motivated to learn?
- c. What characteristics do they bring with them to the classroom that impact their learning?

51. Why are most 9th grade English 1100 students behind in reading relative to their peers?

Professional Development

52. How many days of professional development specific to English 1100 have you participated in this year?

53. Have you participated in professional development that was not specific to English 1100 but could be applied to your English 1100 sections? Describe them.

54. Did the English 1100 training influence how you organize your classroom?

55. Did the English 1100 training help you understand how to monitor student progress and plan instruction?

56. Did the English 1100 training provide you with resources that you have used in English 1100 instruction?

57. Overall, how would you describe your experiences with the English 1100 professional development?

58. Do you feel that the professional development prepared you for using English 1100 with your students?

59. How comfortable are you with technology? What technology is necessary for English 1100? Would you be interested in having the same type of technology a *Read 180* class has?

Implementation

60. Can you briefly describe the *Read 180* Instructional Model? Do you use this model in your classroom instruction?

61. Can you explain the “to, with, and by” model of literacy instruction?

62. How often and for what duration do you meet with your English 1100 classes?
63. Describe a typical class meeting with your English 1100 students. How is that different from a typical English classroom?
64. In general, how often is the schedule you just describe disrupted by other activities in your school or elsewhere?
65. Sub-questions around the comfort/expertise with the major elements:
- e. How comfortable are you with small-group instruction?
 - f. How comfortable are you with whole-group instruction?
 - g. How comfortable are you with modeling individual reading strategies?
Independent reading?
 - h. How comfortable are you with the use of data to inform instruction? Can you describe how you use data to inform instruction?
44. Do you have enough materials, including computers, headphones, CDs, etc. to accommodate all students during a given class period? What materials are missing?
45. Do you have enough teacher resources? Planning time? Training/Professional Development?
46. Which of these are these provided by the school? The district? Both?
47. What is the primary purpose of small-group instruction?
48. How are students placed into groups for small-group instruction?
49. To what degree does the program allow for or require flexibility on the part of the teacher?
50. Have you made any adaptations to the English 1100 classroom?
- d. What are some examples of changes you have made?
 - e. What are some of the factors that influence whether you make changes?
51. How is an English 1100 classroom different from a traditional reading classroom?
- d. Differences in student/teacher interaction?
 - e. In Student/student interaction

f. Pedagogical practice

Perception

59. How does English 1100 compare to other approaches to reading instruction in this school? How does it compare to *Read 180*?
60. What do you feel has been the impact of English 1100 on student learning and other areas of student outcomes? What is the evidence of this impact?
61. Is English 1100 more effective with some kinds of students than others? If so, which students benefit most from the program? Which students benefit the least?
62. Would you prefer using the *Read 180* program in your classroom? If yes, what portions of the program appeal to you? If no, what portions of the program cause you concern?
63. Briefly explain why you believe your school should or shouldn't continue using *Read 180*.

Student Outcomes

64. What evidence do you use to assess student growth? How do you grade students in your English 1100 sections?
65. Do you administer the SRI? How often?
66. Are there any aspects of English 1100 that students find difficult? If so, can you describe those?
67. In general, how often do you assign homework to your English 1100 students? What are the results?
68. What do your students like best about English 1100? What do they like least?
69. Are students who have been in English 1100 different from when they first entered the class? If yes, in what ways? If no, what barriers exist to change?

Organization

70. Based on your observations and experiences, what have been the primary challenges in developing English 1100 in your school?
71. Have you and the other teachers been successful in overcoming the challenges?

72. Does your school or district implement any policies or programs that affect how you teach English 1100? For example: scheduling issues, district or school assessments, attendance policies, or other reforms?

Interview Protocol: Principal

Background

66. How long have you been principal at this school?
67. How many years have you worked for the district?
68. What did you do prior to this position?
69. How would you describe your experiences teaching in this school?

Reading Intervention/Read 180

70. How do you feel your school is doing in regards to reading instruction?
71. How necessary are reading intervention programs?
72. Do you have experience with other reading interventions such as *Read 180*? How do they compare? Which do you think was most effective? Why?
73. What training/ information do you have about *Read 180*?
74. Describe the implementation process. How does closely matched is the “official” program with what happens in the school?
 - e. Prompt if say different – In what ways? How were those decisions made? How do you feel about those decisions?
 - f. Prompt if say same – Who made the decision to adhere to *Read 180* guidelines? Teachers? Principal? District?

Student Selection

75. How are students selected for the *Read 180* program? Who makes the decisions? What factors are considered?
76. Can students opt out of *Read 180* if selected? Can students opt in?
77. Briefly describe the students in the *Read 180* program
 - a. How do *Read 180* students differ from students in English 1100 or standard English classes?
 - b. Are they motivated to learn?
 - c. What characteristics do they bring with them to the classroom that impact their learning?

78. Why are most 9th grade English 1100 students behind in reading relative to their peers?

Professional Development

79. How many days of professional development specific to *Read 180* have you participated in this year?

80. Overall, how would you describe your experiences with the *Read 180* professional development?

81. How effective is the professional development currently offered for *Read 180* teachers? What are the strengths? What are the weaknesses?

82. What changes in instructional practice have you noticed that may be related to the professional development?

Implementation

83. What was your role in implementing *Read 180* at your school?

84. How are teachers chosen to be part of the program?

85. Can you briefly describe the *Read 180* Instructional Model?

86. Can you explain the “to, with, and by” model of literacy instruction?

87. Do teachers have the resources necessary to implement *Read 180*? How is that monitored and provided?

88. How is the *Read 180* program monitored? What is your role in supervising the fidelity of implementation?

89. How is a *Read 180* classroom different from a traditional reading classroom?

g. Differences in student/teacher interaction?

h. In Student/student interaction

i. Pedagogical practice

Perception

90. How does *Read 180* compare to other approaches to reading instruction in this school? How does it compare to English 1100?

91. What do you feel has been the impact of *Read 180* on student learning and other areas of student outcomes? What is the evidence of this impact?

***Read 180* in Four District High Schools**

92. Is *Read 180* more effective with some kinds of students than others? If so, which students benefit most from the program? Which students benefit the least?

93. Briefly explain why you believe your school should or shouldn't continue using *Read 180*.

Student Outcomes

94. What evidence do you use to assess student growth? How is this information used?

Organization

95. Based on your observations and experiences, what have been the primary challenges in implementing *Read 180* in your school?

96. Have you and the teachers been successful in overcoming the challenges?

97. How do you protect instructional time in the *Read 180* classrooms? What challenges exist to your efforts?

Interview Protocol: Counselor

Background

1. How long have you been a counselor?
2. How many years have you worked in education?
3. How long have you worked at this school/district?
4. What does your teaching experience look like?

Reading Intervention

5. What experience do you have with reading interventions other than *Read 180*?
6. Describe the purpose of a reading intervention.
7. Which students, in your opinion, are best served by reading interventions?
8. Please describe an ideal reading intervention program.

Read 180

9. What is your role in the *Read 180* implementation?
10. How was *Read 180* chosen for your school/district?
11. What professional development or training have you had on *Read 180*?
12. Describe the implementation process. How does closely matched is the “official” program with what happens in the school? (Specificity - locus of development)
 - g. Prompt if say different – In what ways? How were those decisions made? How do you feel about those decisions?
 - h. Prompt if say same – Who made the decision to adhere to *Read 180* guidelines? Teachers? Principal? District?
13. What support is provided by the school? The district? Prompt for:
 - a. Resources
 - b. Planning time
 - c. Professional development
 - d. Are you receiving the same messages from both school and district about the importance of *Read 180*?

- i. If yes, what is the main message?
 - ii. If no, Could you describe the messages and how they are different?
- 14. What support is provided by *Read 180* program? (transfer of ownership, specificity)
 - a. Technical assistance
 - b. training
- 15. How is a *Read 180* classroom different from a traditional reading classroom? (Depth)
Prompt for:
 - a. Student/teacher interaction
 - b. Student/student interaction
 - c. Pedagogical practice
- 16. Are students who have been in *Read 180* different after being in the class? What does their success levels look like as they continue?
- 17. What types of classes are students who have been in *Read 180* likely to take after the class?
- 18. How important is it to you that *Read 180* continue in your school?
 - a. What are the benefits?
 - b. What are the problems?
 - c. Who would make that decision?
 - d. What input do you have?
 - e. Do you feel you have the knowledge/capacity to continue without support?

English 1100

- 19. How is *Read 180* different from English 1100?
- 20. When placing students, how do you decide which students get *Read 180* and which get English 1100?
- 21. As students leave English 1100, how do they compare with students who were in *Read 180*? What similarities or differences have you noticed?

Organization

School Context

22. How often do you meet with students?
 - a. What time is available for you to meet with students?
 - b. *Read 180* students? Who monitors their progress?
23. Are there any other reform initiatives currently happening within the school?
 - a. If yes, how does *Read 180* fit into those reforms?
 - b. If no, how does the school community feel about this reform?
24. Describe the school leadership.
 - a. How involved is the leadership in the instructional program?
 - b. Student placement?
 - c. *Read 180*?
 - d. In what ways is the leadership related to *Read 180*? Instructional program of the school in general?

Interview Protocol: District Administrator

Background

1. How long have you been in this position for the district?
2. What did you do prior to this position?
3. How would you describe your roles and responsibilities in this position?
4. How would you describe your overall experiences working for the district?

Reading Intervention/*Read 180*

5. What experience do you have with reading interventions other than *Read 180*?
6. Describe the purpose of a reading intervention.
7. Which students, in your opinion, are best served by reading interventions?
8. Please describe an ideal reading intervention program.
9. What is your role in the *Read 180* implementation?
10. How was *Read 180* chosen for your district?
11. Describe the implementation process. How closely matched is the “official” program with what happens across the district?
12. What support does the district provide for the implementation of the *Read 180* program in the schools? Prompt for:
 - a. Resources
 - b. Planning time
 - c. Professional development

Student Selection

13. How are students selected for the *Read 180* program? Who makes the decisions? What factors are considered?

14. Can students opt out of *Read 180* if selected? Can students opt in?

Professional Development

15. How many days of professional development specific to *Read 180* are offered every year?

16. How effective is the professional development currently offered for *Read 180* teachers? What are the strengths? What are the weaknesses?

17. What changes in instructional practice have you noticed that may be related to the professional development?

Implementation

18. What was your role in implementing *Read 180* in the district?

19. How are schools selected to be part of the program?

20. Do schools have the resources necessary to implement *Read 180*? How is that monitored and provided?

21. How is the *Read 180* program monitored? What is your role in supervising the fidelity of implementation?

Perception

22. How does *Read 180* compare to other reading intervention programs in the district? How does it compare to English 1100?

23. What do you feel has been the impact of *Read 180* on student learning and other areas of student outcomes? What is the evidence of this impact?

Read 180 in Four District High Schools

24. Is *Read 180* more effective with some kinds of students than others? If so, which students benefit the most from the program? Which students benefit the least?
25. Briefly explain why you believe your district should or shouldn't continue using *Read 180*.

Student Outcomes

26. What evidence do you use to assess student growth? How is this information used?

Organization

27. Based on your observations and experiences, what have been the primary challenges in implementing *Read 180* in this district?
28. Have you and your colleagues been successful in overcoming these challenges?
29. How do you protect instructional time in the *Read 180* classrooms? What challenges exist to your efforts?
30. How are teachers selected to implement the *Read 180* program?
31. How often does district leadership meet to discuss reading intervention programs across the district? How often do they meet to discuss the impact of *Read 180*?
32. How does the district assess the overall impact of reading intervention programs in this district?
33. How would you describe the overall sentiment by district leadership towards the *Read 180* program?