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IMPLEMENTATION MATTERS: SYSTEMS FOR SUCCESS

**A DESCRIPTIVE STUDY OF *READ 180*, ENTERPRISE
EDITION, IN FIVE URBAN MIDDLE SCHOOLS**

**FINAL REPORT
WITH TECHNICAL APPENDICES AND
CASE STUDIES**

OCTOBER 2010

**PREPARED FOR:
SCHOLASTIC, INC.
THE COUNCIL OF THE GREAT CITY SCHOOLS**

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Executive Summary

Districts and schools around the country have recognized the importance of addressing students' reading difficulties as early as possible, and especially before they make the critical transition from the middle grades to high school. The foundation students acquire by eighth grade, especially in literacy, has a larger impact on their ultimate preparation for college, the workplace, and the military than anything that happens to them in high school.¹ Although there have been some increases in student reading scores on the 2009 National Assessment of Educational Progress (NAEP) in reading² and in previous NAEP administrations in districts,³ the increases are small and there have been no significant changes from 2007 to 2009 in the score gaps between White and African American students or between White and Hispanic students at either grade 4 or grade 8.

Adolescents' inadequate literacy skills present huge challenges, and one way to address them is to provide students with intensive, focused instruction on reading skills and strategies. Although such help may be included as part of out-of-school programs,⁴ the more common delivery model is instruction provided during the regular school day, either to replace or to supplement regular English language arts classes.⁵ These programs – often offered daily and lasting a full year – have great promise for improving students' achievement,⁶ but districts and schools share much of the responsibility for ensuring that these interventions actually “work” with struggling readers. Local educators make decisions not just about program selection but also about how the programs are actually implemented – in real classrooms, with real teachers, and with real students.

¹ ACT, Inc. (2008). *The forgotten middle” ensuring that all students are on target for college and career readiness before high school*. Retrieved May 1, 2008, from <http://www.org/research/policymakers/reports/ForgottenMiddle.html>

² The Nation's Report Card: Reading 2009. Retrieved April 4, 2010, from <http://nces.ed.gov/nationsreportcard/pdf/main2009/2010458.pdf>. State results for grade 4 show score increases since 2007 in three states and jurisdictions and decreases in four states. At grade 8, scores were higher in 2009 than in 2007 in nine states and jurisdictions, and no states showed a decline.

³ Lutkus, A., Grigg, W., & Donahue, P. (2007). *The nation's report card: Trial urban district assessment reading 2007* (NCES 2008-455). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

⁴ Moje, E. B., & Tysvaer, N. (2010). *Adolescent literacy development in out-of-school time: A practitioner's guide*. New York: Carnegie Corporation of New York.

⁵ H Shanahan, C. (2005). *Adolescent literacy intervention programs: Chart and program review*. Naperville, IL: Learning Point Associates.

⁶ Deshler, D.D. & Hock, M.F. (2006). Interventions for struggling adolescent readers. Retrieved March 12, 2010 from <http://www.adlit.org/article/19750>; Corrin, W., Somers, M-A., Kemple, J.J., Nelson, E., Sepanik, S., Salinger, T., & Tanenbaum. (2008). *Enhanced Reading Opportunity Study: Findings from the second year of implementation*. (NCEE 2009-4036). U.S. Department of Education, Institute of Education Sciences. Washington, DC: U.S. Government Printing Office; Kemple, J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K. (2008). *The Enhanced Reading Opportunities study: Early impact and implementation findings* (NCEE 2008-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Researchers have studied some—but not all—of the programs available for struggling adolescent readers, seeking to measure their impact on students’ achievement. Less research has been done to answer two critical questions about the process of implementing an intervention for struggling readers:

What factors at the district or school level contribute to or hinder on-model implementation?

What conditions need to be in place to sustain support and buy-in for the program and thereby contribute to ongoing successful implementation?

In 2007, Scholastic, Inc., and the Council of the Great City Schools (CGCS) partnered to seek answers to these questions, hoping that valuable lessons could be learned by studying the implementation of one widely used intervention for struggling readers—*READ 180*—in middle schools in five districts. They asked the American Institutes for Research (AIR) and Berkeley Policy Associates (BPA) to conduct this descriptive study. The districts selected for participation are urban, are members of the CGCS, and use the most recent version of Scholastic’s *READ 180*, Enterprise Edition, in at least four middle schools.

A growing body of research shows that *READ 180* is effective at increasing students’ level of reading achievement when teachers follow the instructional model underlying the program.⁷ However, studies that depend primarily on test scores as their outcomes often leave out contextual factors that support or hinder implementation of the program according to the intended model. This study was designed to extend and complement the existing research by examining the story behind the test scores, identifying contextual factors and systemic approaches that can enhance teachers’ abilities to provide on-model instruction.

From the Scholastic perspective, this study could provide valuable information for Scholastic implementation specialists to pass on to administrators and teachers about how to best support and sustain a successful *READ 180* implementation. Similarly, the CGCS leadership was interested in understanding the conditions necessary to effectively meet the needs of struggling readers in a large, urban school system through an intervention like *READ 180*. Further, the study could more broadly augment the growing research about *READ 180* specifically and about interventions for struggling readers more broadly. The ultimate goal of the study is to help educators and policymakers better understand the conditions that contribute to the effective implementation of focused, intensive interventions for struggling readers, especially in large urban districts where managing interventions for a large number of struggling readers can be particularly challenging.

***READ 180* Instructional Model**

The *READ 180* instructional model requires a 90-minute daily block of time, in which the students receive whole-group, small-group, and individualized instruction. As shown in Exhibit ES-1, each day’s session begins and ends with 10 minutes of whole-group, teacher-directed

⁷ What Works Clearinghouse. (2009). *WWC intervention report: READ 180*. http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/read180/index.asp, downloaded October 2009.

instruction. In between, students break into three small groups that rotate every 20 minutes. While one group works through adaptive lessons on the instructional software, another group engages in small-group differentiated instruction with the teacher, and the third group practices independent reading. So that teachers can effectively manage these different group rotations, Scholastic recommends 15 to 18 students as the optimal size for *READ 180* classes (in groups of 5 or 6), with no more than 21 students.

Exhibit ES-1: *READ 180* Instructional Model



Sample and Methodology

The five districts are a purposive sample selected from among the CGCS-member districts that had implemented *READ 180* Enterprise Edition for at least one year. The districts represent the range of demographic and other variables that characterize the CGCS-member districts nationwide. Each participating district included *READ 180* Enterprise Edition in their plans to address the needs of struggling readers and offered the program in at least four middle schools. But the districts differed in many other ways, including prior experiences implementing *READ 180*: some had used previous editions of the program; some had dedicated staff at the district and school levels to support implementation; some could support the technological requirements of centralized monitoring of the program. One district was included specifically because it enrolled regular education and special education students in separate sections of the program.

Recognizing that one of the best ways to get answers to the research questions would be by looking deeply into the day-to-day implementation of a program in real districts and real schools, AIR and BPA researchers visited central offices and schools in five urban districts during the 2008–2009 school year. Each participating district had included *READ 180*, Enterprise Edition, in its plans to address the needs of struggling readers and offered the program in at least four middle schools. In each location, the researchers interviewed district and school administrators,

literacy coaches, and *READ 180* teachers from four middle schools, and all middle school *READ 180* teachers received an invitation to respond to an electronic survey about their experiences with the program.

The research team analyzed data to identify common themes and patterns and variations that exist across and within the districts. The data provide a rich source of information about the introduction of *READ 180* into these districts and its use in middle schools. Data were analyzed using NVivo qualitative software.

Findings: Lessons Learned

Several interview and survey questions asked about the process for adopting *READ 180*, introducing it into schools, training teachers, and supporting teachers as they used the program; others sought details of program implementation – criteria for assignment to and exit from the program, methods of ongoing training and coaching, and processes for monitoring student progress. Responses to the interviews and the Teacher Survey revealed considerable variation across and within the districts; variation is discussed in detail in Chapter 2 and illustrated in the district Case Studies. Data also revealed many commonalities among these districts and schools, which can be succinctly summarized:

- ❖ Use of *READ 180* in these districts seems to progress in three phases:
 - Initiating implementation
 - Developing implementation
 - Sustaining implementation

- ❖ On-model implementation requires inputs from both the district and the school to support the main task of each phase:
 - Phase 1: The district maintains a visible role and strong presence to build buy in as the program is selected, introduced to schools, and scaled up for wide use.
 - Phase 2: District and school leaders work together to ensure a clear understanding of the components for on-model implementation and establish fidelity of implementation.
 - Phase 3: On-model implementation is sustained by institutionalizing systems for monitoring implementation at the district and school levels.

Although the study was conducted in only five districts, selection of a broad range of individuals to interview at the district and school levels resulted in abundant and varied comments and perspectives. Analysis of the interview data, along with responses to the Teacher Survey, revealed variation and commonalities within and across the districts and yielded specific “Lessons Learned” about implementation of *READ 180*. From these have also emerged specific “Recommendations” for administrators and teachers to consider as they work to meet the needs of struggling middle school readers.

Phase 1: Initiating implementation

The data suggested that the roots of on-model implementation develop before the program is even introduced into schools, during what we have termed the *initiating implementation* phase. Successful implementation starts when a district selects *READ 180* for use or as decisions are made to expand its use more broadly within the district. Two clear messages emerged about this phase.

Lesson Learned: Successful adoption efforts build upon a foundation of support that has established a common understanding and a strong sense of purpose.

In most cases, the introduction of *READ 180* into the middle schools seemed to go more smoothly when some administrators and teachers were already familiar with it and could attest to its success with students. If the program has not been used in a district previously, extra attention must be paid to ensuring that administrators, coaches, and teachers understand the *READ 180* model and the adjustments that schools may need to make for “on model” implementation. These understandings develop more quickly and have more lasting power when district leaders emphasize the importance of helping struggling readers and reinforce the role of *READ 180* in meeting these goals.

Lesson Learned: Clear directions and expectations from district leaders enhance and build buy-in for READ 180.

Clear directions and expectations serve many purposes, not the least of which is to communicate what schools need to do to achieve on-model implementation. They also demonstrate that district staff are familiar with the program, value its use, and recognize that improvements in student achievement are most likely to occur when the program is used according to its instructional design.⁸ The data from the districts in this study suggest that guidance and clarity about the district’s expectations for *READ 180* supported on-model implementation and positively affected overall commitment to the program at the school level.

Phase 2: Developing implementation

Schools in the study had had at least two years of experience with *READ 180*, Enterprise Edition, and some had used previous versions of the program. During the 2008–2009 school year, they were all in what we have called the *developing implementation* phase, that is, materials and resources were in place and the program should have become part of each school’s approach to meeting students’ reading needs. This important phase can build understanding of the program and capacity for it to make differences for students. As one set of researchers wrote, “How a

⁸ Adherence to instructional design was found to be an important factor in successful implementation of interventions in middle schools in the four urban districts studied as part of the work of the Regional Educational Laboratory for Northeast and Islands; see Zorfass, J., & Urbano, C. (2008). *A description of foundation skill interventions for struggling middle-grade readers in four urban Northeast and Island Region school districts* (Issues & Answers, REL 2008 – No. 042). Washington, DC: U.S. Department of Education, Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands.

given reform is implemented determines its probability of success or failure, as well as its overall costs.”⁹

The study yielded nine key lessons related to this phase of implementation.

Lesson Learned: Participation in initial training and ongoing professional development enhances the ability of teachers to make READ 180 effective.

In order to effectively implement *READ 180*, teachers need a firm understanding of its instructional model, resources, procedures, and approaches to helping struggling readers. Scholastic offers a full portfolio of professional development and ongoing in-classroom support options for *READ 180* teachers. However, data showed that the rate of participation in initial trainings and professional development courses and workshops varied widely across districts, depending on the emphasis that districts placed on teacher participation. In addition, teachers’ comments about the need for more ongoing training suggested that districts tended to place more emphasis on early professional development and less on providing in-classroom support and coaching using Scholastic’s services or their own staff. For training to have an impact on teacher practice, districts need to ensure an ongoing professional development loop that integrates initial training with teachers’ experiences actually implementing the program in the classroom.

Lesson Learned: Guidelines for placing students in READ 180 should reflect deep understanding of the program’s strengths and of the students whom it can best serve.

READ 180—or any intervention for struggling students—is most effective when there is a match between what the program is intended to address instructionally and what the students need. Although Scholastic suggests using multiple measures that can produce at least three data points for placement decisions, interviews with school leaders, coaches, and teachers indicate that in practice, districts and individual schools vary in their placement criteria and procedures. The data suggest that districts need to establish clear initial guidelines for placing students in *READ 180*—and monitor to ensure that the guidelines are followed. Failing to accurately make the match between the literacy needs of students and the *READ 180* instructional strategies and materials can minimize the effectiveness of the program and can lead to difficulties such as classroom management issues and lack of student engagement.

Lesson Learned: Districts promote on-model implementation by setting clear criteria for student exit from the program.

Procedures for determining when students can exit out of *READ 180* are as important as placement criteria because students must have adequate skills to cope in content area classes, maintain their new level of performance, and transition to high school. As with student placement, there appeared to be little consensus across districts—and even across schools within some districts—about agreed-upon criteria for exiting students from *READ 180*.

⁹ Levin, H. M. K., Catlin, D., & Elson, A. (2007). Costs of implementing adolescent literacy programs. In D. D. Deshler, A. S. Palinscar, G. Biancarosa, & N. Nair (Eds.), *Informed choices for struggling readers* (pp. 61–91). Newark, DE: International Reading Association.

Lesson Learned: Districts need to develop and communicate clear guidelines and expectations for on-model classroom implementation and clear expectations that schools are expected to achieve.

Clear policies and guidelines show that district leaders understand *READ 180* and recognize its potential as part of a district effort to address the needs of struggling readers. Such policies and guidelines can create a sense of mutual accountability – what the district needs to do to support program use and what schools need to do to implement it for maximum effectiveness. Among the districts in this study sample, software data showed that students in those districts that held schools accountable for on-model implementation spent more time receiving critical individualized instruction on the *READ 180* software and had higher Lexile gains, on average, over the course of the school year.

Lesson Learned: Districts and schools demonstrate the importance of READ 180 by setting clear policies and procedures and allocating adequate resources for using data to monitor student progress and inform instruction.

Monitoring students’ progress is a critical component of on-model implementation, and *READ 180* not only provides program resources for this purpose but also includes guidance on interpreting them in teachers’ professional development. However, the data indicate that most of the districts lacked clear guidelines for how to collect, use, and report *READ 180* progress data; use of data to monitor student progress and inform instruction was widely inconsistent in these districts. A significant factor in district monitoring is having at least one individual who is knowledgeable about the array of assessments available and how they can be used. Districts with an active, committed district-level staff person, or “intermediary,” are better able to collect and make sense of *READ 180* student data and to help teachers use the data to improve instruction and implementation.

Lesson Learned: Monitoring of student progress increases the likelihood that the needs of students will be met.

Reading programs are designed to deliver the specified amount of instruction considered optimal to increase student achievement. Monitoring student progress involves checking that students are in fact participating in the program and also that their reading is improving. If students are participating fully in the program and their skills are not improving, it is possible that the level of their instruction should be adjusted.

Lesson Learned: Districts demonstrate the importance of READ 180 by setting clear policies and procedures and allocating adequate resources for monitoring teachers’ implementation of the intervention.

Data gathered by monitoring teachers’ implementation of *READ 180* can, with appropriate feedback and support, help teachers become more capable. Establishing procedures from the district outward to schools to monitor implementation can help ensure fidelity of implementation, identify problems so that they may be addressed quickly, support the use of data to drive instructional decisions, and inform decisions about providing necessary technical assistance to teachers.

Lesson Learned: Providing opportunities for collaboration and communication increases school-based staff's understanding of READ 180.

In addition to formal professional development opportunities, the five study districts offered a variety of other forms of support to encourage teacher collaboration, including common teacher meetings, coaching and technical assistance, and support with technology. Teachers' reports indicated that these more open-ended opportunities to network with other *READ 180* teachers, share experiences, and discuss common concerns can support teacher professional growth. Such opportunities would also be beneficial at the school administrator level; several principals expressed the wish that they had a venue to discuss their experiences with *READ 180* and exchange ideas with colleagues.

Lesson Learned: In-classroom support, coaching, and job-embedded professional development promote on-model implementation.

District-level, school-based, and Scholastic coaches can provide *READ 180* teachers with job-embedded and often need-specific professional development. Although the intensity and frequency of coaching varied across districts, teachers who reported experiencing such job-embedded professional development seem more satisfied with the overall level of implementation support they receive than those who did not. Successful coaches assisted teachers in a variety of ways, including encouraging and reinforcing on-model practices, offering impromptu technical support, helping with classroom management, reporting on *READ 180* news and successes from other schools, and discussing testing, data analysis, and lesson planning—all important practices that contribute to teachers' sustained on-model implementation.

Lesson Learned: Setting criteria for determining program success is an important component of on-model implementation.

District and school leaders adopt interventions like *READ 180* because they want to improve the skills of students who have struggled with reading. Scores on standardized tests serve as the criterion for determining the success of a program—if scores rise, the program has met its goal. The criteria for success should actually be broader, and district and school leaders need to determine and articulate what these factors should be. Measurable signs of success include improvement in students' grades in content area course work, participation during class, or independent use of the library. Students who have previously struggled with reading may be more engaged in school overall and may even experience fewer disciplinary problems.

Phase 3: Sustaining implementation

The final phase, which we have termed *sustaining implementation*, is the period during which *READ 180* continues to be implemented and teachers continue to grow in their skills.

Lesson Learned: On-model implementation is enhanced when one or more individuals play an intermediary role among district level staff, school-based teachers, coaches, administrators, and Scholastic.

The major finding for this period is that achieving sustained on-model implementation is most likely if one or more individuals emerge who take responsibility for oversight of program use. We call these individuals the “intermediaries” because they serve as conduits of information, expectations, guidelines, and general “know how” back and forth from central offices to principals’ offices to classrooms—and at times to the districts’ Scholastic representatives. Knowledgeable about the program and about what it takes to implement the program well, effective intermediaries provide professional development and ongoing support; communicate information about district policies and guidelines for *READ 180* implementation to school-based staff, communicate school and teacher needs upward to district offices and to Scholastic consultants; provide precise feedback to teachers about their instructional practices; and thereby minimize variation and ensure consistency of implementation within and across district schools. In short, these individuals contribute to accountability, serve as supports and advocates for *READ 180* as a program, and help build local capacity to address the needs of struggling readers.

Lesson Learned: Districts need to continue to stress clear guidelines and expectations for READ 180 implementation.

Just as clear guidelines and expectations during earlier phases contribute to shared accountability for program success, they continue to play an important role in emphasizing the importance of *READ 180* in long-term district plans to meet the needs of struggling readers. Attention to these needs at the middle school usually denotes a broader awareness of issues such as the difficulty some students have transitioning to high school, the challenges faced by struggling readers in content area classes, and the relationship between low literacy skills and dropping out of high school.¹⁰

Lesson Learned: The importance of monitoring student progress and teacher implementation and collaboration does not diminish over time.

Districts that want to ensure the best returns on their investment in *READ 180* or any intervention can work toward this goal by consistently monitoring student progress and program implementation. New students enter *READ 180* classrooms every year, and their progress must be monitored so that the program can serve them well. Teachers, whether new to the program or veterans, benefit from monitoring as well. Teacher monitoring takes many forms, including checking data from the Scholastic Achievement Manager (SAM) for use of the computer rotation and for students’ steady progress, and coaching and mentoring visits. Rather than be punitive, monitoring can identify when teachers need replacement supplies, have a particularly challenging student, or seem to need some additional support.

¹⁰ Kamil, M. (2003). *Adolescents and literacy: Reading for the 21st century*. Washington, DC: Alliance for Excellent Education.

Recommendations: Districts and Schools Working Together for On-Model Implementation

Data collected for this study reveal that factors at the district and school levels must be present and work together to create conditions that support and sustain on-model program implementation of *READ 180*. At the district level, a visible role and strong presence is important to success as the program is introduced, scaled up for wide use, and sustained. At the school level, buy-in for the program, understanding of the components of the model, and ongoing support for school-based staff are critical factors in initiating and sustaining on-model implementation. Ongoing monitoring of program implementation is crucial at both the district and school levels.

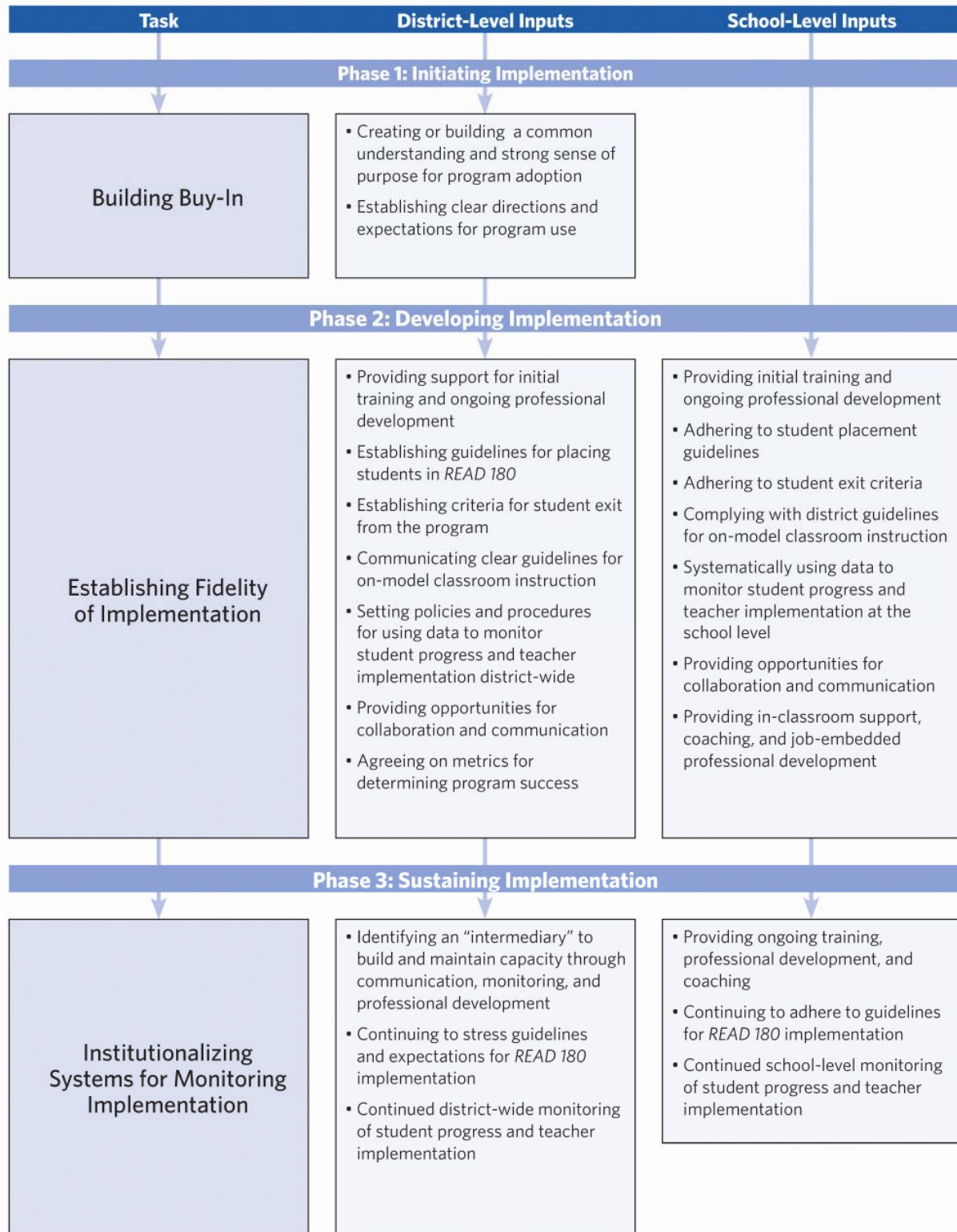
Although this study focused on only five of the many districts nationwide that use *READ 180* for middle school struggling readers, data collection efforts were broad enough to reveal certain very clear lessons about how to achieve on-model implementation.

This report details the ways that these five urban school districts, like districts across the nation's public school system, are striving to address the needs of adolescent struggling readers through intensive intervention. Although all the participating districts used *READ 180* in middle schools, their approaches to implementing the program are very different, with varying levels of buy-in, effectiveness, and sustainability. By analyzing the differences in the districts' approaches, this study enriches understanding of the optimal conditions for introducing, implementing, and sustaining effectiveness of *READ 180* or any adolescent literacy intervention. Findings from the study contribute to the growing literature¹¹ on the needs of adolescent struggling readers and the ways to address those needs, providing detailed, descriptive information to aid in the continual effort to improve adolescent literacy achievement.

Exhibit ES-2 graphically displays the three phases of implementation and the district and school factors to ensure on-model *READ 180* implementation at each phase. Actual recommendations are discussed fully in Chapter 3.

¹¹ See, for example: Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York: Carnegie Corporation of New York; Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE # 2008-4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance; Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Exhibit ES-2: Contributors to On-Model Implementation of *READ 180*



Organization of This Report

This report elaborates on these lessons and illustrates them with quotations from the many central office and school personnel who shared their observations with the AIR and BPA researchers. They all showed a commitment to meeting the needs of their struggling readers and were gracious in sharing their experiences.

The first chapter provides a brief discussion of the sample and research methodology; more detail on the methodology is provided in the Appendices. The researchers who conducted the study—and its sponsors, Scholastic, Inc., and the Council of the Great City Schools—recognize that the five districts may not be truly representative of the nation as a whole. But the information shared by the interviewees and the respondents to the Teacher Survey spans a wide range of experiences. We therefore expected that our analyses would yield lessons and recommendations that may be useful to others committed to addressing the needs of adolescent struggling readers. This Executive Summary presents some of them. Chapter 2 continues with more details about these lessons, essentially relating the “stories” we heard from our interviewees and from data provided by respondents to the Teacher Survey. It discusses the variations and similarities across and within districts revealed in our analysis of interview and survey data. Chapter 3 steps back somewhat from the district-by-district comparisons and the lessons learned to present recommendations about implementing intensive reading interventions for middle school students who struggle with reading.

Appendices supplement the report by providing detailed case studies and demographics for each district, along with the data collection tools and information on the technical and analytic procedures used.

Chapter 1.

A Descriptive Study of *READ 180*, Enterprise Edition, in Five Urban Middle Schools

Educators around the country recognize the importance of addressing students' reading difficulties as early as possible, and especially before students make the often-difficult transition to middle school to high school. This transition can be even more difficult for students who struggle with reading because successful students in middle school and high school must be able to bring strong reading and thinking skills to their content area course work. Districts and schools seeking ways to address the needs of middle school struggling students often select and implement one or more intervention programs that provide intensive instruction on reading skills and strategies. Although such help may be included as part of out-of-school programs,¹² the more common delivery model is instruction provided during the regular school day, either to replace or to supplement regular English language arts classes.

Although researchers have identified and described “best practices” for adolescent literacy,¹³ less is known about the factors that support or hinder the effective implementation of reading interventions at the district and school levels. During the 2008–2009 school year, the American Institutes for Research (AIR) and Berkeley Policy Associates (BPA) studied the implementation of Scholastic's *READ 180*, Enterprise Edition, in middle schools in five urban districts that are members of the Council of the Great City Schools (CGCS). The CGCS represents 66 of the largest urban districts in the country,¹⁴ and the study addresses the Council's mission of promoting the cause of urban schools and advocating for their students through many means, including research. District administrators, school leaders, and middle school *READ 180* teachers provided their multiple perspectives for this descriptive study, which was funded by Scholastic.

While recognizing that program impact, as measured by test scores, is a critical indicator of success for any intervention for struggling students, the study team sought to uncover the conditions and practices surrounding implementation. In other words, the purpose of the study was to identify what are sometimes called the “drivers”¹⁵ of quality implementation at the

¹² See Moje, E. B., & Tysvaer, N. (2010). *Adolescent literacy development in out-of-school time: A practitioner's guide*. New York: Carnegie Corporation of New York.

¹³ Biancarosa, G., & Snow, C. E. (2004). *Reading Next – A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York: Carnegie Corporation of New York; Deshler, D. D., Palinscar, A. S., Biancarosa, G., & Nair N. (Eds.). (2007). *Informed choices for struggling readers*. Newark, DE: International Reading Association.

¹⁴ School districts are eligible for membership in the Council of the Great City Schools if they are located in cities with populations over 250,000, have student populations in excess of 35,000, or are located in the largest city of any state, regardless of size.

¹⁵ Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (FMHI Publication #231). Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.

classroom, the school, and the district levels. Such information would provide a deeper understanding of the ideal conditions for implementing *READ 180*—and, by extension, other interventions for adolescent struggling readers.

The ultimate goal of the study is to help educators and policymakers better understand the conditions that contribute to the effective implementation of focused, intensive interventions for struggling readers, especially in large urban districts where managing interventions for a large number of struggling readers can be particularly challenging. We define programs that are focused and intensive as those that are designed to be used on a regular basis and for an extended period of time and that address a diverse range of students’ literacy needs.

The study is grounded in the belief that providing sustained, intensive reading intervention to students before they make the transition to high school can significantly improve their chances for academic success and lead them toward eventual graduation and preparation for the workplace and postsecondary education. Although the study focused on *READ 180* and is descriptive in design, the story it tells about district and school contextual factors adds to the existing body of experimental and quasi-experimental research about intensive interventions for struggling readers. Further, these descriptive findings augment the quasi-experimental and correlational studies that have found *READ 180* to be effective at raising the achievement of adolescent struggling readers.¹⁶

Research shows that *READ 180* is most effective at increasing students’ reading achievement when teachers follow the instructional model underlying the program.¹⁷ But studies that depend primarily on test scores as their outcomes often leave out contextual factors that support or hinder teachers’ ability to implement a program according to its specific design. This study discusses such contextual factors and recommends approaches for enhancing teachers’ abilities to provide on-model instruction. As detailed in Chapter 2, on-model implementation includes

- offering professional development to teachers to learn the program and to support them as they grow in their understanding of its use;
- providing a 90-minute instructional block during which students experience a series of “rotations” that vary their learning opportunities;
- using program materials, including those designed to monitor students’ progress; and
- monitoring student progress and program implementation.

¹⁶ Admon, N. (2004). *A study of READ 180 in partnership with the Guajome Park Academy School for Integrated Academics and Technologies and Job Corps*. New York: Scholastic Inc.; Admon, N. (2005). *READ 180 Stage B: St. Paul School District, Minnesota*. New York: Scholastic Inc.; Goin, L., Hasselbring, T., & McAfee, I. (2004). *Executive summary, DoDEA/ Scholastic READ 180 Project: An evaluation of the READ 180 program for struggling readers*. New York: Scholastic Inc.; Haslam, M. B., White, R. N., & Klinge, A. (2006). *Improving student literacy: READ 180 in the Austin Independent School District 2004–2005*. Washington, DC: Policy Study Associates, Inc.; Interactive, Inc. (2002). *Final report: Study of READ 180 in the Council of Great City Schools*. New York: Author.

¹⁷ Newman, D., Leuer, M., & Jaciw, A. (2006). *Effectiveness of Scholastic’s READ 180 as a remedial reading program for ninth graders: Report of an implementation in Anaheim, CA*. Palo Alto, CA: Empírica Educación, Inc.

Study Design and Methodology

The study was designed to gather, analyze, and present various perspectives about the implementation of *READ 180*, Enterprise Edition,¹⁸ in middle schools in the five participating school districts. The primary data collection tools were interview protocols for use with central office and school-based staff in each district and an online Teacher Survey for all middle school *READ 180* teachers in the participating districts. The data collection tools were designed to capture rich data from a variety of perspectives as efficiently as possible. Data from the Scholastic Achievement Manager (SAM), Scholastic's data management system that accompanies *READ 180*, also informed the analysis.¹⁹

Two research questions guided the development of data collection instruments and the analysis of the data:

- What are the characteristics of districts and schools that have successfully implemented *READ 180*, especially compared with those of districts in which implementation has been less successful?
- In what ways do specific district-, school-, and classroom-level implementation supports for *READ 180* affect buy-in and implementation at each level of the system?

In planning the study, we parsed these questions into subquestions to guide the development of data-gathering tools and ultimately the data analysis. Exhibit D-1 in Appendix D presents the primary research questions and the subquestions, as well as the data sources from which we gathered information to address them.

With any comprehensive program, successful implementation begins before the intervention is introduced into a district's schools. Activities such as identifying the most appropriate program, securing buy-in for its use, and planning teacher professional development are all necessary steps toward ensuring a positive start for a program. Once a program is in place, infrastructure variables such as monitoring instruction and student progress and providing ongoing teacher support are critical for effectiveness. As a result, we conceptualized the variables of interest to the study as falling within three main time periods: (1) initiating implementation of *READ 180*; (2) developing implementation, that is, the time the program has been in place—and specifically the 2008–2009 school year during which the study was conducted; and (3) sustaining implementation, that is, the period after the program is established during which specific actions and factors within districts and schools must be present if the program is to continue to be used successfully. This division provides an organizing structure of our discussion of cross-district variation and is joined by a final section that looks beyond implementation to the factors that need to be in place to sustain on-model use of *READ 180* and a districtwide focus on meeting the needs of middle school struggling readers. Exhibit 1-1 is an overview of the variables of interest

¹⁸ *READ 180* Enterprise Edition, released in 2006, is the most updated version of *READ 180*. Throughout this report, the term “*READ 180*” refers to the Enterprise Edition version, which was used in all participating districts.

¹⁹ Scholastic collected SAM data in aggregate for the study team's analysis. Unfortunately, individual schools could not be identified within the districts to allow separation of data from focal schools and nonfocal schools. We were able to determine that SAM data sets for several districts were incomplete and did not represent all middle schools offering *READ 180*. Variation in the collection of SAM data is discussed in Chapter 2.

by these time periods and by the level of perspective (district, school, and teacher), along with the variables that refer to building capacity and securing resources to sustain both *READ 180* and attention on middle school literacy.

Exhibit 1-1: Variables of Interest by Time Period and by Level of Perspective

	Participating Districts	Participating Schools	<i>READ 180</i> Teachers
INITIATING IMPLEMENTATION	<ul style="list-style-type: none"> • <i>READ 180</i> adoption process • Districtwide reading-related professional development • Monitoring of students' reading achievement and efforts to provide intervention for struggling readers 	<ul style="list-style-type: none"> • Selection and adoption of <i>READ 180</i> • Criteria for selecting teachers for <i>READ 180</i> • Criteria for assigning students to <i>READ 180</i> • Schoolwide reading-related professional development 	<ul style="list-style-type: none"> • Decision to become <i>READ 180</i> teacher • Prior reading training • Prior experience with struggling readers • Initial <i>READ 180</i> training
DEVELOPING IMPLEMENTATION	<ul style="list-style-type: none"> • Buy-in for <i>READ 180</i> • District-initiated ongoing support for <i>READ 180</i> teachers • Ongoing evaluation of <i>READ 180</i> • Monitoring of students' reading growth • Presence of district-level director/coordinator for <i>READ 180</i> • District administrators' perceptions of the impact of <i>READ 180</i> • Coherence with districtwide reading-related professional development • Shifts in district leadership 	<ul style="list-style-type: none"> • Buy-in for <i>READ 180</i> • Schoolwide support for struggling readers • School-level ongoing monitoring of <i>READ 180</i> • School-level monitoring of students' reading growth • Schoolwide reading-related professional development • Presence of reading coaches in school • Decisions about class size • Administrators' perceptions of impact 	<ul style="list-style-type: none"> • Buy-in for <i>READ 180</i> • Teacher-perceived supports from district and schools • Teacher use of assessment data to monitor students' reading growth • Ongoing training and coaching from Scholastic and/or within school • Additional training in reading (if any) • Opinions about and satisfaction with <i>READ 180</i> • Perceptions about <i>READ 180</i> impact and effectiveness • Collaboration among <i>READ 180</i> and other teachers
SUSTAINING IMPLEMENTATION	<ul style="list-style-type: none"> • District administrators' perceptions of effectiveness of <i>READ 180</i> • Influence of <i>READ 180</i> on district administrators' attitudes toward struggling readers • District administrators' satisfaction with <i>READ 180</i> 	<ul style="list-style-type: none"> • School administrators' perceptions of effectiveness of <i>READ 180</i> • Influence of <i>READ 180</i> on school administrators' attitudes toward struggling readers • School administrators' satisfaction with <i>READ 180</i> 	<ul style="list-style-type: none"> • Teachers' perceptions of effectiveness of <i>READ 180</i> • Influence of <i>READ 180</i> on teachers' attitudes toward struggling readers • Teachers' satisfaction with <i>READ 180</i>

The Study Sample

Gaining information from multiple perspectives increases the accuracy and relevance of qualitative research; therefore, the samples of districts and of interviewees within each district were carefully selected. The primary goals for district sample selection were geographic distribution and diversity of student populations. Minimum criteria for districts follow:

- Membership in the Council of the Great City Schools
- At least four middle schools that have used *READ 180*, Enterprise Edition, for more than one school year
- Quality of *READ 180* implementation, as reported by the districts' Scholastic representatives
- Documentation through Scholastic Achievement Manager (SAM) records of schools' adherence to guidelines for on-model implementation
- Receptivity of the district to research efforts (as determined by the CGCS)
- Diversity in terms of location and student population (as documented in publicly available data; see Appendix B for summary data on each district)
- A large number of teachers using the program, relative to the district as a whole

The CGCS and Scholastic recommended 17 districts that met these criteria, and the study team selected the sample from among those districts by compiling and analyzing publicly available demographic and contextual data about the districts and information provided by Scholastic and the CGCS. For each selected district, representatives from Scholastic assisted the study team in identifying for concentrated attention four focal schools that were considered representative of the middle schools in each district. Initial contacts in each district during the recruitment phase either confirmed the appropriateness of the recommended schools or suggested alternates.

The careful selection of the five districts, the districts' four focal schools, and the participant samples ensured that the data would reflect multiple perspectives on *READ 180*. As described in Chapter 2 and in the case studies (Appendix A), the sample is diverse in many ways, including the districts' history of using *READ 180* and the students whom the districts serve. In four districts, data collection focused on *READ 180* as used with general education students. The remaining district had made the programmatic decision to offer separate sections of *READ 180*, some for general education students and others for students with individual education plans (IEPs). In this district, we interviewed individuals familiar with using the program with students eligible for special education services, although all middle school *READ 180* teachers were invited to respond to the teacher survey.

By design, the district sample reflects the diversity of districts that are members of the CGCS. The five districts represent three different levels of urbanicity: large city, mid-size city, and large suburb. Total student enrollment by district in 2008–2009 ranged from 40,658 students (District 5) to 175,245 students (District 4). The districts also differed in terms of student poverty status, ranging from a low of 47 percent of students eligible for free or reduced-price lunch (District 4) to a high of 76 percent (District 3). In addition, the districts differed in the number of English language learners (ELLs) among their student populations, from 2 percent in District 2 to 40 percent in District 5. The number of students with IEPs or with identified disabilities among the student populations also varied across districts, from 11 percent (District 2) to 17 percent (District 5). Exhibit 1-2 provides the numbers of focal and nonfocal schools in each district, along with an overview of the districts. Appendix B presents more complete demographic information about the districts and the schools.

Exhibit 1-2: Summary of Information About Focal and Nonfocal Schools and the Districts

<i>READ 180</i> Middle Schools	District 1	District 2	District 3	District 4	District 5
Focal schools	4	4	4	4	4
Nonfocal schools	3	14	18	9	7
Total number of schools providing data	7	18	22	13	11
Total number of middle schools in district	26	21	15	33	12
Geographic region	Southwest	Southwest	South	Southeast	Northern Tier
Urbanicity/city size	Large	Large	Mid-sized	Large	Mid-sized
Primary demographic group (s)	Hispanic (56%)	Hispanic (57%)	African American (80%)	White (35%) African American 30% Hispanic (31%)	African American (30%) Asian-Pacific Islander (30%)
Limited English proficient/English language learners	15%	17%	2%	19%	40%
Students with IEPs	13%	11%	12%	15%	17%
Free or reduced-price lunch eligibility	51%	61%	76%	42%	69%

Study Participants in the Districts

To gain multiple perspectives on *READ 180* implementation in these districts, the study team interviewed at least two knowledgeable individuals at each district office and in focal schools. *READ 180* teachers in the nonfocal schools were invited to complete the survey but were not interviewed.²⁰ The actual job title of the district leaders varied and included directors of professional development, literacy resource teachers, directors of curriculum or language arts, chief academic officers, directors of Title I services, and district superintendents. These individuals differed in their familiarity with *READ 180*, but all provided valuable insight into districtwide efforts to improve reading instruction and student achievement. All knew that *READ 180* was part of the overall efforts to meet the needs of middle school struggling readers. Further, their responses provided information about the actual district-level attention afforded to *READ 180* implementation.

With the assistance of central office staff, the study team identified potential interviewees at the four focal schools in each district; these individuals were administrators, coaches, coordinators, and teachers. Teachers who participated in the interviews all taught at least one section of *READ*

²⁰ The study team fully recognizes that the sample represents only a small subset of middle schools nationwide using *READ 180* as their reading intervention and that as such, broad generalizations from the data are not possible.

180.²¹ Teachers in nonfocal middle schools all received invitations to respond to the online Teacher Survey.²² Principals were the most common school leaders to be interviewed, but school-level staff identified as coordinators or coaches were in many ways the most diverse of all interviewees because of the range of services they provided and activities they undertook in their schools. Individuals in this group were coaches who worked directly with teachers and coordinators who managed reading and language arts instruction at a more programmatic level. All were very familiar with *READ 180*, although the level of their direct experience differed because some had never actually taught the program. The study team also interviewed the representatives from Scholastic who were most familiar with *READ 180* in the five study districts (e.g., Account Executives and Implementation Consultants). Exhibit 1-3 summarizes the total sample of interviewees and respondents to the Teacher Survey.

Exhibit 1-3: The Teacher Survey Sample

Data Sources/Data-Gathering Method	District 1	District 2	District 3	District 4	District 5
District leaders, including coaches and coordinators/Interviews	3	2	4	2	2
Focal school leaders, including principals and coaches/Interviews	4	4	5	3	4
Focal school teachers who were interviewed and returned survey	5	9	13	12	16
Nonfocal school teachers who returned survey	6	33	22	38	27 ²³
TOTALS	18	48	44	55	48

Data Collection

Data for the study came from three data collection methods: interviews conducted with semi-structured protocols; a survey for all middle school *READ 180* teachers in each district; and records of student computer use collected through the Scholastic Achievement Manager (SAM).

Semi-structured protocols, such as those used in this study, allow researcher to target specific constructs systematically and also give interviewees opportunities to volunteer information based on their personal experiences, perceptions, and interests. The protocols for this study targeted a core set of constructs, with each set of protocols tailored for a distinct category of interviewees: district or school administrators, *READ 180* teachers, or district Scholastic representatives. Thus

²¹ To the extent possible, we interviewed all *READ 180* teachers in each school, but local scheduling conflicts in some cases prevented us from doing so.

²² All teachers—interviewees as well as teachers who completed the survey—received books from Scholastic as a token of appreciation for their participation.

²³ The survey was sent to all middle school *READ 180* teachers in the district (n = 35): focal school teachers who were interviewed (n = 16); focal school teachers who were not interviewed (n = 8); and nonfocal school teachers who were not interviewed (n = 27). Only special education *READ 180* teachers were interviewed in District 5.

all interviewees responded to questions about the same constructs. Staff at Scholastic and the CGCS reviewed the draft interview protocols and the survey to ensure the relevance of all areas about which questions were asked. The interview protocol design allowed interviewers to record respondents' comments electronically for insertion into a database and subsequent analysis.

Interviews were also tape recorded, with the consent of the interviewees, to ensure the accuracy of the write-ups produced from each interview. Appendix C includes the interview protocols. Exhibit D-1 in Appendix D, the research questions and subquestions, shows the ways these various categories of informants have contributed to our understanding of *READ 180* adoption and implementation, along with their perceptions of their districts' ability to sustain program use.

Teams of two researchers, who had been trained to understand the protocols and to use appropriate probes, conducted all site visits.²⁴ Team members interviewed staff at the district office and school leaders, coaches and coordinators, and *READ 180* teachers at the four focal schools. Prior to each interview, the researcher team informed district and school representatives about the study, explained the procedures to ensure confidentiality, and secured signed informed consent. In some districts, additional telephone interviews were also conducted to follow up on the in-person interviews, to interview individuals who were unavailable during the site visits, and to interview Scholastic representatives. Each telephone interview was conducted by two-member teams and tape recorded.

All middle school *READ 180* teachers in each district received an electronic invitation to participate in the Teacher Survey, which they completed online after providing informed consent. The Teacher Survey is presented in Appendix C, and information about teachers who returned surveys is in Appendix D. All teacher interviewees and survey respondents received a choice of several Scholastic books as an indication of gratitude.

SAM data for the middle schools in the five study districts provided an additional data set. These data quantify information about students' use of the *READ 180* software, including progress through the lessons and the amount of time that students spent engaged with the computer component of the program.

Data Analysis

To ensure that districts and schools cannot be identified and to maintain the confidentiality of study participants, unique ID numbers were generated for all interview and survey data. These ID numbers include a coding system to indicate the district, school, and professional role (district leader, coach, etc.) of the interviewees. Each district sent its software data to Scholastic to be cleaned and stripped of identifying information prior to submission to the research team.

²⁴ Prior to the start of data collection, AIR complied with all district requirements to secure Institutional Review Board (IRB) approval for conducting research within the district and schools. If requested, we provided district-level staff with the protocols and analysis plan for their review. Principals and teachers received a complete description of the study and its goals, and all interviewees signed informed consent documentation that indicated that their anonymity would be protected. The identification of districts has been kept confidential throughout the study.

Data were entered into a database and analyzed using NVivo qualitative analysis software.²⁵ The study team analyzed the data using approaches that meet the highest standards for research.²⁶ As is the case with most qualitative studies, the data were voluminous. Thus, the first step was data reduction, followed by the collaborative work of analyzing the rich data base, coding the data, and conducting the extensive data discussions from which the study findings emerged. Appendix D provides the codes used for analyzing the data with NVivo and additional details on the analytic methods leading to the findings presented in this report.

Teacher Survey data were analyzed using statistical software to produce descriptive statistics (frequencies, means, t-tests, etc.) representing respondents' answers to the force-choice questions. The study team compared survey responses across the individual responses and districts. The survey data also provided additional information about teachers' background and experience; their participation in *READ 180* professional development; and their perceptions of program effectiveness, as well as their attitudes toward the support they received for and during program implementation.

Scholastic provided SAM data for schools in the five districts in graphic form. The primary purpose for using the SAM data collected for the study has been descriptive and confirmatory, that is, for identifying and then describing similarities and differences across and within districts regarding *READ 180* implementation. SAM allows schools to track their students' independent use of the computer "rotation" by tallying variables such as the total segments of work and sessions that students complete and the amount of time that students spend on the computer in general and in specific work "zones" within the program. As shown in the next chapter, considerable variation exists in students' actual use of the computer and also in the extent to which schools take full advantage of the monitoring capabilities built into the *READ 180* software. The variability across schools and districts means that the SAM data provided for analysis are themselves incomplete for some sites. We have, therefore, used it primarily for descriptive purposes.

²⁵ The study team used NVivo because of its flexibility for analytic purposes. NVivo qualitative data analysis software; QSR International Pty Ltd. Version 8, 2008.

²⁶ Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. New York: New York University Press.

Chapter 2.

Implementation of *READ 180*: Cross-Site Synthesis of Five Urban School Districts

This chapter discusses variations in *READ 180* implementation in middle schools in the five urban districts participating in this study. It reflects the perspectives of the 104 individuals who were interviewed and the 157 teachers who returned the Teacher Survey.

A recent “best-evidence study”²⁷ and a What Works Clearinghouse (WWC) meta-analysis²⁸ both concluded that *READ 180* can be effective at improving students’ reading skills and raising scores on standardized tests of reading achievement. Other research elaborates on the potential for effectiveness by stressing that programs like *READ 180* have the greatest chance of success when schools and teachers adhere to on-model implementation.²⁹ Multiple factors—many of which are within the control of the districts and schools that offer *READ 180*—contribute to on-model implementation. After a brief explanation of the components of on-model implementation of *READ 180*, this chapter tells the district and school stories that emerged from the Teacher Survey, interviews, and the Student Achievement Manager (SAM) data.

On-model implementation—sometimes referred to as fidelity to a program’s design—is often studied in a fairly limited way, that is, in classrooms for brief periods of time with observations of teachers and students engaging with a specific program. Unfortunately, such observations offer only a snapshot of what teachers actually do on a particular day in the school year. As such, they often fail to account for the complexity of conditions and interactions that contribute to or minimize program effectiveness. Instead of limiting our investigation to teachers’ instructional practice, we broadened our view to include the comprehensive system of supports necessary for on-model implementation. The research questions discussed in Chapter 1 demonstrate our focus on both breadth—looking across districts—and depth—looking at different aspects of implementation within and across the districts.

***READ 180* Instructional Model**

The *READ 180* instructional model requires a 90-minute daily block of time, in which the students receive whole-group, small-group, and individualized instruction. As shown in Exhibit 2-1, each day’s session begins and ends with whole-group, teacher-directed instruction. In between, students break into three small groups that rotate every 20 minutes. While one group works through individualized lessons on the instructional software, another group engages in small-group differentiated instruction with the teacher, and the third group practices independent reading. So that teachers can effectively manage these different group rotations, Scholastic

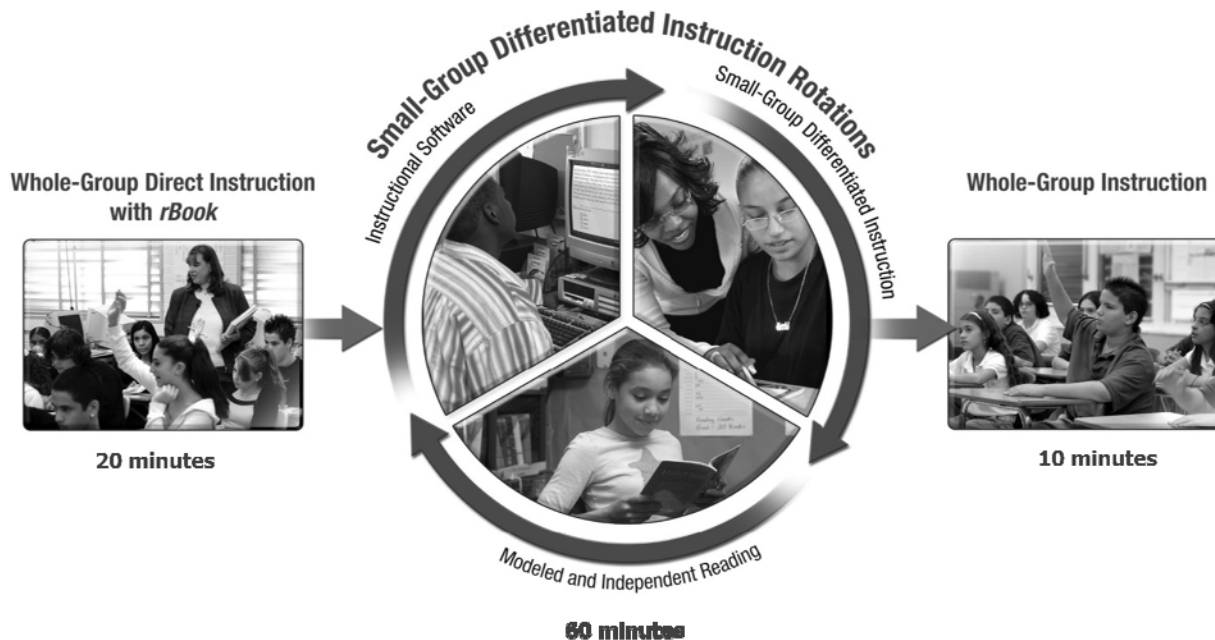
²⁷ Slavin, R. F., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs: A best-evidence synthesis. *Reading Research Quarterly*, 43, 290–322.

²⁸ The What Works Clearinghouse review stated that “the extent of evidence for *READ 180* [is] medium to large for comprehension and general literacy achievement” (WWC, 2009, p. 1). (WWC Intervention Report: Adolescent Literacy, http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/read180/index.asp, downloaded October 2009.

²⁹ See Fixsen et al. (2005) for an extensive review of research on implementation fidelity.

recommends 15 to 18 students as the optimal size for *READ 180* classes (allowing for groups of 5 or 6), with no more than 21 students.

Exhibit 2-1: *READ 180* Instructional Model



Three Phases of Implementation

Interviews with the districts' Scholastic representatives, leaders at the central office, and school personnel all suggested that program implementation progresses in three phases. Phase 1 lays the foundation for effective implementation and has its roots in the adoption process that begins long before the program is actually introduced into classrooms. In Phase 2, after the program has been adopted, districts must continue their efforts to achieve and to monitor on-model instruction. Over time, high-quality on-model implementation contributes to the capacity building needed to carry the program into Phase 3, where its importance is recognized, its design requirements are understood, and student benefits are sustained. Reflecting this progression, this chapter considers *READ 180* implementation in three phases:

- **Phase 1: Initiating Implementation:** Identification and adoption of *READ 180*, Enterprise Edition, as an intervention for middle school students
- **Phase 2: Developing Implementation:** Patterns of using *READ 180* in middle schools in the five study districts during the 2008–2009 school year, including conditions that support on-model implementation
- **Phase 3: Sustaining Implementation:** Respondents' observations about local capacity building for ongoing, successful use of *READ 180*

The data suggest that within each phase, certain contributions from district leadership and from within the schools themselves contribute to on-model implementation. The presence of these

contributing factors—or their absence—seems to be a strong indicator of whether or not *READ 180* implementation meets the guidelines Scholastic provides and research supports³⁰ for effective use of the program.

The data suggest that the most coherent, well-monitored, and supported implementation of *READ 180* occurs in District 3.³¹ This district often provides a reference point for comparison with other districts in much of the discussion that follows. A particular theme that emerged in this district is a pattern of consistent communication of clear expectations and guidelines, comprehensive support for program use, and ongoing monitoring followed by any needed corrective action. Evidence of this theme is presented in the discussions of each phase below.

Analysis of data from all five districts also led to the formulation of specific “lessons learned” about how districts and schools support—or hinder—on-model implementation of *READ 180*. These lessons are observations, supported by data provided by SAM, interviews, and responses to the Teacher Survey.

Phase 1: Initiating Implementation

The initiating implementation phase begins when districts and schools determine their need for an intensive reading intervention for their struggling adolescent readers and select *READ 180*. During this phase, districts and schools build buy-in for the program, create guidelines for placing students into the program, and recognize and disseminate expectations for on-model implementation.

1. Lesson Learned: Successful adoption efforts build upon a foundation that has established a common understanding and a strong sense of purpose.

In all five districts, central office administrators, school administrators, and teachers demonstrated considerable similarity in their reasons for adopting a reading intervention for struggling middle school students. These districts, like districts nationwide, face serious challenges regarding students’ literacy: students’ scores on standardized achievement tests are low, especially for groups of students such as ELLs and those eligible for special education.³² In such districts, many schools fail to make adequate yearly progress (AYP) or other targets for growth. As a result, they may face serious consequences, such as reorganization.

In this district, standardized tests do drive goals. It is not expressed as literacy, just kids passing the state test. Personally, the goal is kids reading at level, but it’s not explicit or stated in any documents.

—District 3 District Leader

³⁰Slavin et al., 2008.

³¹ Although it might be tempting to use the data in Exhibit 1-2 to conclude that District 3’s systematic approach results from its status as a mid-size, rather than large, urban area, the data do not support this conclusion.

³² Lutkus, A., Grigg, W., & Donahue, P. (2007). *The nation’s report card: Trial Urban District Assessment: Reading 2007* (NCES 2008–455). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Interviewees in the study sites recounted how their district leaders began to exert greater authority over low-performing schools and also responded to state mandates to develop programs to improve achievement, especially in reading. These districts adopted a three-tier framework for meeting students' needs. Tier 1 students read at grade level and benefit, without assistance, from the required English language arts (ELA) classes. Tier 2 students, who have scored lower on standardized tests, are enrolled in a reading intervention, often designed primarily to strengthen comprehension skills. Students with more-severe reading problems are usually assigned to Tier 3 and are enrolled in a program that provides systematic, explicit instruction on foundational skills necessary for decoding.

In all the study districts, *READ 180* has been adopted as part of the Tier 2 instructional program. An interviewee in the District 3 office recalled, "One strategic goal was to increase student achievement. We found that we had a lot of students that were struggling in reading. We knew that we had to do something. [*READ 180*] was a research-based program that had proven results in other districts so we felt like it was a good program." Though all districts are focused on improving the literacy skills and reading scores of students, the goals for providing a three-tiered literacy framework are usually broad, and *READ 180* represents only one aspect of their approach. The most commonly cited reason for including *READ 180* within the framework is its alignment to district policies; that is, it is an intensive intervention for struggling adolescent readers that helps them improve their reading achievement. For example, students in District 3 must pass the state reading test at grade 8 to progress to high school, and District 4 is responding to a state mandate to provide an intensive reading intervention at Tier 2 and Tier 3 levels based on students' scores on the state test.

The interview data suggest a continuum of ways *READ 180* was introduced into and adopted by the five districts. At one end of the continuum is the bottom-up approach in District 3, where principals whose schools had used the program for several years recommended it for broader adoption. District 3 interviewees emphasized the importance of *READ 180*'s presence in some schools as key to the wider adoption of the program across the district. A District 3 leader said:

[READ 180 had] yielded success at the school where I was the principal. When one principal embraced something that is successful, it tends to spread to other schools and principals. A year later I was promoted to the assistant superintendent position, and by that time the success was demonstrated and other principals expressed the interest in acquiring it and I had latitude at that point to approve it. An implementation from ground level has a better chance of being institutionalized than an intervention coming from the district and being pushed onto the schools.

The spread of *READ 180*, almost horizontally from school to school in District 3, improved and strengthened adoption, commitment, and then adherence to the program's instructional model.

At the other end of the continuum is the more top-down approach in other districts, perhaps best exemplified by the adoption process in District 1. Interviewees in the district office explained that schools in restructuring for not having met AYP goals were required to write alternative governance plans that included *READ 180*. In contrast to District 3, where there was a wide base of support for *READ 180* before it was adopted at the district level, respondents in District 1

expressed less initial enthusiasm for the program. A District 1, school-based literacy coach recalled that “[w]e were told that we were implementing [READ 180], and it left the schools scrambling around trying to find the right personnel. It was thrown at us. I don’t think there was any pilot program going on, and if there was, it might be one or two schools.” Unlike District 3, this district seemed to make no attempt to build buy-in prior to introduction of the intervention into the schools.

The other districts showed a more evolutionary adoption process: they had used previous editions of *READ 180* in a few schools and had gradually moved toward broader use. In District 2, the program was first piloted just with bilingual students, then moved to use with other struggling readers. District 5 schools used the program with general education students for two years and saw success; the district then decided to add sections of the program only for students eligible for special education services. District 4 interviewees spoke of a long history of *READ 180* use, which had been marked by some successes and some frustration, seemingly because of the district’s lack of technology support. District 4 is highly decentralized but all schools must select and offer an intervention from among several Tier 2 programs for students who score poorly on the state reading test. Previous experience with *READ 180* did not necessarily ensure smooth “scale up” to wider, more consistent use.

These districts shared a common set of needs that led to the introduction of *READ 180*. Importantly, however, their individual circumstances led them to introduce the program in different ways. District 3 used a bottom-up approach where principals familiar with the program and its potential suggested that the entire district adopt the program. In contrast, District 1 decision-makers implemented *READ 180* using a top-down approach where the central office reviewed programs available and then dictated to the schools the use of *READ 180*. The other districts (2, 4, and 5) fall somewhere in between in this continuum of bottom-up to top-down approach. As we continue with this comparison of districts, it is important to consider the implications of how the program was introduced in relation to its implementation and sustainability.

2. Lesson Learned: Clear directions and expectations from district leaders enhance and build buy-in for READ 180.

Data from the five districts illustrate different paths toward *READ 180* adoption and how each path had different impacts on the initial buy-in from principals and teachers. No matter how *READ 180* enters a district and its schools, buy-in is an important contributor to successful implementation; buy-in is rooted in a clear and thorough understanding of *READ 180* and the requirements for full, on-model implementation. The stories of these districts and schools show that lack of guidance and clarity about the district’s expectations for *READ 180* hindered on-model implementation and affected overall commitment to the program at the school level.

An important indicator of buy-in is that administrators and school-based staff feel comfortable with and knowledgeable about the program and know that its selection has been carefully weighed against other possible options. As the Scholastic representative for District 1 said: “The more people who understand what’s happening, the more buy in/commitment/support students and teachers get.” Thus, buy-in extends further than being satisfied with the program to really

understanding its requirements and valuing the district and school structures that need to be in place.

Clear messages about expectations for on-model implementation demonstrate a high level of buy-in at the district level, and these in turn can motivate schools to use the program appropriately. Without such messages, there can be what a District 1 respondent described as “a disconnect [between]...what district expectations were versus what school site expectations were.” Interviewees told of instances when unclear or contradictory messages had hindered the program’s effectiveness. As a District 2 leader described one of the major challenges to achieving buy-in was “[t]ying *READ 180* into the [district] infrastructure . . . It can be done better. It should be a part of our system.” This district leader also specifically expressed concern that principals sometimes get mixed messages from district administrators about whether to follow district or school-site guidelines about program implementation. This lack of guidance impeded both model fidelity and teacher commitment to the program, thus increasing the challenge of ensuring on-model implementation and perhaps even compromising program impact.

Lack of clear messages and guidance seemed especially common when site-based implementation preceded wider adoption. Schools that had used the program with limited or no monitoring continued their “business as usual” implementation, often introducing program modifications that circumvented requirements for on-model implementation. Discussions in Phase 2 and Phase 3 illustrate the variability found across districts in compliance with several straightforward guidelines that should be announced as the program is introduced into schools and reinforced as it gains wider use; these are discussed as part of Phase 2.

Clear messages and expectations must be accompanied by processes to ensure that *READ 180* teachers have the materials and resources they need for on-model implementation. For example, the Scholastic representative for District 1 cited several instances of teachers wanting more administrative support, saying “We had several sites where the teachers would come to their professional development sessions saying, ‘We don’t have the materials. It’s in the principal’s office; it is in the instructional coaches’ office. We haven’t even seen it yet.’” Similarly, a District 4 leader suggested that “[one of the] two biggest stumbling blocks [is] lack of administrator understanding of [the] program and how it should function.” Gaps in implementation created by a lack of administrative support severely hamper on-model fidelity and thus have the potential to limit buy-in and ultimately compromise program effectiveness.

As happens when gathering data from several different communities, we found some anomalies in the data on adoption and early buy-in. The data from District 3 suggest that a bottom-up approach to wide adoption can create strong buy-in for the program. As the district’s Chief Academic Officer said, “An implementation from the ground up has a better chance of being institutionalized than an intervention coming from the district and being pushed onto schools.” Data from other districts suggest that when schools that had been using *READ 180* for a period of time continue business as usual, on-model implementation may be an elusive goal. The difference in District 3 implementation stems from an initial and ongoing systematic approach to communicating clear expectations and guidelines and monitoring teacher implementation and student progress as the program is scaled up in more and more middle schools. The district

demonstrated commitment to *READ 180* implementation by providing teachers with training, resources, and support to do their jobs well and also by monitoring program use regularly so that any school-based issues or tensions are resolved quickly. This theme—buy-in manifesting itself in communication, support, and ongoing monitoring and corrective action—appears again and again in the data from District 3. Evidence of this theme is presented in the discussions of Phase 2 and Phase 3 that follow.

Phase 2: Developing Implementation

All five districts included *READ 180* as an important element of a districtwide literacy framework, where it is one strategy for improving overall school and district performance, raising student scores on measures of reading proficiency, and addressing the needs of struggling readers as they approach the transition to high school. Successful, ongoing implementation does not happen without hard work on the part of district-level staff, school administrators and coaches, and, of course, teachers and students.

The *READ 180* instructional block is designed as a daily 90-minute session, during which teachers conduct whole-class instruction and students engage in three small-group rotations through program-specific print and electronic materials. Slavin and colleagues³³ described the program as a “mixed method” approach to addressing the needs of struggling readers because although it includes a computer-delivered component, its instructional opportunities are more comprehensive than those of the traditional computer-assisted instructional (CAI) packages. The varied program resources include strategies for monitoring and tracking the growth of students, including their participation in the electronic instructional and practice exercises during one of the three rotations.

Achieving on-model implementation requires more than following Scholastic guidelines for daily instruction. Responses to interviews, the Teacher Survey, and SAM data on computer use suggest six major factors that seem to contribute to phasing in *READ 180* implementation successfully and to continuing success through Phase 2. These factors are:

- **Initial Training and Additional Out-of-Classroom Professional Development.** Teachers need thorough initial training in *READ 180* and benefit from ongoing professional development opportunities.
- **Accurate Student Placement.** Attention to placement of students in *READ 180* is essential because incorrect placements can result in behavioral problems and lessen the program’s potential to improve achievement.
- **Appropriate Criteria for Exiting the Program.** If students stay in the program longer than recommended, they may become less engaged and the effectiveness of the program can be diluted.

I know it is effective when followed—fidelity is important to success. For some teachers and school administrators it has been a challenge to get them on board with following the program. Sometimes it’s the principal who does not support the program, and sometimes it is the teacher who is resistant.

—District 2 Leader

³³ Slavin et al. (2008).

- **Fidelity to the Program’s Instructional Model.** *READ 180* classes should be daily, 90-minute sessions in which students engage in a series of instructional rotations that include independent practice and whole-group, small-group, and software-based instruction.
- **Implementation Monitoring.** By establishing procedures to monitor student progress and fidelity of implementation across schools, districts can help ensure that students are gaining the maximum benefit from the intervention.
- **In-Classroom Support and Opportunities for Collaboration.** Districts can increase teachers’ understanding of and fluency with the *READ 180* model by providing in-classroom support, coaching, and opportunities for collaboration and communication.

The data revealed considerable variation across and within districts in how these six factors were addressed, resulting in an interesting story of program implementation. From each district’s story have emerged the following lessons.

3. Lesson Learned: Participation in initial training and ongoing professional development enhances the ability of teachers to make *READ 180* effective.

READ 180 is a comprehensive program, and teachers need to understand its instructional model, resources, procedures, and approaches to helping struggling readers. They need intensive early training. For training to have an impact on teacher practice, districts need to ensure an ongoing professional development loop that integrates initial training with teachers’ ongoing experiences actually implementing the program in the classroom.

Scholastic offers a full portfolio of professional development opportunities, along with in-classroom support and coaching, for *READ 180* teachers. Exhibit 2-2 shows the variation in participation in these opportunities across the five districts.

Exhibit 2-2: Participation in *READ 180* Out-of-Classroom Professional Development

	Day 1 Training	Day 2 Training	<i>READ 180</i> National Summer Institute	District-Provided Professional Development for <i>READ 180</i> Teachers	Scholastic RED Online Course
District 1	100%	86%	0%	71%	100%
District 2	97%	94%	0%	67%	61%
District 3	87%	87%	19%	71%	61%
District 4	84%	65%	3%	22%	3%
District 5 Regular Ed	80%	67%	6%	87%	20%
District 5 Special Ed	85%	89%	4%	96%	37%

Source: *READ 180* Teacher Survey, 2009.

As can be seen, the most common form of *READ 180* professional development is the Day 1 and Day 2 training; these are the initial start-up training sessions that Scholastic provides for teachers

to learn to use *READ 180*, Enterprise Edition. The Day 1 workshop occurs at the beginning of the year, and is followed six weeks later by the Day 2 workshop. Survey data indicate that the number of teachers who reported attending the Day 1 training ranged from 100 percent for District 1 to 84 percent for District 4; the range for attendance at Day 2 training was from a high of 94 percent for District 2 to a low of 65 percent for District 4. The low percentage in District 4 may stem from the strong site-based approach to school governance; the central office may not have offered clear guidance about the importance of the early training sessions. Additionally, Day 1 and Day 2 sessions are geared toward new *READ 180* teachers, but District 4 opens these workshops to more-experienced teachers interested in a refresher. By contrast, returning teachers from Districts 1, 2, and 3 mentioned attending district-provided one-day refresher sessions designed specifically for experienced *READ 180* teachers before the start of the school year.

READ 180 teachers nationwide have opportunities to participate in the Scholastic RED Enterprise Edition Online Professional Development course, often for graduate-level continuing education credits for participation. This program includes online modules about reading instruction in general and specifically about *READ 180*. Survey data revealed the range of participation levels shown in Exhibit 2-2, and interviewees reported additional variation. In District 1, the course has been mandatory, but teachers must complete it on their own time. In contrast, even though the course is not required in either District 2 or 3, it is woven into ongoing teacher meetings. Not only does this demonstrate the value placed on the course but it also gives teachers structured time to complete it and to discuss it with others who are taking it. Similarly, RED online courses are available but not required for teachers in District 5. Some teachers reported completing a course, but several of the courses that had been purchased remained unused, suggesting perhaps that there is no clear endorsement for this form of professional development.

In each district, the district-based literacy or *READ 180* coordinator is charged with scheduling and organizing professional development for *READ 180* teachers. This process typically consists of arranging for Scholastic implementation consultants to facilitate sessions and activities offered locally, except in District 3, where the district-based literacy coordinator has been trained by Scholastic to be the primary provider of *READ 180* professional development. This person is responsible for training new teachers in the *READ 180* instructional model and for organizing refresher sessions for returning teachers. To prepare for this role, the literacy coordinator participated in a rigorous five-day training on various aspects of *READ 180*; a train-the-trainer workshop, which provided instruction on delivering Day 1 and Day 2 trainings; and several national *READ 180* conferences. Scholastic personnel also give her ongoing support and feedback so that her expertise can continue to develop.

Data about professional development in District 4 show a different story than in the other districts (see Exhibit 2-3). Although teachers could take advantage of the professional development opportunities, they had the lowest participation rates of all the study districts. It is tempting to speculate on reasons for this, although none was given directly. District 4 is large and has a highly decentralized governance structure. Interviewees at all levels talked about school-based decision-making, including adoption of *READ 180* as the Tier 2 reading intervention. Additionally, the state education agency offers its own portfolio of reading-related

professional development courses, and accrual of a certain number of courses contributes to career advancement. It is also possible that training and professional development, other than at the beginning of program use, are not encouraged in District 4. Participation in Scholastic RED provides an example. One survey respondent (3 percent of the total) had participated, but interviewees told us that participation is not recommended for district teachers because central office administrators believe that online courses do not translate into concrete practices, even though they may contain valuable information.

Although initial training and out-of-classroom professional development are important for on-model implementation, respondents in several districts stressed the need for continual training in addition to early professional development. A comment from a District 2 coach is illustrative; she observed that “[s]truggling teachers are not improving at the rate I would like. The lack of ongoing professional development is an issue.” A District 4 coach would likely have agreed, noting that “professional development that works is ongoing and not just a one-shot deal. Was the [initial] training effective? Not so much.” Although Scholastic offers and recommends both initial training and ongoing in-classroom support during the year, it appears that the districts tended to emphasize the early professional development and then provide their own training through local means. The respondents’ comments and the data above suggest that for training to have an impact on teacher practice, districts need to ensure that initial training is followed by ongoing professional development that supports teachers’ actual implementation of the program. The districts’ approaches to providing classroom-embedded professional development are discussed later in this chapter.

4. Lesson Learned: Guidelines for placing students in READ 180 should reflect deep understanding of the program’s strengths and of the students whom it can best serve.

Scholastic suggests using multiple measures that can produce at least three data points for placement decisions and provides clear parameters about the student needs best met by enrollment in the program. Data may reflect state tests scores, results of diagnostic screening, or teacher recommendation. Accurate placement of students in the program is essential because it ensures a match between the literacy needs of students assigned to *READ 180* and the *READ 180* instructional strategies and materials.³⁴ Failing to make this match can minimize the effectiveness of the program and can lead to difficulties such as classroom management and lack of student engagement.

Although districts leaders expressed their agreement with using three data points in principle, interviews with school leaders, coaches, and teachers indicate that in practice, districts and individual schools vary in their placement criteria and procedures. The data suggest that districts need to establish clear initial guidelines for placing students in *READ 180*—and monitor to ensure that the guidelines are followed. Exhibit 2-3 illustrates this variation in placement decisions across the five study districts.

³⁴ Scholastic has developed a new program, *System 44*, which is designed for students with greater reading deficiencies, such as weak decoding skills. It is appropriate for students designated as needing Tier 3 intervention.

Exhibit 2-3: Variation in Guidelines for Placement of Students

Districts	Data Points	Location of Decision Making
District 1	Uses three data points but mostly state test scores	School
District 2	Recommends using three data points but usually uses state test scores and teacher recommendations	School—principals and literacy coaches
District 3	Uses state and screening test data and teacher recommendation	School with input from district literacy coordinator
District 4	Uses state and screening test scores	School—principals and literacy coaches
District 5 Regular Ed	Uses state and screening test scores; student behavior, IEPs, writing ability	School
District 5 Special Ed	Uses provisions of an IEP for inclusion in special education sections	School

Source: District and school interviews, 2009.

Just as the data show variation in how placement decisions are made, they also show little consensus about who is best served by participation in *READ 180*. In some schools, placement seems to involve a complex balancing of priorities. One example of the diversity of factors examined in making placement decisions is the comment of a principal in District 1, who said: “We look at the data to see who the kids are, who could benefit the most from this class. The *READ 180* teacher is ESL endorsed, so we also see how we can address the needs of a [student group] by placing some of those students in the class. We look at schedules. So, we look at a lot of different things: the status of the students, the number of grade levels below, the endorsements of the teachers.”

Interviewees in all districts commented on some students who seem to struggle to adjust to their placement in *READ 180*. According to a teacher in District 2, students can feel “yanked out of other classes” when they are assigned to *READ 180*. A teacher in District 3 reported that at the beginning of the school year, “the biggest challenge is the kids’ [sense of] stigma that they’ve been placed in a special, remedial class, and that’s all they mention, ‘I don’t want to be in here.’” A District 2 teacher provided an interesting perspective on placement, one that should moderate all educational decision-making: “We look at the individual kid; simply failing doesn’t mean they are automatically included in *READ 180*. Other things are important like band, football, PE. If you’re working with a 14 year-old young man who really wants to play football and that’s all that is keeping him in school, you have to make adjustments.” This sense of the whole child—a developing adolescent—is an important part of the balancing act regarding placement and is not easily defined at either the district or the school level.³⁵

³⁵ Researchers provide sound advice to educators by reminding those making decisions about struggling students that “when schools attend systematically to students’ social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves.” Elias, M. J., Zins, J. E., Weisberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E., & Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 1.

The lack of consensus about who would be best served emerged more prominently in discussions of “bubble kids,” those students whose reading test scores indicate that they are close to reading at grade level.³⁶ District and school leaders in District 3 suggested that should program license shortages arise, students with the greatest need of the intervention should have priority for program placement.³⁷ In contrast, District 2 leaders indicated that if faced with this choice, they would place the bubble kids first because these students would most likely have the greatest “success” with the program. In District 1, some schools have actually experienced a shortage of licenses, and schools vary in their placement decisions, with some giving priority to students with the greatest need and others placing bubble kids first.

Interviewees in Districts 1 and 5 underscored the importance of setting appropriate criteria for the placement of students in *READ 180*. Both districts rely on a primarily school-based decision-making process. In District 5, which has a wide range of placement criteria, respondents expressed frustration that students who are both too high level and too low level for *READ 180* have been placed in these classrooms. This was a particular challenge with special education classes, where behavioral issues often land higher-level students in *READ 180* and prevent them from exiting it. A District 5 teacher commented that this situation “is frustrating because some students can read well above the *READ 180* levels. It’s frustrating because it’s strictly behavioral issues.” Challenges with appropriate placements also emerged in District 1. There, a district leader gave the example of a school administrator who “enrolled first year ELL [students] who were new to the country in the program—it’s not going to work for them.”

District 3 showed the highest level of model fidelity in their use of student placement criteria, especially reflected in their use of three measures (e.g., teacher recommendation, state and screening test scores) as key criteria. Even within this district, however, there was variation in placement, including consideration of behavior and inconsistent use of these three measures. Overall, the use of placement criteria and placement more generally proved to be an implementation challenge for the districts in the study. One of the guidelines that districts need to make clear to schools that adopt *READ 180* should concern systematic placement decisions because systematicity can likely affect outcomes positively.

READ 180 is flexible enough to meet the needs of many struggling readers—those who fit within the Tier 2 range of needs.³⁸ But by design, it is neither an enrichment program nor an intensive Tier 3 intervention. Guidelines for student enrollment that reflect deep understanding of the program’s purpose are essential because inaccurate placement can negatively affect classroom

³⁶ See Buly and Valencia (2002) for a discussion of such students, whom they described as being “below the bar.” Their research suggests that students who score just below the cut-scores on state reading tests manifest 10 specific “clusters” of reading behavior, with fewer than 10 percent actually showing signs of true reading disability. For example, some fourth graders whom they studied had adequate word identification and comprehension abilities but read too slowly to be able to finish the reading test within the time limits. (Buly, M. R., & Valencia, S. (2002). Below the bar: Profiles of students who fail state reading assessments. *Education Evaluation and Policy Analysis*, 24, 219–239.)

³⁷ Scholastic makes *READ 180* licenses available at the student level. Licenses purchased by schools or districts become their property and can be used year after year. See <http://teacher.scholastic.com/products/readingcounts/overview/model.htm>.

³⁸ See the website for the National Center on Response to Intervention for a thorough discussion of tiered instruction: <http://www.rti4success.org/>.

management, frustrates students and teachers alike, and potentially dilute program effectiveness. Such conditions may mask student progress so that it becomes difficult to determine when students are ready to leave the program.

5. Lesson Learned: Districts promote on-model implementation by setting clear criteria for student exit from the program.

Procedures for determining when students can exit out of *READ 180* are equally important because students must have adequate skills to cope in content area classes, transition to high school, and not become what District 4 interviewees called “ping-pong” kids. This term is applied to students who exit *READ 180*, do poorly on the state test, and are reassigned to *READ 180* or another intervention program. If students stay in *READ 180* too long, its effectiveness and their ability to engage may be diluted. For example, teachers noted that students who remain in the program for an extended period tend to become less engaged with the materials and the program, especially if they have been placed in *READ 180* for multiple years. As one teacher put it: “Sixth graders are generally excited about the program. Seventh graders have to reread some of the same stories they did in 6th grade, so they are less excited. Eighth graders aren’t buying into it at all. They get bored.” While consistent exposure is critical to students’ skill-building, teachers suggested that students do not benefit from the program once they have been exposed to the same material repeatedly.

I don’t know that there are district policies [for determining program exit]. Certainly, for our students in Title I schools, we want as many students as can be served to be served, so we encourage and require that, once they are performing at a proficient level, students be moved out of the program so that more kids be serviced.

—District 1 Leader

Scholastic recommends one year as the ideal time for placement in *READ 180*, although unique program materials exist for a second year of enrollment. As with placement into the program, there was no apparent consensus about enrollment time. Exhibit 2-4 provides a summary of the reported criteria for program exit.

Exhibit 2-4: Variation in Exit Criteria and Reported Time in *READ 180*

District	Maximum Enrollment Time	Exit Criteria
1	2 years	Passing scores on state standardized assessment or having spent two years in program
2	1 year	Scores on state tests, in conjunction with teacher input and Scholastic Reading Inventory (SRI) scores
3	2 years	Still deciding on criteria, but considering these: <ul style="list-style-type: none"> • students’ Lexile level • teacher recommendation • improved scores on the state reading test • progress reports generated by <i>READ 180</i> software
4	Varied by school	Varied from school to school
5	1 year	SRI scores, IEP status, teacher evaluation, student behavior

It is interesting to note that school-based literacy coaches in District 3 said that the district is still deciding about formal exit guidelines, but the same coaches also said that they monitor students

who leave *READ 180* to ensure that they make a successful transition and meet the demands of the mainstream ELA classroom. This monitoring is unique to District 3 and perhaps reflects the more-systemic approach to program implementation adopted there.

6. Lesson Learned: Districts need to develop and communicate clear guidelines and expectations for on-model classroom implementation and clear expectations that schools are expected to achieve.

Fidelity of implementation is traditionally defined as how well a program is implemented in comparison to its original, or on-model, program design. Studies of fidelity emphasize two factors: (1) adherence—whether teachers deliver the components as designed; and (2) quality of delivery—how well teachers deliver the program using the techniques, methods, and processes prescribed. Researchers conducting experimental studies often measure teachers’ fidelity to the program model, but tension remains among educators about maintaining perfect fidelity and adapting components of an intervention to specific contexts.³⁹ However, any program, including *READ 180*, has certain non-negotiable components, such as time and materials that are essential if students are to receive enough of the right kinds of instruction to make a difference in their achievement. The amount of time students experience an intervention is usually referred to as its “dosage.”

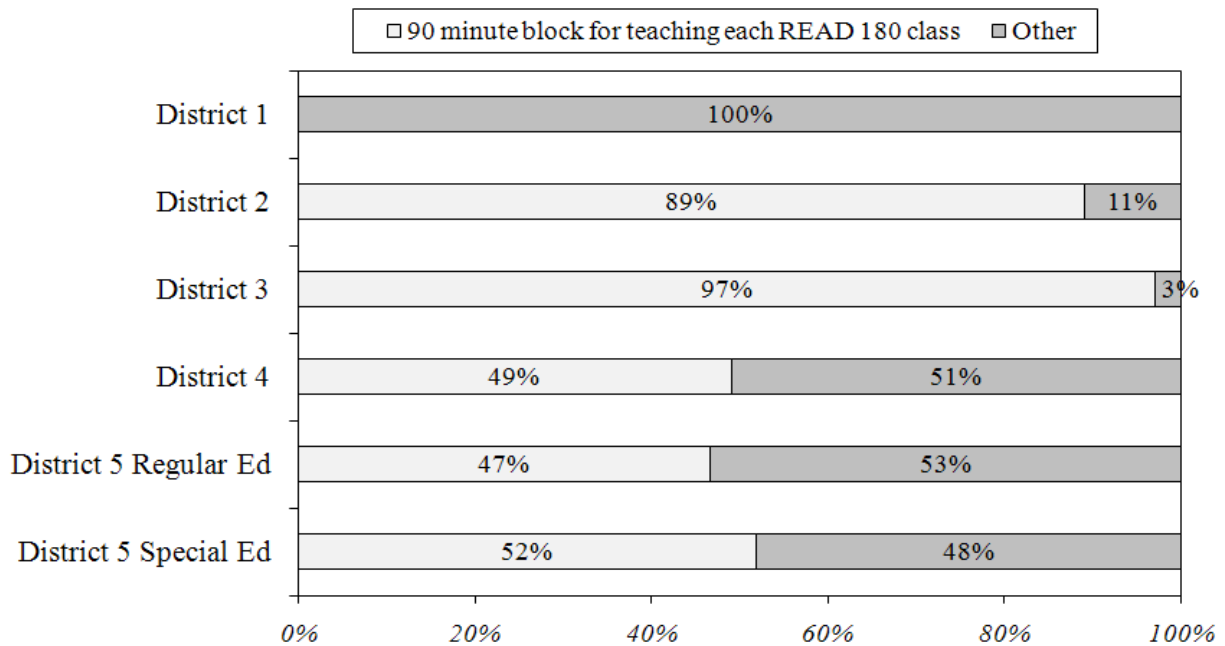
The *READ 180* design recommends a 90-minute instructional block as an important component of on-model implementation.⁴⁰ Using the full 90 minutes allows students to work with their teacher and peers and also to use their emerging skills independently with engaging and age appropriate material. Cumulatively, these opportunities should prepare students to tackle the reading challenges of their content area classes. The data show clearly that the conditions under which *READ 180* is provided to middle school students differ across the study districts and in schools within the districts. Only two of the five districts—Districts 2 and 3—strive to implement *READ 180* in a 90-minute instructional block. Indeed, in one school in District 3, the instructional block during the 2008–2009 school year was actually 110 minutes (representing 3 percent of the classes).⁴¹ Half-days and assemblies were cited in these districts as the rare occasions for schedule modification. Exhibit 2-5 contrasts the districts’ implementation of the 90-minute instructional blocks.

³⁹ Hulleman, C. S., & Cordray, D. S. (2009). Moving from the lab to the field: The role of fidelity and achieved relative intervention strength. *Journal of Research on Educational Effectiveness*, 2, 88–110; O’Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. *Review of Educational Research*, 78, 33–84.

⁴⁰ For discussion of using *READ 180* with a 60-minute instructional model in an after-school setting, see Hartry, A., Fitzgerald, R., & Porter, K. (2008). Implementing a structured reading program in an afterschool setting: Problems and potential solutions. *Harvard Education Review*, 78, 181–210.

⁴¹ The one school in District 3 will move to a 90-minute block in the 2009–2010 school year.

Exhibit 2-5: Percentage of *READ 180* Teachers Who Have a 90-Minute Block or Some Other Time Period for Teaching *READ 180*, by District



Source: *READ 180* Teacher Survey, 2009.

District and school interviewees gave many reasons for deviations from the 90-minute block, often citing school-specific factors such as scheduling patterns that locked schools into 45-minute class sessions. There seemed to be no consistent guidelines from the district level that emphasize the importance of accommodating Scholastic’s model for implementation. The District 1 Scholastic representative captured the range of implementation possibilities when answering a question about scheduling:

[Scheduling] ... varies from campus to campus. There is no district expectation for implementation. Therefore it becomes either campus principal, assistant principal or whoever is responsible for scheduling to devise that.... Some campuses have 90 minutes every other day Monday through Thursday, and on Friday, all students [have] 45 minutes. Some campuses have 70 minute models. It’s like fruit salad. We only have two sites that have 90 minutes every day.⁴²

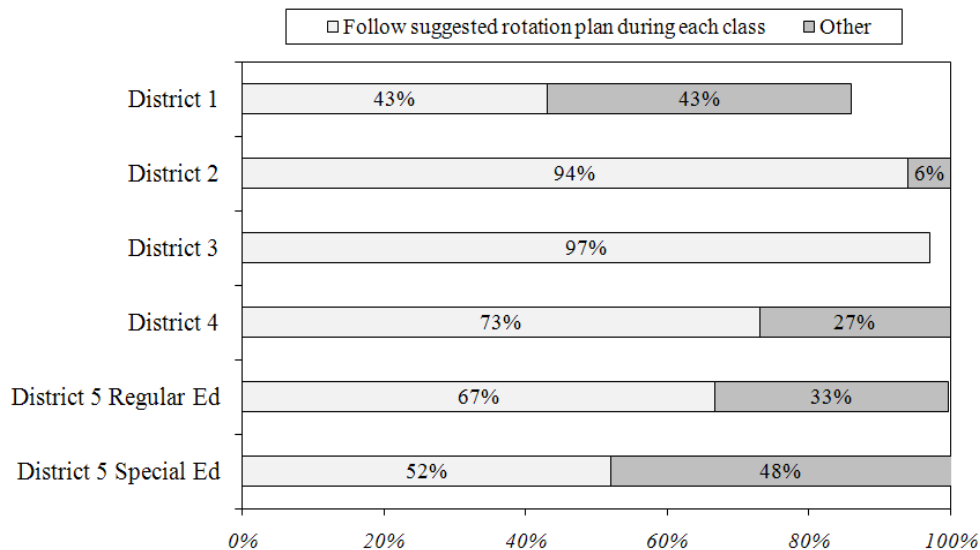
The data suggest that none of the common modifications to the program model has been completely satisfactory. Even in the districts that offer *READ 180* in daily 90-minute blocks, tensions exist about scheduling. In District 3, *READ 180* displaces a 90-minute block of ELA instruction, and students are assigned to an ELA elective to compensate. One principal expressed concern that his *READ 180* students have to pass the same assessment as all students even though they receive reduced ELA programming to accommodate 90 minutes of *READ 180*

⁴² This comment from the Scholastic representative seems to contradict data from the Teacher Survey in District 1. The teachers who completed the survey responded about their own classroom situation, and the Scholastic representative spoke from her fuller perspective of knowing the entire district.

every day. A District 2 principal cited the 90-minute period as a cause of “pressure” on the schedule and a reason his school no longer offers *READ 180* in a daily block schedule. Interview data and survey responses provide evidence that some schools (in District 3 and elsewhere) that could accommodate the 90-minute schedule have had to remove electives or other courses to provide the necessary time for the program. For example, a school-based respondent in District 3 noted that *READ 180* is “time consuming, in that it becomes not just an intervention. When you spend 90 minutes per day, you have to give something else up.” It is easy to imagine students who perceive themselves as being denied enrollment in an elective course becoming resentful, even if they are told that the replacement intervention course will improve their chances of academic success.

A second important component in *READ 180*’s design is using the 90-minute instructional block for whole-class instruction and three 20-minute small-group rotations (independent reading, small-group work with the teacher, and computer-aided instruction), with a wrap-up at the end of class. As with adherence to the 90-minute class schedule, considerable variation exists in schools’ adherence to the instructional rotations. Exhibit 2-6 illustrates this variation, but as can be seen, schools in Districts 2 and 3 try to follow the recommended rotational plan, but even in these districts, full compliance with the required scheduling is not accomplished.

Exhibit 2-6: Percentage of *READ 180* Teachers Who Follow the Suggested Rotation Plan During Each Class or Some Other Rotation Plan, by District



Source: *READ 180* Teacher Survey, 2009.

Notes: Data for District 1’s use of the recommended rotations do not sum to 100 percent because of missing data on the electronic survey returns.

7. Lesson Learned: Monitoring of student progress increases the likelihood that the needs of students will be met.

Another indicator of the dosage of *READ 180* that students receive is the amount of time they spend in specific aspects of the instructional rotations, which can be monitored by the SAM

system. Scholastic recommends that students spend at least 15 minutes each day using the *READ 180* software. The computer component of *READ 180* plays an important role within the program because it allows individualized practice, offers examples of content-area reading tasks, and provides engaging and appropriate reading material. Failing to take advantage of this component weakens the potential of *READ 180* to affect students’ reading fully.

The SAM system allows teachers to collect dosage information in order to monitor student progress through the software. The recommended dosage amounts to about 300 minutes a month. The data in Exhibit 2-7 demonstrate differences in the fidelity of *READ 180* implementations across districts.⁴³ The average total amount of time that students in District 3 spent on the software over the course of the school year amounted to more than 5 months of computer-based instruction. By contrast, the average total computer time in District 1 over the school year amounted to about two months of instruction.

Exhibit 2-7: Variation in Reported *READ 180* Use and Mean Lexile Gain

School District	# Students with Valid Data	Mean Lexile Gain	Mean Total Time	Minimum Total Time	Maximum Total Time
District 1	294	63	630	48	2555
District 2	1260	100	1372	85	3628
District 3	1021	116	1685	73	3382
District 4	896	50	698	5	4209
District 5	229	121	1216	81	2637
TOTAL	3700	91	1227	59	3554

Source: Scholastic Achievement Manager (SAM) data collected by Scholastic from participating districts; 2008–09 school year.

The exhibit also contrasts students’ growth in Lexile units. No causal relationships can be drawn between total time spent on the computer rotations and Lexile growth, but comparing these figures across the districts is informative, especially if the comparison is made across Districts 1, 2, 3, and 4. Of these, District 3 students on average spent the most time on the computer and had the highest average Lexile gains, whereas District 4 students spent the least amount of time on the software, on average, and had the lowest average Lexile gain. District 5 must be considered separately because, as noted elsewhere in this report, many of the special education students in the focal schools have been assigned to *READ 180* for behavioral reasons. Their classes are smaller than those in other districts, and teachers said that many of these students read at or above grade level.

These data suggest that ensuring students received the recommended software dosage by adhering to the prescribed rotational plan can help increase the likelihood that students’ needs will be met.

⁴³ These figures were derived by analysis of SAM data that Scholastic technical support staff extracted from district servers. They are provided for comparison purposes but must be viewed as descriptive because their accuracy depends on fully functional SAM data systems within the classrooms and coordinated functional efforts on the part of districts to collect these data.

Reasons for Modifying the READ 180 Model

Interviewees in all districts seemed aware of the challenges they face in attempts to achieve on-model implementation, and many offered reasons for modifications they have put in place.

The perception that students need additional materials. District 3 was the only district in which leaders said that using supplemental (i.e., non-*READ 180*) materials is “frowned upon” and that teachers diverge from the *READ 180* instructional model only in “extreme circumstances.” With the exception of one teacher who needed to adjust materials for a poorly placed higher-level student, most teachers would agree with the teacher who commented that “*READ 180* has given a wealth of material to use, [so] you don’t need to pull from other areas” and mentioned additions of small activities to increase student motivation. In general, respondents in this district felt that *READ 180* materials are sufficient for addressing students’ needs and engaging students. For example, a literacy coach in District 3 pointed out that as a consequence of their participation in *READ 180*, “many students get turned on to reading” and that “it may be the first time that they read a book from cover to cover.” After their exposure to *READ 180*, many students, some who had “never read a novel completely,” begin reading independently and for their own pleasure, checking out books from the library, and discovering new authors. The literacy coordinator in the same district commented about the *READ 180* students, saying that “struggling readers are learning how to read, not struggling as much, they are feeling good about themselves and reducing inappropriate behavior and transferring that energy into really having an enjoyment for reading.”

The computer eliminates intimidation. Most of the students give a hundred percent on the computer and they feel comfortable.

—District 1 Teacher

Although teachers in the other districts reported that many students find the *READ 180* literature and videos interesting and relevant, the technology component compelling, and the program structured to allow them to take charge of their own learning, some teachers still reported introducing non-*READ 180* materials into their classes. Some examples follow:

- Adding books, reading materials on current events, and online texts—usually in the context of making instruction more engaging, relevant, or rigorous for students (Districts 1, 2, and 4)
- Providing extra instruction for vocabulary, English language arts, or writing (Districts 2 and 5)
- Preparing students for the state reading test (Districts 1, 2, and 4), with schools in District 2 actually suspending *READ 180* for up to three months for test preparation instruction
- Providing higher-level texts to engage students whose reading level was above that of typical *READ 180* students (District 5 special education teachers)

Issues with technology infrastructure. Issues around the availability of both hardware and software required for on-model implementation and also of a “technology infrastructure” arose in

three of the five districts, pointing to a critical area of concern for urban schools.⁴⁴ Building and maintaining sufficient technology infrastructure is a challenge that many urban districts face. In this study, respondents reported dealing both with shortages of computers and with computers that were not up to specification

Other aspects of technology infrastructure mentioned by respondents to the Teacher Survey and interviewees led to alterations in instruction. In districts where technology is a major challenge, teachers are forced to be resourceful when the software or computers malfunction. A District 1 teacher's solution was to use the Scholastic rBooks during the time allocated for computer work, while in District 4, two teachers accommodated the limited number of computers by adding an additional rotation that included writing and supplementary activities. Given the critical role that technology plays in the instructional rotations, such shortages seriously impact on-model implementation.

Large *READ 180* classes and small classrooms. The number of students enrolled in *READ 180* sections was also cited as a potential impediment to on-model implementation, sometimes as a corollary of classroom management. Scholastic recommends classes of 15 to 18 students, and no more than 21 at the maximum in a class, but schools sometimes enroll more. A District 4 teacher referred to her class of 21 students as “almost too much, especially for these kids, the kind of population we serve, the kinds of discipline problems we have. [The district has] gifted classes that only have 16 kids, so why wouldn't you do the same thing for a class of struggling readers?” A District 1 teacher offered a similar statement: “Last year there were 21 kids in a class who can't read and don't want to be there. We would have fights, stuff thrown, people walking out. This year is different because we have smaller classes; it's a little more manageable.” Adherence to recommended guidelines about class size is important if teachers are to think they can meet the specific needs of their students.

Physical classroom size also emerged as a key resource issue affecting implementation in Districts 3 and 4. A District 4 teacher succinctly explained the situation: “There is no way I can have little sections—I have 20 kids in 8th grade—my class is too small. I do have tables but I hand deliver what is needed in every rotation.” Although this may seem insignificant, adequate classroom space constitutes a necessary resource for proper program implementation.

8. Lesson Learned: Districts and schools demonstrate the importance of READ 180 by setting clear policies and procedures and allocating adequate resources for using data to monitor student progress and inform instruction.

Monitoring students' progress is a critical component of on-model implementation, and *READ 180* not only provides program resources for this purpose but also includes guidance on interpreting them in teachers' professional development. The first level of progress monitoring should occur at the school level, where teachers can use the rSkills tests, book tests, various reports generated by SAM, and the Scholastic Reading Inventory (SRI). For the most part,

⁴⁴ For example, see Radinsky, J., Lawless, K., & Smolin, L. I. (2005). Developing technology-integrated field experience sites in urban schools: Approaches, assumptions, and lessons learned. *Contemporary Issues in Technology and Teacher Education*, 5(2), 169–176.

teachers in all districts are encouraged to use these resources to conduct formative assessments of students' progress. Broad agreement seems to exist among teachers that the assessments can provide useful data for planning instructional content and pacing and delivering instruction. Interviewees talked about using data to track student growth, group students, differentiate instruction, and, in District 1, determine grades.

But as with other factors that contribute to on-model implementation, considerable variation exists across and within districts regarding this important program function. Some teachers said that they were unclear about how to use the measures; some said that they lacked the technology infrastructure to take advantage of SAM; and others said that they preferred to use their own measures. These stated reasons aside, research shows that discussions about data with a literacy coach or administrator provide the most effective way to help teachers recognize the value of progress monitoring and its usefulness for instructional decisions.⁴⁵

Scholastic also recommends more centralized monitoring of student progress through collecting SAM data. Again, data show considerable variation in districts' approaches toward this function. In the two most decentralized districts, Districts 1 and 4, progress monitoring seemed to occur, but without clear districtwide policies and procedures for the practice. District 4 provides an example. There, schools administer the Scholastic Reading Inventory (SRI), and district administrators use data from this test as well as other benchmark tests to monitor student progress. However, because there is no district guideline about the data to be submitted, some schools administer the SRI two or three times a year and others administer it every nine weeks.

Student progress monitoring activities are also limited in District 1, in part because the district does not have a central server to allow centralized review of data. District 1 has assigned a central office staff person to oversee *READ 180*, but the Scholastic representative told us that she “is assigned to *READ 180* only as a 0.5 [i.e., half time] person, so she is stretched to the limit. She does as good a job as she can in supporting teachers to monitor, but as for holding people accountable in terms of implementation and alignment to what they are doing in the district, that’s minimal.” This individual divides her time between monitoring *READ 180* and monitoring a federal grant; as she said about her schedule: “I am one FTE, and 0.5 [is for] *READ 180*, and I’ve got 16 schools. My other 0.5 is—I coordinate the work for collaborative learning communities, district-wide, and we’ve got 30-something sites. . . So, I’m busy.”

By contrast, Districts 2, 3, and 5 all have designated full-time staff at the district level to oversee progress monitoring and guide the implementation process at the school level—tasks they perform but with varying degrees of success. Their approaches include classroom visits, reviews of progress reports, and individual meetings with school administrators. The District 2 staff person is fairly new to the job and admitted that she is

If you have good tech support [monitoring] isn't too bad [but] getting all students in the database is very time consuming. [The] greatest challenge is technical.

—District 4 Principal

⁴⁵ See Marsh, J. A., McCombs, J. S., Lockwood, J. R., Martorell, F., Gershwin, D., Naftel, S., Le, V., Shea, M., Barney, H., & Crego, A. (2008). *Supporting literacy across the Sunshine State: A study of Florida middle school literacy coaches* (report prepared for Carnegie Corporation of New York). Santa Monica, CA: RAND.

still mastering *READ 180*. Districts 3 and 5 staff are more experienced and seem to play two main roles: monitoring progress as agents of the central office and monitoring and supporting implementation at the school level. Both central office staff members told interviewers that they stress the importance of using data to plan instruction and monitor student progress. Reviewing the SAM data submitted to the central office also allows them to determine which teachers are and are not using reports to plan instruction and including the computer rotation on a daily basis. If the data indicate an issue, they meet with the school team to assess the situation and identify a solution. District 5 has appointed an additional central office support person, a technical liaison who helps to pull student data.

Of all the districts, only District 3 seems to have a carefully planned, clearly articulated, and well-understood process for using data about *READ 180* students. District 3 also has in place a technology infrastructure appropriate for both district- and school-level use of the data, including a dedicated server for relevant data. According to one district administrator, the district is committed to data-driven decision making and has invested in technology and “human capital” to help teachers effectively use data to monitor progress and drive instruction. Specifically, this district created a “data department” that is led by a director for data and a data coordinator. Teachers receive resource books to aid with test interpretation. In addition, the district has aligned *READ 180* Lexile scores with scores on state assessments and is developing a data dashboard that will include *READ 180* data. This system will allow teachers and administrators to compile and retrieve data from various sources, making it easier to monitor student progress. Staff at the central office review the SAM data weekly to identify situations that need intervention. Data about individual students’ time on the computer or indeed possible failure on a teacher’s part to manage class time so that all students participate in the computer rotation show up as anomalies in the anticipated data patterns and can be investigated in a timely fashion.

Cumulatively, the study data suggest that a lack of clear district guidelines for how to collect, use, and report *READ 180* progress data contributes to the variations across and within districts. A significant factor in district monitoring is having at least one individual who was knowledgeable about the array of assessments available and how they can be used. Districts with an active, committed district-level staff person are better able to collect and make sense of *READ 180* student data and to help teachers use the data to improve instruction and implementation. These individuals—whom we call intermediaries—are critical for sustaining *READ 180*’s effectiveness. Their importance is discussed more fully as part of Phase 3.

9. Lesson Learned: Districts demonstrate the importance of READ 180 by setting clear policies and procedures and allocating adequate resources for monitoring teachers’ implementation of the intervention.

Data that teachers gather by monitoring their students help them better individualize instruction to meet students’ needs. Additionally, data gathered by monitoring *teachers’* implementation of *READ 180* can, with appropriate feedback and support, help teachers become more capable. The most coherent example of comprehensive implementation monitoring comes from District 3, where procedures in place from the central office outward to schools ensure fidelity of implementation and the use of data not only to drive instructional decisions but also to inform the technical assistance offered to teachers. The district-based literacy coordinator and school-based

coaches work together to create a coherent monitoring effort. The school-based literacy coaches form the “first line of monitoring” through their classroom visits. During these visits, they confirm that teachers are following the recommended lesson format, using the prescribed curricular materials, aligning their instruction with the pacing guide, and administering the Scholastic Reading Inventory (SRI) at the appropriate intervals. Other tasks include working with principals, technology specialists, staff at the central office, or the Scholastic representative to resolve problems related to physical space, classroom arrangement, materials (broken headphones, missing materials), or technology (malfunctioning computers). District 3 coaches have received special training for their tasks from both Scholastic and the district, and they have resources such as the *READ 180* “on-model cheat sheet” developed by the Director of Curriculum and Instruction.

The District 3 literacy coordinator (and occasionally other district leaders) provides another level of monitoring; she also conducts site visits, walkthroughs, and classroom observations; meets with assistant principals; and provides principals and teachers with feedback on program implementation. The communication process is formalized through monthly central office meetings, which seem to engender healthy cross-school competition. Information shared at these meetings then become the foundation for one-on-one and small-group discussions at schools, where coaches share advice and suggestions with teachers. Coaches said that for the most part, teachers who are off-model welcome the feedback and are open to modifying their practices. The literacy coordinator pointed out that on the rare occasions when teachers resist change, it is because “they don’t know how to get out of their comfort zone.” Deep familiarity with the schools and the program helps overcome the resistance. For example, the literacy coordinator noted that when she noticed several teachers not doing the wrap-up, she resolved the problem by weaving a discussion on the importance of the wrap-up into a monthly teacher meeting.

[With] the Director of Reading, the [adolescent literacy] coordinator, the literacy coaches in schools . . . with the structure the district has set up, you tend to [implement the program] like you’re supposed to, like research says, to get gains for students.

—District 3 Assistant Superintendent

Technology offers District 3 leaders effective resources for monitoring not just their students’ progress but also teachers’ implementation—even though, as an administrator said, “it is a pain when it doesn’t work.” The purchase of SAM at the district level and the use of central server technology permit district leaders to scrutinize *READ 180* implementation from a big-picture, district perspective and take action as necessary. For example, from her examination of the SAM data, one district leader noticed that students were spending less time on average than expected on the computer component of the program. This information led her to speak directly to the relevant teachers about managing groups effectively and to ensure that computers and the central server technology generated an accurate picture of program implementation.

Two factors seem most significant about District 3’s efforts: (1) its systematicity and (2) the communication loops it fosters. Systematicity means that people at all levels know what is expected in terms of implementation, how *READ 180* will be monitored, and that support will be provided quickly to address issues that monitoring uncovers. Just as in initiating

implementation, clear guidance and expectations are important as implementation matures throughout Phase 2 and progresses toward sustainability.

The communication loops—upward from school-based literacy coaches, downward from district office staff, and across schools and levels—ensure that information is shared, issues are identified, and, most important, problems are solved in a timely fashion. As discussed in the next section, lack of communication and collaboration among the various *READ 180* stakeholders seems to be a serious hindrance to full, on-model implementation in some of the other districts.

10. Lesson Learned: Providing opportunities for collaboration and communication increases school-based staff’s understanding of *READ 180*.

With the exception of District 3, there seems to be less ongoing formal implementation monitoring than is desirable, but interviewees reported other forms of support that encourage teacher collaboration through common teacher meetings, coaching and technical assistance, and support with technology. Often open in structure and free-ranging in content, these sessions can be very important vehicles for teacher professional growth.⁴⁶ Respondents to the Teacher Survey used a 4-point scale (Never, Almost Never, Sometimes, Frequently) to rate the extent to which they participated in collaborative activities; results are presented in Exhibit 2-8.

Exhibit 2-8: Percentage *READ 180* Teachers Who Reported Communicating With Other *READ 180* Teachers in Their District, by District

How Often Teachers Communicated				
	Never	Almost Never	Sometimes	Frequently
District 1	0%	43%	57%	0%
District 2	8%	28%	47%	17%
District 3	10%	16%	52%	19%
District 4	49%	27%	8%	8%
District 5 Regular Ed	7%	5%	36%	7%
District 5 Special Ed	7%	37%	52%	4%

Source: *READ 180* Teacher Survey, 2009.

These opportunities for collaboration vary from district to district and include common *READ 180* teacher meetings once a month, after-school meetings in Districts 1 and 3, and daylong quarterly in-service sessions in District 2. Typically facilitated by the district-based *READ 180* coordinator, the meetings in all three districts focus on different aspects of *READ 180* implementation and provide a venue where teachers network, share experiences, and discuss

⁴⁶ Teachers often perceive peer study groups to be as effective as, if not more effective than, traditional classes and workshops in bringing innovations to classroom practice. Such collaboration has also been found to be a key component of effective professional development programs. See Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915–945.

common concerns about *READ 180* implementation. The topics at these meetings often focus on what a coach, a district coordinator, or a Scholastic representative has seen during a classroom visit. Other topics include implementation challenges that teachers have experienced, instructional implications of SAM data, and general problem solving to achieve greater adherence to the *READ 180* model. The notable exception was District 4, where the implementation of *READ 180* is governed by a highly decentralized, site-based structure; teachers report having little, if any, opportunity to communicate or collaborate at the district level. Exhibit 2-9 provides an overview of the opportunities for collaboration reported by respondents to the Teacher Survey.

Exhibit 2-9: Opportunities for Collaboration Among *READ 180* Teachers

	District 1	District 2	District 3	District 4	District 5
District-based literacy coordinator facilitates collaboration activity	X	X	X		X
Collaboration activity takes place monthly, after school	X		X		X
Collaboration activity takes place quarterly, during the school day		X			
RED online course is folded into teacher collaboration activity		X	X		
School-based coach facilitates teacher collaboration activity at the school site			X		
Professional Learning Communities					X
Online forum (Moodle)					X

Source: *READ 180* Teacher Survey, 2009.

In spite of these indications that *READ 180* teachers have opportunities to communicate and collaborate with one another, some school-based leaders, especially principals, reported having too few opportunities to discuss implementation issues, within their schools, with other schools, and with the district. A District 1 principal summed up his frustration: “There is no venue for me to be able to say, for *READ 180* to work well; these are the things I need for this to happen. There is no venue for that. [I need] some type of data to indicate to me, when [the Scholastic representative or district staff] come and do their walk throughs, with respect to other schools, your implementation is at 80% or 70%, based on these factors. If I knew what those factors were, I would be able to address them. I don’t know what I am being judged on, so I don’t know how to make anything better because I don’t know what they are looking at.” Another principal, also from District 1, expressed the desire to be able to discuss issues such as “How’s your program doing? What are you doing? Are we the only ones who are not doing a 90-minute block or are other schools having issues with that as well?” Principals thus expressed a need for communication to articulate their needs, discuss program challenges, and also share ways to overcome the challenges.

11. Lesson Learned: In-classroom support, coaching, and job-embedded professional development promote on-model implementation.

In addition to the professional development workshop sessions and collaborative meetings, which gather teachers in large groups, *READ 180* teachers in all districts receive job-embedded and often need-specific professional development through coaching. Teachers who reported experiencing such job-embedded professional development and coaching seemed more satisfied with the overall level of implementation support they receive than those who did not.

By contrast, respondents in some districts pointed to the need for greater attention to ongoing training and support in the classroom to bolster on-model implementation. For example, although *READ 180* was credited with improving student behavior in some cases, classroom management continues to be a challenge for some teachers, especially those with little experience working with students who struggle academically. The combination—any intensive intervention and a teacher with little experience teaching this kind of homogeneous group—creates challenges, and behavioral issues can further exacerbate the volatility of this classroom situation.

The most effective and satisfying model of job-embedded professional development was found in District 3, as evidenced by responses to the Teacher Survey. Of the teachers who returned the survey, 96 percent indicated that they were satisfied or very satisfied with support from their school. Additionally, because District 3 worked with Scholastic to develop its own internal capacity to provide *READ 180* teachers with ample coaching opportunities and classroom support, the district no longer purchases coaching days from Scholastic, one source of teacher support mentioned in Districts 1 and 5.

District 3 seems to have thought through its approach to embedded professional development very carefully. *READ 180* teachers receive both district- and school-level support from individuals who not only are experts in reading but also are well versed in using the program. At the district level, the adolescent literacy coordinator oversees *READ 180* program implementation in general, in addition to directly helping individual teachers and site-based literacy coaches implement the program with fidelity. The coordinator visits all *READ 180* classrooms periodically and provides additional coaching to teachers when their own site-based coach or principal recommends it. Site-based coaches in District 3 mentioned that their tasks include offering impromptu technical support, helping manage disruptive students so that the small groups rotate as planned, and obtaining the necessary program materials by communicating urgent classroom needs to school administrators. Coaches at each District 3 focal school also reported holding formal, frequent meetings with teachers to encourage and reinforce on-model practices, reporting on *READ 180* news and successes from other schools, and discussing testing, data analysis, and lesson planning—all important practices that contribute to teachers’ sustained on-model implementation.

[The district literacy coordinator and I] have a good relationship, whatever [teachers] need in terms of making their classroom work we get it for them.

—District 3 School-Based Coach

Like District 3, Districts 2 and 5 have district-level personnel who could provide teachers with valuable coaching specific to *READ 180*—if they had time. In the words of one school-based instructional coach, the district-based specialist “is very good but spread very thin.” Although schools in Districts 2 and 5 also have some form of site-based coach, interviewees said that these staff often do not know enough about *READ 180* to provide program-specific support and thus are limited to helping teachers deal with general issues such as managing students’ behavior and locating supplies. One District 5 administrator explained that most school-level coaches “[focus on] ELA so they do not have much to say about *READ 180*.” Similarly in District 2, one teacher described her building coach as “very helpful, not so much with *READ 180*, but she helps with students.”

Conversely, teachers in Districts 1 and 4 reported that coaching by district-based *READ 180* coordinators is “infrequent”: coaches observe implementation and provide feedback only once per quarter and once per year, respectively. Interviewees said that although school sites in both districts have site-based coaches (and in District 1, literacy leaders staffed to provide literacy-related support to all teachers), their knowledge of the program and other responsibilities at the school limit the type and level of support the coaches provide. Interviewees told of situations such as the District 4 school-based staff member, who serves as both the reading and instructional coach and who taught herself how to use SAM to generate reports to assist her *READ 180* teachers. However, time constraints during the 2009 school year prevented her from organizing a formal meeting with her *READ 180* teachers to discuss SRI test scores, as she had done in previous years. At another District 4 school, the reading/instructional coach, who also happens to teach two non-*READ 180* classes, is even more limited in the time she can devote to *READ 180* teachers. In this school, the experienced *READ 180* teacher provides much of the novice teacher’s support by answering any program-related questions, observing and providing feedback, and allowing the novice teacher to observe her own classroom instruction. Unlike District 3, Districts 1 and 4 receive infrequent district-level coaching, and the site-based support is often not program specific and moderated by the often limited availability of school staff.

However, of the five districts in the study, teachers in District 1 seem to receive the most coaching opportunities from Scholastic. The district arranged for each classroom to receive about four visits from the Scholastic representative during the 2008–2009 school year, providing coaching that one district administrator called “invaluable.” On the basis of each coaching visit, the Scholastic representative also prepares a feedback report, outlining the teacher’s areas of strength and challenges, and works with the teacher to lay out one or two goals to work toward for improving implementation. In addition to these reports, District 1 teachers attend small-group refresher trainings, during which the Scholastic representative reviews several program-related topic areas, particularly with teachers who were identified during observation as off-model.

School-level coaches are a valuable resource for teachers, especially when they have specific *READ 180* knowledge and expertise. Program fidelity requires the availability of these coaches to help ensure that teachers have the resources they need to support on-model implementation and meet their students’ language arts needs.

Overall, District 3’s model of job-embedded professional development provided by both knowledgeable school- and district-level coaches represents the strongest example of on-model professional development. Given the high levels of satisfaction with and on-model implementation of *READ 180* in District 3, this experience recommends making these forms of professional development available to teachers to help support strong fidelity to the program model.

12. Lesson Learned: Setting criteria for determining program success is an important component of on-model implementation.

In addition to wanting to know about exit criteria for *READ 180* students, we asked how decisions will be made to continue offering *READ 180* in the middle schools in each district—essentially what metrics will be used to determine program success. Student progress monitoring yields huge amounts of data that can be used not just to track how students are doing but also to decide about program continuation.

Teachers and administrators were willing to tell us about their level of satisfaction with *READ 180*, but they could not really state how decisions will be made to continue the program. Indeed, data show that no district has developed clear metrics for judging the success of *READ 180* in its middle schools. Cost does not seem to be an issue in judging program effectiveness; in fact a principal in District 1 said, “I found out that the licenses that came with the program are lifetime. I thought I was going to [have to] pay \$22,000 a year, and when I found out that wasn’t the case, I loved the program even more.”⁴⁷

Although, as in other districts, District 3 did not have a predetermined metric for deciding program success, District 3 leaders did provide information about their efforts to track student reading achievement data—from tests and from *READ 180*—and how these data are discussed at monthly meetings at the central office. One district leader said that graphic displays of program data per school would be shown at the next principal meeting. Several District 3 school-based staff mentioned the cross-school competitiveness about *READ 180* that these meetings seem to engender; there does seem to be general agreement that *READ 180* is having an effect on students’ test scores. As one district leader commented, “If scores go up even more, [we] will be super satisfied. If they don’t show improvement on the [state tests] this year, some people won’t be happy.” Clearly, stakeholders in this district have been pleased with the progress of the program so far, but they are seeking ultimate validation from participants’ state test scores.

In sum, respondents in the study provided no definitive answers to the question of how to assess the success of the program. Further, there was little indication that they had addressed them, over and above decisions about how long students should continue in *READ 180*.

⁴⁷ For a discussion of the costs of reading interventions for adolescent struggling readers, see Levin, H. M., Catlin, D., & Elson, A. (2010). *Adolescent literacy programs: Costs of implementation*. New York: Carnegie Corporation of New York.

Phase 3: Sustaining Implementation

Data collected from central office and school staff in all districts provide insight into how to sustain and enhance advances in meeting the needs of Tier 2 middle school struggling readers through the thoughtful selection and implementation of an intensive intervention such as *READ 180*. We discuss these insights next and the lessons about sustainability that emerged from the interview data.

Previous discussions about monitoring implementation and student progress and about professional development, technical assistance, and coaching point toward an important finding: ongoing implementation and the chances for sustainability are most likely be enhanced when one or more individuals emerge to coordinate and oversee the implementation of *READ 180* and to build capacity for meeting students' needs. We refer to this person as the intermediary.

13. Lesson Learned: On-model implementation is enhanced when one or more individuals play an intermediary role among district-level staff, school-based teachers, coaches, administrators, and Scholastic.

Data from all sources in all districts affirm the importance of intermediaries. Regardless of their actual job title, the intermediaries serve a critical function in creating and maintaining buy-in for the program and in ensuring that it is implemented well. They encourage communication among all stakeholders of on-model implementation and build capacity at district and school levels to sustain the appropriate use of *READ 180* and build an understanding of the needs of struggling adolescent readers and their teachers.

These individuals, most often at the district level but at the school level as well, contribute to accountability and serve as supports and advocates for *READ 180* as a program and for *READ 180* teachers. Knowledgeable about the program and about what it takes to implement the program well, the intermediaries are conduits to and from the teachers. They provide professional development and ongoing support, as expected, but the most effective intermediaries also communicate information about district policies and guidelines for *READ 180* implementation to school-based staff, provide precise feedback to teachers about their instructional practices, and thereby minimize variation and ensure consistency of implementation within and across district schools.

At the same time, intermediaries are able to communicate school and teacher needs upward from schools to appropriate district offices so that resources and support for the program can be obtained in a timely fashion. They also communicate with Scholastic, through the representative for their districts or participation in additional Scholastic-provided training. This final communication channel keeps the intermediaries informed about the program, keeps their own skills and abilities growing, and undoubtedly provides Scholastic with information about on-the-ground implementation that could be useful for ongoing program improvement. Such communication and intermediaries' other efforts build local capacity to address the needs of struggling readers and to understand how *READ 180* fits within this broad goal.

As in other areas, District 3 provides an example of the importance of the intermediaries. The key objective of the district's three-tiered system is to ensure that all students read at grade level

and that at least 60 percent of grade 8 students pass the state reading test. The goal of the literacy plan, in the words of one district leader, is “to get students to the point where they are working on grade level and are able to be successful, not just reading a book in core classes, but that reading skills are transferred to content area classes and electives.” Part of their plan has been to hire two adolescent literacy coordinators to oversee implementation of the Tier 2 and Tier 3 interventions and to help “teachers and literacy coaches implement the literacy initiative and best practices in teaching literacy.” Additionally, the Tier 2 and Tier 3 adolescent literacy coordinators are supported at most schools by on-site literacy coaches, who have more frequent contact and work more directly with *READ 180* teachers. In general, teachers, coaches, and principals seem to recognize and value the fact that there is someone at the central office who, along with the Director for Curriculum and Instruction, is responsible for overseeing *READ 180*. Respect for the expertise of the adolescent literacy coordinator is widespread and recognizes her ability to provide *READ 180* training, and her commitment to ensuring that teachers are supported and students’ needs are addressed.

The presence of intermediaries at both the school and the district level is unique in District 3 and undoubtedly contributes to the well-articulated, thoughtful implementation of *READ 180* that emerged from the interview and survey data. Exhibit 2–10 contrasts the roles that each level of intermediary plays in that district.

Exhibit 2-10: The Role of the Intermediary in District 3

Function	District-Based Intermediary	School-Based Intermediary
Title and Role	Adolescent literacy coordinator, dedicated to overseeing Tier 2 intervention (<i>READ 180</i>) at secondary level	On-site literacy coaches, dedicated to providing integrated support for reading interventions and promoting literacy in the content areas
Professional Development	Day 1 and Day 2 training “Experienced teacher” refresher course Monthly, after-school cadre meetings	Job-embedded professional development Technical support including coaching On-site teacher collaboration (strategy) meetings for <i>READ 180</i> teachers and content area teachers
Monitoring	Implementation checks (school site visits, walkthroughs, and classroom observations), followed by feedback to principals and teachers Data monitoring (data dashboard and district-level SAM)	On-site monitoring of program implementation Synthesis and interpretation of student data
Communication	Monthly meeting of literacy coaches Monthly leadership meeting of principals Conduit of information between Scholastic and district as well as between district and schools	Feedback to teachers and principals about implementation and student data Conduit of information between schools and district
Preparation for Intermediary Role	5-day <i>READ 180</i> training Two <i>READ 180</i> National Conferences Train-the-trainer training (instruction on conducting Day 1 and Day 2)	Day 1 and Day 2 training RED online course “Internship” (co-teaching and observation) in a <i>READ 180</i> classroom “Learning walks” with adolescent literacy coordinator and Scholastic implementation consultant Monthly meetings of all middle and high school coaches organized by the district

Source: *READ 180* Teacher Survey, 2009, and District 3 Interviews.

Though all intermediaries work toward the same overall objectives, each one has different specific responsibilities, depending primarily on location. The district-based adolescent literacy coordinator has many tasks: providing professional development to *READ 180* teachers across the district; monitoring program implementation and student performance; communicating this information with principals and literacy coaches at monthly meetings; following up with individual principals, coaches, and teachers when needed; helping set school growth targets; and reinforcing a “literacy across the curriculum” approach in the middle schools.

Given their strong background knowledge, experience in teaching reading, and demonstrated familiarity with *READ 180*, school-based literacy coaches are, for the most part, seen to be a tremendous resource as well. These school-based intermediaries identify local needs, monitor classroom practice, and provide job-embedded professional development and classroom-based support for teachers with their implementation of *READ 180*. Teachers sometimes call on coaches to work individually with particular students they have identified as needing special attention. The majority of the teachers who were interviewed agreed that coaches understood their “frustrations, challenges, what works, what doesn’t.”

For principals, the literacy coach provides an intermediate level of support, fine-tuning teachers’ skills, assisting with classroom monitoring, interpreting student data, and recommending a course of instructional action to tackle issues revealed by the data. One principal commented, “This is the second year with the literacy coach, and [the incorporation of] strategies, is much more evident than before. Previously, *READ 180* was more stand alone. Students were assigned to class, but teachers weren’t getting any professional development on it.” Coaches are also valued for being the “go-between from district to the school,” who can communicate requirements for *READ 180* implementation and share updates from other schools in the district. Principals see the position of the school-based literacy coach as key not only for providing integrated support for *READ 180* teachers but also for connecting *READ 180* teachers with other ELA and content area teachers and promoting a focus on literacy in the content areas.

Sometimes, literacy coaches also facilitate a “strategy meeting” at their school site, usually organized by teams and intended to provide teachers with ideas and input about how they incorporate literacy into their teaching. These meetings are an opportunity for *READ 180* teachers to connect with their ELA and content area counterparts to share information about literacy strategies and practices and about how they can provide consistent support to *READ 180* students in content area classes.

In terms of function and visibility, District 2’s model for maintaining and supporting high-quality *READ 180* implementation comes closest to the one in place at District 3, although many District 2 school-level coaches lack deep knowledge of *READ 180* and experience in teaching the program. They are therefore not well equipped to provide adequate support for teachers about *READ 180* instruction. As a result, the task of monitoring and supporting *READ 180* implementation falls almost entirely to the district-based literacy coordinator who, consequently, is “stretched too thin” and unable to effectively reach all implementation sites to coach teachers and help them use data to drive instruction; facilitate communication among teachers, coaches, and principals; or invite buy-in from principals. Here, the intermediary—the district resource teacher—coordinates professional development activities and offers technical assistance to teachers. However, with only half her time dedicated to *READ 180* and with little experience teaching *READ 180* herself, she finds it necessary to involve the Scholastic implementation consultant to ensure that teachers are adequately supported.

District 1 created a position at the central office to oversee implementation of *READ 180* and to provide the support and communications that true intermediaries can provide. The position is only half-time, and as a district leader told us about this staff person and future plans: “She is just one person, and she cannot be providing all the support they need out there. I am going to

recommend that, out of Title I money, that we hire at least one more person to be providing that support. I wouldn't see this as a position [only] for literacy or an instructional coach because we have coaches whose role is very different. This would be *READ 180* support, solely, but more of instructional support rather than technical or technological support [person]. This would not be a school-based role, but rather an 'umbrella person' who would be based at the district." Through this position, District 1 will invest its resources in additional staffing, with the intent of supporting on-model implementation at the district level.

District 4, with its site-based governance model, has taken a team approach to supporting *READ 180* implementation. Seven coordinators conduct compliance and coaching visits to the middle and high schools in the district. The emphasis of these site visits, however, is the general district wide reading plan, not implementation and instructional practices specific to *READ 180*.

In Districts 2 and 4, because of the site-based approach to *READ 180* implementation, the district-based intermediaries seem not to be able to leverage the school-based coaches effectively to create a coherent network of school-based support. Coaches who were interviewed in both districts suggested that intermediaries' levels of engagement can be uneven, with differences from one school to the next. In most schools, coaches are responsible for identifying and placing students in *READ 180*. At some schools, coaches also involve themselves with supporting *READ 180* teachers, at least on a general level, with strategies for promoting literacy and classroom management. This practice, however, appears not to be systematic or consistent across all implementation sites. In some schools, interactions between coaches and teachers seem to be restricted to issues of technology and resource availability.

During the year of the study, District 5 did not have school-based coaches; therefore, the job of monitoring and supporting the implementation of *READ 180* teachers of special education students fell to the two district-based special education *READ 180* coaches. Interviewees said that these coaches conducted classroom observations and provided feedback and technical assistance to teachers, provided professional development, trained teachers on using data to guide instruction and monitor their use of reports, discussed program data with principals, and facilitate communication across all levels—school, district, and Scholastic.

14. Lesson Learned: Districts need to continue to stress clear guidelines and expectations for *READ 180* implementation.

Intermediaries—at the district or school level or both—cannot sustain implantation of *READ 180* on their own. Other studies have found that factors such as staff mobility and changes in attitude can constrain efforts to sustain school improvement.⁴⁸ Intermediaries can be the conduits of these guideline and expectations, making them more explicit and helping troubleshoot school-based obstacles to their fulfillment; the overall direction for implementation must come from central office staff.

⁴⁸ See Marsh et al. (2008) for a discussion of the constraints and enablers of successful provision of coaching to middle school reading teachers in Florida.

Just as in initial phases of implementation, guidelines about classroom practice and ongoing support and professional development for teachers keep expectations public and increase accountability at all levels.

15. Lesson Learned: The importance of monitoring student progress and teacher implementation and collaboration does not diminish over time.

Interviewees talked positively about the intermediaries—their districts’ literacy coordinators or their schools’ coaches—and often credited them, as a teacher in District 2 said, with “running [READ 180] right.” Data obtained from monitoring student progress and from conducting site visits and talking to teachers are essential components of “running it right,” but collecting data can be a labor-intensive effort.

The Scholastic Achievement Manager (SAM) system is a vehicle for monitoring both student progress and the use of the computer rotation during *READ 180* sessions, but these data are most beneficial when they are systematically collected, analyzed, and applied for instructional decision making and classroom support to teachers. Remember the district-level intermediary in District 3 who used SAM data to identify a teacher whose students were not engaging in the daily computer rotation and who then supported that teacher with managing the classroom more effectively.

Efforts to monitor implementation through classroom observations should not diminish as teachers become more experienced with *READ 180*, but new definitions of “monitoring” can develop over time. In some districts, teachers and coaches spoke about the value of collaborative meetings. Such meetings can build professional communities in which teachers often share their emerging expertise and abilities and deepen their engagement in their teaching.⁴⁹ Scholastic encourages schools and districts that adopt the program to hold frequent “cadre” meetings for *READ 180* teachers, but as Exhibits 2-9 and 2-10 show, variation in such collaboration exists even within these five districts. Research⁵⁰ on teacher collaboration suggests that teachers who take part in “social networks” are more likely than those without such supports to change their practice and increase student achievement and also that district and school policy toward supports such as coaching and common meeting times influence the forms that teacher collaboration take and the influence it has on practice.

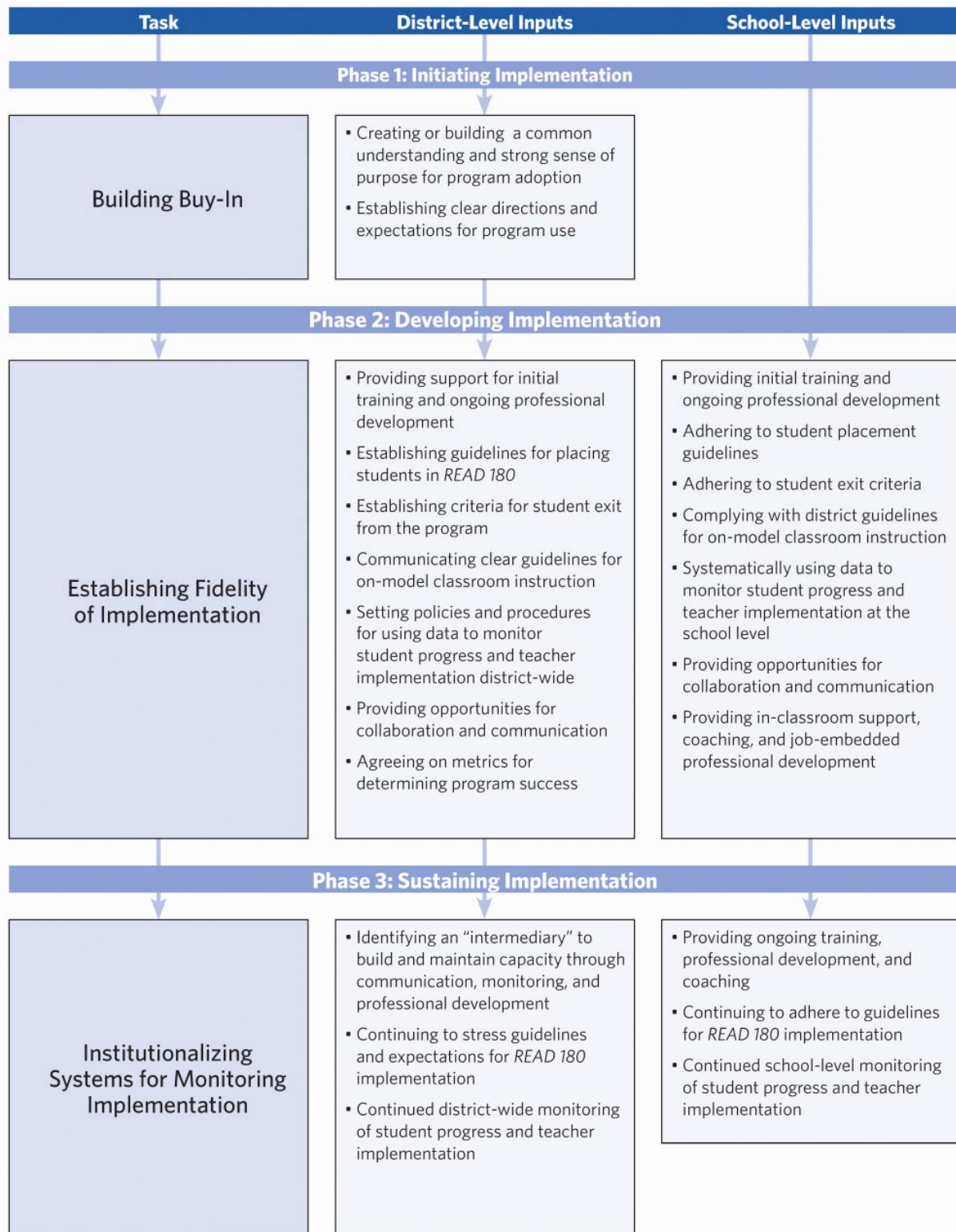
Turning Lessons Into Recommendations

Taken together, the lessons learned from this study demonstrate that “on-model implementation” of an adolescent literacy intervention consists of much more than just the day-to-day routines within the classroom. Rather, the data show that on-model implementation requires input from both the district and the schools to support the goals of the program. Exhibit 2-11 presents these inputs and illustrates that support is needed during all three phases of implementation.

⁴⁹ See Coburn, C. E. (2001). Collective sensemaking about reading: How teachers mediate reading policy in their professional communities. *Educational Evaluation and Policy Analysis*, 23, 145–170; Coburn, C. E., & Russell, J. L. (2008). District policy and teachers’ social networks. *Educational Evaluation and Policy Analysis*, 30, 203–235.

⁵⁰ See Coburn and Russell (2008) for a review of this literature.

Exhibit 2-11: Contributors to On-model Implementation of *READ 180*



The next chapter represents a “big picture” look at data from the districts in the study in an effort to extract recommendations about implementation of *READ 180* or similar interventions. Although our sample of only five districts is small, their experiences with *READ 180* varied considerably and may well reflect conditions in other districts as they select and implement a program for their middle school students who struggle academically.

Chapter 3.

Recommendations:

Districts and Schools Working Together for On-Model Implementation

The major purpose of this study was to discover the conditions in these five districts that seem to support or inhibit on-model implementation of *READ 180* and, by extension, other interventions for struggling readers in middle school. One criterion for selecting districts was that they differed in their experiences implementing *READ 180*: some had used previous editions of the program, some had dedicated staff at the district and school levels to support implementation; some could support the technological requirements of centralized monitoring of the program; and one even enrolled regular education and special education students in separate *READ 180* sections. The data collected for this study confirm that we achieved that goal: the districts were indeed diverse. The case studies presented as Appendix B illustrate the diversity. We also sought diverse perspectives on *READ 180*, and our interview and survey data revealed considerable variation across and within the five urban districts.

Yet, as often happens, from this variation have emerged several commonalities:

- ❖ Implementation seems to follow three distinct phases:
 - Initiating implementation with program adoption and establishment and dissemination of expectations and guidelines for its use
 - Developing implementation, in which understanding of the program and buy-in grow
 - Sustaining implementation of the program, through which individuals at the district and school levels ensure that capacity for implementation increases and is maintained

- ❖ Factors at the district and school levels must be present and work together to create conditions that support and sustain on-model program implementation of *READ 180*:
 - A visible role and strong presence at the district level as the program is selected, introduced to schools, and scaled up for wide use
 - School-level buy-in for the program, accompanied by an understanding of the components for on-model implementation
 - Ongoing monitoring at the district and school levels

Introducing *READ 180* (or any external program) into schools and maintaining adherence to its instructional model raise challenges for school-based staff, no matter how ardently they embrace the need to help their struggling readers. Even though staff at the district and school levels may feel what a District 1 principal called “an urgency with the number of kids who are not proficient in reading,” buy-in for a reading intervention does not come automatically with its selection. The data make clear that district and school factors must interact in many ways and across all phases of implementation to ensure success. *READ 180*—and probably most reading

interventions—has specific requirements for optimal use. The central office must take the lead in disseminating guidelines about these requirements so that all stakeholders understand the program and its instructional model. Further, ongoing communication between the district and schools builds common understandings about what needs to be done to get the desired results that can lead to genuine buy-in and fidelity of implementation.

Achieving buy-in for and the deep understanding of *READ 180* takes thoughtful planning of activities at every stage of the implementation cycle. The planning involves both “big picture” and “small picture” thinking so that all stakeholders in *READ 180* implementation—including students!—understand the program’s potential to address the serious problem of some, but not all, struggling readers. The ultimate goal should be that everyone involved understands what it takes to achieve on-model implementation and works together to see this happen. The data show that at many sites, these understandings do not come automatically or quickly. Individuals whom we have designated intermediaries are essential for creating the lines of communication that explain the program to central office administrators and to school-level staff, secure assistance when needed, and watch over and support program implementation. As explained in Chapter 2, the intermediaries have different job titles, different local responsibilities, and different amounts of time to devote to *READ 180*. Whether based at the central office or schools, intermediaries build and leverage support for the program so that teachers can do their best possible work.

Recommendations

Although this study focused on only five of the many districts nationwide that use *READ 180* for middle school struggling readers, data collection efforts were broad enough to reveal certain very clear lessons about how to achieve on-model implementation. Analysis of data from across all districts and schools has led to these recommendations for achieving on-model implementation.

Phase 1: Initiating Implementation

Recommendation 1: District leaders can build buy-in for the program starting with a strong foundation of understanding and support for the program.

When district leaders demonstrate their commitment to all students by sharing a district perspective on choice of intervention program and their expectations for how it will be used, school leaders, coaches, and teachers recognize that they are part of a larger team effort to meet the needs of struggle with reading.

Phase 2: Developing Implementation

Recommendation 2: Districts need to play a strong and visible role in program implementation by providing clear policies, procedures, and expectations for on-model implementation and by explicitly communicating that schools are expected to achieve this goal.

A district’s strong and visible role in *READ 180* implementation needs to be evident from the beginning, as the program is adopted and implemented in schools. The district establishes the importance of taking action to address the needs of struggling readers and, by adopting *READ*

180, endorses a particular instructional model. Successful districts continue support as the program is rolled out to schools, through the availability of a technology infrastructure, ongoing monitoring of students and teachers, and feedback loops that provide corrective action as needed to explain, maintain expectations for, and facilitate on-model implementation. Establishing this role early and maintaining it throughout the implementation process should help increase buy-in.

Recommendation 3: *District and school administrators need to agree on metrics for measuring student progress and program success and for monitoring compliance with guidelines.*

Given the abundance of data available for program monitoring, district and school administrators must agree on the specific metrics that will be used to measure student progress and program success. These metrics should be communicated to all staff involved with the program prior to implementation and modified as necessary during implementation. Formal procedures for monitoring compliance with implementation policies and procedures are equally important to help ensure that all stakeholders are clear about expectations and to encourage more consistent implementation across schools. Procedures for monitoring should involve using data generated by the program as well as other measures that are deemed appropriate. Rather than be punitive, monitoring can identify teachers who need additional support and can identify and provide resources early. Monitoring can also identify students who are not making anticipated progress in *READ 180* so that teachers can fine-tune instruction to meet their needs.

Recommendation 4: *District and school leaders can enhance program staff's capacity by providing ongoing professional development, including in-classroom coaching and opportunities for collaboration and communication among school-based staff.*

Staff at all levels often cited the need for more *READ 180*–specific professional development. Increasing the relevance and frequency of available training will help teachers become more comfortable with the program, demonstrate support for teachers, and promote successful on-model implementation. Additionally, having school leaders themselves participate in professional development and become knowledgeable increases the likelihood of school-level buy in and on-model implementation.

In addition to having structured professional development opportunities, teachers need to feel ongoing support in their efforts to implement *READ 180* and should have access to timely technical assistance. Some districts have addressed this need by providing opportunities for communication and collaborations among school staff. Collaboration among teachers, coaches, and principals of schools where *READ 180* is used builds understanding of and buy-in for the program. Such collaboration also enhances site-based capacity because practitioners can share ideas, issues, and challenges and engage in the kinds of problem solving that deepen their skills.

Recommendation 5: School leaders need to take advantage of all professional development offered with the program.

Coaches and teachers in several districts told interviewers that their principals were so unfamiliar with *READ 180* that they could not be truly supportive. And some principals commented that would welcome opportunities to learn more about the program.

Understanding the program, its instructional approach, and its goals is part of buy-in, just as understanding the needs of adolescent struggling readers is part of the knowledge base administrators should have. Scholastic provides professional development opportunities for principals, including an online Scholastic RED course about leading “literacy-focused” middle and high schools. But even sitting in on teacher professional development sessions can enhance awareness of the program and appreciation for what teachers and coaches are trying to do.

Recommendation 6: District and school leaders can ensure that appropriate students are targeted by adhering to program recommendations for student placement and exit criteria and creating guidelines for their use.

Schools make two exceedingly important decisions: which students they assign to *READ 180* classes and when students can be considered ready to exit the program. *READ 180* is designed for one to two years of use and fits the specifications of a Tier 2 program in a Response to Intervention (RtI) model. On-model implementation can address the needs of students who have learned the fundamentals of reading but struggle with more advanced comprehension and vocabulary skills and strategies.

To ensure that students benefit from time in *READ 180*, guidelines for program entry need to be grounded in data and students’ reading levels. Likewise, guidelines for program exit should recognize and use data on progress toward improved reading achievement. Following such guidelines increases students’ chances for success in *READ 180*, and student successes will subsequently increase buy-in for the program. To the extent possible, guidelines should consider the whole child, along with the negative impact of behavioral problems on program implementation. The most useful guidelines will be clear but also permit a certain degree of flexibility to allow the removal of misplaced students.

Phase 3: Sustaining Implementation

Recommendation 7: Districts can enhance and sustain on-model implementation by identifying one or more knowledgeable individuals to play an “intermediary” role among district-level staff, school-based teachers, coaches, administrators, and the program publisher.

Sometimes districts will appoint or even hire someone to serve as an intermediary; in other cases, someone may assume this role as *READ 180* use spreads across the district. To be effective, intermediaries need a deep knowledge of the program, time to do their jobs, and access to resources to support teachers in doing their own work with students. Strong intermediaries build capacity through direct professional development, technical assistance, mentoring, and coaching.

They solve problems, such as a lack of program materials or weak technological infrastructures. They communicate upward to central office administrators, downward to schools, and outward to Scholastic. They also create channels of communication and opportunities for collaboration. All of these roles help encourage and facilitate on-model implementation.

Recommendation 8: *District leaders need to continue to provide schools with clear guidelines and expectations for on-model classroom implementation and hold schools accountable for achieving this goal.*

It is not enough that districts disseminate guidelines and expectations as a program is introduced into a district. Continuing to make district expectations known contributes to capacity building at the school level. Capacity grows from understanding of the program, but understanding does not occur immediately.

Recommendation 9: *District and school leaders need to employ an ongoing, systematic approach to help increase capacity and promote sustainability.*

The data from District 3 (and to some extent District 2) suggest that increasing capacity and sustaining momentum take more than the efforts of one person. An ongoing, systemic approach is necessary, with continued emphasis on district expectations, clear guidelines and procedures, and resources, as well as knowledgeable people all working together in a concerted effort to implement the program with fidelity. The District 3 assistant superintendent for middle schools described that now with a central office director of reading and reading coordinators and school-based literacy coaches, “[*READ 180* implementation is] a lot better. With the structure that the district has set up, you tend to do it like you’re supposed to do it, like research says, to get gains for students.”

Conclusion

Data collected from this study contribute to the growing literature⁵¹ on the needs of adolescent struggling readers and the ways to address those needs by detailing the approaches taken in urban districts and their middle schools. Their approaches are clearly very different, with differing levels of effectiveness. What came through clearly, however, is that introducing, implementing, and sustaining the effectiveness of *READ 180* or any intervention takes concerted, thoughtful interactions among central office staff, school administrators, and teachers. These interactions take place over time and contribute to better understandings of the needs of struggling students and of the teachers who want to help them. Capacity grows at both district and school levels—slowly perhaps and over time—but it does grow so that the needs of all students can be better met.

⁵¹ See, for example: Carnegie Council on Advancing Adolescent Literacy. (2010). Op, cit.; Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE # 2008-4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance; Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Appendix A: District Demographics

Table A-1: Demographic Information by District

Characteristics	District 1	District 2	District 3	District 4	District 5
District Overview					
Total students in district (UG, PK-12)	95,493	82,140	49,197	175,245	40,658
Number of schools in district	165	124	94	238	123
Number of middle schools in district	26	21	15	33	12
Urbanicity	11 - City: Large	11 - City: Large	12 - City: Mid-size	21 - Suburb: Large	11 - City: Large
Low grade	Prekindergarten	Prekindergarten	Prekindergarten	Prekindergarten	Prekindergarten
High grade	12th Grade	12th Grade	12th Grade	12th Grade	12th Grade
FTE teachers	6,240.50	5,714.10	3,217.50	10,975.00	2,682.30
Student/teacher ratio	15.30	14.40	15.30	16.00	15.20
Student Characteristics					
<i>Sex</i>					
% Male	51.00%	52.00%	50.77%	50.11%	52.00%
% Female	49.00%	48.00%	49.22%	47.55%	48.00%
<i>Ethnicity</i>					
% African American	4.00%	12.71%	79.50%	27.61%	29.82%
% White	33.00%	26.82%	16.00%	34.83%	26.06%
% Hispanic	55.02%	56.99%	1.98%	30.56%	13.00%
% Asian/Pacific Islander	2.41%	3.14%	2.32%	4.22%	29.28%
% Native American	5.11%	0.23%	0.08%	0.43%	1.86%
% Other/Multirace	1.00%	0.11%	0.00%	0.02%	0.00%
<i>Special Programs</i>					
% LEP/ELL	15.47%	16.55%	2.01%	19.39%	40.00%
% IEP's	12.97%	11.06%	12.00%	14.66%	17.00%

Characteristics	District 1	District 2	District 3	District 4	District 5
<i>Financial Indicators</i>					
% Free lunch eligible	45.00%	52.00%	69.43%	37.10%	60.00%
% Reduced price eligible	6.00%	8.80%	7.00%	10.17%	9.00%
% Free and reduced lunch eligible	51.00%	61.00%	76.00%	47.27%	69.00%
NCLB Status-2007 AYP Status	Not Met	Met	Not Met	Not Met	Not Met

NOTE: Source for the NCLB AYP status comes from district and state specific websites.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

Table A-2: Demographic Information for District 1 Focal Schools

Characteristics	District	School 1	School 2	School 3	School 4
School Overview					
Total students in school (UG, PK-12)	95,493	691	792	1,159	1,051
Urbanicity	11 - City: Large	21 - Suburb: Large	21 - Suburb: Large	11 - City: Large	11 - City: Large
Low grade	Prekindergarten	6th Grade	6th Grade	6th Grade	6th Grade
High grade	12th Grade	8th Grade	8th Grade	8th Grade	8th Grade
FTE teachers	6,240.50	53.00	57.00	81.00	73.00
Student/teacher ratio	15.30	13.00	13.90	14.30	14.40
Student Characteristics					
Sex					
% Male	51.00%	46.60%	50.00%	50.30%	49.57%
% Female	49.00%	53.40%	50.00%	49.70%	50.43%
Ethnicity					
% African American	4.00%	1.30%	2.27%	3.11%	2.38%
% White	33.00%	3.33%	8.46%	11.13%	4.38%
% Hispanic	55.02%	93.63%	86.24%	73.51%	90.77%
% Asian/Pacific Islander	2.41%	0.14%	0.76%	1.12%	0.10%
% Native American	5.11%	1.59%	2.27%	11.13%	2.38%
% Other/Multirace	1.00%	0.00%	0.00%	0.00%	0.00%
Financial Indicators					
% Free lunch eligible	45.00%	99.57%	99.62%	59.28%	99.71%
% Reduced price eligible	6.00%	0.00%	0.00%	13.03%	0.00%
% Free and reduced lunch eligible	51.00%	99.57%	99.62%	72.30%	99.71%
NCLB Status-2007 AYP Status	Not Met	Not Met	Not Met	Not Met	Not Met

NOTE: Source for the NCLB AYP status comes from district and state specific websites.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

Table A-3: Demographic Information for District 2 Focal Schools

Characteristics	District	School 1	School 2	School 3	School 4
School Overview					
Total students in school (UG, PK-12)	82,140	1,022	707	805	669
Urbanicity	11 - City: Large	11 - City: Large	11 - City: Large	11 - City: Large	11 - City: Large
Low grade	Prekindergarten	6th Grade	6th Grade	6th Grade	6th Grade
High grade	12th Grade	8th Grade	8th Grade	8th Grade	8th Grade
FTE teachers	5,714.10	75.90	57.00	54.90	55.70
Student/teacher ratio	14.40	13.50	12.40	14.70	12.00
Student Characteristics					
Sex					
% Male	52.00%	45.40%	54.74%	50.31%	53.06%
% Female	48.00%	54.60%	45.26%	49.69%	46.94%
Ethnicity					
% African American	12.71%	12.52%	9.48%	8.57%	14.65%
% White	26.82%	18.00%	1.56%	53.91%	2.39%
% Hispanic	56.99%	67.32%	88.68%	35.53%	82.21%
% Asian/Pacific Islander	3.14%	1.76%	0.00%	1.74%	0.60%
% Native American	0.23%	0.39%	0.28%	0.25%	0.15%
% Other/Multirace	0.11%	0.00%	0.00%	0.00%	0.00%
Financial Indicators					
% Free lunch eligible	52.00%	61.45%	82.46%	27.83%	86.55%
% Reduced price eligible	8.80%	10.08%	11.17%	5.84%	7.92%
% Free and reduced lunch eligible	61.00%	71.53%	93.64%	33.66%	94.47%
NCLB Status-2007 AYP Status	Met	Not Met	Met	Met	Not Met

NOTE: Source for the NCLB AYP status comes from district and state specific websites.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

Table A-4: Demographic Information for District 3 Focal Schools

Characteristics	District	School 1	School 2	School 3	School 4
School Overview					
Total students in school (UG, PK-12)	49,197	783	842	839	828
Urbanicity	12 - City: Mid-size	12 - City: Mid-size	42 - Rural: Distant	12 - City: Mid-size	21 - Suburb: Large
Low grade	Prekindergarten	6th Grade	7th Grade	6th Grade	6th Grade
High grade	12th Grade	8th Grade	12th Grade	8th Grade	8th Grade
FTE teachers	3,217.50	48.30	56.90	54.80	44.80
Student/teacher ratio	15.30	16.20	14.80	15.30	18.50
Student Characteristics					
Sex					
% Male	50.77%	51.34%	52.73%	58.05%	54.11%
% Female	49.22%	48.66%	47.27%	41.95%	45.89%
Ethnicity					
% African American	79.50%	93.10%	56.65%	73.90%	60.51%
% White	16.00%	5.11%	42.52%	19.43%	33.45%
% Hispanic	1.98%	0.51%	0.59%	3.93%	4.23%
% Asian/Pacific Islander	2.32%	1.15%	0.24%	2.74%	1.69%
% Native American	0.08%	0.13%	0.00%	0.00%	0.12%
% Other/Multirace	0.00%	0.00%	0.00%	0.00%	0.00%
Financial Indicators					
% Free lunch eligible	69.43%	84.55%	58.31%	69.85%	55.68%
% Reduced price eligible	7.00%	6.00%	5.58%	10.85%	9.66%
% Free and reduced lunch eligible	76.00%	90.55%	63.90%	80.69%	65.34%
NCLB Status-2007 AYP Status	Not Met	Not Met	Not Met	Met	Met

NOTE: Source for the NCLB AYP status comes from district and state specific websites.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

Table A-5: Demographic Information for District 4 Focal Schools

Characteristics	District	School 1	School 2	School 3	School 4
School Overview					
Total students in school (UG, PK-12)	175,245	1,202	1,660	806	1,145
Urbanicity	21 - Suburb: Large	21 - Suburb: Large	21 - Suburb: Large	41 - Rural: Fringe	21 - Suburb: Large
Low grade	Prekindergarten	6th Grade	6th Grade	6th Grade	6th Grade
High grade	12th Grade	8th Grade	8th Grade	8th Grade	8th Grade
FTE teachers	10,975.00	67.00	91.00	49.00	71.00
Student/teacher ratio	16.00	17.90	18.20	16.40	16.10
Student Characteristics					
Sex					
% Male	50.11%	50.00%	49.70%	50.62%	50.83%
% Female	47.55%	48.75%	48.73%	47.64%	46.99%
Ethnicity					
% African American	27.61%	76.12%	22.59%	20.10%	15.46%
% White	34.83%	2.50%	47.53%	23.70%	24.19%
% Hispanic	30.56%	18.14%	23.31%	47.64%	52.75%
% Asian/Pacific Islander	4.22%	1.50%	4.16%	5.58%	5.33%
% Native American	0.43%	0.50%	0.84%	1.24%	0.09%
% Other/Multirace	0.02%	1.25%	1.57%	1.74%	2.18%
Financial Indicators					
% Free lunch eligible	37.10%	70.55%	33.43%	37.59%	56.24%
% Reduced price eligible	10.17%	11.81%	9.52%	15.14%	16.59%
% Free and reduced lunch eligible	47.27%	82.36%	42.95%	52.73%	72.84%
NCLB Status-2007 AYP Status	Not Met	Not Met	Not Met	Not Met	Not Met

NOTE: Source for the NCLB AYP status comes from district and state specific websites.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

Table A-6: Demographic Information for District 5 Focal Schools

Characteristics	District	School 1	School 2	School 3	School 4
School Overview					
Total students in school (UG, PK-12)	40,658	691	606	811	568
Urbanicity	11 - City: Large	11 - City: Large	11 - City: Large	11 - City: Large	11 - City: Large
Low grade	Prekindergarten	6th Grade	6th Grade	7th Grade	6th Grade
High grade	12th Grade	8th Grade	8th Grade	8th Grade	8th Grade
FTE teachers	2,682.30	50.10	40.00	45.10	39.10
Student/teacher ratio	15.20	13.80	15.20	18.00	14.50
Student Characteristics					
Sex					
% Male	52.00%	50.22%	59.24%	49.94%	54.93%
% Female	48.00%	49.78%	40.76%	50.06%	45.07%
Ethnicity					
% African American	29.82%	29.67%	29.21%	35.27%	22.01%
% White	26.06%	17.95%	14.52%	35.51%	9.15%
% Hispanic	13.00%	15.77%	12.21%	6.04%	8.80%
% Asian/Pacific Islander	29.28%	32.71%	40.59%	21.33%	59.33%
% Native American	1.86%	3.91%	3.47%	1.85%	0.70%
% Other/Multirace	0.00%	0.00%	0.00%	0.00%	0.00%
Financial Indicators					
% Free lunch eligible	60.00%	70.48%	74.59%	52.03%	81.69%
% Reduced price eligible	9.00%	11.43%	9.41%	9.62%	9.68%
% Free and reduced lunch eligible	69.00%	81.91%	83.99%	61.65%	91.37%
NCLB Status-2007 AYP Status	Not Met	Met	Not Met	Met	Not Met

NOTE: Source for the NCLB AYP status comes from district and state specific websites.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

Appendix B: District Case Studies

District 1 Case Study

Phase 1: Initiating Implementation

District Context: District 1 is the largest public school system in its southwestern state, enrolling almost 100,000 students. The student body is ethnically diverse, with the majority (55 percent) of students coming from Hispanic families. A little over half of the entire student population (51 percent) is eligible for the free or reduced-price lunch program (FLP). The study’s four focal schools in this study are more economically disadvantaged, with 72.3 to 99.7 percent of students eligible for FLP.⁵²

READ 180 was introduced into the district against the background of a larger systemic shift from site-based decision making to a more centralized approach and a district-wide focus on raising student achievement and improving the quality and consistency of education. This focus included a standards-based approach to instruction; an emphasis on growth targets, especially levels of reading and mathematics proficiency; a transition toward greater district control over curriculum and interventions; and the adoption of a three-tiered literacy framework. The hiring of a new superintendent also influenced the transition to district-based management. Interview data suggested that the relatively short history with *READ 180* (since 2006) and the shift to a centralized governance structure may have affected the district’s ability to establish consistent systems, structures, and processes necessary for supporting on-model implementation.

Adoption: District 1 has implemented *READ 180* at the district level for the shortest time of the five study districts. A state education agency (SEA) requirement that school districts provide additional support to schools in restructuring helped motivate District 1 to introduce *READ 180*. Under the previous site-based approach, school administrators selected the curriculum and interventions for their individual school contexts and students, resulting in a wide variety of programs in use at different sites. In the 2005–2006 school year, the district formed a committee to research, pilot, and eventually select interventions to support struggling readers. The committee reviewed about 15 programs in total and invited three publishers, including Scholastic, to make presentations. As a district leader stated, “We brought in ELL, [special education], summer school and people from our department – [we] sat through sessions with checklist...as publishers presented, we rated them. We also brought them in again and met with literacy leaders and instructional coaches and went through round robin presentations. They also rated them using a similar checklist.” After compiling and comparing observations and opinions from both groups about all three programs, the committee unanimously chose *READ 180* and purchased it with a Smaller Learning Communities Grant that was matched with district-based Title I funds.

Adoption decisions were made after extensive research, review, and deliberation.

Seven middle schools and one high school, all receiving Title I funding, participated in the first

⁵² See Appendix A for detailed demographic information. Data are taken from U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006–07 v.1b.

round of *READ 180* implementation in 2006–07. During that time, the unavailability of computers caused initial delays and triggered other delays that further postponed implementation. In one school, program implementation did not begin until the fourth quarter of the school year. By the time implementation finally started in that school, the principal had reassigned resources, such as dedicated classroom space and teaching staff, to other programs because she “wasn’t sure [*READ 180* implementation] was going to happen” at her school site.

At the time this study was completed, *READ 180* was in place at 15 District 1 middle schools including the 7 schools that participated in initial implementation, other schools that had leveraged their Title I monies to purchase the program, and non-Title I schools. All teachers responding to the Teacher Survey reported being either satisfied or very satisfied with *READ 180* (43 percent and 57 percent, respectively), and 86 percent indicated that it “addresses the needs of all students” assigned to their classes.

Phase 2: Developing Implementation

Student Placement and Exit: District leadership has recommended that schools use three criteria to identify and assign students to *READ 180* classes—ideally a combination of standardized test scores, SRI scores, and teacher recommendations. In practice, decisions about student placement are left to principals, instructional leaders, and coaches at the individual schools, where criteria are interpreted and executed in different ways. For example, one school enrolls the “bubble kids,” that is, students nearing proficiency and on the “fine line of pushing schools over that hump to make AYP” in *READ 180*. Another school targets students at the other end of the spectrum of struggling readers, that is, students perceived to be in the “greatest need” of support.

Similarly, some schools have disregarded the district’s caution against placing special education students and beginner English language learners (ELLs; students at early stages of English language development) in *READ 180*. For example, teachers interviewed at two focal schools reported that ELL students are placed in their *READ 180* classes, including newcomers whose language skills appear to be better addressed by the Tier 3 program. In another variation, a teacher from a third focal school reported that her *READ 180* class includes special education students. The differing profiles of the students assigned to *READ 180* from one school to another means that the target audience for the program is inconsistent across the district.

With *READ 180* in use for only a short time, criteria and procedures for student exit are still emerging. Initial district guidelines had been to enroll students for a full academic year, but interviewees’ comments revealed considerable variation. Although one school defines “two years’ worth of improvement in reading skills” (as determined by Lexile growth) as reason for moving students out of *READ 180* and into the core curriculum, exiting was usually described as a “fluid” process that takes place “when the teacher feels that the student is ready.” In interviews, teachers commented that they have exited few students since *READ 180* has been implemented in District 1 and that, occasionally, students are rotated to other Tier 2 intervention classes instead of being transitioned to mainstream classes and the English language arts (ELA) core curriculum. This suggests that program exit also varies considerably within the district.

Monitoring of Student Progress: At the four focal schools, teachers and instructional coaches are responsible for gathering and organizing *READ 180* student performance data and for generating and sharing student proficiency reports with principals. Interview and survey data suggested that teachers use a variety of measures, including *READ 180* assessment materials, such as the SRI, rSkills assessments, Scholastic Achievement Manager (SAM) reports, and other worksheets; tests such as the Gates-McGinitie assessment and Scholastic’s Reading Counts; and the district and state assessments. Although teachers had some concerns about missing data on the computer, in general, they appreciated the easy access to reports and student data that *READ 180* offers. District leaders noted that technology-assisted access facilitates teachers’ use of the assessments to inform their lesson planning and instructional practices, and they predicted that teachers are more likely to use them as they grow more comfortable with the software.

Interview data indicated that many school-based staff—program teachers, content area teachers, coaches, and instructional leaders—all review *READ 180* students’ progress, usually in school-based instructional councils and data groups. However, specific strategies and tools used to track student performance tend to vary from school to school. For example, teachers in one school are required to set learning goals for students, with student input, and to monitor students’ progress toward these goals weekly. At another school, monitoring takes place through assessments based on the curriculum map for ELA and administered to students once a quarter.

The differences in school-based monitoring practices probably contributed to the lack of clarity that principals in the focal schools voiced about overall approaches for monitoring student performance across the district. Interviewers learned that at the time of the study, no central server technology was available to process SAM or other data; indeed, the district office requests for student data were infrequent. Principals also commented on the lack of communication between district leaders and themselves and the corresponding lack of opportunities to discuss students’ performance with central office leadership in the context of specific interventions like *READ 180*. They also noted that district leaders have not organized or facilitated periodic meetings of principals and instructional leaders at the middle schools implementing *READ 180*.

Interviews with district leaders confirmed that the district is still developing a consistent approach to monitoring student performance in *READ 180*. The Title I director noted that principals send the Title I office reports on students as part of their effort to monitor the use and impact of Title I funds, stating that “schools requesting Title I funds are required to provide a lot of data to us, not just *READ 180* data but lots of data from the state, how they use the [statewide assessment], any other assessment data they have, that tell us how they are creating their school wide Title I program.” According to the Title I director, responsibility for reviewing *READ 180* data rests with the district resource teacher and the associate superintendent for middle schools. Yet, without central server technology to facilitate the process, the monitoring of student performance in *READ 180* by the central office is complicated and difficult, and the lack of a broad view of student progress makes overall program evaluation difficult.

Teacher Support and Professional Development: District 1 *READ 180* teachers have access to four main resources for professional development and ongoing support: the professional development offered by Scholastic; the district’s Scholastic implementation consultant; the district resource teacher, half of whose time is dedicated to *READ 180*; and school-based coaches or

literacy leaders. One hundred (100) percent of the teachers responding to the Teacher Survey reported attending the Day One training and participating in Scholastic RED online training. Eighty-six (86) percent reported attending the Day Two training. The Scholastic implementation consultant visits once every three months to provide *READ 180* professional development, observe teachers, and provide coaching. Teachers had favorable comments about the Scholastic consultant and value her expertise and experience with *READ 180*. Seventy-one (71) percent reported taking advantage of the district-specific *READ 180* trainings, although interviewees reported a lack of organization related to district *READ 180* training.

The district resource teacher emerged as the main district-based intermediary⁵³ supporting *READ 180* implementation through her coordination of the Scholastic-led professional development and provision of one-on-one assistance to *READ 180* teachers. Site-based literacy leaders and/or instructional coaches also provide support to *READ 180* teachers, but this school-based support appears to be limited because these individuals often have had little if any training in or experience with *READ 180*. The literacy leaders help with assessment, placement, and follow-up testing. On occasion, they help with planning lessons, brainstorming strategies to support literacy instruction, and modeling lessons. Instructional coaches at school sites provided similar kinds of support but tend to be oriented toward gathering and interpreting student data and using the data to inform standards-based instruction.

In spite of these efforts, most teachers who were interviewed noted that they are often frustrated with the nature of support provided by the district and the apparent lack of communication between district leadership and individual school sites.

Monitoring of Program Implementation: Interviewees indicated that monitoring *READ 180* implementation in District 1 is challenging. The challenges seem to reflect inconsistent communication between the central office and schools about district expectations; the absence of resources at the district level to provide effective guidance for, and monitoring of, *READ 180* implementation; and, it would seem, lack of clarity on who is supposed to do what. The implementation data collected from respondents to the Teacher Survey speak for themselves: none of the respondents (0 percent) reported offering *READ 180* within a 90-minute block; only 43 percent said that they offer the required instructional rotations.

District leaders contended that responsibility for monitoring implementation and maintaining fidelity to the *READ 180* instructional model should reside with principals and instructional coaches at the individual school sites. As one leader put it, “We don’t have a *READ 180* police out there, so it’s really up to the principal or leadership administration to see that it’s implemented.” The district resource teacher also regarded her role as one of supporting teachers with implementation rather than holding them accountable for conforming to the *READ 180* instructional model.

At the same time, principals expressed frustration that district leaders have neither developed concrete guidelines nor shared clear expectations for the on-model implementation of *READ 180*. They expect the district resource teacher to support teachers with instruction while also setting up

⁵³ See Chapter 2 for a discussion of the important role of intermediaries in achieving on-model implementation.

explicit processes for monitoring implementation and training coaches to conduct them. Principals indicated that the district resource teacher does not always provide adequate guidance or support, and she acknowledged that her efforts to engage the instructional coaches to monitor *READ 180* implementation have met with limited success. Commenting on the poor attendance at coaches' training, she said that "they have a huge job [and] their plate is full." In response, she is developing a document to help them monitor and document *READ 180* implementation, which, according to her, will be "something online with a hard copy so they can do a walk through twice a month or something and fill it in and email it to me."

Phase 3: Sustaining Implementation

Sustainability: At the time of this study, *READ 180* was in place at 15 middle schools in District 1, and continued funding seemed to be the biggest challenge to sustainability. District officials said they are considering using stimulus funds to enable other non-Title I schools to implement the program. The district resource teacher reported that "non-Title I schools...have no money, and no other funds. They want the program badly... I've met with four schools that are not implementing right now, but want to, and want to know how they can get ready for it." The district Title I director expressed concerns about the sustainability of stimulus funding itself. In her interview with the research team, she highlighted the potential challenge of "providing enough district support for [*READ 180*] to be fully implemented" and noted that the question of "who can pay for the intervention" will remain once stimulus funding is no longer available.

Interviewees also said that changes were being considered to address the need for additional district support for implementation. These include installing central server technology; training technology support staff; coordinating scheduling for *READ 180* across middle schools; and creating an additional full-time position at the district level from Title I funds to support the district resource teacher with the monitoring of implementation. This new staff member could become a second intermediary by providing overall support and according to a Scholastic consultant, "would be able to hold the principals' feet to the fire in how program is being implemented," thus helping enforce accountability.

District 2 Case Study

Phase 1: Initiating Implementation

District Context: District 2 is a large, urban school district in the Southwest; it serves more than 80,000 students. The four focal schools selected for this study are middle schools (grades 6–8) with a total student enrollment ranging from 669 to 1,022 students. These schools have a fairly large Hispanic student population, ranging from 35 percent to 89 percent. The selected schools also vary in terms of their student poverty level, with the number of students eligible for the free or reduced-price lunch program ranging from 34 percent to 94 percent. Two of the four focal schools met adequate yearly progress (AYP) in 2007, and two did not.

As in other districts, District 2’s decision to engage in district-wide implementation of *READ 180* stemmed from the large number of students whose reading scores were well below those of state and national averages, despite interventions that were already in place. The district wanted to implement a middle school plan to advance the literacy of students across content areas and prepare them for the literacy challenges they would face in high school. In District 2, students’ inability to read at grade level is an especially pressing concern and has led to the development of two specific literacy goals: that 100 percent of students will pass the reading/language arts portion of the state standardized assessment and that students will advance literacy skills in content areas, especially in reading comprehension and the ability to respond orally and in writing. To help achieve these goals, the district has sought to create a cross-curricular emphasis on literacy.

Adoption: *READ 180* began as a pilot program sponsored by the district’s bilingual department to address the low reading achievement among students with limited English proficiency (LEP). At the time of its introduction, schools were required to adopt a reading intervention, but they had flexibility in their choices. In the second year of program use, the district strongly recommended the adoption of *READ 180* by all schools as their Tier 2 reading intervention for all students.

Unlike the districts that obtained external funding, District 2 contributed its own general district funds (e.g., from the local tax base) to support *READ 180* adoption. When materials accompanying the initial adoption package need replacement, schools in District 2 use their own funds, drawing from Title I, other school improvement, and/or textbook designated funds.

District leaders who were interviewed acknowledge that buy-in for *READ 180* is critical to the program’s success; however, they also said that the level of buy-in has varied across schools. One district interviewee described this variation: “About fifty percent of the schools support it completely, maybe forty percent are lukewarm, and ten percent don’t support it at all.” Survey data revealed that 78 percent of teachers are satisfied with the *READ 180* as a program for struggling readers. However, only 39 percent of teachers felt that the program addresses the needs of students in their classes.

Phase 2: Developing Implementation

Student Placement and Exit: In District 2, *READ 180* placement decisions are made at the school level, with recommendations from the district-based literacy coordinator. Enrollment is open to

general and special education students, as well as to students with limited English proficiency. District leaders recommend using three data points, but in practice, students' scores on the state standardized assessment seem to be the primary criterion for placement in the intervention: if students do not pass the state assessment, they are placed into *READ 180*. Additional placement criteria include students' past history and teacher evaluations. Certain schools in District 2 avoid placing students with behavioral or attendance problems in *READ 180*, and one school excludes special education students. Mid-year student placement in the program is also avoided because this timing upsets the already fragile stability of the classroom.

Students exit the program once they have passed the state standardized assessment. Most students usually exit the program at the end of two years, although several teachers reported that many students stay in the intervention the entire time they are in middle school. One teacher explained, "A kiddo can make a lot of progress but still not be reading on grade level." This can be quite discouraging for some students who have seen tremendous growth but are still not passing their state assessment. As another teacher told us: "[The state assessment] doesn't take into account that [if] you start at a second grade reading level and leave at a fifth grade reading level, that's tremendous progress, but you still fail the [state assessment]. The system tells children they are failures."

Monitoring of Student Progress: Teachers are encouraged to use program-generated reports to monitor student progress and guide instruction. Some teachers reported that they actively conduct such monitoring, but the practice seems inconsistent across the district. The *READ 180* coordinator meets with individual school groups and teachers to provide assistance about data use and to remind teachers about available reports. She commented that teachers "seem to be afraid of the data," but teacher interview data suggested that teachers may not be adequately trained on how to use data effectively in their daily implementation of *READ 180*. For example, when asked about her professional development needs, one teacher stated: "Maybe more time spent on what to do with the report information—sometimes there is so much data [that it] is paralyzing. We now know where to get the information and what it means, but it's always the so what?"

Teacher Support and Professional Development: District 2 teachers have access to the full range of Scholastic professional development opportunities, which are, with the exception of the Summer Institutes, well attended. About 95 percent of teachers surveyed reported that they participated in both the Day 1 and Day 2 sessions. Returning teachers can attend a "refresher" session to build on their existing program knowledge. Some *READ 180* teachers take advantage of the after-school "cadre" meetings, which serve as "sharing sessions" for discussing strategies and best practices. These meetings are designed as an opportunity for across-school collaboration where teachers can compare their experiences with the program. Unfortunately, the voluntary nature and after-school timeslot of these sessions have resulted in limited participation.

Teachers also meet with the district coordinator individually or in groups as needed and reported welcoming this more-personalized interaction. For example, one teacher stated: "We had our own little workshop with the district coordinator, which I enjoyed because it was one on one with the person who knows most about *READ 180*." The Scholastic representative is highly involved in the training and works to support the district and teachers in their implementation of the program by

attending teacher cadre meetings, helping organize workshops aligned with the needs of the district, and conducting leadership training to educate new school administrators.

In general, the training has been well received. However, one key issue raised by school-based staff is the need for more *READ 180* professional development. Another less common issue, which likely has had a significant impact on implementation fidelity, involves the training of teachers who start mid-year and do not have any experience with the program. According to one teacher who started the program after initial Day 1 and Day 2 training: “My training was [that] I got the implementation CD from somebody and watched it. I was winging it until I went to our first training. That first year was a huge learning curve.”

Monitoring of Program Implementation: District 2 teachers reported a high level of compliance with the *READ 180* instructional model: 94 percent of teachers surveyed indicated that they follow the prescribed rotation plan. In spite of the high level of compliance with the recommended schedule, dedicating 90 minutes to *READ 180* instruction puts a strain on some schools’ master schedules. At some sites, students continue to receive ELA instruction, but they often lose an elective in order to accommodate the full 90-minute block. One principal described this challenge: “Like most middle schools it’s all about time. For *READ 180*, you have to a class for 90 minutes, that really puts pressure on the master schedule. We have 55 teachers and 1000 kids and you’re trying to get them all scheduled. That’s our concern.”

District 2 currently operates under a centralized district decision-making model. This allows the district to provide more supervision over the implementation of *READ 180*. One area of strength in this district was the presence of an active and knowledgeable *READ 180* coordinator who provided technical assistance and support for teachers and monitored program implementation and student progress.

Student behavior was a common reason cited for deviation from the instructional model. One teacher reported halting small-group rotations for an extended period of time (at the assistant principal’s suggestion) to address classroom management issues. Another teacher eliminated the wrap-up to allow time to check that students were not vandalizing or misplacing program resources and supplies. Several teachers also reported introducing outside material into their classes. One driving force behind this practice is state testing, with some teachers using the whole-group or small-group sessions for test preparation.

Responsibility for actual program implementation monitoring falls almost entirely to the district’s *READ 180* coordinator, who has emerged as the main intermediary between the district and schools.⁵⁴ The coordinator is uniquely qualified to carry out this task because of her experiences as both a reading teacher and a *READ 180* teacher. She has also kept abreast of program updates and changes by attending all Scholastic-provided professional development sessions. Armed with a strong knowledge of the program, the district coordinator conducts classroom observations, provides feedback to teachers, monitors implementation, and corresponds with school and district administrators about teachers’ fidelity to the model. The district’s Scholastic representative also

⁵⁴ See Chapter 2 for a discussion of the important role of intermediaries in achieving on-model implementation.

assists with program monitoring. Each year, this individual works with the district to produce a mid-year report that shows how well the teachers are implementing the program.

Phase 3: Sustaining Implementation

Sustainability: One area of strength in District 2 is the availability of an active and knowledgeable *READ 180* district coordinator. This person provides support and professional development to teachers, monitors program implementation to help encourage fidelity, and serves as the bridge among all stakeholders involved with the program. The main limitation is that only one person is currently able to fulfill this role. Building the capacity of coaches to better assist the coordinator would foster program sustainability, create added opportunities for program monitoring, and encourage on-model implementation. This district may also benefit from increasing professional development opportunities. Stakeholders at both the district and school levels cited this area as needing improvement, and added professional development would help build district capacity.

A perception of program effectiveness helped create buy-in when the program was first adopted by the district. However, as noted before, the level of buy-in varies across schools. Increasing teacher and principal perception of program effectiveness is one way both to maintain buy-in for stakeholders who already support the program and to create or increase buy-in for those who were initially resistant. Satisfaction levels may be increased by examining student placement to ensure that the appropriate students are receiving the intervention. Also, given that proper placement is critical to on-model implementation, revising the placement criteria could also lead to improved student achievement.

Sustainability depends in part on the district's and school's ability to maintain funding. *READ 180* licenses are lifetime licenses; therefore, districts do not incur additional purchase costs each year. However, funding is needed to provide ongoing professional development, update computers, and purchase program materials. Some schools are able to use Title I and School Improvement Funds to cover these costs. For non-Title I schools, a lack of funding poses a threat to sustainability because schools have to find a way to support the program from money within the school's budget. One principal expressed concern about this: "It's hard to sustain the program because of funding. I'm not sure how it works when you don't have extra money for failing or Title I [students]."

District 3 Case Study

Phase 1: Initiating Implementation

District Context: Among the districts visited for this study, District 3 demonstrated the highest level of fidelity to the *READ 180* program. District 3 is a midsize city, whose enrollment of almost 50,000 students makes it the largest district in this southeastern state.⁵⁵ Close to 84 percent of students in District 3 come from ethnic minority backgrounds; the majority (79.5 percent) of these students are African American. Over 75 percent of the student population is eligible for the free or reduced-price lunch program.

District-wide concern over the number of students reading below grade level, as measured by the state-mandated standardized assessment, helped set the stage for district-wide literacy reform and the subsequent introduction of *READ 180*. In 2007, the district had not made adequate yearly progress (AYP) or met its growth targets. Students were entering middle school unprepared. As one district leader explained, “[W]e were getting a large number of students coming to the middle school who were already two or three years behind academically.” Because the standardized assessment administered in grade 8 serves as the gatekeeper to high school, district leaders viewed lagging literacy skills and poor test performance as indicators of a lack of preparation for high school and beyond.

The teacher survey and interview data provide strong indication that thoughtful planning and close collaboration between the district office and the middle schools helped this district come closest of all study districts to meeting the goal of on-model implementation.

Adoption: Acting on concerns about student performance, the district adopted a three-tiered literacy framework in the secondary grades (6–12). This framework consists of Tier 1 for students reading at grade level; Tier 2, a “strategic” 90-minute intervention, for students reading up to two grades below grade level; and Tier 3, an “intensive” 90-minute intervention, for students reading more than two years below grade level. *READ 180* is the Tier 2 intervention at the middle school level and at five of the district’s high schools (other high schools use alternative programs such as *LANGUAGE!*). The overarching goals of the framework are that all students read at grade level and that at least 60 percent of grade 8 students pass the state standardized assessment by 2010.

READ 180 was introduced in District 3 in a bottom-up fashion. Prior to the adoption of the literacy framework, a few middle schools were already using *READ 180*, and principals from these schools presented it to the district administration as one option for the Tier 2 intervention. District leaders reported being comfortable adopting *READ 180* because the instructional model rests on a strong research base and had demonstrated positive results in other districts. The superintendent, who was familiar with *READ 180*, was receptive to *READ 180*. Persuaded by *READ 180*’s effective use in some district schools, principals at other schools were also open to program adoption. As was discussed in Chapter 2, many of the interview respondents identified this

⁵⁵ See Appendix A for detailed demographic information. Data are taken from U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

bottom-up introduction as a key contributor to buy-in for (and therefore on-model implementation of) *READ 180*. According to one district leader, “It was an intervention that did not come from the district. The program is successful because the principals at the school sites wanted it and thought that the program was beneficial for their students.” Site-driven adoption was thus viewed as key to successful implementation.

In District 3, *READ 180* is now used in all middle schools as the Tier 2 intervention and at five high schools. At the middle school level, *READ 180* was offered to students in grades 7 and 8 during the 2008–09 school year and is planned to likely include grade 6 students during the 2009–10 school year. Eighty-four (84) percent of the teachers responding to the survey stated that they are satisfied or very satisfied with *READ 180*, but slightly fewer than half (48 percent) indicated that they thought the program meets the reading needs of all their students. Teachers noted that students fare best in *READ 180* when they are “just barely in the gap” and possessed sufficient literacy skills to participate in small-group instruction and engage with the high-interest literature. Approximately one-third of teachers who responded to the survey felt that to benefit from *READ 180*, students should have a Lexile score of 400 or higher, a sentiment echoed by district leaders and coaches.

Phase 2: Developing Implementation

Student Placement and Exit: The District 3 central office has provided specific recommendations for placing students in *READ 180* and for transitioning students back to Tier 1 status. The district recommends considering three factors for placement: standardized assessment scores; scores on the Scholastic Reading Inventory (SRI), which is administered as both a diagnostic test and a performance indicator; and performance in content area classes. Still, there is considerable variation from school to school. For example, at one school, all overage students are placed in *READ 180* until they “test out.” At another school, dyslexic students receive priority among special education students for placement in *READ 180*. Teacher recommendations, in conjunction with other information, may also be considered, primarily when the student need exceeds the actual number of places for students. Typically, students placed in *READ 180* read approximately two years below grade level and score “below basic” or “approaching basic” on the “standardized assessment. These students, often referred to as “bubble kids,” are perceived to be those most likely to make progress and perform at grade level within one academic year.

Following Scholastic’s suggested range of Lexile scores for program exit, the district recommends that students score above the 1000 Lexile level on the SRI before transitioning into Tier 1 status. Standardized test scores and teachers’ judgments, especially about students’ ability to transfer reading skills to content area classes, are also considered for program exit. The district recommends that students stay in the program for at least a full academic year, primarily to avoid “a revolving door of entry and exit,” where students exit, continue to struggle in the mainstream classroom, and are reassigned to *READ 180*. The coach at one school pointed out that although scores might suggest readiness for the core curriculum, students sometimes need additional support to transition successfully. To prevent backsliding, literacy coaches monitor individual students to ensure that they maintain their literacy skills and continue to perform at grade level even in the mainstream classroom.

Even with district guidelines, exit criteria also vary from school to school. One school-based coach explained that the expectations for *READ 180* students in her school include a 50-point Lexile growth goal every week, a 200-point Lexile growth in one school year, and exit from *READ 180* on average within 18 months to two years. At another school, all 8th graders transition from *READ 180* courses to mainstream ELA classes to build up their skills for the standardized assessment. Schools also considered students' performance in other classes as criteria for exit. For instance, students who meet growth targets in *READ 180* but do not demonstrate the ability to transfer their knowledge and skills to other courses are assessed as needing more time in *READ 180*. Finally, one district leader noted that teachers' preferences also affect the timing of students' exit from *READ 180*, pointing out that if students meet the benchmarks too close to the end of a semester, teachers may sidestep scheduling issues by waiting until the end of the semester to formally transition them to the core curriculum.

Monitoring of Student Progress: Teachers vary in the materials and procedures they use to monitor the progress of *READ 180* students; these include the SRI, the rSkills test, and the skill lessons and quizzes in the Reading Differentiated Instruction (RDI) books. Additionally, all teachers reported monitoring student progress by creating and reviewing reports, using the Scholastic Achievement Manager (SAM). Almost all teachers listen to and review students' oral reading skills recorded with *READ 180* software (90 percent) and review scores on the SRI (94 percent). The reporting function and *READ 180* software data available through SAM help teachers monitor students' performance and progress and create accountability. One district leader noted that the computer reports enable teachers to see not just when students are using the computer but whether "they are actually on the computer doing what they are supposed to do or just pressing a button."

Although all teachers indicated that they use SAM to monitor and evaluate students, some interviewees expressed reservations about the software. For example, district leaders and principals were concerned that some teachers do not use the assessment data to drive instruction but are "just following the book." To address this concern, one district leader created a schedule of required reports that are to be generated and reviewed weekly, monthly, quarterly, prior to testing, and at the end of the school year. Principals and teachers were also disappointed that there is no way to link students' assessments in *READ 180* to the state comprehensive curriculum or to compare students' progress in *READ 180* with state-defined benchmarks. Issues specifically related to the software include the accuracy of the computer time variable (other than standard holidays, the data do not account for missed school days), SAM software equating an initial wrong answer with a student not understanding a concept, and students missing from the data because of software glitches.

At the district level, monitoring occurs through monthly meetings with principals, where *READ 180* data from all district schools are reviewed. At the end of the school year, principals conduct a summative assessment of the program.

Teacher Support and Professional Development: To at least some degree, District 3 teachers take advantage of all forms of *READ 180* professional development. Eighty-seven (87) percent of the teachers reported attending the Day 1 and Day 2 training, 61 percent take advantage of Scholastic RED online courses, and 19 percent have attended the Summer Institute. Three days of

professional development have been offered for new teachers, and two days serve as a “refresher” for returning teachers. Seventy-one (71) percent of the respondents to the Teacher Survey participate in the district-specific professional development opportunities provided through monthly two-hour meetings led by the district adolescent literacy coordinator. Some sessions focus on different components of *READ 180*; others set aside time for teachers to complete the Scholastic RED online course. These sessions create opportunities for networking and discussing common concerns. Although Scholastic originally provided all professional development and training sessions in the district, the adolescent literacy coordinator was trained by Scholastic and now helps provide professional development.

This district, more than others in the study, also offers numerous opportunities for job-embedded professional development. Teachers and coaches talked about the on-the-job professional development that school-based literacy coaches tailor to meet teachers’ specific needs. Coaches observe and provide feedback on lessons; assist teachers with curricular materials and instructional strategies; model activities; help generate reports; share and discuss student data; support teachers with making data-driven instructional decisions, including those related to student exit and promotion; and assist with technology challenges. Teachers also said they sometimes call on coaches to work one-on-one with particular students in need of special attention. One teacher mentioned having requested the coach’s assistance with classroom management: “Where there were behavior issues, she came in every class, 15–20 minutes, just as another presence to get them calmed down and to focus.”

District 3 has also been strategic in its training of the district-based and school-based staff who provide support to teachers and build capacity. The district literacy coordinator has attended a five-day *READ 180* training, two national *READ 180* conferences, and a train-the-trainer session—all to deepen her understanding of the program and of approaches to supporting and training others. The school-based coaches are also well trained so that they can provide knowledgeable support to teachers. In addition to the Scholastic training and enrollment in the RED online course, they complete an “internship” in a *READ 180* classroom, accompany the adolescent literacy coordinator and Scholastic representative on “learning walks” through their schools, and attend monthly meetings with other coaches in the district.

Monitoring of Program Implementation: District 3 interview respondents, particularly at the district level, perceived monitoring as one of the chief factors that contribute to successful *READ 180* implementation. The district has invested considerable resources to ensure program fidelity; instructional decisions informed and guided by the use of data; and improvement in students’ reading skills. Ninety-seven (97) percent of the survey respondents reported adhering to the 90-minute block and following the instructional rotations.

District 3, more than other districts, seemed to have two levels of intermediaries,⁵⁶ who work together toward common implementation goals. School-based literacy coaches form the “first line” of monitoring. On the basis of their classroom observations, coaches confirm that teachers follow the recommended lesson format; use the prescribed curricular materials; align their instruction with the pacing guide; and administer the SRI at the appropriate intervals. Having

⁵⁶ See Chapter 2 for further discussion of the role and functions of intermediaries in District 3.

completed a required *READ 180* “internship,” coaches are able to pinpoint when teachers’ implementation of *READ 180* is off-model, and how to rectify it. Coaches are also able to work with principals, technology specialists, and district administrators to resolve problems related to physical space, classroom arrangement, materials (broken headphones, missing novels), or technology (malfunctioning computers).

The district-based adolescent literacy coordinator, who directs and supports the implementation of Tier 2 literacy programs, also plays a role in implementation monitoring. The coordinator, along with the school-based coaches, disseminates information about district policies and guidelines for *READ 180* implementation and provides feedback to teachers specific to their instructional practices. The district coordinator—occasionally along with district leaders—conducts site visits, walkthroughs, and classroom observations and provides principals and teachers with feedback on program implementation. In particular, observation of any deviation from the prescribed model informs topics to be covered in ongoing district-led professional development, coaching, and teacher collaboration meetings. To further facilitate implementation monitoring, one district leader developed and distributed a “cheat sheet” that principals use during walkthroughs to identify when a classroom is on model. In addition, the Scholastic representative works with the district to make sure that “they’re doing it right,” essentially providing wraparound assurance of on-model implementation.

The program’s technological features also allow an additional level of monitoring. Prior to the adoption of the literacy plan, *READ 180* was implemented in the district but without fidelity to the instructional model. When the district upgraded to the Enterprise Edition, it purchased the Scholastic Achievement Manager (SAM) to help the literacy coordinator and other district leaders understand what is required to ultimately ensure fidelity. For example, examining the SAM data allowed one district leader to pinpoint that some students were spending less time than expected on the computer component of the program; she was then able to speak directly to the students’ teachers about managing groups effectively.

Phase 3: Sustaining Implementation

Sustainability: Overall, District 3 staff regard *READ 180* positively, and their affirmation strengthens buy-in and contributes to the long-term sustainability of the program. Teachers commended the structure and features of the program, and they praised the technology component, particularly the opportunity for students to work at their own pace, and the ease with which teachers, principals, and district leaders can electronically assess students’ progress. A district leader who was interviewed noted the alignment between *READ 180* and the district’s goals, as well as improvements in students’ achievement and attitudes. Taken together, the data suggested that the model is popular among teachers and also facilitates a better environment for and attitude among students.

The presence of dedicated intermediaries is a necessary part of the infrastructure for sustaining implementation in all districts, and in District 3, the role is filled at both the district and school levels. The district’s investment in deepening intermediaries’ knowledge is a clear indication of its commitment to program success and sustainability. So too is the extensiveness of the training and opportunities for collaboration offered to *READ 180* teachers in the district. Cumulatively, these show that the district is aware that maintaining a program and its successful use requires efforts to

build internal capacity, not just with initial training but also with ongoing follow-through, through monthly peer-to-peer and intermediary meetings, walkthroughs, and implementation checks.

Because *READ 180* is part of an established district-wide literacy framework, it is well positioned to remain in the district; as one district leader explained, there is “[n]o reason to believe that the literacy initiative is going away. *READ 180* is embedded in that initiative. It would have to be a district initiative to pull it out. [There is] no indication that it would disappear anytime soon.”

Another district leader noted that the district-wide plan is to implement the program for three years, evaluate its effectiveness, and then extend its use if the data indicate that it is effective. The district is also looking into federal funds to replace some of its technology, and one administrator noted that “if [the district] can do this and maintain staffing at this level, [*READ 180*] is good for another 3 to 4 years.”

District 4 Case Study

Phase 1: Initiating Implementation

District Context: District 4 is a large, southern school district that serves 175,000 students. Student demographics vary across the schools, with populations of African American students ranging from 15 to 76 percent and Caucasian students ranging from 3 to 48 percent.⁵⁷ Four diverse middle schools (all grades 6 to 8) with enrollment ranging from 800 to 1,700 students were chosen to participate in the study.

As of spring 2009, the district-wide literacy goal is that all students will read at grade level by 2011. District leaders are optimistic that the districts' literacy initiatives, including offering *READ 180*, will help reduce the number of “ping-pong kids,” that is, students who exit a reading class after improving test performance but whose low scores on the next year state test “ping pong” them right back into an intervention program.

Adoption: Since 2006, by state mandate, students scoring in the two lowest levels on the state assessment must be enrolled in one of five reading interventions that have been reviewed and approved by teachers, literacy coaches, and district personnel. *READ 180* is one of these programs.

For more than a decade, District 4 schools have used subsequent editions of Scholastic's *READ 180*, although, according to one district leader, program use has “ebbed and flowed” during this time. In compliance with the state mandate, many schools decided to adopt *READ 180* (or upgrade to the Enterprise Edition after a break in program implementation) because it is well known throughout the district. Indeed, two focal school principals involved in their schools' *READ 180* adoption volunteered that they had researched the program, its feasibility (e.g., whether or not their school could handle the technology component), and its effectiveness before deciding to adopt, and their support for the program influenced other principals' choices.

Upgrading to the Enterprise Edition for schools electing to use *READ 180* was financed with the state intervention adoption funds provided for students scoring low on the state test. Title I money is also used. The district-level *READ 180* coordinator said this about the allocation of other district resources: “[The] highest need schools get first priority in terms of seats, dollars, trainings, etc.”

Even though there is considerable evidence that *READ 180* is used widely in District 4, the study team was unable to determine exactly how many schools in the district are currently implementing the program. When asked about this, the district-level *READ 180* coordinator responded, “[I] can't give a hard number of schools using *READ 180*... Schools get it, they drop it, give the licenses to another school, so it's very hard to keep track of it.” This lack of district oversight as to which schools are using *READ 180* speaks to the decentralized nature of the district. As long as they use one of the five district-approved programs, school administrators are left to decide which

⁵⁷ See Appendix A for detailed demographic information. Data are taken from U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

program(s) to use. As discussed below, approximately 65 percent of the teachers surveyed expressed satisfaction with the program.

Phase 2: Developing Implementation

Student Placement and Exit: In District 4, student placement occurs at the school level in accordance with state guidelines requiring that low-scoring students be assessed for fluency. Disfluent students are enrolled in a 90-minute (double block) reading class. Those with “fluent” scores are enrolled in a 45-minute (single block) reading class. Schools in District 4 that use *READ 180* may use the program for all or a subset of students falling into these categories.

Most students are enrolled in *READ 180* for two or three years, and one teacher stated that “one year of this program isn’t enough.” Exit decisions are typically made at the end of the school year and are based most often on students’ scores on the state assessment, although results from the Scholastic Reading Inventory (SRI) and state-provided fluency assessments are also widely used to make such decisions.

Monitoring Student Progress: Student progress monitoring occurs at both the district and school levels. District efforts to monitor student progress do not incorporate *READ 180* reports. Instead, administrators use a state-mandated benchmark test and, if individual schools choose to administer it, the Degrees of Reading Power (DRP) assessment. Efforts are being made to establish a central server so that SAM data can be pulled from the central office, but at the time of the study, this was not yet a reality.

Resources used to monitor student progress in the schools vary, but most teachers and school-based coaches reported using some of the *READ 180* reports. Overall, teachers thought that the reports are very useful because they help track students’ gains. One principal stated, “The monitoring piece is one of the [program’s] greatest assets,” and went on to mention benefits such as the immediate feedback they provide and ease of use. A few teachers mentioned sharing reports with students, which they explained helps motivate them. Other measures, such as scores on fluency tests and the state assessments, are also used for progress monitoring.

Some interviewees in the focal schools reported using some form of data-driven decision making, reflecting school-level efforts by teachers and literacy coaches, not a district office initiative. Three of the 12 teachers interviewed mentioned that they use data strategically to place students in small groups. One teacher mentioned using the rBook; she explained that it “gives me the tools I need to do another mini-lesson on main idea or some other topic. [It] helps me differentiate my instruction, which is so beneficial.” Overall, only about half of the teachers interviewed mentioned using student data to make instructional decisions. Other teachers use student performance data to differentiate instruction and decide which materials to assign.

Teacher Support and Professional Development: Teacher Survey data indicated varying degrees of participation in the Scholastic professional development opportunities, with 84 and 65 percent of the respondents reporting attendance at the Day 1 and Day 2 sessions, respectively. Other opportunities, available throughout the year, are considerably less well attended: 22 percent

participation in the district-provided sessions and 3 percent participation in either the Scholastic RED online course or the Summer Institute. Although one coach reported that she organized a Professional Learning Community (PLC) for her *READ 180* teachers, survey and interview data revealed limited opportunities for collaboration among *READ 180* teachers. One perceived challenge is the resistance of some principals to district-led efforts to organize monthly after-school *READ 180* meetings. This resistance was attributed in part to principals' limited knowledge about and low buy-in for the program.

In addition to professional development opportunities, *READ 180* teachers receive support from the district *READ 180* coordinator, who functions as the District 4 intermediary. Among the coordinator's responsibilities are resolving technology issues, answering questions about implementation, and scheduling Scholastic-led professional development for *READ 180* teachers.

Monitoring Program Implementation: The district has no systematic approach to monitoring implementation in that the *READ 180* coordinator has no authority over teachers' implementation. Monitoring responsibilities reside at the schools, and one district administrator called the lack of district-level program monitoring one of the "biggest stumbling blocks" to effective implementation.

At the same time, there seemed to be a common expectation among district and school staff that "the program will be implemented with full fidelity the way it was designed and researched" and that success "depends on the fidelity of the implementation." However, in reality, this is not always the case. Only 49 percent of the teachers surveyed reported adhering to the 90-minute block, and 73 percent reported that they follow the suggested rotation plan during each class. Non-*READ 180* materials are generally introduced into lessons to prepare students for the state assessment.

The district coordinator and other members of the district's Secondary Literacy Team interact frequently with site-based literacy coaches during monthly coaches' meetings, where they "try to grow our coaches so they can grow our teachers." The district coordinator serves in an intermediary role as much as possible within the decentralized structure of the district, but in many ways, school-based decision making works against her effectiveness.

Phase 3: Sustaining Implementation

Sustainability: *READ 180* has been implemented in District 4 for a long time, and approximately 65 percent of teachers surveyed reported being "satisfied" or "very satisfied" with the program. Despite the positive sentiments about *READ 180*, 8 percent of District 4 teachers reported that they are not satisfied at all. Interestingly, this was the highest percentage of teachers to select this choice out of the five districts in the study sample. Their lack of satisfaction may have stemmed from improper student placement in *READ 180*.

Additionally, funding is critical to program sustainability. In District 4, school-based literacy coaches offer support to *READ 180* teachers, but financial challenges in the district and state have made the fate of their position unknown. One district leader mentioned that because of a change in legislation, starting in the 2009–2010 school year principals will decide between funding a literacy coach or a science teacher. Up to this point, the site-based coaches “have been the point persons to monitor *READ 180*, and they have been very good, very well trained.”⁵⁸ Individuals who understand the coaches’ importance are left wondering what will happen in schools that select the science teacher, asking specifically, “who is going to handle data, [conduct] assessment [at] schools...[and do] all the things that are required” for successful implementation?” Discussing this challenge, interviewees again mentioned principals’ lack of knowledge about the program and the supports that enable effective implementation. They noted that this problem could result in a lack of funding for literacy coaches, many of whom singlehandedly support *READ 180* teachers at the individual school sites.

Program sustainability will depend on the district’s ability to increase understanding of the program and build capacity for program implementation and program monitoring. Teachers who were interviewed expressed a desire for more ongoing training directly related to *READ 180*.

⁵⁸ The state has had a centralized training program for “regional coaches,” who in turn work with school-based coaches.

District 5 Case Study

Phase 1: Initiating Implementation

District Context: District 5 is a large urban school district in a northern state. Its student body of 38,000 students is ethnically diverse, with over 70 percent of students coming from a minority background. The study's four focal middle schools serve students in grades 6 to 8. In these schools, the Asian student population is larger than in other study districts, ranging from 21 percent to 59 percent. The number of students eligible for the free or reduced-price lunch program (FRL) ranges from 62 to 91 percent, with three of the four focal schools having higher numbers of FRL students than the district average of 69 percent.⁵⁹ In addition, two of the schools met adequate yearly progress (AYP) for 2007, and two did not.

District 5 has a long-standing history with *READ 180*, which predates the introduction of *READ 180* Enterprise Edition. The program was brought into the district as part of an initiative to improve the reading achievement of struggling readers. At the time of its introduction, no formal reading interventions were in place, and strategies being used were not generating much success.

District 5's history with the program has been somewhat different from that of the other districts in the study, in that students with IEPs are assigned to separate *READ 180* classes that are often smaller than those for students who do not have this designation.⁶⁰

Adoption: Implementation of *READ 180* started in District 5 with a pilot test at three sites. Eventually, it was adopted as a district-wide Tier 2 reading intervention for non-proficient readers; it is currently being implemented in all middle and high schools. Schools initially targeted only struggling readers in the general education population for enrollment in *READ 180*. However, program implementation has expanded so that students receiving special education services are frequently enrolled in separate sections of the program, with funding for these classes covered by the special education budget.

Interviewees offered several reasons for adopting *READ 180*, including improving student reading achievement, helping various subgroups reach AYP, and decreasing the achievement gap among these subgroups and the general student body. Although the use of *READ 180* as an intervention for struggling readers is mandated by the district, the extent to which the district has provided guidance around implementation continues to evolve. One district administrator described the process: "In the first two years, there wasn't really a lot of district control so it was truly up to each school. The principal, teachers and counselors drove how they wanted to do it. It really took

⁵⁹ See Appendix A for detailed demographic information. Data are taken from U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey, 2006-07 v.1b.

⁶⁰ Although interviewees at the central office were familiar with implementation for all middle school students, we conducted our teacher and other school-level interviews primarily with individuals knowledgeable about program use with students eligible for special education services. However, all middle school *READ 180* teachers were invited to complete the online survey.

showing School A's data to other schools and having [the district coordinator] really following up with the middle school principals to get everyone on the district's model.”

For the most part, teachers were not involved in the decision to adopt the intervention, so it is not surprising that administrators at both the district and school levels reported initial resistance to the program and a general lack of buy-in from teachers. Another district administrator acknowledged that the program is now more accepted than when the district first began district-wide implementation. Strategies that helped create buy-in included providing teachers and school administrators with evidence of program effectiveness and with opportunities to observe how the program was being implemented in a school that was having positive results.

Phase 2: Developing Implementation

Student Placement and Exit: In District 5, the placement of students in *READ 180* is an example of how the level of district guidance can evolve to promote more streamlined and consistent implementation practices across schools. According to one district administrator, “[T]here were all sorts of implementation models during the first year. Some schools served only the bubble kids, and some included all the students who needed help.” In schools that initially targeted the “bubble kids,” teachers and administrators believed that the program was most suitable for students who were reading close to grade level and needed an extra boost to reach grade-level achievement. However, they eventually realized that this group was not the most suitable for the intervention; in most cases, the program was too easy for these students.

The current guidance from the district is that schools adhere to Scholastic’s recommendation for using multiple measures to determine whether students are good candidates for the program. Interviews revealed that the primary measures used to determine placement are test scores (the state test and the SRI and Gates-McGinitie). General education students exhibiting the lowest level of reading proficiency are placed in *READ 180*. For students receiving special education services, additional indicators for program placement include IEPs, student behavior, teacher recommendations, and in some cases, consultation with students’ elementary school teachers. Most interviewees at the district and school levels indicated that in practice at least two of these measures are used to place students, although they also cautioned that the measures used are not consistent across schools. Despite efforts to ensure proper placement, classes still end up with a large number of students for whom the program is not a good match, most specifically low-level readers who need more-intensive services but have been placed in *READ 180* because there is no alternative. The district is now piloting a new Scholastic program—*System 44*—as the targeted intervention for these students.

Inappropriate placement reportedly has had a negative impact on implementation fidelity in sections designated for students with IEPs, where behavior management interferes with instructional time. One teacher expressed frustration about this, stating: “They’re here because they’re EBD [emotional or behavioral disorders];⁶¹ they can’t handle a regular classroom. It is

⁶¹ Classification to EBD status in this state means that students may exhibit behaviors such as (but not limited to) anxiety, atypical communication styles, aggression, hyperactivity, or impulsivity.

frustrating because some students can read well above the *READ 180* levels. It's frustrating because it's strictly behavioral issues.”

Unless it is clear that students have been misplaced, the district strongly recommends that students remain in the program for at least a year, with transitions out occurring only at the end of the year and based on SRI Lexile scores. Some schools also use students' IEPs and teacher evaluations as criteria. Similar to placement issues, behavior is also considered when determining whether students should exit the program. Some teachers do not exit students with behavioral problems even if these students have improved their reading scores. One teacher reported transitioning a student who achieved reading proficiency to a general education class only to have the student return several weeks later because of behavioral problems. Behavior issues aside, most interviewees reported that they try to exit students after one year if possible. However, one teacher noted that ELL students seem to benefit from an extra year in the program.

Monitoring of Student Progress: District 5's two middle school special education *READ 180* coaches emerged as the primary facilitators of program monitoring because of their direct contact with both teachers and school and district administrators. Interviewers learned that the coaches conduct classroom observations and provide feedback to teachers to help promote implementation fidelity, monitor teachers' use of reports, and work with teachers to encourage them to use *READ 180* data to guide instruction. School and district leaders also monitor implementation and student progress by examining school data (e.g., student test scores, time spent on computer activities) and holding monthly meetings in which *READ 180* is among the discussion topics. Some principals also meet with teachers and district coaches to discuss program data. An added strength in this district was that several district administrators have attended *READ 180* professional development or had experience working with the program. Being knowledgeable about the program helps district leaders enhance the level of monitoring and support provided.

The District 5 Scholastic representative provides an additional level of program monitoring by conducting classroom visits, helping analyze student achievement data, and training district administrators on how to effectively use the data to monitor the program.

There is strong support at the district level for using program data to monitor implementation and for using data-driven decision making. One district administrator stated, “It has been a strong push from special education that we are making data-driven decisions. So we are working with our teachers to help them do that. I went out to all schools and worked with teachers to teach them how to read data and how to use that to modify instruction, etc. Our two coaches bring in the *READ 180* teachers; they have leveled staff development based on teacher's needs.” However, despite training and encouragement in this area, teachers use these practices inconsistently and cited the large volume of data (from the *READ 180* program and from sources related to IEPs) and their limited experience and knowledge as some of the reasons data-driven decision making is not more systematic and common.

Teacher Support and Professional Development: Although all *READ 180* teachers in District 5 have access to the same professional development, the data suggested that special education teachers take somewhat more advantage of the opportunities than general education teachers. District-provided professional development seemed to be the most popular; 96 percent of special

education and 87 percent of general education teachers reported attending these sessions, which are led by either the Scholastic representative or the district's *READ 180* coaches. The expectation for participating varies by school, but most teachers indicated that their participation is strongly recommended by district and school administrators. District-led sessions are differentiated according to the teachers' level of experience but are open to all who want to attend.

Although all teachers are required to attend Day 1 and Day 2 training before implementing the program for the first time, subsequent attendance at a refresher course is optional. More special education teachers (85 and 89 percent, respectively) attend than do general education teachers (80 and 67 percent, respectively). This training is paid for with special education funds, and although general education teachers are free to attend, the content is geared toward special education teachers. Only a small number of teachers (37 percent special education vs. 20 percent general education) participate in the Scholastic RED course.

The two district-based special education *READ 180* instructional coaches have been integral in providing support to teachers, and teachers who were interviewed cited classroom observations as one of the most useful of their professional development activities. The coaches provide professional development, help troubleshoot technical issues, and serve as an intermediary or liaison between Scholastic and the district. Both coaches hold the position part-time. Even though this limits the amount of one-on-one interactions between coach and teachers, the teachers interviewed are generally pleased with the level of support that they receive.

Though few, there are some opportunities for between-school teacher collaboration in District 5. Some teachers also receive additional school-based support through participation in Professional Learning Communities (PLCs), which serve as a venue through which they can discuss student data and share instructional strategies. The existence and nature of PLCs vary by school, but all teachers in the focal schools reported being part of a reading-related PLC.

The district also supports teachers with the technology aspect of the program by providing a *READ 180* technician who helps troubleshoot technological problems and serves as the liaison between the school and Scholastic.

Monitoring of Program Implementation: The district currently requires all schools to implement the program for at least 75 minutes. About half the special education (52 percent) and general education (47 percent) teachers responding to the Teachers Survey reported adhering to the 90-minute block. The Scholastic representative has tried to help them modify the 90-minute model to fit schools' master schedules, but teachers reported not being able to accommodate the demands of the instructional rotation; only 52 percent of special education and 67 percent of general education teachers implement the rotations.

The nature of the special education classes seemed to contribute to the reported variation in implementation. For example, most classes are small, ranging from three to seven students, and the whole class rotates through each component of the program as a group. Many teachers also replace independent reading with teacher-directed or partner reading. Some special education teachers reported introducing supplemental, non-*READ 180* materials into their daily lessons.

These modifications, made to keep students engaged, seemed to be by-products of inappropriate student placement.

District 5's two middle school special education *READ 180* coaches have emerged as intermediaries through their direct contact with both teachers and school and district administrators. They serve as the primary facilitators of program implementation monitoring through their classroom observations and their feedback to teachers to help promote implementation fidelity. Coaches also monitor teachers' use of reports and work with teachers to encourage using *READ 180* data to guide instruction. School and district leaders monitor implementation and student progress by examining school data (e.g., student test scores, time spent on computer activities) and holding monthly meetings in which *READ 180*, among other topics, is discussed. Some principals also meet with teachers and district coaches to discuss program data. The district's Scholastic representative provides an additional level of program monitoring by conducting classroom visits, helping analyze student achievement data, and training district administrators on how to effectively use the data to monitor the program.

Phase 3: Sustaining Implementation

Sustainability: Buy-in is critical to on-model implementation and sustainability, and interview data suggested that this has increased over time. One factor that influences buy-in is the perception of program effectiveness. About 70 percent of teachers surveyed reported that they are satisfied or very satisfied with *READ 180* as an intervention for struggling readers. However, only 33 percent believed that the program is meeting the needs of all targeted students. This comes as no surprise, given that placement issues were often cited as a barrier to on-model implementation.

The potential for program sustainability is also aided by district capacity building and reallocation of resources. District 5 has been transitioning from site-based management to a more district-led approach, which is likely to reduce between-school variations, improve the quality of program monitoring, and promote program sustainability. Additionally, coaches have been trained to deliver professional development, allowing the district to save money by reducing its reliance on Scholastic for professional development needs. One district administrator stated: "The goal is to develop a job-embedded, coach-embedded model in training. It is quite costly to bring in staff for training, and the biggest goal is to train our own and to keep fidelity [across the] district." Another interviewee reported plans to have a reading coach in each school, thus increasing the school's capacity to monitor the program and provide support for *READ 180* teachers. Some District 5 schools are also experimenting with ways to make better use of their resources. For example, instead of having six teachers "tied up for two hours doing *READ 180*," one school has formed a collaborative *READ 180* class that combines general education, special education, and ELL students and teachers.

Funding and the availability of resources did not emerge as a significant challenge for special education *READ 180* implementation. All funding comes from the district's special education budget. In some cases, the general education *READ 180* teachers benefit because they are able to participate in professional development activities purchased by the special education department.

Appendix C: Data Collection Instruments

READ 180 District Leader Interview Protocol

School Leader ID:	Role:	Date:
School ID:		Interviewer ID:

I. Background Questions

We'd like to start by learning a little bit about you and the context in which you work.

1. First let me confirm your role in the district. What is your title and what are some of your responsibilities?
 - a. How long have you been with the district and what other positions have you held here?
2. Because we are interested in aspects of *READ 180*, I want to make sure you are the right person to talk to. Please tell me/us what you know about this intervention for struggling readers and its use in this district.

If he/she does not know anything about READ 180 use, thank the individual and ask for a recommendation of who would have the needed information.

Next we'd like to know some background information about literacy instruction in your district.

3. Does this district have specific goals regarding literacy, especially at the middle school level?

If YES, ask the following:

 - a. What has motivated this interest and focus?
 - b. What strategies are being used to meet these goals?
 - c. Has literacy instruction been integrated into content area teaching? If so, how? How prevalent is it?

II. Adoption Process

Next we want to talk about the process for adopting READ 180 in your district. We are especially interested in knowing about the adoption process and implementation of the program in middle schools.

4. Are you familiar with the decision-making process that brought *READ 180* to your district?

If NO to 4, ask the following and then move on to question 5.

 - a. Can you tell me whom to contact about this?

If YES to 4, ask the following:

 - b. In what ways were you involved in the decision to adopt *READ 180* for use in the district, especially in the middle schools?
 - c. To the best of your knowledge, who initially proposed and supported the adoption of the program at the district level (e.g., board of education, superintendent, etc)?
5. What were some of the reasons why your district wanted to adopt a reading intervention for middle schools? What were your district's goals in adopting a program like *READ 180*?

Prompt: State requirement to have intervention for students performing below a specific test scores, school request, parental request, change in demographics requiring intervention, etc; high school teachers' complaints about poor reading abilities, state reading tests were low, attempts to forestall dropouts, etc.

6. What program or programs were used to help struggling readers before *READ 180* was introduced?
 - a. Is *READ 180* currently used in all the middle schools?
 - b. If not, what other programs are currently used?
 - c. Do you know if teachers in this district use other reading materials alongside the *READ 180* curriculum?

7. How did your district find out about *READ 180*?
 - a. Did your district review several programs and then select *READ 180*? What kinds of materials did you review?
 - b. Was it introduced to your school by the district or by the program's developers (Scholastic)?
 - c. What did you learn about the program?
 - d. What did you like about the program?
 - e. What did you dislike about the program?

8. What were some of the factors that made *READ 180* seem appropriate, especially for struggling readers in your middle schools?

Prompt: Cost, content of material, range of skills covered, use of technology, appropriateness of content for middle school, training and support, etc

 - a. What district factors, if any, played a role in the decision to adopt *READ 180* and in how the program was adopted (e.g., number of computers available, availability of qualified teachers willing to teach *READ 180*, etc.)?

9. How are middle schools selected for *READ 180*?

Prompt: Test scores, school request, parental request, change in demographics requiring intervention, etc.

 - a. Do schools have a choice about whether or not they will provide an intervention for struggling readers?
 - b. How do schools decide what they will use?
 - c. In what ways did the district help to create buy-in to the program at the school level?

10. Please tell us about the funding source that provides the intervention to your district.
 - a. Was it funded through Title I or another federal program such as Striving Readers or a Smaller Learning Communities grant?

11. Who was responsible for ultimately approving the purchase of *READ 180*?
 - a. How long after the adoption decision was it purchased?
 - b. What components were purchased in addition to the basic *READ 180* package?

III. Student Selection and Exit Criteria

Now we would like to ask you about how students in your district enter and exit the *READ 180* program.

12. Do all students in your district have access to *READ 180* classes? What criteria does the district use to determine which students participate in the *READ 180* program?
Prompt: Students that read below grade level; students with disabilities; English Language Learners (ELL); students with IEPs, etc.
- Is the decision made by each school?
 - What characteristics of the students, teachers, and students' families do you consider when assigning students to *READ 180*?
 - What guidelines does the district provide to schools to help them decide which students to include when there are more students in need than there are seats (i.e., when there is a greater need than you can afford or choose to afford)?
13. Are there any district-wide policies or criteria that determine how and when students exit from *READ 180*? What is the policy? Or is this exclusively a school-based decision?
Prompt: When test scores improve; when grades go up; at the end of a school year, etc.

IV. READ 180 Implementation

Next, let's talk about *READ 180* implementation in your district.

14. Have you or a member of your staff worked directly with a Scholastic Implementation Consultant or Account Executive on developing and reviewing implementation plans for *READ 180* in the district and schools?
If YES, ask the following:
- What did the process entail?
 - How well have your district and schools executed the plan?
 - How often did you work with other school and district leaders to review the plan?
15. What, if any, modifications to schools' schedules and procedures were necessary to implement *READ 180*, for example, to accommodate the 90 minute instructional block?
- Were any changes to the usual English language arts block necessary?
16. To the best of your knowledge, what factors contribute to the successful implementation of *READ 180* in your district's schools?
Prompt: Buy-in from the teachers; teacher training and support; careful selection of students to participate, etc.
- What challenges have schools encountered implementing the *READ 180* program and what strategies have been used to address these challenges?
 - From the district perspective, what could make *READ 180* implementation more effective?
Prompt: More support from Scholastic, more monitoring at the school level, better selection of teachers, more accurate selection of students to participate.

V. Technical Assistance and Support Provided by the District

Now, please think about the different types of support your district provides to *READ 180* teachers.

17. Is there one person at the district level who is responsible for directing and supporting *READ 180* implementation?

If YES to 17, ask the following:

- a. What are his/her responsibilities?
 - b. Does that person have other responsibilities in your district?
 - c. How much time does that person spend on *READ 180* related activities in your district?
 - d. How has he/she been trained to support the program?
18. Do you have a technical team to support the implementation of *READ 180* in your schools? If so, how has the technical team been trained and what supports does it provide (e.g., help teachers run the software on the computer)?
19. What other kinds of support might make implementation even stronger?
20. From your perspective, is the district doing enough to support implementation of *READ 180* in middle schools in the district? What else could the district do?

VI. Teacher Selection

Next we want to talk about the teachers who teach *READ 180* – who they are and how they are selected. Are you familiar with these topics or were all these factors handled at the individual school level?

If YES, administrator is familiar with factors, ask 21.

If NO, skip to question 22.

21. How are teachers selected to teach *READ 180* in the middle schools? Are the selection criteria the same across schools?

Prompt: Schools ask for volunteers, must have had reading endorsement, depends on staffing needs at each school, etc.

- a. Were there any district- or school-based incentives for teachers to teach *READ 180*?
- b. Why do teachers want to teach *READ 180* (e.g., some teachers wanted to use the program to get out of a bad situation)?

VII. Professional Development

Next, we would like to ask you some questions about the training and professional development *READ 180* teachers receive.

22. Please tell us about the training and professional development that *READ 180* teachers in the middle schools receive.

23. Please comment on whether or not teachers participate in any of the following training, professional development, on-going support, and/or technical assistance that Scholastic makes available to *READ 180* teachers.
- Summer Institutes and DAY 1 and DAY 2 trainings
 - Scholastic RED online courses
 - On-going support and coaching
 - Others?
 - Are *READ 180* trainings available to teachers who are interested in the program even if they don't teach it?
24. How are these services paid for?
25. Would you please comment on the quality of the training provided to *READ 180* teachers?
- Are you satisfied with the training and professional development provided to the *READ 180* teachers in the district's schools?
 - In your opinion, what can be done to improve the training for *READ 180* teachers?
26. How does *READ 180* training vary from school to school or does the district attempt to make the training consistent?
27. What opportunities does the district provide to encourage *READ 180* teachers across the district to collaborate with each other?

VIII. *READ 180* Training for Leaders and Administrators

Next we'd like to talk about the training Scholastic provides for district leaders. Did you take part in any of the trainings from Scholastic?

If YES, ask 28.

If NO, ask 29.

28. What kinds of training did Scholastic provide to help you support and monitor the implementation of *READ 180* in your district?
- Do you receive any on-going support from *READ 180* coaches or Scholastic Implementation Consultants?
 - Please comment on the quality of the training you have received from Scholastic and on what worked and what did not work well?
 - How can the training for district and school leaders be improved?
29. If you have not received any training, what have you done to help you familiarize yourself with the program, monitor implementation, and support the teachers?

IX. Coherence of *READ 180* and District and School Initiatives

Now, let's talk about coherence between *READ 180* and other district and school initiatives, especially at the middle school level. By "coherence," we mean alignment or compatibility with other initiatives, especially around adolescent literacy and teacher professional development. We are also interested in any accommodations schools needed to make to integrate *READ 180* into their academic programming.

30. In what ways does *READ 180* support your district's plan for:
 - a. School improvement?
 - b. ELA programming in general?
 - c. Improved reading proficiency for all students?
 - d. Work with English language learners and special education students?
 - e. Efforts to meet federal AYP requirements?
31. In what ways does *READ 180* training and professional development fit within your district's overall plan for teacher professional development?
 - a. Is it viewed as a way to develop capacity for meeting the needs of struggling readers?
 - b. Does it support any other initiatives, such as awareness of "reading in the content areas?"

X. Monitoring and Sustainability

The last group of questions concerns monitoring of *READ 180* and sustainability of the program.

32. To what extent do teachers in the middle schools use data to monitor and guide their instruction in the *READ 180* classrooms?
 - a. What training do teachers receive to help them use data to guide instruction?
 - b. What technical support (e.g., a technical support staff) does your district provide to teachers to help them use data to inform instruction more effectively?
 - c. What infrastructure is in place in your school and district (e.g., central server, technology) to help teachers use data to drive instruction?
 - d. In what ways could teachers use *READ 180* and other data more effectively?
33. In what ways have your district and schools been monitoring and evaluating the implementation of *READ 180*?
 - a. What means have been used to monitor and evaluate implementation by your district?
 - b. What data are collected and by whom?
 - c. How are the data analyzed (e.g., gain analysis) and by whom? How often?
 - d. What actions take place based on the analysis of the data?
Prompt: Has the superintendent reviewed the data? Has the School Board reviewed the data?
 - e. Is teacher, student, and parent satisfaction monitored? If yes, what findings are available so far?
Prompt: Were any challenges or obstacles to implementation reported?
 - f. How can the monitoring process for *READ 180* be improved at the district and school levels?
34. What lessons have been learned from using *READ 180* and how might they change the district's policies and practices around the program?
Prompt: need to provide more training to teachers, need to monitor implementation more fully, need to target student needs more carefully, recognition of the need for reading specialists
 - a. What has been learned about motivating and engaging struggling readers?
 - b. What has been learned about use of technology?
35. How will decisions about continuing to use *READ 180* in the district be made?
 - a. Will the decisions be made at the school or district level?
 - b. At the district level, what criteria will be used? Do the schools provide input on this issue (e.g., costs, test scores, services from Scholastic, newly identified student needs)?
36. What plans have been made to ensure sustainability of *READ 180* in the district?

- a. If you continue to use the program, how will the district continue support implementation in the middle schools?
 - b. Are there any initiatives in place to help build capacity at the school or district levels (e.g., additional *READ 180* teachers)?
37. What impact does the program have on struggling readers in your district? Does *READ 180* have a similar impact on different student populations (regular ed students, struggling readers, sped students, ELL)?
38. Overall, how satisfied are you and others at the district level with the *READ 180* program? Is that level of satisfaction widespread? What is the prevailing attitude about the program?

This is the end of our questions. Do you have anything to add regarding the *READ 180* program in your district and district schools? Do you have any questions for us?

READ 180 School Leader Interview Protocol

School Leader ID:	Role:	Date:
School ID:		Interviewer ID:

XI. Background Questions

We'd like to start by learning a little bit about you and the context in which you work.

1. What is your role in this school and what are some of your responsibilities?
 - a. How closely do you work with teachers and other instructional staff?
 - b. How long have you been in this school and in this position?
 - c. How long have you been in this district?
2. Because we are interested in aspects of *READ 180*, I want to make sure you are the right person to talk to. Please tell me/us what you know about this intervention for struggling readers and its use in this school.

If he/she does not know anything about READ 180 use, thank the individual and ask for a recommendation of who would have the needed information.

Next we'd like to know some background information about literacy instruction in your school and district.

3. Does this school and district have specific goals regarding literacy, especially at the middle school level? If YES, ask the following:
 - a. What has motivated this interest and focus?
 - b. What strategies are being used to meet these goals?
 - c. Has literacy instruction been integrated into content area teaching? If so, how? How prevalent is it?

XII. Adoption Process

Next we want to talk about the process for adopting READ 180 in your school.

4. What can you tell us about the decision to use *READ 180* in this school and/or district?
 - a. In what ways, if any, were you involved in the decision? If not, who was involved?
 - b. What, if anything, was used as an intervention for struggling readers before *READ 180* was adopted?
 - c. Do you know if teachers in this school use other reading materials alongside the *READ 180* curriculum?
5. What were some of the reasons why your school wanted to adopt a reading intervention? What were your school's (and district's) goals in adopting a program like *READ 180*?

Prompt: State requirement to have intervention for students performing below a specific test scores, school request, parental request, change in demographics requiring intervention, etc; high school teachers' complaints about poor reading abilities, state reading tests were low, attempts to forestall dropouts, etc.

6. Did your school have a choice in whether or not to have an intervention for struggling readers?
7. How did your school find out about *READ 180*?
 - a. Did your school review several programs and then decide on *READ 180*? What kinds of materials did you review?
 - b. Was it introduced to your school by the district or by the program’s developers (Scholastic)?
 - c. What did you learn about the program?
 - d. What did you like about the program?
 - e. What did you dislike about the program?
8. What were some of the factors that made *READ 180* seem appropriate, especially for struggling readers in your school?
Prompt: cost, content of material, range of skills covered, use of technology, appropriateness of content for middle school, training and support, etc
 - b. What factors, if any, played a role in the decision to adopt *READ 180* and in how the program was adopted (e.g., number of computers available, availability of qualified teachers willing to teach *READ 180*, etc.)?
9. Please tell us about the funding source that provides the intervention to your school.
 - a. Was it funded through Title I or another federal program such as Striving Readers or a Smaller Learning Communities grant?
10. Who was responsible for ultimately approving the purchase of *READ 180*?
 - a. How long after the adoption decision was it purchased?
 - b. What components were purchased in addition to the basic *READ 180* package?
11. How was your school selected to use *READ 180*? Did your school have a choice to adopt or not to adopt *READ 180*?
If school did NOT have a choice in using READ 180, ask:
 - a. In what ways did the district help to create buy-in to the program at the school level?

III. Student Selection and Exit Criteria

Now we would like to ask you about how students in your school enter and exit the *READ 180* program.

12. Do all students in your school have access to *READ 180* classes? What criteria are used to determine which students should participate in the program?
Prompt: students that read below grade level; students with disabilities; English Language Learners (ELL); students with IEPs, etc.
 - a. What characteristics of the students, teachers, and students’ families do you consider when assigning students to *READ 180*?
 - b. What guidelines does your school use to help decide which students to include when there are more students in need than there are seats (e.g., when there is a greater need than you can afford or choose to afford)?

13. What criteria are used to determine when students exit *READ 180* at your school?

Prompt: when test scores improve, when grades go up, at the end of a school year, etc.

- a. Is this exclusively a school-based decision? Or, are there any district-wide policies or criteria that determine how and when students exit from *READ 180*?
- b. Approximately how many students stay in *READ 180* the entire time they are in middle school?

IV. READ 180 Implementation

Now, let's talk about *READ 180* implementation at your school.

14. Have you worked with a Scholastic Implementation Consultant or Account Executive on developing and reviewing implementation plans for *READ 180* in the district and schools?
If YES, ask the following.

- a. What did the process entail?
- b. What are/were the successes and challenges in implementing the plan?
- c. How well has your school and the district executed the plan?

15. What, if any, modifications to school schedules and procedures were necessary to implement *READ 180*, for example, to accommodate the 90 minute block?

- a. Were any changes to the usual English language arts block necessary?

16. To the best of your knowledge, what factors contribute to the successful implementation of *READ 180* in your school?

Prompt: buy-in from the teachers; teacher training and support; careful selection of students to participate, etc.

- a. What challenges has your school encountered implementing the *READ 180* program and what strategies have been used to address these challenges?
- b. What could make *READ 180* implementation at your school more effective?
Prompt: more support from Scholastic, more monitoring at the school level, better selection of teachers, more accurate selection of students to participate.

V. Teacher Selection

Next we want to talk about the teachers who teach *READ 180* – who they are and how they are selected. Are you familiar with these topics?

If YES, school leader is familiar with factors, ask 17.

If NO, skip to question 18.

17. How are teachers selected to teach *READ 180* in your school?

Prompt: school asks for volunteers, candidate must have had reading endorsement, depends on staffing needs at your school, etc.

- a. Are there school- or district-based incentives for teachers to teach *READ 180*?
- b. Why do teachers want to teach *READ 180* (e.g., have a new challenge, help students, get out of a bad teaching situation)?

VI. Professional Development

Next, we would like to ask you some questions about the training and professional development *READ 180* teachers receive.

18. Please tell us what you know about the training and professional development that *READ 180* teachers in your school receive.
 - a. Who is responsible for providing initial training to *READ 180* teachers in your school and district?
 - b. What type of training provided by Scholastic are teachers required to attend and/or complete (e.g., DAY 1, DAY 2, Scholastic RED online courses, other)?
 - c. Do you know if the training for *READ 180* teachers at your school differs from training other teachers in the district receive?
 - d. Do *READ 180* teachers also participate in regular PD provided by your school and district?
19. Would you please comment on the quality of the training provided to *READ 180* teachers?
 - a. Are you satisfied with the training and professional development provided to the *READ 180* teachers in at your school?
 - b. In your opinion, what can be done to improve the training for *READ 180* teachers?

VII. Technical Assistance and Support

Now, please think about the different types of support your *READ 180* teachers receive.

20. Aside from teacher training, how is the implementation of *READ 180* supported in your school?
 - a. Is there one person who provides oversight and support? Please describe his or her work.
 - b. Is there a person or team to provide technical (i.e., technological) support? If yes, how has the technical person or team been trained and what supports does it provide (e.g., help teachers run the software on the computer)?
21. What kinds of support for implementing *READ 180* does the district provide?
 - a. How can support for the program from the school and district be improved?
Prompt: What additional resources, if any, does your school still need in order to implement the program successfully?

VIII. Teacher Collaboration

Let's talk about how *READ 180* teachers work with each other.

22. In what ways do *READ 180* teachers collaborate in your school?
 - a. Is there common planning time for *READ 180* teachers in your school?
 - b. To what extent do *READ 180* teachers collaborate with other teachers about the struggling readers in their classes?
 - c. Do *READ 180* teachers in your school collaborate with other *READ 180* teachers across the district?

IX. READ 180 Professional Development and Training for Leaders and Administrators

Next we'd like to talk about the training Scholastic provides for school leaders like you.

23. Were *READ 180* professional development and training offered to you? Did you participate in any of these trainings?

If YES, THEY PARTICIPATED, ask 24.

If NO, THEY DID NOT PARTICIPATE, ask 25.

If NO, NONE was available, ask 26.

24. What kinds of training, professional development, or ongoing support did you receive? Please comment on their effectiveness to meet your needs and on how the training can be improved.

If they did not participate, ask:

25. What were the reasons why you didn't participate? What might have made you participate?

Prompt: given at inconvenient times, had heard trainings were not useful, already knew the program, etc.

If they were NOT offered training, ask:

26. You weren't offered any opportunities to receive training, but what training would you have liked to receive? What have you done to help you familiarize yourself with the program, monitor implementation, and support the teachers?

X. Coherence of READ 180 and District and School Initiatives

Now, let's talk about coherence between *READ 180* and other district and school initiatives, especially at the middle school level. By "coherence," we mean alignment or compatibility with other initiatives, especially around adolescent literacy and teacher professional development. We are also interested in any accommodations made to integrate *READ 180* into the academic programming at your school.

27. In what ways does *READ 180* support your plan for:

- a. School improvement?
- b. ELA programming in general?
- c. Improved reading proficiency for all students?
- d. Work with English language learners and special education students?
- e. Efforts to meet federal AYP requirements?

28. In what ways does *READ 180* training and professional development fit within your school's overall plan for teacher professional development?

- a. Is it viewed as a way to develop capacity for meeting the needs of struggling readers?
- b. Does it support any other initiatives, such as awareness of "reading in the content areas?"

XI. Monitoring and Sustainability

The last group of questions concerns monitoring of *READ 180* and sustainability of the program.

29. From your perspective, what impact has the implementation of *READ 180* had on students in your school, especially those who struggle with reading? Does *READ 180* have a similar impact on different student populations (regular ed students, struggling readers, sped students, ELL)?

Prompt: improved achievement, better attendance and behavior, more reading, fewer referrals to special education, etc.

30. What impact has implementation of the program had on teachers, both those who teach *READ 180* and others?

Prompt: more collaboration about struggling readers, greater awareness of the need to support struggling readers, greater attention to reading comprehension in all classes, etc.

31. To what extent do teachers use data to monitor and guide their instruction in the *READ 180* classrooms and in your school in general?

- What type of training do teachers receive to help them use data to guide instruction?
- What technical support (e.g., a technical support staff) does your school provide to teachers to help them use data to inform instruction more effectively?
- What infrastructure is in place in your school and district (e.g., central server, technology) to help teachers use data to drive instruction?
- In what ways could teachers use *READ 180* and other data more effectively?

32. In what ways has your school been monitoring and evaluating the implementation of *READ 180*?

- What means have been used to monitor and evaluate implementation by your school?
- What data are collected and by whom?
- How are the data analyzed (e.g., gain analysis) and by whom? How often?
- What actions take place based on the analysis of the data?
- Is teacher, student, and parent satisfaction monitored? **If YES**, what findings are available so far?

Prompts: Were any challenges or obstacles to implementation reported?

- How can the monitoring process for *READ 180* be improved in your school?

33. What lessons have been learned from using *READ 180* and how might they change your policies and practices around the program?

Prompt: need to provide more training to teachers, need to monitor implementation more fully, need to target student needs more carefully, recognition of the need for reading specialists, etc.

- What has been learned about motivating and engaging struggling readers?
- What has been learned about the use of technology?

34. How will decisions about continuing to use *READ 180* be made?

- At the school level?
- At the district level, what criteria will be used? Does your school have input from Scholastic on this issue, for example, costs, test scores, service from Scholastic, newly identified student needs?

35. What plans have been made to ensure sustainability of *READ 180* at your school?

- a. How will decisions about continuing to use *READ 180* be made and at what level (school or district) will they be made?
 - b. If you continue to use the program, how will you continue to support implementation in your school?
36. Overall, how satisfied are you as a school leader with the *READ 180* program? Is that level of satisfaction widespread? What is the prevailing attitude about this program?

This is the end of our questions. Do you have anything to add regarding the *READ 180* program in your district and district schools? Do you have any questions for us?

READ 180 Intermediary-Reading Coach/Coordinator Interview Protocol

Read 180 Trainer ID	School ID:
Date:	Interviewer ID:

XIII. Background Questions

We'd like to start by learning a little bit about you and the context in which you work.

1. *What is your role in this district and what are some of your responsibilities?*
 - a. *Please describe your contact with READ 180 teachers.*
2. Because we are interested in aspects of *READ 180*, I want to make sure you are the right person to talk to. Please tell me/us what you know about this intervention for struggling readers and its use in this district.
If he/she does not know anything about READ 180 use, thank the individual and ask for a recommendation of who would have the needed information.
3. *How long have you been working as a READ 180 coordinator (or coach) in this district?*
If the respondent is a district-based coordinator or coach, ask the following:
 - a. Have you worked as a *READ 180* coordinator (or coach) in other districts?
 - b. Have you been a *READ 180* teacher in this or another district?
If the respondent is a school-based coach, ask the following:
 - a. Have you worked as a *READ 180* coach in other schools?
 - b. Were you ever a *READ 180* teacher in this or another school?
4. In addition to being a *READ 180* coordinator (coach), what other experiences have you had teaching reading?
 - a. Do you have an advanced degree in reading?
5. What training did you receive in order to become a *READ 180* coordinator (coach)? Would you please comment on the quality of your training?

Next we'd like to know some background information about literacy instruction in your district.

6. Does this district have specific goals regarding literacy, especially at the middle school level?
If YES, ask the following:
 - a. What has motivated this interest and focus?
 - b. What strategies are being used to meet these goals?
 - c. Has literacy instruction been integrated into content area teaching? If so, how? How prevalent is it?

XIV. Adoption Process

Next we want to talk about the process for adopting READ 180 in your district and/or school. We are especially interested in knowing about the adoption process and implementation of the program in middle schools.

7. Are you familiar with the decision-making process that brought *READ 180* to your district and/or school?

If NO to 7, ask the following and then move on to question 8.

- c. Can you tell me whom to contact about this?

If YES to 7, ask the following:

- d. In what ways were you involved in the decision to adopt *READ 180* for use in the district and/or school?
- e. To the best of your knowledge, who initially proposed and supported the adoption of the program at the district level (e.g., board of education, superintendent, etc)?
At the school level?

8. Did the district seek out this program or did the district learn about it from Scholastic?

Prompt: Did the district review several programs and then select READ 180? Was the program introduced to the district/school by the developers?

9. What were some of the reasons why the district and/or school wanted to adopt a reading intervention, especially for/as a middle school? What were some of its goals in adopting a program like *READ 180*?

Prompt: State requirement to have intervention for students performing below a specific test scores, school request, parental request, change in demographics requiring intervention, etc; high school teachers' complaints about poor reading abilities, state reading tests were low, attempts to forestall dropouts, etc.

10. What program or programs were used to help struggling readers before *READ 180* was introduced?

- a. Is *READ 180* currently used in all the middle schools?
- b. If not, what other programs are currently used?

11. How are middle schools selected for *READ 180*?

Prompts: Test scores, school request, parental request, change in demographics requiring intervention, etc.

- a. Do the schools have a choice in whether or not to have an intervention for struggling readers?
- b. Do the schools have a choice in which program they use?

If schools did NOT have a choice in using READ 180, ask:

- c. In what ways did the district help to create buy-in to the program at the school level?

12. What were some of the factors that made *READ 180* seem appropriate, especially for struggling readers in this school/district?

Prompt: Cost, content of material, range of skills covered, use of technology, appropriateness of content for middle school, training and support, etc.

- c. What factors, at the school or district level, played a role in the decision to adopt *READ 180* and in how the program was adopted (e.g., limited funding available, number of computers available, availability of qualified teachers willing to teach *READ 180*, etc.)?

13. Please tell us about the funding source for providing the intervention to your school.
 - a. Was it funded through Title I or another federal program?
14. Who was responsible for ultimately approving the purchase of *READ 180*?
 - a. How long after the adoption decision was it purchased?
 - b. What components were purchased in addition to the basic *READ 180* package?

XV. Student Selection and Exit Criteria

Now we would like to ask you about how students in your school/district enter and exit the *READ 180* program.

15. Do all students in your district have access to *READ 180* classes? What criteria does the district/school use to determine which students participate in the *READ 180* program?
Prompt: Students that read below grade level; students with disabilities; English Language Learners (ELL); students with IEPs, etc.
 - a. Is the decision made by each school?
 - b. What characteristics of the students, teachers, and students' families do you consider when assigning students to *READ 180*?
 - c. What guidelines does the district provide to schools to help them decide which students to include when there are more students in need than there are seats (i.e., when there is a greater need than you can afford or choose to afford)?
16. Are there any district- or school-wide policies or criteria that determine how and when students exit from *READ 180*? Or, is this exclusively a school-based decision?
Prompt: When test scores improve; when grades go up; at the end of a school year, etc.

XVI. READ 180 Implementation

Next we'd like to know about the implementation of *READ 180* in this district.

17. Have you worked with school and district leaders in developing and reviewing implementation plans for *READ 180* in the district and schools?
If YES, ask the following:
 - a. What did the process entail?
 - b. What are/were the successes and challenges in implementing the plan?
 - c. How well have the district and schools executed the plan?
18. What, if any, modifications to district's or schools' schedules and procedures were necessary to implement *READ 180*, for example, to accommodate the 90 minute instructional block?
 - a. Were any changes to the usual English language arts block necessary?

19. How effectively do you think the teachers are currently able to implement the *READ 180* instructional models and routines in the classroom?
- a. How often do teachers modify the *READ 180* routines?
 - d. Do you know if teachers in this district use other reading materials alongside the *READ 180* curriculum?
 - e. How does teachers' ability to implement the *READ 180* routines vary across teachers within one school and across schools in the district?
20. From your perspective, what are the greatest challenges to teachers' implementation of the *READ 180* routines in their classrooms?
21. To what extent do *READ 180* teachers collaborate with each other, with other (non-*READ 180*) teachers in their schools, and other *READ 180* teachers the district?
- a. Are *READ 180* teachers involved in discussions of struggling readers?
 - b. Have *READ 180* teachers formed support groups or learning communities to help each other understand and use the program?
 - c. What opportunities do the district and your school provide to encourage *READ 180* teachers across the district to collaborate with each other?
22. What aspects or components of the *READ 180* implementation process do you think could be improved?
- a. From your perspective, what factors contribute to the successful implementation of *READ 180* at the district and school levels?

XVII. Professional Development

Next we'd like to know more about the professional development and coaching provided to *READ 180* teachers and administrators.

23. Please tell us about the training and professional development that *READ 180* teachers in the middle schools receive.
24. Does the district send teachers to the Scholastic trainings, and what kind of Scholastic trainings did the teachers receive (e.g., Summer Institutes and DAY 1 and DAY 2 trainings; ongoing support and coaching; others)?
- a. Does the district encourage teachers to enroll in the Scholastic RED online courses? How are the services paid for? Does the district reimburse teachers for these courses and does it count them as graduate credit?
25. What kind of *READ 180* professional development do the coaches receive?

- a. Does the district send reading coaches to *READ 180* professional development workshops so that they can then train teachers?
26. Would you please comment on the quality of the training provided to *READ 180* teachers?
- a. Are you satisfied with the training and professional development provided to the *READ 180* teachers in the district's schools?
 - b. In your opinion, what can be done to improve the training for *READ 180* teachers?

Ask the following item ONLY to district-based coaches and coordinators:

27. Does *READ 180* training vary from school to school or does the district attempt to make the training consistent?

XVIII. Technical Assistance and Support (Coaching)

Now, please think about the different types of support your district provides to *READ 180* teachers.

28. Next, we'd like to know about the coaching you provide to *READ 180* teachers. What are the typical reasons why they elicit assistance/support from you?
- a. In what ways do you think their stated reasons reflect their true needs for assistance?
29. Please tell us more about the *READ 180* coaching process. What are your usual activities as you interact with teachers in a coaching role (i.e., support with lesson planning, teaching model lessons, classroom observations followed by debriefing, provide training, lead teacher cadre meetings)?
- a. Do you work with all the teachers in your district? If no, do you work with teachers at multiple school sites in the district?
 - b. How often do you see the teachers you work with?
 - c. Do you work with teachers individually or as a group?
30. How well would you say the coaching process is meeting the needs of the teachers (or others) you work with?
- a. Have you experienced any resistance from the teachers towards coaching? If so, what kind?
 - b. What challenges have you encountered and how have you addressed them?
31. From your perspective, what has been most successful about the coaching process for *READ 180* teachers and what could make it more successful?

XIX. Administrative Support

Next we'd like to know how you are supported by district and school level administrators.

32. How well do you feel the district level administration supports the *READ 180* program?

Prompts: Can you think of specific ways that the district supports the *READ 180* program? Have district level administrators created any obstacles or barriers for you?

Ask the following item ONLY to school-based coaches and coordinators:

33. How well do you feel the administrators in your school support the *READ 180* program?

Prompts: Can you think of specific ways that your principal(s) support the READ 180 program? Have school level administrators created any obstacles or barriers for you?

34. From your own perspective, what forms of support have contributed the most to successful implementation of *READ 180* by the teachers you work with?

35. At the same time, what forms of support could have made implementation more successful, both from the perspective of teachers and students?

XX. Coherence of *READ 180* and District and School Initiatives

Now, let's talk about coherence between *READ 180* and other district and school initiatives, especially at the middle school level. By "coherence," we mean alignment or compatibility with other initiatives, especially around adolescent literacy and teacher professional development. We are also interested in any accommodations schools needed to make to integrate *READ 180* into their academic programming.

36. In what ways does *READ 180* support your district's plan for:

- a. School improvement?
- b. ELA programming in general?
- c. Improved reading proficiency for all students?
- d. Work with English language learners and special education students?
- e. Efforts to meet federal AYP requirements?

37. In what ways does *READ 180* training and professional development fit within your district's overall plan for teacher professional development?

- a. Is it viewed as a way to develop capacity for meeting the needs of struggling readers?
- b. Does it support any other initiatives, such as awareness of "reading in the content areas?"

XXI. Monitoring and Sustainability

The last group of questions concerns monitoring of *READ 180* and sustainability of the program.

38. To what extent do teachers in the middle schools use data to monitor and guide their instruction in the *READ 180* classrooms?

- a. What training do teachers receive to help them use data to guide instruction?
- b. What technical support (e.g., a technical support staff) does your district provide to teachers to help them use data to inform instruction more effectively?
- c. What infrastructure is in place in your school and district (e.g., central server, technology) to help teachers use data to drive instruction?
- d. In what ways could teachers use *READ 180* and other data more effectively?

39. In what ways have your district and schools been monitoring and evaluating the implementation of *READ 180*?

- a. What means have been used to monitor and evaluate implementation by your district and your school?
 - b. What data are collected and by whom?
 - c. How are the data analyzed (e.g., gain analysis) and by whom? How often?
 - d. What actions take place based on the analysis of the data?
Prompts: has the superintendent reviewed the data? Has the School Board reviewed the data?
 - e. Is teacher, student, and parent satisfaction monitored? If yes, what findings are available so far?
Prompts: Were any challenges or obstacles to implementation reported?
 - f. How can the monitoring process for *READ 180* be improved at the district and school levels?
40. From your perspective, what impact has the implementation of *READ 180* had on struggling readers and teachers in this school/district? Please consider these factors:
- a. Improved student reading achievement, including use of reading strategies in content area teaching
 - b. Improved student motivation and engagement
 - c. Improved behavioral factors such as less disruptive behavior, better attendance, etc.
 - d. Better understanding about the needs of struggling readers
 - e. More teacher collaboration about the needs of struggling readers
 - f. Greater attention to data other than yearly state tests.
41. Does *READ 180* have a similar impact on different student populations (regular ed students, struggling readers, sped students, ELL)?
42. What steps could have been taken to allow the program to have a greater impact on teachers and students?
43. What plans have been made to ensure sustainability of *READ 180* in the school/district?
- a. If you continue to use the program, how will the district and schools continue support implementation in the middle schools?
 - b. Are there any initiatives in place to help build capacity at the school or district levels (e.g., additional *READ 180* teachers)?
44. In general, how do you feel that the *READ 180* teachers' skills are developing over time? Please elaborate.
45. Overall, how satisfied are you and others at the district with the *READ 180* program? Is that level of satisfaction widespread? What is the prevailing attitude about the program?

This is the end of our questions. Is there anything else that you would like to add? Is there anything else you think we should know about the implementation of the *READ 180* program with respect to this study that we have not already discussed?

We know how busy you are and we sincerely appreciate your taking the time to talk with us today.

READ 180 Teacher Interview Guide

Teacher ID:	School ID:
Date:	Interviewer ID:

I. Background Questions

We'd like to start by learning a little bit about you and the context in which you work.

1. How did you become a *READ 180* teacher? What did you do before starting to teach *READ 180*?
2. In what ways, if any, were you involved in the decision to adopt *READ 180* for use in the district as well as your school?
 - a. What was used as an intervention for struggling readers before *READ 180* was adopted?
3. Does this district have specific goals regarding literacy, especially at the middle school level?
If YES, ask the following:
 - a. What has motivated this interest and focus?
 - b. What strategies are being used to meet these goals?
 - c. Has literacy instruction been integrated into content area teaching? If so, how? How prevalent is it?

II. Professional Development/ Preparation to Teach *READ 180*

Let's talk about your preparation to teach *READ 180* and the professional development you have received around this program.

4. We want to start by talking about the *READ 180* training/professional development (PD) you received before you taught the program for the first time. In what ways did it prepare you to begin teaching *READ 180*?
 - a. In what ways did the training influence your thinking about struggling readers?
5. Since then, what types of ongoing *READ 180* PD have you received?
 - a. Who provides it (Scholastic, school district, other)?
 - b. Is your attendance mandatory or do you go voluntarily?
 - c. In what ways, if any, have you taken advantage of the Scholastic RED online professional development?
6. When you think about all the *READ 180* training and professional development you have received, what would you like to see changed, omitted, or added to make the experiences more helpful to you?
7. To what extent have you found the *READ 180* training to be aligned with other PD you have received about reading and literacy instruction?

III. Technical Assistance and Support (Coaching or Collaboration)

Next, let's talk about the on-going support you receive for implementing *READ 180*.

8. In what ways, if any, do you interact with a Scholastic implementation consultant?
Prompt: nature of the support, frequency, other means of interacting (e.g., email), adequacy of this support
9. If there is a school- or district-based literacy coach (for *READ 180* or overall intervention coordinator), in what ways does this person help you as a *READ 180* teacher?
Prompt: nature of the support, frequency, other means of interacting (e.g., email), adequacy of this support
10. Please tell me about the ways in which you collaborate with other teachers in your school about *READ 180* or reading and English language arts instruction.
Prompt: invited to grade or subject area meetings, asked to give presentations at meetings; who organizes meetings? what topics are covered? how often they are held?
11. What other kinds of support are available to you for implementing *READ 180* and how effective are these kinds of support?
 - a. From your school/ school leadership
 - b. From the district/ district leadership
 - c. From a team or a person that provides technical support, such as with the computer or software

IV. *READ 180* Students

Please think about the students in your *READ 180* classes and how they respond to the program.

12. How well do you think *READ 180* meets the literacy needs of the students in your classes?
Prompt: Does READ 180 seem to have adequate instruction for these students? Does it help you provide differentiated instruction? Does it work better for certain subpopulations of students?
13. In what ways do you think *READ 180* has helped you understand and work with students who struggle with reading? How has it helped you address your students' specific literacy challenges, such as poor vocabulary or learning to read in English as a second language?
14. What impact has *READ 180* had on the students you teach? Do they see themselves improving as readers and writers? Are they expressing more interest in reading, and do they discuss using new strategies in their content area classes?
15. What do teachers in your students' content area classes say about your students? Have they noticed improvement in their reading performance in those classes?
Prompt: show greater interest in reading; talk about using new skills/ strategies in other classes.

V. *READ 180* Implementation

Now, let's talk about your experiences teaching *READ 180*.

16. Please tell us about the layout of your *READ 180* classroom. To what extent have you been able to follow the suggested room setup?
Prompts: storage places, display space, computer work stations?
17. What is the structure and format for your typical lesson?
 - a. Do you have a full 90-minute block?

- b. Do you usually allocate the 90 minutes as suggested by *READ 180* (whole group; 3 small group rotations; whole group wrap-up)?
 - c. In what ways and when do you deviate from that allocation?
 - d. Do you use other reading materials to supplement *READ 180*? If so, what are they and how often do you use them?
18. What do you like and dislike about the computer-based element of the program?
- a. How comfortable are you implementing computer-based programs such as *READ 180*?
 - b. Had you ever used a computer-based program prior to *READ 180*?
19. Tell us about your successful experiences implementing *READ 180* in the classroom. What sorts of things have worked well? What has given you the most satisfaction?
20. Tell us about the challenges you have encountered with implementing *READ 180* – when you first started teaching and as you have continued to use the program.
- a. What strategies have you used to address these challenges?
 - b. What would you change in the program?
 - c. What might make you a stronger *READ 180* teacher?
21. In what ways do you use the assessment materials that come with *READ 180*?
- a. What other methods, if any, do you use for monitoring student progress or measuring achievement in your *READ 180* classes?
 - b. How do you use the assessment data to plan and guide your instruction?
 - c. What support have you received?
22. What procedures are in place at the school or district level to monitor student improvement for those enrolled in *READ 180*?

VI. Final Thoughts about *READ 180*

Let's end with some questions about your experiences with and thoughts about READ 180.

23. Are there any ways in which you think teaching with *READ 180* has made you a stronger teacher?
24. In what ways, if any, has teaching with *READ 180* changed your thinking about struggling readers (including English language learners)?
25. What do you enjoy about using *READ 180* with your students? Could you please describe some satisfying experiences teaching the program? What have been your least satisfying experiences teaching the program?
26. Is there anything else you'd like to share with us about your overall experience with or thoughts about *READ 180*?

This is the end of our questions. Do you have anything to add? Do you have any questions for us? Thank you for your help in our study!

READ 180 Teacher Survey

Section I: Teaching Experience

1. Counting this school year, how many years have you been a teacher, including any part-time teaching?
_____ Years

2. Counting this school year, how many years have you taught middle school (any grades between 6th and 8th), including any part-time teaching?
_____ Years

3. Counting this school year, how many years have you taught in your **current school**, including any part-time teaching?
_____ Years

4. What grade or grades do you currently teach? Mark all that apply.
 - Kindergarten-3rd grade
 - 4th grade
 - 5th grade
 - 6th grade
 - 7th grade
 - 8th grade
 - 9th grade
 - 10th-12th grades
 - My school is ungraded

5. How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?
 - Regular classroom teacher
 - Special education classroom teacher
 - ESL or ELD teacher
 - Teacher of small-group and/or supplemental intervention classes
 - Itinerant teacher (i.e., your assignment requires you to provide instruction/related services at more than one school)
 - Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)

- Teacher aide
- Instructional leader for *READ 180*
- Other (Please specify) _____

6. Which category best describes the way **your** class(es) at this school (is/are) organized?

- Self-contained class – You teach multiple subjects to the same class of children all or most of the day
- Team teaching – You collaborate with one or more teachers in teaching multiple subjects to the same class of children
- Departmentalized instruction – You teach subject matter courses (e.g., English language arts, reading, social studies) to several classes of different children all or most of the day
- “Pull-Out” or “Intervention” Class – You provide instruction (e.g., special education, reading) to certain students who are released from their regular classes

Section II. Overall *READ 180* Teaching Experience

7. Counting this school year, how many years have you taught *READ 180*? (*This includes experience with any version of READ 180.*)

_____ Years

8. Counting this school year, how many years did you teach the previous edition of *READ 180* (the edition before Enterprise Edition)? (*If you did not teach the previous edition of READ 180 please enter '0' zero.*)

_____ Years

9. How many *READ 180* classes do you teach?

_____ Classes

10. How many students in total do you teach in your *READ 180* classes?

_____ Students

11. Are your *READ 180* classes all about the same size?

- No
 Yes

12. What is the highest number of students allowed in one of your *READ 180* classes?

- 10 or fewer students
 11-15 students
 16-18 students
 19-21 students
 22-24 students
 More than 25 students
 No established limit on the number of students or you are not aware of the limit

13. Do you teach any other classes besides *READ 180*?

- No → Skip to Question 15
 Yes

14. What other classes do you teach besides *READ 180*? Mark all that apply.

- Reading/Language Arts/English (not *READ 180*)
- Special Education
- Science
- Mathematics
- Social Studies
- Other (Please specify _____)

15. How did you become a *READ 180* teacher?

- I volunteered
- I was asked if I wanted to teach *READ 180*
- I was assigned to teach *READ 180*
- I was hired to teach *READ 180*
- Other (Please specify _____)

Section III. *READ 180* Professional Development

16. *Have you participated in any of the following READ 180 professional development? Mark all that apply.*

- Scholastic RED Enterprise Edition Professional Development online course
- DAY ONE training
- DAY TWO training
- Meetings with other *READ 180* teachers at your school
- Meetings with other *READ 180* teachers from other schools in your district
- Professional development offered by your district for *READ 180* teachers
- READ 180* National Summer Institute
- Other (Please specify _____)

17. Indicate the extent to which you agree or disagree with each of the following statements about the usefulness of the READ 180 professional development.

READ 180 professional development...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Helped me understand the <i>READ 180</i> instructional model				
b. Helped me understand how to organize my classroom				
c. Helped me understand how to use SAM (Scholastic Achievement Manager) for monitoring student progress and planning instruction				
d. Helped me understand the RED Routines and how to use them				
e. Helped me stay current with research on struggling readers				
f. Provided me with resources that I have used in <i>READ 180</i> instruction				
g. Helped me understand how to use the <i>READ 180</i> technology (e.g., software, listening devices)				

18. Please fill in the oval that best indicates the number of days of professional development directly related to the implementation and use of *READ 180 Enterprise Edition* that you have received (e.g., *DAY ONE* or *DAY TWO* Trainings, Summer Institute, etc).

- Less than one day
- 1-2 days
- 3-4 days
- 5 days
- 6-10 days
- More than 10 days

19. Please choose the one statement from the list below that best describes attendance at *READ 180* professional development (e.g., *DAY ONE* or *DAY TWO* trainings, professional development offered through your district, Scholastic RED online course, etc.).

- It is required for *READ 180* teachers in my school or district.
- It is voluntary in my school or district.
- Attendance requirements vary (e.g., sometimes it is required and sometimes it is voluntary).
- Other (Please specify _____).

20. Please select the professional development that you feel has been **most** helpful in implementing *READ 180* in your classroom?

- Scholastic RED Enterprise Edition Professional Development Course online
- DAY ONE & DAY TWO Trainings
- Meetings with other *READ 180* teachers at your school
- Meetings with other *READ 180* teachers from other schools in your district
- Professional development offered through your district for *READ 180* teachers
- READ 180* National Summer Institute
- None

21. Who provides the professional development for *READ 180* in your district? Mark all that apply.

- A Scholastic consultant
- A district-based *READ 180* or literacy coach or specialist
- A school-based *READ 180* or literacy coach or specialist
- Other (Please specify _____)

22. How often do the following individuals visit you in your *READ 180* classrooms during the 2008-2009 school year?

	Weekly	Monthly	Quarterly	Yearly	Never
a. A Scholastic consultant					
b. A district-based <i>READ 180</i> or literacy coach or specialist					
c. A school-based <i>READ 180</i> or literacy coach or specialist					
d. The principal					
e. A fellow <i>READ 180</i> teacher					

Section IV. Experience with Implementation of READ 180
Section IV. Part A. Students and READ 180

23. What do you think is the biggest challenge students in your *READ 180* class(es) face as struggling readers? Choose one response.

- Motivation
- Decoding
- Inadequate background knowledge
- Limited vocabulary
- Problems with prosody/fluency

- Problems with comprehension
- Disabilities such a hearing problems
- Other (Please specify _____)

24. Which of the following statements best describes why most students are placed in your READ 180 class(es)?

- Low scores on the standardized test administered in my district or state
- Low proficiency as readers, as measured by the Scholastic Reading Inventory (SRI)
- A combination of scores on the SRI or some other standardized test and teacher recommendation
- Recommendation by a English/Language Arts teacher or another reading teacher
- Provision of an Individual Education Plan (IEP)
- It varies too much to generalize
- Other (Please specify _____)

25. Which of the following statements best describes the reason why most students exit your READ 180 class?

- They reach a benchmark score on the SRI.
- They reach a benchmark score on a standardized test reading test.
- They complete the content in the program.
- They complete a regular school term.
- They leave middle school.
- It varies too much to generalize.
- Other (Please specify _____)

26. How do you monitor your READ 180 students' progress? Mark all that apply.

- Creating and reviewing reports using the Scholastic Achievement Manager (SAM)
- Listening to and reviewing students' oral reading skills recorded using the *READ 180* software
- Reviewing students' scores on state tests
- Reviewing students scores on the Scholastic Reading Inventory
- Other (Please specify _____)

27. Which of the following best describes the impact of participating in READ 180 on your students' behavior, such as classroom disruptions, tardiness, and attendance?

- Participating in *READ 180* appears to have a positive impact on student behavior.
- Participating in *READ 180* does not appear to impact student behavior much at all.
- Participating in *READ 180* has a negative impact on student behavior.
- The impact varies too much to tell.

28. Which of the following statements describe the impact of participating in *READ 180* on your students' reading and writing behaviors and proficiency? (Check all that apply.)

- Students understand and use more advanced reading comprehension skills.
- Students show more interest in reading inside and outside of school.
- Students' writing appears to have improved.
- Students' reading and writing do not seem to have improved much since starting *READ 180*.
- Students seem even less interested in reading and writing than when they started the class.
- The impact seems to vary too much to tell.

29. How satisfied are you with *READ 180* as an intervention for struggling readers?

- Not satisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

30. Do you think *READ 180* is meeting the needs of all your students?

- No
- Yes → Skip to Question 33

31. Is there a specific group of students that continues to struggle because *READ 180* has not adequately met their needs? Mark all that apply.

- English language learners
- Special education students
- Students who enter your class with a Lexile score of 400 or less
- Other (Please specify _____)

32. Why do you think *READ 180* is not adequately meeting the needs of these struggling readers? Mark all that apply.

- The level of the activities does not match the level of the students

- Students are not interested/do not like the activities
- There is not enough individualized instruction in the instructional model to accommodate these students
- The students need more time than the program allows them
- Other (Please specify _____)

Section IV. Part B. Implementing *READ 180*

33. Please mark the one statement that best describes your implementation of *READ 180*.

- I have a 90 minute block for teaching each *READ 180* class.
- Other (Please specify _____)

34. Please mark the one statement that best describes your implementation of *READ 180*.

- I follow the suggested *READ 180* rotation plan (i.e., whole-group direct instruction, 3 different small group rotations, whole-group wrap-up) during each class.
- Other (Please specify _____)

35. Please describe your daily *READ 180* teaching schedule (e.g., the number of periods you teach, a typical *READ 180* period, and the amount of time per period)

36. In general, how often is the schedule you described above disrupted by other activities in your school or elsewhere?

- Never
- Almost never
- Sometimes
- Frequently

37. What materials or areas does your *READ 180* classroom include? Mark all that apply.

- Student computer area
- Functioning computers, including headsets and microphones
- Modeled and independent reading area with comfortable seating
- Small-group instructional area
- Whole-group instructional area
- Whole-group wrap-up area
- READ 180* Paperback Library, with books labeled by level
- Operational CD players for students to listen to Audiobooks
- TV with a DVD player or projector for viewing Anchor Videos
- Posted guidelines and expectations for student performance and behavior

38. Looking across your overall approach to Whole-Group Instruction for *READ 180*, indicate how often you use each of the following instructional strategies.

	Daily	Several times a week	Several times a month	Never
a. Teaching Vocabulary				
b. Oral Cloze				

c. Think (Write)-Pair-Share				
d. Idea Wave				
e. Numbered Heads				
f. The Writing Process				
g. Peer Feedback				

39. How available are the following people to you in your district if you were to have a question or problem related to *READ 180*?

	Never	Almost never	Sometimes	Frequently
a. Someone at your district office				
b. The principal in your school				
c. A district literacy coach				
d. A school-based literacy coach				
e. Other <i>READ 180</i> teachers in your school				
f. Other <i>READ 180</i> teachers in your district				
g. Other teachers in your school				
h. Other teachers in your district				
i. A school or district-based information technology specialist to help with hardware and software				
j. Scholastic consultant/trainer/coach				

40. How often do you communicate with the following people about *READ 180*?

	Never	Almost never	Sometimes	Frequently
a. Someone at your district office				
b. The principal in your school				
c. A district literacy coach				
d. A school-based literacy coach				
e. Other <i>READ 180</i> teachers in your school				
f. Other <i>READ 180</i> teachers in your district				
g. Other teachers in your school				
h. Other teachers in your district				
i. Scholastic consultant/trainer/coach				

41. Do you have opportunities to confer with other teachers about the reading needs of the students who participate in your *READ 180* classes?

- No → Skip to Question 43.
- Yes

42. How often do you attend meetings with **teachers at your school** during which you discuss *READ 180*?

- Never
- Once a year
- Once a semester
- Once a quarter
- Once a month
- More than once a month

43. How often do you attend meetings with *READ 180* **teachers from other schools in your district**?

- Never
- Once a year
- Once a semester
- Once a quarter
- Once a month
- More than once a month

44. In what ways do you confer with other teachers or share what you know about students' reading abilities? Mark all that apply.

- Reading/English language arts team meetings
- Grade-level team meetings
- Periodic curriculum planning meetings
- Meetings about students who struggle academically
- Faculty meetings
- Professional learning communities
- Meetings with school counselor
- Parent-teacher conferences
- Other (Please specify _____)

45. Please indicate the extent to which you experience the following challenges in the implementation of *READ 180*:

	Not a challenge	A minor challenge	A moderate challenge	A serious challenge
Student absenteeism				
Student tardiness				
Students have behavior problems				
Students not motivated, not engaged, or bored				
Students have trouble staying focused or on-task during independent reading				
High student turnover at school				
Incorrect student targeting: class is too easy or too difficult for students				
Material is too difficult or too easy for the students				
Too much content to cover in one lesson				
Not enough <i>READ 180</i> material for the students				
Cannot maintain recommended pacing				
Glitches with the technology				
Not enough support from my principal and other school leaders				
Not enough support from my district office				
Not getting needed support from Scholastic consultant/trainer/coach				

46. Please note in writing any other challenges you have experienced with the implementation of *READ 180*.

47. How satisfied are you with the following items related to the implementation of READ 180?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Support from your district				
b. Support from your school				
c. Support from other teachers				
d. How students are identified for <i>READ 180</i>				
e. How students are placed in <i>READ 180</i> classes				
f. How student progress is monitored in <i>READ 180</i>				
g. The criteria or process for moving students out of your <i>READ 180</i> classes				
h. The progress that students make in your <i>READ 180</i> classes				
i. The <i>READ 180</i> computer software				
j. The content of <i>READ 180</i> workshops				

48. What resources, if any, does your school still need in order to implement READ 180 successfully?

- Technology
- Coaching
- Books or other *READ 180* materials
- Licenses for *READ 180* software or the SRI
- Teacher collaboration opportunities
- Classroom management support
- Other (Please specify _____)

49. Please use this space below to share anything else you would like to tell us about teaching READ 180 in your school or district.

Section V. Teacher Background

50. What is your gender?

- Male
- Female

51. Which best describes you? Mark all that apply.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Hispanic or Latino
- White

52. What is the **highest** level of education you have completed?

- Bachelor's degree
- At least one year of course work beyond a Bachelor's degree but not a graduate degree
- Master's degree
- Education specialist or professional diploma based on at least one year of course work past a Master's degree level
- Doctorate

53. Please indicate your undergraduate major or field of study. Mark all that apply.

- Early Childhood Education
- Elementary Education
- Secondary Education
- English
- English as a Second Language
- Reading and/or Language Arts
- Curriculum and Instruction
- Mathematics Education
- Mathematics
- Science Education
- Life Science
- Physical Science
- Earth Science
- Special Education
- Other Education-related Major (such as educational psychology, administration, music education, etc.)
- Non-Education Major (such as history, etc.)

54. If you have a **graduate degree**, indicate the major field of study of your highest graduate degree. (Respondents will not see this question if they do not have a graduate degree from question 34.)

- Early Childhood Education
- Elementary Education
- Secondary Education
- English
- English as a Second Language
- Reading and/or Language Arts
- Curriculum and Instruction
- Mathematics Education
- Mathematics
- Science Education
- Life Science
- Physical Science
- Earth Science
- Special Education
- Other Education-related Major (such as educational psychology, administration, music education, etc.)
- Non-Education Major (such as history, etc.)

55. Please indicate the number of additional courses you have completed outside of a degree program in the following areas.

	NUMBER OF COURSES						
	0	1	2	3	4	5	6+
a. Special education							
b. English as a Second Language (ESL)							
c. Child Development							
d. Methods of teaching reading							
e. Methods of teaching language arts (writing, grammar, research skills)							
f. Classroom management							

56. What type of teaching certification do you have?

- Regular or standard state certificate or advanced professional certificate

- Probationary certificate
- Provisional (based on attendance in an “alternative certification program”)
- Temporary certificate
- Emergency certificate or waiver

57. Please indicate the subject area(s) of certification you hold. Mark all that apply.

- Early Childhood Education
- Elementary Education
- Secondary Education
- Reading Specialist Certification or Endorsement
- Elementary Mathematics
- Middle/Junior High School or Secondary Mathematics
- Elementary Science
- Middle/Junior High School or Secondary Science
- ESL Certification
- Special Education

READ 180 Scholastic Implementation Consultant Interview Protocol

IC ID:	District ID:
Date:	Interviewer ID:

I. Background Questions

We'd like to begin by asking a few background questions about your role in this district.

1. What is your title and what are your major responsibilities?
2. How long have you been working as a Scholastic Implementation Consultant?
 - a. Have you worked as a Scholastic Implementation Consultant in other districts/territories?
3. How long have you been working as a Scholastic Implementation Consultant in this district/territory?
 - a. How many states does your territory include?
 - b. How many districts does your territory include?
 - c. How many schools does your territory include?
 - d. Do you work with all READ 180 teachers in the district?
4. What training did you receive in order to become a Scholastic Implementation Consultant?
 - a. What specific READ 180 training did you receive?
 - b. Prior to becoming an Implementation Consultant, did you have any literacy-related experience?
Prompt: Were you ever a teacher?

Next we'd like to know some background information about literacy instruction in this district.

5. To your knowledge, does this the district have specific goals regarding literacy, especially at the middle school level?
If YES, ask the following:
 - a. How does *READ 180* help address these goals?

II. Adoption Process

Next we want to talk about the process for adopting *READ 180* in this district.

6. What can you tell us about the decision to use *READ 180* in this district?
 - a. What role did you play in the decision-making process?
 - b. Who were the key individuals involved in making the decision to adopt *READ 180*?

Prompt: Board of Education, District leaders, School leaders, Reading Coaches, Teachers, etc.

7. What program or programs were used to help struggling readers before *READ 180* was introduced?
 - a. Is *READ 180* currently used in all the middle schools?
 - b. If not, what other programs are currently used?
 - c. Do you know if teachers in this district use other reading materials alongside the *READ 180* curriculum?

8. Please explain your role and responsibilities throughout the entire adoption process (from before the adoption decision was made to after teachers began implementing).

Prompts: What is your role before and after a district/school decides to adopt the program?

- a. How do you collaborate with the Account Executive throughout this process?
9. Did the district seek out this program or did the district learn about it from Scholastic?
Prompts: Who wanted the program? Was it the idea of board of education, superintendent, teacher, parent or school administrator to adopt READ 180?

10. What were some of the reasons why the district wanted to adopt a reading intervention for middle schools? What were the district's goals in adopting a program like *READ 180*?

Prompts: State requirement to have intervention for students performing below a specific test scores, school request, parental request, change in demographics requiring intervention, etc; high school teachers' complaints about poor reading abilities, state reading tests were low, attempts to forestall dropouts, etc.

11. Were you involved in helping to determine which schools adopted *READ 180*?

- a. How are middle schools selected for *READ 180*?
- b. Did schools have a choice whether or not to adopt the program?
- c. In what ways did you work with the district to help create buy-in to the program at the school level?

12. What were some of the factors that made *READ 180* seem appropriate, especially for struggling readers in this district?

Prompts: Cost, content of material, range of skills covered, use of technology, appropriateness of content for middle school, training and support, etc.

- f. What factors, if any, played a role in the decision to adopt *READ 180*, and in how the program was adopted (e.g., limited funding available, number of computers available, availability of qualified teachers willing to teach *READ 180*, etc.)?

13. Please tell us about the funding source for *READ 180* in this district.

- a. Was it funded through Title I or another federal program?

14. Who was responsible for ultimately approving the purchase of *READ 180*?

- a. How long after the adoption decision was it purchased?
- b. What components were purchased in addition to the basic *READ 180* package?

15. What components were purchased in addition to the basic *READ 180* package?
 - a. What criteria were used to determine which *READ 180* products/services would be purchased?
Prompts: data on student achievement, demographic information (e.g., high ELL population), etc.
16. When *READ 180* is initially purchased how long does the license last?
 - a. Are there different options in terms of the amount of time they will be active users?
Prompt: Is it renewed every year, every three years, etc?
 - b. How extensively has the *READ 180* license been utilized across district?
Prompt: Are all purchased licenses being used?
 - c. What are the parameters of a *READ 180* license? For example, is there a cap on the number of students allowed in a *READ 180* classroom?

III. *READ 180* Implementation

Next we'd like to know about the implementation of *READ 180* in this district.

17. Have you worked with school and district leaders, other Implementation Consultants, and/or an Account Executive to develop and review implementation plans for *READ 180* in the district and schools?
If YES, ask the following:
 - a. What did the process entail?
 - b. What are/were the successes and challenges in implementing the plan?
 - c. How well have the district and schools executed the plan?
18. What, if any, modifications to schools' schedules and procedures were necessary to implement *READ 180*, for example, to accommodate the 90 minute instructional block?
 - a. Were any changes to the usual English language arts block necessary?
19. How effectively do you think the teachers are currently able to implement the *READ 180* instructional models and routines in the classroom?
 - b. How often do teachers modify the *READ 180* routines?
 - c. Are you aware of any reading programs that are used by *READ 180* teachers to supplement *READ 180*?
 - d. How does teachers' ability to implement the *READ 180* routines vary across teachers within one school and across schools in the district?
20. From your perspective, what are the greatest challenges to teachers' implementation of the *READ 180*?
20. To what extent do *READ 180* teachers collaborate with each other, with other (non-*READ 180*) teachers in their schools, and other *READ 180* teachers in the district?

- a. Are *READ 180* teachers involved in discussions of struggling readers?
 - b. Have *READ 180* teachers formed support groups or learning communities to help each other understand and use the program?
 - c. What opportunities does the district provide to encourage *READ 180* teachers across the district to collaborate with each other?
21. What aspects or components of the *READ 180* implementation process do you think could be improved?
- b. From your perspective, what factors contribute to the successful implementation of *READ 180* at the district and school levels?

IV. Professional Development

Next we'd like to know more about the professional development and coaching provided to *READ 180* teachers and administrators.

22. Upon purchase of *READ 180*, what kind of professional development is provided to *READ 180* teachers and administrators?
- a. What ongoing professional development is provided?
- If any ongoing PD provided, ask the following:***
- b. Are these opportunities a part of the basic package that was purchased, or are they available at an extra cost?
23. Does the district send teachers to the Scholastic trainings? What kind of Scholastic training did the teachers receive (e.g., Summer Institutes and DAY1 and DAY 2 trainings; ongoing support and coaching; other)? What does attendance look like?
- a. Does the district encourage teachers to enroll in the Scholastic RED online courses?
24. What kind of *READ 180* professional development do the coaches/coordinators receive?
- a. Does the district send reading coaches to *READ 180* professional development workshops so that they can then train teachers?
25. Do district administrators attend *READ 180* professional development specific to administrators? Who attends the training for administrators? What does attendance look like? What role do administrators play in *READ 180* implementation in the district and schools?
26. Would you please comment on the quality of the training provided to *READ 180* teachers, administrators, and coaches? In your opinion, what can be done to improve the training for *READ 180* teachers, administrators, and coaches?
27. Does *READ 180* training vary from school to school, or does the district attempt to make the training consistent?

V. Technical Assistance and Support (Coaching)

Now, please think about the different types of support *READ 180* teachers receive.

28. Next, we'd like to know about the coaching you provide to *READ 180* teachers. What are the typical reasons why they elicit assistance/support from you?
 - b. In what ways do you think their stated reasons reflect their true needs for assistance?
29. Please tell us more about the *READ 180* coaching process. What are your usual activities as you interact with teachers in a coaching role (i.e., support with lesson planning, teaching model lessons, classroom observations followed by debriefing, provide training, lead teacher cadre meetings)?
 - d. Do you work with all the teachers in your district? If no, do you work with teachers at multiple school sites in the district?
 - e. How often do you see the teachers you work with?
 - f. Do you work with teachers individually or as a group?
30. How well would you say the coaching process is meeting the needs of the teachers (or others) you work with?
 - c. Have you experienced any resistance from the teachers towards coaching? If so, what kind?
 - d. What challenges have you encountered and how have you addressed them?
31. From your perspective, what has been most successful about the coaching process for *READ 180* teachers and what could make it more successful?

VI. Administrative Support

Next we'd like to know how you are supported by district and school level administrators.

32. How well do you feel the district level administration supports the *READ 180* program?
Prompts: Can you think of specific ways that the district supports the *READ 180* program? Have district level administrators created any obstacles or barriers for you?
33. How well do you feel the school level administrators support the *READ 180* program?
Prompts: Can you think of specific ways that individual principals support the READ 180 program? Have school level administrators created any obstacles or barriers for you?
34. What forms of support have contributed the most to successful implementation of *READ 180* by the teachers you work with?
35. What forms of support could have made implementation more successful, both from the perspective of teachers and students?

VII. Coherence of *READ 180* and District and School Initiatives

Now, let's talk about coherence between *READ 180* and other district and school initiatives, especially at the middle school level. By "coherence," we mean alignment or compatibility with other initiatives, especially around adolescent literacy and teacher professional development. We are also interested in any accommodations schools needed to make to integrate *READ 180* into their academic programming.

36. To your best knowledge, in what ways does *READ 180* support your district's plan for:
 - a. School improvement
 - b. ELA programming in general?
 - c. Improved reading proficiency for all students?
 - d. Work with English language learners and special education students?
 - e. Efforts to meet federal AYP requirements?

37. To your best knowledge, in what ways does *READ 180* training and professional development fit within this district's overall plan for teacher professional development?
 - a. Is it viewed as a way to develop capacity for meeting the needs of struggling readers?
 - b. Does it support any other initiatives, such as awareness of "reading in the content areas?"

VIII. Monitoring and Sustainability

Next we'd like to know how *READ 180* is monitored, how it will be sustained, and how it impacts students and teachers. We are especially interested in what you see as the factors that have made the program effective and factors that could be improved.

38. To what extent do teachers in the middle schools use data to monitor and guide their instruction in the *READ 180* classrooms?
 - a. What training do teachers receive to help them use data to guide instruction?
 - b. Does Scholastic provide technical support (e.g., a technical support staff) to teachers to help them use data to inform instruction more effectively?
 - c. What infrastructure is in place in the school and district (e.g., central server, technology) to help teachers use data to drive instruction?
 - d. In what ways could teachers use *READ 180* and other data more effectively?

39. In what ways have the district and schools been monitoring and evaluating the implementation of *READ 180*?
 - a. What means have been used to monitor and evaluate implementation in this district?
 - b. Do you use information on student achievement or implementation fidelity to make recommendations to decision makers as to how the program would be most helpful?
 - c. How can the monitoring process for *READ 180* be improved at the district and school levels?

40. From your perspective, what impact has the implementation of *READ 180* had on struggling readers and teachers in this district and schools, especially in the following areas?
 - a. Improved student reading achievement, including use of reading strategies in content area teaching
 - b. Improved student motivation and engagement
 - c. Improved behavioral factors such as less disruptive behavior, better attendance, etc.
 - d. Better understanding about the needs of struggling readers
 - e. More teacher collaboration about the needs of struggling readers
 - f. Greater attention to data other than yearly state tests.

41. Does *READ 180* have a similar impact on different student populations (regular ed students, struggling readers, sped students, ELL)?
42. What steps could have been taken to allow the program to have a greater impact on teachers and students?
43. To your knowledge, what plans have been made to ensure sustainability of *READ 180* in the district?
 - a. If the district and schools continue to use the program, how will the district continue support implementation in the middle schools?
 - b. What is in place, e.g., any initiatives, to help build capacity at the school or district levels (e.g., additional *READ 180* teachers)?
44. In general, how do you feel that the *READ 180* teachers' skills are developing over time?
Please elaborate.

This is the end of our questions. Is there anything else that you would like to add? Is there anything else you think we should know about the implementation of the *READ 180* program with respect to this study that we have not already discussed?

We know how busy you are and we sincerely appreciate your taking the time to talk with us today.

READ 180 Scholastic Account Executive Interview Protocol

AE ID:	District ID:
Date:	Interviewer ID:

I. Background Questions

We'd like to begin by asking a few background questions about your role in this district.

1. What is your title and what are your major responsibilities?
2. How long have you been working as a Scholastic Account Executive?
3. How long have you been working as a Scholastic Account Executive in this territory?
 - a. How many states does your territory include?
 - b. How many districts does your territory include?
4. What training did you receive in order to become a Scholastic Account Executive?
 - a. What specific READ 180 training did you receive?

Next we'd like to know some background information about literacy instruction in this district.

5. To your knowledge, does this the district have specific goals regarding literacy, especially at the middle school level?

If YES, ask the following:

- a. How does *READ 180* help address these goals?

II. Adoption Process

Next we want to talk about the process for adopting *READ 180* in this district.

6. What can you tell us about the decision to use *READ 180* in this district?
 - a. What role did you play in the decision-making process?
 - b. Who were the key individuals involved in making the decision to adopt *READ 180*?

Prompts: School Board, District leaders, School leaders, Reading Coaches, Teachers, etc.

7. What program or programs were used to help struggling readers before *READ 180* was introduced?
 - a. Is *READ 180* currently used in all the middle schools?
 - b. If not, what other programs are currently used?

- c. Do you know if teachers in this district use other reading materials alongside the *READ 180* curriculum?
 - d. Do you know what other (competitor) reading programs are used in this district instead of *READ 180*?
8. Please explain your role and responsibilities throughout the entire adoption process (from before the adoption decision was made to after teachers began implementing).
Prompt: What is your role before and after a district/school decides to adopt the program?
 - a. How do you collaborate with the Implementation Consultant throughout this process?
9. Did the district seek out this program or did the district learn about it from Scholastic?
Prompts: Who wanted the program? Was it the idea of board of education, superintendent, teacher, parent or school administrator to adopt READ 180?
10. What were some of the reasons why the district wanted to adopt a reading intervention for middle schools? What were the district's goals in adopting a program like *READ 180*?
Prompts: State requirement to have intervention for students performing below a specific test scores, school request, parental request, change in demographics requiring intervention, etc; high school teachers' complaints about poor reading abilities, state reading tests were low, attempts to forestall dropouts, etc.
11. Were you involved in helping to determine which schools adopted *READ 180*?
 - a. How are middle schools selected for *READ 180*?
 - b. Did schools have a choice whether or not to adopt the program?
 - c. In what ways did you work with the district to help create buy-in to the program at the school level?

12. What were some of the factors that made *READ 180* seem appropriate, especially for struggling readers in this district?

Prompts: Cost, content of material, range of skills covered, use of technology, appropriateness of content for middle school, training and support, etc.

- a. What constraints, if any, played a role in the decision to adopt *READ 180*, and in how the program was adopted (e.g., limited funding available, number of computers available, availability of qualified teachers willing to teach *READ 180*, etc.)?

13. Please tell us what you know about the funding source for *READ 180* in this district.

- a. Who was responsible for ultimately approving the purchase of *READ 180*?
- b. Was it funded through Title I or another federal program?
- c. How long after the adoption decision was it purchased?
- d. What components were purchased in addition to the basic *READ 180* package?

14. What components were purchased in addition to the basic *READ 180* package?

- a. What criteria were used to determine which *READ 180* products/services would be purchased?
Prompts: data on student achievement, demographic information (e.g., high ELL population), etc.

15. When *READ 180* is initially purchased how long does the license last?

- a. Are there different options in terms of the amount of time they will be active users?
Prompts: Is it renewed every year, every three years, etc.
- b. How extensively has the *READ 180* license been utilized across district?
Prompt: Are all purchased licenses being used?
- c. What are the parameters of a *READ 180* license? For example, is there a cap on the number of students allowed in a *READ 180* classroom?

16. What are your responsibilities once a district has decided to purchase *READ 180*?

Prompts: Is the main Scholastic contact now the Implementation Consultant, renewing licenses, etc.

III. READ 180 Implementation

Next we'd like to know about the implementation of *READ 180* in this district.

17. Have you worked with school and district leaders and Scholastic Implementation Consultants to develop and review implementation plans for *READ 180* in the district and schools?

If YES, ask the following:

- a. What did the process entail?
- b. How often did you work with school and district leaders to review the plan?
- c. What are/were the successes and challenges in implementing the plan?
- d. How well have the district and schools executed the plan?

IV. Professional Development and Support

Next we'd like to know more about the professional development and different types of support provided to *READ 180* teachers and administrators.

18. What are your responsibilities with respect to supporting professional development and coaching for *READ 180* teachers and administrators?
19. Upon purchase of *READ 180*, what kind of professional development is provided to *READ 180* teachers, administrators and *READ 180* coaches/coordinators?
 - a. Who attends these training opportunities for teachers, administrators, and others?
 - b. What does the attendance look like?
 - c. What ongoing professional development is provided?
 - d. Does Scholastic provide any other type of implementation support to *READ 180* teachers?

If any, ask the following:

- e. Are these opportunities a part of the basic package that was purchased, or are they available at an extra cost?
20. Would you please comment on the quality of the training provided to *READ 180* teachers, administrators, and coaches? In your opinion, what can be done to improve the training for *READ 180* teachers, administrators, and coaches?
21. How does *READ 180* training vary from school to school or does the district attempt to make the training consistent?

V. Technical Assistance and Support (Coaching)

Let's talk about the different types of support provided to *READ 180* users.

22. Does Scholastic provide any type of technical support to *READ 180* teachers?

Prompts: computer-related trouble shooting, software problems, etc.

- a. Do teachers take advantage of this service?

VI. Administrative Support

Next we'd like to know how you are supported by district and school level administrators.

23. How well do you feel the district level administration supports the *READ 180* program?

Prompts: Can you think of specific ways that the district supports the READ 180 program? Have district level administrators created any obstacles or barriers for you?

24. How well do you feel the school level administrators support the *READ 180* program?

Prompts: Can you think of specific ways that individual principals support the READ 180 program? Have school level administrators created any obstacles or barriers for you?

VII. Coherence of READ 180 and District and School Initiatives

Now, let's talk about coherence between *READ 180* and other district and school initiatives, especially at the middle school level. By "coherence," we mean alignment or compatibility with other initiatives, especially around adolescent literacy and teacher professional development. If you introduced *READ 180* to the district or worked with district leaders to develop an implementation plan, please tell us if and how the following factors were taken into consideration.

25. To your knowledge, in what ways does *READ 180* support this district's plan for:

- a. School improvement?
- b. ELA programming in general?
- c. Improved reading proficiency for all students?
- d. Work with English language learners and special education students?
- e. Efforts to meet federal AYP requirements?

26. To your knowledge, in what ways does *READ 180* training and professional development fit within the district's overall plan for professional development?

- a. Is it viewed as a way to develop capacity for meeting the needs of struggling readers?
- b. Does it support any other initiatives, such as awareness of "reading in the content areas?"

VIII. Monitoring and Sustainability

Next we'd like to discuss your knowledge of how *READ 180* is monitored and how it will be sustained.

27. Are you aware of how schools and the district monitor the impact and implementation of *READ 180* on struggling readers?

If yes, ask the following:

- a. Do you use information on student achievement or implementation fidelity to make recommendations to decision makers as to how the program would be most helpful?
- b. How can the monitoring process for *READ 180* be improved at the district and school levels?

28. Do you know if there are any plans that have been made to ensure sustainability of *READ 180*? If so, what are they?

- a. How will *READ 180* continue to be supported by the district and schools?
- b. Are there any initiatives that are in place to help build capacity at the school and district levels (e.g., additional *READ 180* teachers)?

This is end of our questions. Is there anything else that you would like to add? Is there anything else you think we should know about the implementation of the *READ 180* program with respect to this study that we have not already discussed?

We know how busy you are and we sincerely appreciate your taking the time to talk with us today.

Appendix D: Research Questions and Analysis Plan

Table D-1: Research Questions, Subquestions, and Data Sources

Research Question 1	
What are the characteristics of districts and schools that have successfully implemented <i>READ 180</i>, especially as compared to districts in which implementation has been less successful?	
Sub-questions and Elaboration	Data Sources
Decisions and processes surrounding the adoption of <i>READ 180</i> by participating schools and districts?	Interviews with: <ul style="list-style-type: none"> • District leaders • Principals • Scholastic regional representatives
Coherence of <i>READ 180</i> with on-going plan for ELA programming and teacher professional development at: <ol style="list-style-type: none"> (a) District level (b) School level 	Interviews with: <ul style="list-style-type: none"> • District leaders • Principals • District- and school-based intermediaries
Characteristics of participating teachers <ol style="list-style-type: none"> (a) Educational qualifications/ certification (b) Experience/ teaching history (c) Professional development prior to <i>READ 180</i> (d) How they became a <i>READ 180</i> teacher (e) Participation in <i>READ 180</i> professional development 	<i>READ 180</i> Teacher survey Extant district data Interviews with: <ul style="list-style-type: none"> • District leaders • School leaders • <i>READ 180</i> teachers
Participating students <ol style="list-style-type: none"> (a) Selection criteria for including students in <i>READ 180</i> (b) Differences in students’ level of exposure to program components (c) Is the program’s timeframe sufficiently long to achieve its objectives for students? 	Extant district data Scholastic Achievement Manager (SAM) data Interviews with: <ul style="list-style-type: none"> • School leaders • <i>READ 180</i> teachers
Program Implementation <ol style="list-style-type: none"> (a) <i>READ 180</i> professional development and support: How does the nature and intensity vary across districts? How does teacher participation vary across districts? (b) <i>READ 180</i> in the classroom/school: What are the characteristics of <i>READ 180</i> classrooms and how do these vary within and across districts? Are the <i>READ 180</i> activities delivered in the originally planned format and timeframe? What are successes, challenges encountered, and strategies to address the challenges? (c) School and district level strategies for monitoring implementation and evaluating effectiveness 	<i>READ 180</i> teacher survey Interviews with: <ul style="list-style-type: none"> • District leaders • Principals • <i>READ 180</i> teachers • District- and school-based intermediaries

Table D-1: Research Questions, Subquestions, and Data Sources—Continued

Research Question 2	
In what ways do specific district, school, and classroom level implementation supports for <i>READ 180</i> affect buy-in and implementation at each level of the system?	
Sub-questions and Elaboration	Data sources
<p>What are the common factors and differences across districts and schools that provide support for implementation of <i>READ 180</i>? How do they contribute to buy-in for the program at the classroom and school levels? What additional supports and resources are needed to improve implementation and buy-in?</p>	<p>Teacher surveys</p> <p>Interviews with:</p> <ul style="list-style-type: none"> • District leaders • Principals • Teachers • District- and school-based intermediaries
<p>How is <i>READ 180</i> integrated and supported within the structure of the school and/or district? Who are the intermediaries who support the district-school connections in the <i>READ 180</i> relationship? What is their role?</p>	<p>Interviews with:</p> <ul style="list-style-type: none"> • District leaders • Principals • Teachers • District- and school-based intermediaries
<p>How do teachers and administrators at the participating sites perceive the effectiveness of <i>READ 180</i>?</p> <p>In what ways does <i>READ 180</i> influence the attitudes of teachers and administrators in participating schools/ districts toward struggling readers?</p> <p>How satisfied are teachers and administrators in participating schools/ districts with <i>READ 180</i> as an intervention for struggling readers?</p>	<p><i>READ 180</i> teacher survey</p> <p>Interviews with:</p> <ul style="list-style-type: none"> • <i>READ 180</i> teachers • Principals • District- and school-based intermediaries

READ 180 Analysis Plan

The following is the *READ 180* analysis plan, which outlines the approach and protocols of the qualitative data analysis process for the study.

Data Preparation

The study team took the following steps to manage the data:

- (1) *Unique Identifiers.* To maintain confidentiality, the study team assigned a unique identification number to each participant. Unique identification numbers included five digits followed by a letter. For example, 30102T was one unique identification number used. In this number, 3 denotes the district, the 01 identifies the school, 02 identifies the teacher, and T indicates that this participant is a teacher. One of the district-level administrators had this unique identification number: 30002D. This district's Scholastic Representative was also interviewed for the study and identified as 30001S. Using these unique identification numbers allowed the study team analyze the data and maintain confidentiality throughout the data collection, analysis, and reporting stages of the project.
- (2) *File naming convention.* To minimize confusion, interview write-ups were named according to the following protocol: UNIQUE IDENTIFICATION #.doc
- (3) *File formatting.* For ease of analysis, interview write-ups were done in pre-formatted, locked forms. Each of the interview protocols (teacher, intermediary, school leader, etc.) was converted into a template with an expanding text box below each item. Site visitors took notes (and refined these shortly thereafter, with the help of audio recordings) in these forms, which restricted the entering of text to certain areas. Pre-data collection efforts to standardize these forms helped maintain consistency and an organization that made coding efforts in NVivo (see below) more efficient later on.
- (4) *File sharing protocol.* To enable secure file sharing, the study team set up a Google account (for use of its Google Docs function) and a Secure File Transfer Protocol (SFTP) site to enable secure, intra-organization file sharing. Initially, the Google account served as a shared location to store interview write-up forms and communication templates. As the study progressed, analysts used the SFTP site to store secure information, such as participants' contact information, unique identification numbers, and interview data. During the analysis process, AIR and BPA also used the SFTP site to share team members' latest coding efforts; this enabled the team to merge the analysts' individual NVivo projects and subsequently upload a master file, from which all would then work, at various points throughout the analysis process.

Analysis approach

The analysis approach adopted in this study followed the iterative sequence of steps identified below:

I. Develop precodes (also known as a priori codes)

The research team developed a list of conceptual categories independent of the data collection. These precodes were drawn primarily from the research questions, and particular care was taken to represent each concept or category with a code. In addition, insights from existing literature, program theory, and program components informed the list of precodes.

This development process resulted in a starter list of codes; for every code in this list, the research team ensured that

- a. the code name was an appropriate match for the concept or practice it described;
- b. the code was clearly defined; and
- c. guidelines for applying the code were specified and shared among team members.

II. Conduct initial, exploratory analysis

Once site visits to two districts were conducted, site visitors identified a sub-sample of write-ups for beginning analysis. The sub-sample consisted of interviews that 1) were conducted with individuals who were representative of the group (e.g., teachers in that particular district) and/or 2) seemed particularly interesting or rich in detail. The sub-sample comprised 4 interviews from each district, including one district leader, one school leader, one literacy coach/intermediary, and one *READ 180* teacher.

Initial analysis involved a detailed exploration of these selected texts: testing pre-determined codes, identifying new conceptual categories and sub-categories, reading between the lines, and reflecting on all possible meanings that can be attached to each code.

The purposes of the initial analysis were two-fold:

a. Test and further develop precodes

During this early stage of analysis, the research team applied the original precodes to segments of text as appropriate. This process offered an opportunity to 'test-drive' the pre-codes, and identify:

- relevant, applicable codes
- non-relevant codes (no or too few instances of application)
- codes that needed to be broken down further into more discrete categories (too many instances of application)
- codes that needed to be combined with others (the code appears significant, but there are too few instances of application for it to stand alone)

b. Identify inductive codes

In contrast to precodes, inductive codes were derived directly from the data. In general, inductive codes show how study participants experience and express their reality of *READ 180* implementation. During this stage, the research team examined the interview write-ups for recurring elements, concepts, topics, and insights across interviews and districts to generate

inductive codes to add to the list of initial precodes. Members of the research team moved fluidly back and forth between the data and the emerging categories to develop a coding structure that would ultimately provide a complete and systematic framework for organizing the interview data.

III. Build the initial coding system

After the first review of data, the research team conducted several working meetings to compare notes and build the initial coding system. The purpose of these meetings was to:

- Revise precodes, based on observations and insights from the exploratory round of analysis
- Identify important inductive codes
- Create a coding scheme that combined precodes and inductive codes into a meaningful hierarchy
- Confirm that all team members shared a common understanding of the codes, including their definitions and guidelines for their application

IV. Developing coding families

After the coding scheme was developed, the research team organized the codes into a list of coding families to help determine the shape and structure of the coding hierarchies. These provided a means to classify codes and sort descriptive data so that the material bearing on a particular topic would be clustered together.

The following is the coding scheme developed and applied to analyze interview data. The codes and sub-codes are organized by coding family.

Table D-2. Coding Scheme for Analysis of Interview Data

District-based Factors	School-based Factors	Cross-Cutting Factors	Valences
<p>CONTEXT</p> <ul style="list-style-type: none"> • District-wide literacy framework and goals • Alignment (of <i>READ 180</i>) with existing goals • Integration (of <i>READ 180</i>) into ELA programming • Other reading interventions in the district • Accountability (including NCLB) • Connections to content and ELA <p>ADOPTION</p> <ul style="list-style-type: none"> • Trajectory (the story of how <i>READ 180</i> is adopted in the district) • Reasons for adopting <i>READ 180</i> • Program goals for <i>READ 180</i> 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Physical space • Scheduling • Class size • Teacher-student ratio • Fidelity • Assessment <p>TEACHERS</p> <ul style="list-style-type: none"> • Teacher selection • Coaching • Teacher collaboration <p>STUDENTS</p> <ul style="list-style-type: none"> • Student placement and exit • Student engagement • Student motivation • Special populations <p>PROFESSIONAL DEVELOPMENT (Training and retraining)</p>	<p>ROLE OF THE INTERMEDIARY</p> <p>TECHNOLOGY</p> <p>BUY-IN</p> <p>DATA-DRIVEN DECISION-MAKING</p> <p>SUPPORT (for <i>READ 180</i>)</p> <ul style="list-style-type: none"> • District-based • School-based • Provided by Scholastic <p>COMMUNICATION</p> <ul style="list-style-type: none"> • District to school • School to district • With Scholastic • Among schools (within district) 	<ul style="list-style-type: none"> • Barriers to implementation (challenges, aspects needing improvement, dislikes) • Successes (likes, satisfaction) • Factors influencing implementation

<ul style="list-style-type: none"> • Choice (about adopting <i>READ 180</i>) <p>FUNDING</p> <ul style="list-style-type: none"> • Sources • Uses • Tensions <p>MONITORING</p> <ul style="list-style-type: none"> • Implementation • Student performance and knowledge 	<p>IMPACT</p>		
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V. Iterative coding in project teams

The AIR and BPA teams shared the responsibility for coding the interview data. During this process, the research team created and continuously updated a master analysis file (i.e., NVivo project), which served as a repository for all interview data and ultimately, the codes assigned to these. Within this file, each interview was coded as a ‘case’ of an individual who is involved in the implementation of READ 180. Information about the particular individual (i.e., position and district) was assigned to the case using attribute values. Ultimately merging all coding in a single NVivo master project enabled the team to conduct within and across-district analyses that shed light on variations in implementation.

The research team approached the analysis in stages beginning with within-district coding. At the start of each district-specific stage, coders from AIR and BPA were each assigned a set of codes to apply. After each coder finished her individual assignment, files were merged to create a master NVivo project. The master project was then made available on the SFTP site, allowing coders to work from the most current version available. The research team followed this procedure to code interviews from the five sample districts. The set of codes assigned varied by district, so no one coder applied the same codes for all sample districts. This strategy required all coders to have a shared understanding of the data and how it should be categorized and helped to reduce coder bias. . The research team discussed the coding process and resolved any issues that arose during weekly conference calls and via email communications. Based on these discussions, the team adjusted coding category definitions and collapsed or separated out categories as needed, to better fit the data.

VI. Coding categories → themes → emergent theories

In the next stage of analysis, the research team examined the results of the coding process as a whole. Here, all the data attached to a particular code could be retrieved and examined in detail. The team conducted systematic within- and across-district analyses of the various coding categories to investigate the relationships between codes and identify salient and recurrent themes. To conduct this analysis, the research team employed NVivo’s simple and advanced coding queries. This allowed for a more in-depth analysis of participant perceptions of the program and identification of factors that facilitated or impeded program implementation.

Triangulation was used to enhance the integrity of the results. Specifically, coding categories were examined across multiple interview sources and two data collection sources (interview survey data) in each district to ensure reliability of findings. In addition, the data analysis involved multiple members of the research team at AIR and BPA. Throughout the process, the analysis was discussed during weekly team meetings to generate new insights into and interpretations of the implementation process in general as well as within- and across-district variation. The researchers also engaged in cross-team fact checking of identified themes, relationships and conclusions drawn.

Appendix E:
***READ 180* Teacher Characteristics**
From Teacher Survey

Table E-1. Percent of *READ 180* teachers by teacher background and education characteristics by district

Characteristics	District 1		District 2		District 3		District 4		District 5	
	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
Background characteristics										
<i>Sex</i>										
Male	14	1	11	4	10	3	5	2	33	14
Female	86	6	86	31	84	26	89	33	67	28
<i>Race/ethnicity</i>										
American Indian or Alaska Native	0	0	0	0	0	0	0	0	2	1
Asian	0	0	0	0	10	3	0	0	0	0
Black or African American	0	0	11	4	42	13	19	7	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	14	1	17	6	0	0	14	5	0	0
White	86	6	64	23	39	12	60	22	91	38
Multiracial	0	0	3	1	0	0	3	1	2	1
Race not specified	0	0	6	2	10	3	5	2	2	1
Education characteristics										
<i>Highest level of education completed</i>										
Bachelor's degree	43	3	39	14	29	9	32	12	5	2
Some graduate school but not degree	43	3	17	6	26	8	27	10	21	9
Master's degree	14	1	36	13	23	7	38	14	55	23
Education specialist or professional diploma	0	0	8	3	23	7	3	1	19	8
Doctorate	0	0	0	0	0	0	0	0	0	0
<i>Undergraduate major or field of study</i>										
Early Childhood Education	0	0	11	4	7	2	3	1	2	1
Elementary Education	57	4	36	13	48	15	22	8	29	12
Secondary Education	29	2	36	13	19	6	19	7	19	8

Characteristics	District 1		District 2		District 3		District 4		District 5	
	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
English	29	2	36	13	36	11	14	5	17	7
English as a Second Language	14	1	14	5	10	3	16	6	7	3
Reading and/or Language Arts	29	2	31	11	16	5	19	7	10	4
Curriculum and Instruction	0	0	0	0	10	3	0	0	0	0
Mathematics Education	0	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0	0
Science Education	0	0	0	0	0	0	0	0	5	2
Life Science	0	0	0	0	0	0	3	1	2	1
Physical Science	0	0	0	0	0	0	3	1	0	0
Earth Science	0	0	0	0	0	0	0	0	0	0
Special Education	14	1	22	8	13	4	19	7	29	12
Other Education-related Major	14	1	8	3	13	4	19	7	21	9
Non-Education Major	0	0	28	10	13	4	30	11	26	11
Major field of study for graduate degree										
Early Childhood Education	14	1	0	0	0	0	0	0	0	0
Elementary Education	0	0	0	0	7	2	0	0	0	0
Secondary Education	0	0	8	3	0	0	3	1	7	3
English	0	0	0	0	3	1	0	0	0	0
English as a Second Language	0	0	0	0	0	0	0	0	2	1
Reading and/or Language Arts	0	0	11	4	7	2	11	4	19	8
Curriculum and Instruction	0	0	3	1	10	3	0	0	2	1
Mathematics Education	0	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0	0
Science Education	0	0	0	0	0	0	0	0	0	0
Life Science	0	0	0	0	0	0	0	0	0	0
Physical Science	0	0	0	0	0	0	0	0	0	0

Characteristics	District 1		District 2		District 3		District 4		District 5	
	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
Earth Science	0	0	0	0	0	0	0	0	0	0
Special Education	0	0	6	2	0	0	14	5	33	14
Other Education-related Major	0	0	14	5	19	6	11	4	7	3
Non-Education Major	0	0	0	0	0	0	3	1	2	1
Type of teaching certification										
Regular or standard state or advanced professional certificate	86	6	94	34	90	28	92	34	98	41
Probationary certificate	0	0	0	0	0	0	0	0	0	0
Provisional (alternative certification program)	14	1	3	1	7	2	0	0	2	1
Temporary certificate	0	0	0	0	3	1	8	3	0	0
Emergency certificate or waiver	0	0	0	0	0	0	0	0	0	0
Subject area(s) certification										
Early Childhood	0	0	8	3	7	2	0	0	0	0
Elementary	43	3	50	18	61	19	30	11	48	20
Secondary	29	2	72	26	42	13	46	17	41	17
Reading Specialist	14	1	17	6	23	7	73	27	33	14
Elementary Mathematics	0	0	3	1	0	0	0	0	0	0
Middle/Junior High School or Secondary Mathematics	0	0	3	1	3	1	5	2	0	0
Elementary Science	0	0	3	1	0	0	0	0	0	0
Middle/Junior High School or Secondary Science	0	0	3	1	3	1	8	3	5	2
English as a Second Language	14	1	44	16	10	3	41	15	5	2
Special Education	29	2	31	11	23	7	35	13	69	29

SOURCE: Survey of *READ 180* teachers—Spring 2009.

Table E-2. Descriptive statistics for District 1 *READ 180* teachers' teaching experience and *READ 180* specific teaching experience

Characteristics	N	Minimum	Maximum	Mean	Standard Deviation	Median
Years of teaching experience						
Total years teaching	7	3	17	9.1	5.40	8
Years middle school teaching	7	2	13	6.4	4.08	7
Years teaching at current school	7	1	8	4.4	2.57	3
Years of <i>READ 180</i> teaching experience						
Years <i>READ 180</i> teaching	6	1	2	1.2	0.41	1
Years <i>READ 180</i> pre-Enterprise Edition	7	0	0	0.0	0.00	0
<i>READ 180</i> classes for 2008-2009 school year						
Number of classes teaching	7	1	6	3.4	1.62	4
Number of students in total (all classes)	7	10	60	36.1	19.71	37

SOURCE: Survey of *READ 180* teachers—Spring 2009.

Table E-3. Descriptive statistics for District 2 READ 180 teachers' teaching experience and READ 180 specific teaching experience

Characteristics	N	Minimum	Maximum	Mean	Standard Deviation	Median
Years of teaching experience						
Total years teaching	36	2	31	14.1	9.64	13
Years middle school teaching	36	2	27	9.2	6.58	8
Years teaching at current school	34	1	25	6.2	6.01	4
Years of READ 180 teaching experience						
Years READ 180 teaching	34	1	6	2.8	1.23	3
Years READ 180 pre-Enterprise Edition	36	0	4	0.8	1.16	0
READ 180 classes for 2008-2009 school year						
Number of classes teaching	36	1	3	2.4	0.80	3
Number of students in total (all classes)	36	5	60	36.9	17.43	40

SOURCE: Survey of READ 180 teachers—Spring 2009.

Table E-4. Descriptive statistics for District 3 *READ 180* teachers' teaching experience and *READ 180* specific teaching experience

Characteristics	N	Minimum	Maximum	Mean	Standard Deviation	Median
Years of teaching experience						
Total years teaching	30	1	37	16.0	10.62	12
Years middle school teaching	30	1	30	8.5	7.51	6
Years teaching at current school	31	1	20	3.3	3.45	3
Years of <i>READ 180</i> teaching experience						
Years <i>READ 180</i> teaching	31	1	11	2.6	2.20	2
Years <i>READ 180</i> pre-Enterprise Edition	31	0	9	0.8	1.88	0
<i>READ 180</i> classes for 2008-2009 school year						
Number of classes teaching	31	1	6	3.0	0.82	3
Number of students in total (all classes)	30	11	80	43.7	16.66	46

SOURCE: Survey of *READ 180* teachers—Spring 2009.

Table E-5. Descriptive statistics for District 4 *READ 180* teachers' teaching experience and *READ 180* specific teaching experience

Characteristics	N	Minimum	Maximum	Mean	Standard Deviation	Median
Years of teaching experience						
Total years teaching	36	1	36	12.3	9.63	8
Years middle school teaching	36	1	30	8.2	6.75	6
Years teaching at current school	36	1	26	5.7	5.65	4
Years of <i>READ 180</i> teaching experience						
Years <i>READ 180</i> teaching	37	1	8	2.2	1.51	2
Years <i>READ 180</i> pre-Enterprise Edition	37	0	7	0.7	1.44	0
<i>READ 180</i> classes for 2008-2009 school year						
Number of classes teaching	37	1	7	3.4	1.50	3
Number of students in total (all classes)	37	10	102	49.2	22.32	55

SOURCE: Survey of *READ 180* teachers—Spring 2009.

Table E-6. Descriptive statistics for District 5 *READ 180* teachers' teaching experience and *READ 180* specific teaching experience

Characteristics	N	Minimum	Maximum	Mean	Standard Deviation	Median
Years of teaching experience						
Total years teaching	42	2	38	15.7	10.42	12
Years middle school teaching	42	1	24	8.3	5.56	9
Years teaching at current school	42	1	14	6.1	4.18	5
Years of <i>READ 180</i> teaching experience						
Years <i>READ 180</i> teaching	42	1	7	3.4	1.64	3
Years <i>READ 180</i> pre-Enterprise Edition	41	0	6	1.0	1.48	0
<i>READ 180</i> classes for 2008-2009 school year						
Number of classes teaching	42	1	9	1.7	1.32	1
Number of students in total (all classes)	42	1	72	18.0	13.00	15

SOURCE: Survey of *READ 180* teachers—Spring 2009.

Table E-7. Percentage distribution of *READ 180* teachers by characteristics of their teaching assignments and *READ 180* classes by district

Characteristics	District 1		District 2		District 3		District 4		District 5	
	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
Grades currently teaching										
Kindergarten-3rd grade	0	0	0	0	0	0	0	0	0	0
4th grade only	0	0	0	0	0	0	0	0	0	0
5th grade only	0	0	0	0	0	0	0	0	0	0
6th grade only	0	0	11	4	7	2	8	3	0	0
7th grade only	0	0	3	1	7	2	8	3	2	1
8th grade only	0	0	14	5	7	2	8	3	0	0
9th-12th only	0	0	0	0	3	1	0	0	5	2
Some combination of 6th through 8th only	100	7	72	26	68	21	76	28	81	34
Some combination of 6th through 12th only	0	0	0	0	3	1	0	0	12	5
Other combinations of grades	0	0	0	0	7	2	0	0	0	0
Classification of main teaching assignment										
Regular classroom teacher	29	2	58	21	58	18	57	21	10	4
Special education classroom teacher	14	1	8	3	3	1	14	5	64	27
ESL or ELD teacher	57	4	3	1	10	3	5	2	12	5
Teacher of small-group and/or supplemental intervention classes	0	0	0	0	0	0	0	0	0	0
Itinerant teacher	0	0	0	0	0	0	0	0	0	0
Long-term substitute	0	0	0	0	0	0	0	0	0	0
Teacher aide	0	0	6	2	0	0	8	3	5	2
Instructional leader for <i>READ 180</i>	0	0	11	4	29	9	16	6	5	2
Other	0	0	11	4	0	0	0	0	2	1

Characteristics	District 1		District 2		District 3		District 4		District 5	
	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
Class structure										
Self-contained class	0	0	8	3	0	0	11	4	24	10
Team teaching	0	0	3	1	16	5	3	1	17	7
Departmentalized instruction	43	3	86	31	71	22	84	31	41	17
Pull-Out or Intervention Class	57	4	3	1	13	4	3	1	19	8
Other classes taught besides <i>READ 180</i>										
No	29	2	61	22	84	26	68	25	10	4
Yes	71	5	39	14	16	5	32	12	91	38
Classes taught besides <i>READ 180</i>										
Reading/Language Arts/English	43	3	33	12	13	4	19	7	36	15
Special Education	0	0	6	2	0	0	8	3	52	22
Science	0	0	0	0	0	0	8	3	19	8
Mathematics	0	0	0	0	0	0	3	1	31	13
Social Studies	0	0	3	1	0	0	8	3	19	8
Other	29	2	6	2	3	1	3	1	12	5
<i>READ 180</i> classes										
<i>All classes the same size</i>										
No	71	5	33	12	36	11	32	12	19	8
Yes	29	2	67	24	65	20	65	24	81	34

Characteristics	District 1		District 2		District 3		District 4		District 5	
	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
<i>Highest number students allowed</i>										
10 or fewer	29	2	0	0	3	1	3	1	33	14
11 to 15	43	3	14	5	10	3	14	5	29	12
16 to 18	29	2	14	5	23	7	24	9	7	3
19 to 21	0	0	72	26	61	19	30	11	17	7
22-24	0	0	0	0	0	0	14	5	5	2
More than 25	0	0	0	0	0	0	3	1	2	1
No established limit	0	0	0	0	3	1	14	5	5	2
<i>How became a READ 180 teacher</i>										
Volunteered	43	3	11	4	10	3	5	2	12	5
Was asked	43	3	33	12	36	11	27	10	21	9
Was assigned	0	0	25	9	39	12	43	16	52	22
Was hired to teach <i>READ 180</i>	14	1	31	11	13	4	19	7	14	6
Other	0	0	0	0	3	1	5	2	0	0

SOURCE: Survey of *READ 180* teachers—Spring 2009