



Meets ESSA "STRONG" Evidence Criteria

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

STRONG
ESSA EVIDENCE
RATING



PROGRAM OVERVIEW

As the leading blended learning solution, *READ 180*[®] helps students who are two or more years behind become active, accomplished readers. Built on 20 years of research and development, it is one of the most well-researched literacy intervention programs on the market. On the Evidence for ESSA site, researchers from the Center for Research and Reform in Education (CRRE) at the Johns Hopkins University School of Education have categorized *READ 180* as a program demonstrating strong evidence—the highest ESSA rating.

INDEPENDENT REPORTS



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

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



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

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



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

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



Striving Readers Report (2015)

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

Randomized Controlled Trial Studies

STUDY 1

Brockton PS, MA

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

RESULTS: Urban students improved their attendance and significantly increased their scores on vocabulary, comprehension, and total reading measures on the SAT-10™ after using *READ 180* in an after-school program during the 2006–2007 school year (Kim, Capotosto, Hartry, & Fitzgerald, 2011; Herrera et al., 2016; WWC, 2016). **See Figure 1 on next page.**

STUDY 2

Milwaukee PS, WI

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

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

STUDY 3

Newark PS, NJ

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

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

STUDY 4

Ohio Dept. of Youth Services

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

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

STUDY 5

Seminole County PS, FL

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

RESULTS: The FCAT[®] Developmental Scale Score gains evidenced by *READ 180* students significantly exceeded both the state average and the state's benchmark for expected growth during the 2005–2007 school years (Baye et al., 2016). **See Figure 2 on next page.**

STUDY 6

Springfield PS & Chicopee PS, MA

- 679 Students in Grade 9
- Conducted by Education Alliance

RESULTS: *READ 180* students demonstrated statistically greater gains than control group students on the SDRT-4 throughout the 2006–2011 school years (Boulay et al., 2015; WWC, 2016). **See Figure 3 on next page.**

FIGURE 1 Brockton Public Schools *READ 180* Students and Control Group Students, Grades 4–6 (N=296): Performance on SAT-10, 2006 to 2007

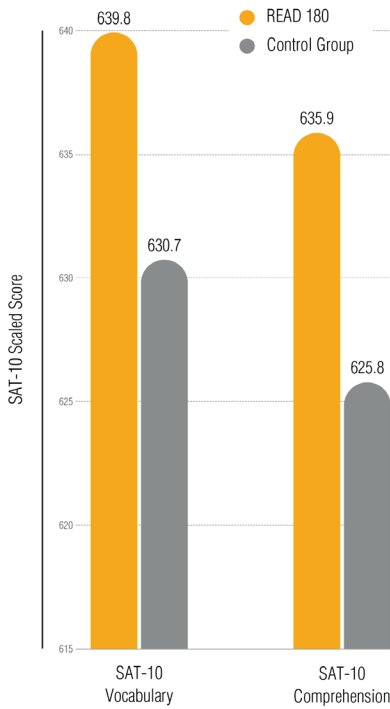


FIGURE 2 Seminole County Public Schools Students, Grades 9–10 (N=147): FCAT Reading DSS Gains by Treatment Group, 2006 to 2007

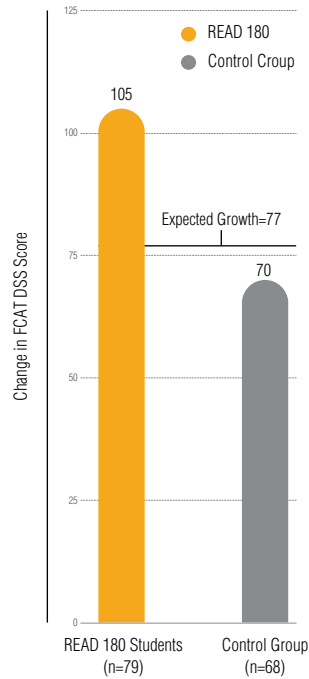
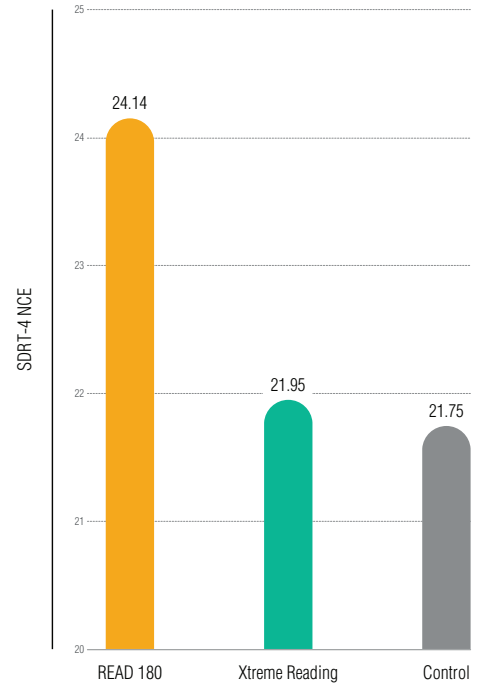


FIGURE 3 Springfield–Chicopee Intervention and Control Group Students, Grade 9 (N=679): Impact of Intervention on Reading Achievement (SDRT-4 NCE), 2006–2011



REFERENCES

- Baye, A., Lake, C., Inns, A., & Slavin, R. (2016). *Effective reading programs for secondary students*. Baltimore, MD: Johns Hopkins University School of Education’s Center for Data-Driven Reform in Education.
- Boulay, B., Goodson, B., Frye, M., Blocklin, M., & Price, C. (2015). *Summary of research generated by Striving Readers on the effectiveness of interventions for struggling adolescent readers*. NCEE 2016-4001. National Center for Education Evaluation and Regional Assistance.
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To learn more about the research behind *READ 180*, visit hmhco.com/read180

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